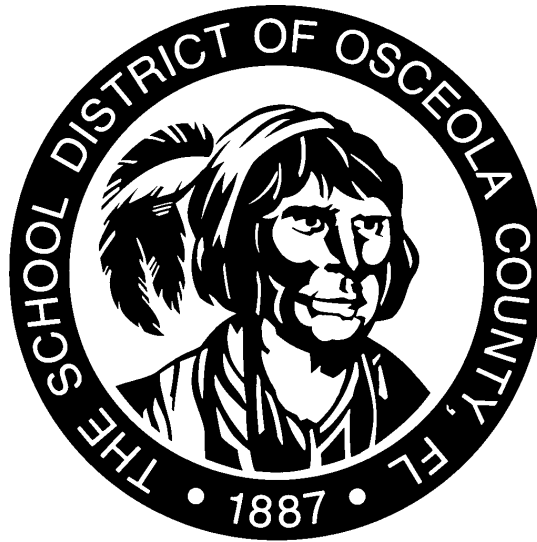


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**THE SCHOOL DISTRICT OF
OSCEOLA COUNTY, FLORIDA**



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**2003-2004
STUDENT PROGRESSION PLAN**

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



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**2003-2004
ELEMENTARY SCHOOL
STUDENT PROGRESSION PLAN**

Grades K-5

Effective July 01, 2003

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



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SCHOOL BOARD MEMBERS

CHAIRMAN

Tom Greer

Thomas E. Chalifoux, Jr.

John McKay

David E. Stone

Jay Wheeler

SUPERINTENDENT

Blaine Muse

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2
3 **THE SCHOOL DISTRICT OF**
4 **OSCEOLA COUNTY, FLORIDA**
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6 **STUDENT PROGRESSION PLAN TASK FORCE**
7

8 Terry Andrews, Assistant Superintendent
9 **CURRICULUM AND INSTRUCTION**

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11 Angela Marino, Coordinator
12 **OFFICE OF RESEARCH, EVALUATION, & ACCOUNTABILITY**
13 (407) 870-4056
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15 John Boyd, Instructional Research and Evaluation Specialist
16 **OFFICE OF RESEARCH, EVALUATION, & ACCOUNTABILITY**
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19 **ELEMENTARY COMMITTEE**

20 Beverly Brizendine, Director of Elementary Programs
21 Melba Luciano, Principal, Central Avenue Elementary
22 Linda Harwood, Principal, Highlands Elementary
23

24 **MIDDLE SCHOOL COMMITTEE**

25 Annalee Meadows, Director of Secondary Programs
26 Penny Noyer, Principal, Horizon Middle School
27 Dan Parker, Principal, St. Cloud Middle School
28

29 **HIGH SCHOOL COMMITTEE**

30 Annalee Meadows, Director of Secondary Programs
31 Jim Kish, Director of Technical and Adult Education
32 Willie Ausherman, Director of Community High School
33 Michael Brizendine, Principal, Poinciana High School
34 George Sullivan, Principal, St. Cloud High School
35 Sonia Vazquez, Coordinator of Charter and Choice Schools
36

37 **SPECIAL PROGRAMS COMMITTEE**

38 Penny Collins, Director of Exceptional Student Education
39 Bill James, Director of Student Services
40 Dalia Medina, Coordinator of Multicultural Education
41 Don L. Miller, Director of Special Programs
42 Beth Rattie, Coordinator of Alternative Programs
43 Sonia Vazquez, Coordinator of Charter and Choice Schools
44

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I. ENTRY AND ATTENDANCE REQUIREMENTS

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

A. Initial Entry Requirements

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

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

Florida Statute 232.031003.21 requires that students enrolling in Kindergarten or the first grade must present evidence of their age. Evidence submitted shall be a valid birth certificate, or other documentation of birth, as listed in Florida Statute 232.031003.21.

Florida Statute 1003.21 School attendance.--

Florida Statute 232.03

(4) Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of subparagraph (1)(a)2. The district school superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

(a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;

(b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;

(c) An insurance policy on the child's life that has been in force for at least 2 years;

(d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;

(e) A passport or certificate of arrival in the United States showing the age of the child;

(f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or

(g) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these is available in the county, by a licensed practicing physician designated by the district school board, which certificate states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. A homeless child, as defined in s. 1003.01, shall be given temporary exemption from this section for 30 school days.

Evidence of date of birth required –

Before admitting a child to prekindergarten or kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of Section 232.01, Florida Statutes. The superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

- (1) A duly attested transcript of the child's birth record filed according to law with the public officer charged with the duty of recording births;
- (2) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
- (3) An insurance policy on the child's life which has been in force for at least 2 years;
- (4) A bona fide contemporary Bible record of the child's birth accompanied by an affidavit sworn to by the parent;
- (5) A passport* or certificate of arrival in the United States showing the age of the child;
- (6) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or
- (7) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these shall be available in the county, by a licensed practicing physician designated by the school board, which certificate shall state that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.

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

2. Health Requirements – Initial Entry

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

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

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

Exceptions:

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

b. Proof of Tuberculin Test

Any enrollee returning who has immigrated from an area outside of the Continental United States or its territories within the last five years, regardless of grade level, must present evidence of a negative Tuberculin skin test, with a negative reading, administered within the last twelve months before class attendance will be allowed. A student who has a positive reading on any Tuberculin skin test will be required to submit to a chest X-ray. The student will not be allowed to enroll until a Florida licensed physician certifies that the physician has reviewed the chest X-ray, and that the student may attend class. *Amended 7/23/91, 6/27/95, & 7/21/98, & 07-15-03*

For purposes of this rule, the following United States territories are considered to be a part of the Continental United States territories:

- American Samoa
- Guam
- Puerto Rico
- Trust Territories of the Pacific
- US Virgin Islands

- mortgage document, rental or lease agreement, property tax records;
- notarized statement signed by the owner of the home in which the parent resides with supporting documents from the owner such as a mortgage, rental or lease agreement, or property tax records;
- current utility bill;
- income tax records;
- proof of receipt of government benefits.

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

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

B. School Admissions

1. Admission to Kindergarten

Children must attain the age of five (5) years on or before September 1 of the school year for which admission to kindergarten is sought. (Florida Statute 232.011003.21) *Amended 07-15-03*

2. Admission to First Grade

Children must attain the age of six (6) years on or before September 1 of the school year for which admission to first grade is sought or at any time thereafter, provided the child has demonstrated a readiness to enter the first grade in accordance with rules adopted by the State Board of Education. (Florida Statute 232.011003.21) *Amended 07-15-03*

Florida Statute Florida Statute 232.01

1003.21 School attendance.--

(1)(a)1. All children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, are required to attend school regularly during the entire school term.

2. Children who will have attained the age of 5 years on or before September 1 of the school year are eligible for admission to public kindergartens during that school year under rules adopted by the district school board.

(b) Any child who has attained the age of 6 years on or before September 1 of the school year and who has been enrolled in a public school or who has attained the age of 6 years on or before

September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's student progression plan. However, nothing in this section shall authorize the state or any school district to oversee or exercise control over the curricula or academic programs of private schools or home education programs.

Regular school attendance required between ages of 6 and 16; permitted at age of 5; exceptions:

(1)(a) All children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as hereinafter provided, are required to attend school regularly during the entire school term.

(b) Any child who has attained the age of 6 years on or before September 1 of the school year and who has enrolled in a public school or who has attained the age of 6 years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a nonpublic school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's pupil progression plan. However, nothing in this section shall authorize the state or any school district to oversee or exercise control over the curricula or academic programs of nonpublic schools.

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

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

C. Placement of Transfer Students

1. General Transfer Information

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

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

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- an interview with the student and/or the parent(s)/guardian(s) by the principal or designee(s),
- teacher judgment of classroom performance during a probationary period to be established by the principal.

2. Placement of Transfer Kindergarten and First Grade Students

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

State Board Rule 6A-1.0985

*6A-1.0985 Entry into **Kindergarten and First Grade** by **Out of State Transfer Students**.*

- (1) *Any student who transfers from an **out-of-state public school** and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection (3).*
- (2) *Any student who transfers from an **out-of-state nonpublic school** and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3)*
- (3) *In order to be admitted to Florida schools, such a student transferring from an out-of-state school must **provide the following data**:*
 - a. *Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;*
 - b. *An official letter or transcript from proper school authority which shows record of attendance, academic information and grade placement of the student;*
 - c. *Evidence of immunization against communicable diseases as required in Section 232.032, Florida Statutes;*
 - d. *Evidence of date of birth in accordance with Section 232.03, Florida Statutes; and*
 - e. *Evidence of a medical examination completed within the last twelve (12) months in accordance with Section 232.0315, Florida Statutes.*

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

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

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

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

Any student wishing to enroll in school who is not residing with his or her natural parent or legal guardian shall have the responsible adult with whom the student is living sign an Affidavit of Responsibility form available through Student Services at the District Office.

The responsible adult shall present proof that he or she has parental consent or legal right to accept responsibility. Parental consent shall be notarized.

5. Student Custody

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

Implementation: 232.04, 232.011003.21, 232.031, 232.0321003.22, 320.38, 322.031; SBR 6A-198; 228.212 , 316.003 (62); 1000.01228.041 (1) (a), 1000.04228.061 (2),; F.S.; SBR 6A-6.311 and 6A.6341 and 1001.42 (5)230.23 (4) (m), F.S.

6. Limited English Proficient (LEP) Students

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

Home Language Survey (HLS) Responses/Assessment Criteria

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

5. Students with Disabilities

a. 504 Students

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

b. Exceptional Student Education (ESE) Students

- A transferring ESE student is one who was previously enrolled as an ESE student in any other school or agency and who is enrolling in a Florida school district or in an educational program operated by the Exceptional Student Education Department through grants or contractual agreements.
- An ESE student who is transferring from one Florida public school district to the School District of Osceola County who has a current Individual Education Plan including Gifted Students (IEP/GEP) will be placed in the appropriate educational program(s) consistent with the plan. The receiving school **must** review and may revise the current IEP/GEP as necessary.
- An ESE student who is transferring from an out-of-state public school and has a current IEP as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs will be placed immediately in the appropriate educational programs(s) without temporary assignment. An ESE student who is transferring from another state and does not meet the district's criteria for dismissal from an ESE program will also be placed immediately in the appropriate educational program(s) without temporary assignment. In both cases, the receiving school **must** review the current IEP and may revise the document as necessary.

D. Attendance Guidelines

School attendance is the direct responsibility of parent(s)/guardian(s) as required by Florida Statute 232.091003.24. All students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility. *Amended 07-15-03*

Notes or telephone calls from parent(s)/guardian(s) are required either before or after an absence. It is the responsibility of the student to make up work missed because of absences. Students receiving out-of-school suspension **must** be assigned schoolwork that will cover content and skills taught during the duration of the suspension. Students are given one day for each absence to complete makeup work unless unusual circumstances indicate an extension. The principal or designee must approve any extension.

1. Student Absences

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

a. Excused Absences

Absences shall be excused for the following reasons:

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

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

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

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

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

b. Permitted Absences

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

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

Examples of situations warranting “permitted” absences include:

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

- participation in a non-instructional activity.

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

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

c. Unexcused Absences

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

- Upon each unexcused absence, the Principal or designee shall contact the student’s parent or guardian to determine the reason for the absence.
- If a student has had at least five (5) unexcused absences within a calendar month or ten (10) unexcused absences within a ninety (90) day calendar period, the student’s primary teacher shall report to the principal or designee that the student may be exhibiting a pattern of non-attendance. Unless there is clear evidence that the absences are not a pattern of non-attendance, the case shall be referred to a child study team to determine if early patterns of truancy are developing. If the child study team finds that a pattern of non-attendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify potential remedies.
- If the initial meeting with the parent does not resolve the problem, the child study team shall implement specific interventions that best address the problem.

The child study team shall be diligent in facilitating intervention services and shall report the case to the Superintendent or his designee only after all reasonable efforts to resolve the problem have been exhausted.

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

1 recommendation for final action to the School Board. If the
2 School Board's final determination is that the strategies of the
3 child study team are appropriate, and the parent, guardian, or other
4 person in charge of the child still refuses to cooperate, the
5 Superintendent may seek criminal prosecution for noncompliance
6 with compulsory school attendance.
7

- 8 ▪ If a child subject to compulsory attendance will not comply with
9 attempts to enforce school attendance, the parent, guardian or
10 Superintendent or his designee shall refer the case to the case
11 staffing committee pursuant to Florida Statutes, and the
12 Superintendent or his designee may file a truancy petition pursuant
13 to procedures outlined in Florida Statute . (*FS 984.12, 984.151.*)
14 ▪ *Amended 07-15-03*
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16 **2. Students with Disabilities**

17 **a. 504 Students**

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20 In the case of a student with excessive absences, a 504 Reevaluation meeting
21 should be held to determine if the absences are caused by the disability of
22 record on the active 504 Plan. If the 504 committee determines that the
23 absences are caused by the disability, the student's placement must be re-
24 evaluated as to the appropriateness of the current placement and the plan must
25 address any additional strategies and/or interventions needed.
26

27 If the 504 committee determines that the absences are not caused by the
28 disability, the student is treated in the same manner as that for a general
29 education student. Documentation of 504 Reevaluation meeting should be
30 kept on file.
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32 **b. ESE Students**

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34 All exceptional students will follow regular education attendance procedures.
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36 In the case of an ESE Student with excessive absences, an IEP team meeting
37 must be conducted to determine whether or not the absences are related to the
38 student's disability. If the IEP team determines that the excessive absences
39 **are** related to the student's disability, the IEP team must determine a
40 reasonable course of action which may include the possible waiver of the
41 attendance guidelines in determining grades as well as a change of placement.
42

43 If the IEP team determines that the student's excessive absences **are not**
44 related to the student's disability, the student is treated in the same manner as
45 that for a general education student.
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3. Hospital/Homebound Program

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

4. Student Absences for Religious Reasons

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

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

E. Student Withdrawals

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

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

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

2. Student Withdrawals for Enrollment in Home Education Programs

Florida Statute 232.02(1)1002.41 permits parents to choose to place their children in a home instruction program in lieu of public school. The requirements of the law will be monitored through Student Service.

*Revised 7/23/91, Amended 7/21/98, & 6/27/00,
& 07-15-03*

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

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II. PROGRAM DESCRIPTION

A. Florida System of School Improvement and Accountability

The Sunshine State Standards (*6A-1.09401 State Board Rules*) are benchmark standards that describe what students should know and be able to do at four progression levels (grades PreK-2; 3-5; 6-8; 9-12) in the subjects of:

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

Osceola District Schools shall provide appropriate instruction to assist students in the achievement of these standards. The Sunshine State Standards/Grade Level Expectations have been incorporated within the Osceola County Curriculum Frameworks and are on file in the Administrative Center and are in use at each school. *Adopted 9/17/96, Amended 6/15/99*

District Grade Level Expectations are based upon the state Grade Level Expectations and identify what each student should know and be able to do by the end of each grade.

- The following areas of study are required for each student, K-5: language arts, mathematics, science/health, and social studies.
- Florida Statute 233.0611003.42 requires elementary schools to provide instructional programs in character-development. *Amended 07-15-03*
- Additional courses of studies may include, but shall not be limited to:

- ✓ Art
- ✓ Career Education
- ✓ Computers
- ✓ Conservation of Natural Resources
- ✓ Developmental Physical Education
- ✓ Foreign Language
- ✓ Free Enterprise, Consumer, & Economic Education
- ✓ Hispanic Contributions to the US
- ✓ History of African Americans
- ✓ History of the Holocaust
- ✓ History of the State
- ✓ Kindness to Animals
- ✓ Library Science
- ✓ Metric Education
- ✓ Music
- ✓ Safety
- ✓ School Police Liaison Program
- ✓ Women's Contributions to the US

(Amended 6/27/00)

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1003.42 Required instruction.--

(1) Each district school board shall provide all courses required for high school graduation and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

(2) 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, following the prescribed courses of study, and employing approved methods of instruction, the following:

(a) The content of the Declaration of Independence and how it forms the philosophical foundation of our government.

(b) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

(c) The essentials of the United States Constitution and how it provides the structure of our government.

(d) Flag education, including proper flag display and flag salute.

(e) 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.

(f) 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.

(g) 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.

(h) The elementary principles of agriculture.

(i) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

(j) Kindness to animals.

(k) The history of the state.

(l) The conservation of natural resources.

(m) 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.

(n) 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.

(o) The study of Hispanic contributions to the United States.

(p) The study of women's contributions to the United States.

(q) A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature and stresses such character qualities as attentiveness, patience, and initiative. 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, honesty, self-control, tolerance, and cooperation.

(r) 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.

(3) Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

History.--s. 131, ch. 2002-387.

Student Performance - State Goal 3 State K-20 Education Priorities *Amended 07-15-03*

A comprehensive program of general education based on Florida's System of School Improvement and Accountability, Goal 3, when implemented effectively enables students to make maximum use of their educational opportunities and to function effectively as productive individuals.

The School District of Osceola County Curriculum Guidelines also incorporate reflect the Goal 3 Standards of priorities of Florida's System of School Improvement and Accountability. the Florida K-20 education system.

1000.03 Function, mission, and goals of the Florida K-20 education system.--

(4) The mission of Florida's K-20 education system is to allow its students to increase their proficiency by allowing them the opportunity to expand their knowledge and skills through adequate learning opportunities, in accordance with the mission statement and accountability requirements of s. 1008.31.

(5) The priorities of Florida's K-20 education system include:

(a) *Learning and completion at all levels, including increased high school graduation rate and readiness for postsecondary education without remediation.*--All students demonstrate increased learning and completion at all levels, graduate from high school, and are prepared to enter postsecondary education without remediation.

(b) *Student performance.*--Students demonstrate that they meet the expected academic standards consistently at all levels of their education.

(c) *Alignment of standards and resources.*--Academic standards for every level of the K-20 education system are aligned, and education financial resources are aligned with student performance expectations at each level of the K-20 education system.

(d) *Educational leadership.*--The quality of educational leadership at all levels of K-20 education is improved.

(e) *Workforce education.*--Workforce education is appropriately aligned with the skills required by the new global economy.

(f) *Parental, student, family, educational institution, and community involvement.*--Parents, students, families, educational institutions, and communities are collaborative partners in education, and each plays an important role in the success of individual students. Therefore, the State of Florida cannot be the guarantor of each individual student's success. The goals of Florida's K-20 education system are not guarantees that each individual student will succeed or that each individual school will perform at the level indicated in the goals.

History.--s. 5, ch. 2002-387.

Goal 3 emphasizes instruction that focuses on the first ten of the eleven Goal 3 Standards in order to help students apply specific content knowledge in real-world situations and become successful as:

- information managers,
- effective communicators,
- numeric problem solvers,
- creative and critical thinkers,
- responsible and ethical workers,
- resource managers,
- systems managers,
- cooperative workers,
- effective leaders, and
- multiculturally sensitive citizens.

The eleventh Goal 3 Standard states that, throughout a student's education, families will share the responsibility of accomplishing all the standards set in Goal 3.

B. Special Programs

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

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

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

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

15 Students in grades 4-12 found to be fluent English speaking will be given a

16 nationally-normed, standardized reading and writing test, within 20 days of

17 the oral/aural test for further assessment of their English ability.

18

- 19 ▪ Exceptional students (ESE) with any YES response shall be
- 20 reviewed by a joint ESE/LEP committee to determine appropriate
- 21 ESOL assessment and placement.
- 22 ▪ Pre-K students with any YES response are considered LEP until
- 23 the English language assessment is administered in Kindergarten.
- 24 ▪ PEEP Pre-K students with any YES responses shall be reviewed by
- 25 a joint ESE/LEP committee to determine ESOL status.
- 26

27 Every Limited English Proficient student is entitled to equal access to all

28 academic, categorical, and federal programs offered by the School District of

29 Osceola County. The amount of time the LEP student is assigned to the

30 program(s) shall be comparable to the time assigned to a non-LEP student

31 under similar conditions. An updated LEP student's class schedule must be

32 maintained in the LEP Portfolio as part of the student permanent record.

33 *Adopted 6/27/00*

34

35 Limited English Proficient students are taught by subject area teachers

36 following the corresponding district curriculum. The instructional personnel

37 provide appropriate and individualized instruction to students through the use

38 of ESOL teaching strategies, appropriate instructional materials, curriculum

39 accommodations, and testing accommodations. The ESOL accommodations

40 are documented in the teacher's lesson plans as evidence that understandable

41 instruction is being provided. *Adopted 6/27/00*

42

43 Schools with fifteen (15) or more LEP students who speak the same home

44 language must have at least one bilingual teacher assistant or bilingual teacher

45 proficient in English and the home language of the students. The ESOL

46 teacher assistant's (or bilingual teacher's) primary assignment is to offer the

47 LEP students additional help in the basic content areas under the supervision

48 of the basic subject area teacher. *Adopted 6/27/00*

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

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

4. Students with Disabilities

a. 504 Students

Any alteration to the delivery of instruction of student assignments for a 504 student is the decision of the Section 504 Committee and must be addressed in the 504 Plan. Parent(s)/guardian(s) of a 504 student must be notified of any proposed changes and must be given the opportunity to provide input on decisions made by the Section 504 Committee. Thus, the individual student's Section 504 Plan documents the instructional accommodations required to ensure the student an equal opportunity to master the general education curriculum.

b. Exceptional Education Students

Exceptionalities include: Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Speech and/or Language Impaired Deaf or Hard of Hearing, Visually Impaired, Physically Impaired, Emotionally Handicapped, Specific Learning Disabled, Gifted, Homebound or Hospitalized, Dual Sensory Impaired, Autistic, PreKindergarten Students with Developmental Delays, PreKindergarten Students with Established Conditions.

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

ESE Curriculum

The curriculum for the elementary school Varying Exceptionalities, Emotionally Handicapped (EH), and Educable Mentally Handicapped shall be a regular education curriculum that follows the Florida Sunshine State Standards with appropriate accommodations. Direct Instruction,

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

6 *Adopted 6/30/92 & Amended 6/27/95, 7/21/98, & 6/27/00.*

7
8 For students with disabilities enrolled in ESE, their Individual Educational
9 Plans (IEP's) specify the appropriate curriculum and unique aspects of
10 their programs.

11
12 For the majority of these students, the general education standards and
13 benchmarks should be based on their curriculum.

14
15 For some students, modified standards and/or benchmarks in one or more
16 content areas may be more appropriate.

17
18 In all cases, the IEP team makes curriculum decisions. The IEP developed
19 by the team specifies the curriculum for specific content areas. The IEP
20 also addresses annual goals and short-term objectives to meet the unique
21 needs of the student as well as appropriate classroom accommodations.
22 accommodations may be in the areas of curriculum, instruction, and
23 assessment. Accommodations listed on the IEP must be implemented as
24 indicated.

25
26 **5. Home Instruction**

27 Florida Statute 232.02(1)1002.41 permits parents to choose to place their
28 children in a home instruction program in lieu of public school. The
29 requirements of the law will be monitored through Student Services.

30 *Revised 7/23/91, Amended 7/21/98, & 6/27/00, & 07-15-03*

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1 III. PROMOTION

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

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

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

21 22 23 24 A. Student Performance Levels for Reading, Writing, and Mathematics, 25 and Science *Amended 07-15-03*

26
27 Florida Statute 232.2451008.25 requires that the district define specific levels of
28 performance in reading, writing, and mathematics, and science for each grade level
29 **except kindergarten**. These levels of performance will be used to identify students
30 who **must** receive remediation and **may** be retained.or be retained within an intensive
31 program that is different from the previous year's program and takes into account the
32 student's learning style.

33
34 In compliance with School Board's Objective (Improve accepted measures of success
35 annually) and Florida Statute 232.2451008.25, students will be identified as
36 performing at one of three levels which indicates a student's achievement:

- 37 ▪ above grade level,
- 38 ▪ at grade level, or
- 39 ▪ below grade level.

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

44 45 46 1. Required Program of Study – Grades K-5

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

2. **Teacher Judgment**

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

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

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

3. **Possible Grade Level Assessments**

Kindergarten Indicators

A screening program for all kindergarten students will be administered yearly. This screening should be done within the first 20 days of enrollment. Results of this screening will identify students who will be considered for further screening and psychological testing to determine if special placement is indicated.
Amended 6/29/93 & 6/27/00

- The Kindergarten Readiness Survey
- Word Recognition Checklist
- District-adopted mathematics program assessments
- Diagnostic Assessments of Reading (DAR)
- Early Reading Diagnostic Assessments (ERDA)
- District Phonemic Awareness Inventory
- Letter and word recognition check list
- STAR Early Literacy Assessment

First Grade Assessments

- Word Recognition Checklist
- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- Stanford Achievement Test, Ninth Edition (SAT-9)
- STAR Reading test
- STAR Math test
- DAR
- ERDA

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- Gates-MacGinitie Reading Test
- Diagnostic Reading Assessment (DRA)

Second Grade Assessments

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SAT-9
- STAR Reading test
- STAR Math test
- DAR
- ERDA
- Gates-MacGinitie Reading Test
- DRA

Third Grade Assessments

- Reading Running Record(s)
- Osceola Writes (narrative and expository prompts)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SAT-9
- STAR Reading test
- STAR Math test
- DAR
- ERDA
- Gates-MacGinitie Reading Test
- DRA
- Florida Comprehensive Assessment Test -- Sunshine State Standards (FCAT-SSS) Reading
- FCAT-SSS Mathematics
- Florida Comprehensive Assessment Test -- Norm-Referenced Test (FCAT-NRT) Reading
- FCAT-NRT Mathematics

Fourth Grade Assessments

- Reading Running Record(s)
- Osceola Writes (narrative and expository prompts)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SAT-9
- STAR Reading test
- STAR Math test
- Gates-MacGinitie Reading Test
- FCAT-SSS Reading
- FCAT-SSS Mathematics

- 1 ▪ FCAT Writes
- 2 ▪ FCAT-NRT Reading
- 3 ▪ FCAT-NRT Mathematics
- 4

5 **Fifth Grade Assessments**

- 6 ▪ Reading Running Record(s)
- 7 ▪ District-adopted mathematics program assessments
- 8 ▪ District-adopted science program assessments
- 9 ▪ Basal reading program assessments
- 10 ▪ SAT 9
- 11 ▪ STAR Reading test
- 12 ▪ STAR Math test
- 13 ▪ Gates-MacGinitie Reading Test
- 14 ▪ FCAT-SSS Reading
- 15 ▪ FCAT-SSS Mathematics
- 16 ▪ FCAT Science (upon completion by the State)
- 17 ▪ FCAT-NRT Reading
- 18 ▪ FCAT-NRT Mathematics
- 19

20 **Promotion of ESE Students**

21 Students enrolled in exceptional student programs shall be promoted on the basis of
 22 the acquisition of skills in accordance with the student's Individual Education Plan
 23 and the mastery of Revised Performance Standards for each exceptionality. The
 24 exceptional education teacher will use the Revised Performance Standards for the
 25 assigned exceptionality to document the progress of the student. Documentation of
 26 standards must start when the student is initially placed into an exceptional student
 27 education program. *Amended 6/28/94, 6/27/95, & 7/21/98*

29 **B. STUDENT PERFORMANCE LEVEL CHARTS**

30
 31 See following pages.

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GRADE K	THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, AND MATHEMATICS -- PROMOTION / REMEDIATION / RETENTION				
Classroom Performance	Factors to Consider in End-of-Year Decision-Making			Decisions for Next Year	
<ul style="list-style-type: none"> • Teacher Judgment • Reading series daily performance and assessment results • Math series daily performance and assessment results • Diagnostic Assessment of Reading (DAR) results • Diagnostic Reading Assessment (DRA) results • Early Reading Diagnostic Assessment (ERDA) results • LEP Students - English Language Development • ESE - IEP performance goals and assessments • Helping One Student To Succeed (HOSTS) • Early Literacy (Reading Renaissance testing program) • Parent conference and consultation • Principal recommendation 	<i>Student Performance Level</i>	<i>DRA Guided Reading Levels</i>	<i>Did the student have an AIP this year?</i>	<i>Remediation Required Next Year?</i>	<i>Promote or Retain?</i>
	Above Grade Level	Level 3 and above (90% accuracy)	NO	NO	<i>Promote to next grade level</i>
	At Grade Level	Level 2 (90% accuracy)	NO	NO	<i>Promote to next grade level</i>
	Below Grade Level, Minimally	Level 1 (90% accuracy)	YES	Requires a new AIP	<i>Write an AIP if remediation is indicated or promote and closely monitor</i>
			NO	Write an AIP, and monitor closely	
	Below Grade Level, Considerably	Level A	YES	Requires a new AIP	<i>Retain with AIP* or Promote with AIP</i>
			NO	Must have an AIP	
	Below Grade Level, Substantially	Unable to read Level A	YES	Requires a new AIP	<i>Retain with AIP* or Promote with AIP</i>
			NO	Must have an AIP	

GRADE 1	THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, AND MATHEMATICS -- PROMOTION / REMEDIATION / RETENTION						
	Classroom Performance	Factors to Consider in End-of-Year Decision-Making				Decisions for Next Year	
<ul style="list-style-type: none"> Teacher Judgment STAR results Reading series daily performance and assessment results Math series daily performance and assessment results Diagnostic Assessment of Reading (DAR) results Diagnostic Reading Assessment (DRA) results Early Reading Diagnostic Assessment (ERDA) results Gates-MacGinitie results LEP Students - English Language Development ESE - IEP performance goals and assessments Helping One Student To Succeed (HOSTS) Soar to Success Program Parent conference and consultation Principal recommendation 	Student Performance Level	DRA Guided Reading Levels	SAT-9 or Gates-MacGinitie Reading	Classroom form of Osceola Writes	Did the student have an AIP this year?	Remediation Required Next Year?	Promote or Retain?
	Above Grade Level	Level 18 and above (90% accuracy)	Stanine 7, 8, 9	5.0, 5.5, 6.0	NO	NO	Promote to next grade level
	At Grade Level	Level 16 (90% accuracy)	Stanine 4, 5, 6	3.0, 3.5, 4.0, 4.5	NO	NO	Promote to next grade level
	Below Grade Level, Minimally	Level 14 (90% accuracy)	Stanine 3	2.0, 2.5	YES	Requires a new AIP	Write an AIP if remediation is indicated or promote and closely monitor
					NO	Write an AIP, and monitor closely	
	Below Grade Level, Considerably	Level 10 (90% accuracy)	Stanine 2	1.0, 1.5	YES	Requires a new AIP	Retain with AIP* or Promote with AIP
					NO	Must have an AIP	
	Below Grade Level, Substantially	Level 4 and below (90% accuracy)	Stanine 1	0	YES	Requires a new AIP	Retain with AIP* or Promote with AIP
NO					Must have an AIP		

GRADE 2	THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, AND MATHEMATICS -- PROMOTION / REMEDIATION / RETENTION						
Classroom Performance	Factors to Consider in End-of-Year Decision-Making					Decisions for Next Year	
<ul style="list-style-type: none"> • Teacher Judgment • STAR results • Reading series daily performance and assessment results • Math series daily performance and assessment results • Diagnostic Assessment of Reading (DAR) results • Diagnostic Reading Assessment (DRA) results • Early Reading Diagnostic Assessment (ERDA) results • Gates-MacGinitie results • LEP Students - English Language Development • ESE - IEP performance goals and assessments • Helping One Student To Succeed (HOSTS) • Soar to Success Program • Parent conference and consultation • Principal recommendation 	<i>Student Performance Level</i>	<i>DRA Reading Levels</i>	<i>SAT-9 or Gates-MacGinitie Reading</i>	<i>Classroom form of Osceola Writes</i>	<i>Did the student have an AIP this year?</i>	<i>Remediation Required Next Year?</i>	<i>Promote or Retain?</i>
	Above Grade Level	Level 30 and above (90% accuracy)	Stanine 7, 8, 9	5.0, 5.5, 6.0	NO	NO	<i>Promote to next grade level</i>
	At Grade Level	Level 28 (90% accuracy)	Stanine 4, 5, 6	3.0, 3.5, 4.0, 4.5	NO	NO	<i>Promote to next grade level</i>
	Below Grade Level, Minimally	Level 24 (90% accuracy)	Stanine 3	2.0, 2.5	YES	Requires a new AIP	<i>Write an AIP if remediation is indicated or promote and closely monitor</i>
					NO	Write an AIP, and monitor closely	
	Below Grade Level, Considerably	Level 16 (90% accuracy)	Stanine 2	1.0, 1.5	YES	Requires a new AIP	<i>Retain with AIP* or Promote with AIP</i>
					NO	Must have an AIP	
	Below Grade Level, Substantially	Level 12 and below (90% accuracy)	Stanine 1	0	YES	Requires a new AIP	<i>Retain with AIP* or Promote with AIP</i>
					NO	Must have an AIP	

GRADE 3	THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, AND MATHEMATICS -- PROMOTION / REMEDIATION / RETENTION							
Classroom Performance	Factors to Consider in End-of-Year Decision-Making						Decisions for Next Year	
<ul style="list-style-type: none"> • Teacher Judgment • STAR results • Reading series daily performance and assessment results • Math series daily performance and assessment results • Diagnostic Assessment of Reading (DAR) results • Diagnostic Reading Assessment (DRA) results • Early Reading Diagnostic Assessment (ERDA) results • Gates-MacGinitie results • LEP Students - English Language Development • ESE - IEP performance goals and assessments • Helping One Student To Succeed (HOSTS) • Soar to Success Program • Parent conference and consultation • Principal recommendation 	Student Performance Level	FCAT-SSS Reading and Math	FCAT-NRT Reading & Math or SAT-9 or Gates-MacGinitie Reading	Osceola Writes	DRA Reading Levels	Did the student have an AIP this year?	Remediation Required Next Year?	Promote or Retain?
	Above Grade Level	Achievement Level 4, 5	Stanine 7, 8, 9	5.0, 5.5, 6.0	Level 40	NO	NO	Promote to next grade level
	At Grade Level	Achievement Level 3	Stanine 4, 5, 6	3.0, 3.5, 4.0, 4.5	Level 38	NO	NO	Promote to next grade level
	Below Grade Level, Minimally	Achievement Level 2	Stanine 3	2.0, 2.5	Level 34	YES	Requires a new AIP	Write an AIP if remediation is indicated or promote and closely monitor
						NO	Write an AIP, and monitor closely	
	Below Grade Level, Considerably	Achievement Level 1	Stanine 2	1.0, 1.5	Level 30	YES	Requires a new AIP	Retain with AIP* or Promote with AIP (Document Good Cause)
						NO	Must have an AIP	
Below Grade Level, Substantially	Achievement Level 1	Stanine 1	0	Level 24	YES	Requires a new AIP	Retain with AIP* or Promote with AIP (Document Good Cause)	
					NO	Must have an AIP		

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

GRADE 4	THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, AND MATHEMATICS -- PROMOTION / REMEDIATION / RETENTION						
Classroom Performance	Factors to Consider in End-of-Year Decision-Making					Decisions for Next Year	
<ul style="list-style-type: none"> • Teacher Judgment • STAR results • Reading series daily performance and assessment results • Math series daily performance and assessment results • Gates-MacGinitie results • LEP Students - English Language Development • ESE - IEP performance goals and assessments • Helping One Student To Succeed (HOSTS) • Soar to Success Program • Parent conference and consultation • Principal recommendation 	Student Performance Level	FCAT-SSS Reading and Math	FCAT-NRT Reading & Math or SAT-9 or Gates-MacGinitie Reading	FCAT Writing or Osceola Writes	Did the student have an AIP this year?	Remediation Required Next Year?	Promote or Retain?
	Above Grade Level	Achievement Level 4, 5	Stanine 7, 8, 9	5.0, 5.5, 6.0	NO	NO	<i>Promote to next grade level</i>
	At Grade Level	Achievement Level 3	Stanine 4, 5, 6	3.0, 3.5, 4.0, 4.5	NO	NO	<i>Promote to next grade level</i>
	Below Grade Level, Minimally	Achievement Level 2*	Stanine 3	2.0, 2.5	YES	Requires a new AIP	<i>Write an AIP if remediation is indicated or promote and closely monitor</i>
					NO	Write an AIP, and monitor closely	
	Below Grade Level, Considerably	Achievement Level 1*	Stanine 2	1.0, 1.5	YES	Requires a new AIP	<i>Retain with AIP* or Promote with AIP</i>
					NO	Must have an AIP	
	Below Grade Level, Substantially	Achievement Level 1*	Stanine 1	0	YES	Requires a new AIP	<i>Retain with AIP* or Promote with AIP</i>
					NO	Must have an AIP	

*To demonstrate annual learning gains, Grade 4 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least **231** Developmental Scale Score (DSS) points in FCAT-SSS Reading and **163** DSS points in FCAT-SSS Math.

GRADE 5	THE SCHOOL DISTRICT OF OSCEOLA COUNTY READING, WRITING, AND MATHEMATICS -- PROMOTION / REMEDIATION / RETENTION							
Classroom Performance	Factors to Consider in End-of-Year Decision-Making						Decisions for Next Year	
<ul style="list-style-type: none"> • Teacher Judgment • STAR results • Reading series daily performance and assessment results • Math series daily performance and assessment results • Diagnostic Assessment of Reading (DAR) results • Diagnostic Reading Assessment (DRA) results • Early Reading Diagnostic Assessment (ERDA) results • Gates-MacGinitie results • LEP Students - English Language Development • ESE - IEP performance goals and assessments • Helping One Student To Succeed (HOSTS) • Soar to Success Program • Parent conference and consultation • Principal recommendation 	<i>Student Performance Level</i>	<i>FCAT-SSS Reading and Math</i>	<i>FCAT-NRT Reading & Math or SAT-9 or Gates-MacGinitie Reading</i>	<i>Osceola Writes</i>	<i>DRA Reading Levels</i>	<i>Did the student have an AIP this year?</i>	<i>Remediation Required Next Year?</i>	<i>Promote or Retain?</i>
	Above Grade Level	Achievement Level 4, 5	Stanine 7, 8, 9	5.0, 5.5, 6.0	Level 40	NO	NO	<i>Promote to next grade level</i>
	At Grade Level	Achievement Level 3	Stanine 4, 5, 6	3.0, 3.5, 4.0, 4.5	Level 38	NO	NO	<i>Promote to next grade level</i>
	Below Grade Level, Minimally	Achievement Level 2*	Stanine 3	2.0, 2.5	Level 34	YES	Requires a new AIP	<i>Write an AIP if remediation is indicated or promote and closely monitor</i>
						NO	Write an AIP, and monitor closely	
	Below Grade Level, Considerably	Achievement Level 1*	Stanine 2	1.0, 1.5	Level 30	YES	Requires a new AIP	<i>Retain with AIP* or Promote with AIP</i>
						NO	Must have an AIP	
	Below Grade Level, Substantially	Achievement Level 1*	Stanine 1	0	Level 24	YES	Requires a new AIP	<i>Retain with AIP* or Promote with AIP</i>
						NO	Must have an AIP	

*To demonstrate annual learning gains, Grade 5 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least **167** Developmental Scale Score (DSS) points in FCAT-SSS Reading and **120** DSS points in FCAT-SSS Math.

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

2
3 The assignment of a student to a higher grade which results in the student's accelerated
4 promotion should be made on the basis of exceptionally high achievement or evidence that
5 the student will benefit more from the instructional program at the advanced grade level. The
6 Superintendent should authorize the assignment.

7
8 The assignment will occur at the end of a grading period agreed upon by both the sending
9 and receiving principal and the Director of Exceptional Student Education, if an exceptional
10 student is involved.

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

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

17
18 The principal has the responsibility for making such an assignment, but a student will not be
19 accelerated without parental consent. *Amended 6/30/91 & 6/27/00*

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

23 *Amended 6/15/99*

24
25 Parents shall be notified in writing that their child is receiving an accelerated grade
26 placement to the next higher grade. A copy of this notification shall be placed in the
27 cumulative folder. Notices to parent/guardian of LEP students must be provided in the
28 primary language, whenever feasible. *Amended 6/27/00*

29
30 **D. Academic Improvement Plan (AIP) Process** *Amended 07-15-03*

31
32 As required by Florida Statute 232.245(3)1008.25 (4)(b), schools must provide
33 develop, in consultation with the student's parent(s), a School District of Osceola County
34 *Academic Improvement Plan (AIP)* for students who do not meet district-set and state levels
35 of proficiency in reading, writing, and/or mathematics, and/ or science. (Science will be
36 added upon completion). Each Academic Improvement Plan must outline an intensive
37 remedial program in the area(s) of weakness designed to assist the student in meeting state
38 and/or district expectations for proficiency.

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

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

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1. Steps for Implementing the AIP

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

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

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

Beginning with the 2002-2003 school year, if the student has been identified as having a deficiency in reading, the AIP shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance.

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

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

Diagnostic assessments may include, but are not limited to:

- teacher assessments
- text/placement tests
- Osceola Writes
- reading running records
- diagnostic software
- STAR Reading
- STAR Math
- DRA
- DAR
- ERDA
- DIBELS.

Intensive instruction is usually associated with the following:

- diagnostic/ prescription
- targeted to specific skill development
- variety of opportunities for repetitions (repeated exposure)

- 1 ▪ smaller chunks of text or content
- 2 ▪ guided and independent practice
- 3 ▪ skill development and practice integrated into all activities
- 4 ▪ frequent monitoring
- 5 ▪ criterion-based evaluation of success

6

7 Students in grades 2K-5 whose performance in reading, writing, and/or mathematics,
8 and/ or science requires remediation **must** have an AIP or comparable individual
9 academic plan.

- 10 ▪ Students whose performance is minimally below grade level may
11 need an AIP.
- 12 ▪ AIP's are required for kindergarten and first grade students who
13 are performing below grade level.

14

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

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

21

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

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

29

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

33

34 **2. LEP Students – Academic Improvement Plan Process**

35 *Amended 07-15-03*

36

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

- 42
- 43 ▪ The reason for the academic under-performance of an LEP student must **not**
44 imply that he/she needs an extra year to learn English or that it is due to the
45 student's lack of English proficiency.
- 46
- 47 ▪ Establish lack of academic progress in reading, writing, and mathematics, and/ or
48 science using a composite of indicators that includes, but is not limited to: grade

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

- 4
- 5 ■ The first AIP/LEP committee meeting develops an academic improvement plan
 6 that includes a list of intensive remedial instructional strategies designed to assist
 7 the LEP student (NOTE: ESOL accommodations are not considered remedial
 8 strategies).
 - 9
 - 10 ■ The second AIP committee meeting, with ESOL representation, is held within 18
 11 weeks to review the effectiveness of the remedial strategies. If the LEP student
 12 does not make satisfactory progress, the curriculum may be suspended and intense
 13 remedial instruction in reading and/or mathematics is provided based on the
 14 student's deficiencies.
 - 15
 - 16 ■ If the LEP student still has not made satisfactory progress after implementing the
 17 academic improvement plan for at least 27 weeks, the LEP committee may
 18 recommend retention unless conditions exist such that retention would be more
 19 adverse for the student than promotion.
 - 20
 - 21 ■ The LEP Committee may exempt LEP students from the retention provision. The
 22 LEP student may be recommended for promotion based on at least three (3) good
 23 cause considerations such as educational background, academic ability in
 24 home/native language, number of years in the U.S., current academic progress
 25 corresponding to the language arts through ESOL manual, acculturation to new
 26 culture, home support, age appropriateness, and mobility.
 - 27

28 3. Gifted Students

29 For a gifted student who is performing below grade level, it is not appropriate to
 30 develop an AIP. Accommodations and/or interventions are to be addressed through
 31 the Gifted Educational Plan (GEP) process.

32 4. Students with Disabilities –Academic Improvement Plan Process

33 a. 504 Students

34 An AIP is to be written for a 504 student who is performing below grade level
 35 in reading, writing, or mathematics. However, if poor performance **is caused**
 36 **by** his or her disability, the AIP should be developed with the involvement of
 37 the parent(s)/guardian(s) and referred to in the 504 Plan.

38 b. ESE Students – Academic Improvement Plan Process

39 ***34 Code of Federal Regulations Section 300.347***

40 (a) *The IEP for each child with a disability must include:*

41 (1) *A statement of measurable annual goals, including benchmarks or short-term*
 42 *objectives, related to—*

(2)(I) *Meeting the child's needs that result from the disability to enable the child to be involved in and progress in the general curriculum.*

When an ESE student is determined to be performing below grade level in reading, writing, or mathematics, the IEP Committee must be convened to revisit the IEP. The goals and objectives on the student's IEP **must** address **all** of the student's educational deficiencies, including the student's below-grade-level performance. The deficiencies must be addressed by developing specific goals and objectives that directly correlate to **all** areas of deficiency.

In addition, the IEP Committee must consider developing an AIP to also address the student's educational needs in reading, writing, and/or mathematics, and/ or science. The AIP should also be developed with the involvement of the parent(s)/guardian(s).

E. Remediation and Retention

Retention of students shall be limited to one (1) year in kindergarten, and one (1) year in the elementary school (1-5), and one year in the middle school unless the principal recommends additional retention based on information from a school assessment team. An appropriate placement, which differs from the present placement, must be considered for a student who has been retained two or more years.

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

Students in grades 1K-5 who are identified as being considerably or substantially below grade level in reading, writing, mathematics, and/ or science (once science proficiency levels are set by the State) **must** receive remediation and or **may** be retained with an intensive program that is different from the previous year's program and takes into account the student's learning style. However, students whose test scores and classroom performance indicate that they are almost at grade level may be promoted with close monitoring or promoted with an AIP.

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

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

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

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

Amended 6/15/99

1
2 **Mandatory Retention**

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

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

10
11 If a student transfers after the administration of the FCAT in Grade 3, it is up to the district to
12 assess the student's reading proficiency at the end of the year to determine if the student
13 needs to repeat Grade 3.

14
15 Retention decisions will not be made on a single test score. *Adopted 6/19/01*

16
17 **F. Exemption from Mandatory Retention (Good Cause) in Grade 3**

18 *Adopted 07/01/02, Amended 07-15-03*

19
20 1. **Good cause exemptions** shall be limited to the following:

- 21
22 • Limited English proficient students who have had less than 2 years of
23 instruction in an English for Speakers of Other Languages program;
- 24
25 • Students with disabilities whose individual education plan indicates that
26 participation in the statewide assessment program is not appropriate, consistent
27 with the requirements of State Board of Education rule;
- 28
29 • Students who demonstrate an acceptable level of performance on an
30 alternative standardized reading assessment approved by the State Board of
31 Education;
- 32
33 • Students who demonstrate, through a student portfolio, that the student is
34 reading on grade level as evidenced by demonstration of mastery of the Sunshine
35 State Standards in reading equal to at least a Level 2 performance on the FCAT;
- 36
37 • Students with disabilities who participate in the FCAT and who have an
38 individual education plan or a Section 504 plan that reflects that the student has
39 received the intensive remediation in reading for more than 2 years but still
40 demonstrates a deficiency in reading and was previously retained in kindergarten,
41 grade 1, or grade 2; OR
- 42
43 • Students who have received the intensive remediation in reading for 2 or more
44 years but still demonstrate a deficiency in reading and who were previously
45 retained in kindergarten, grade 1, or grade 2 for a total of 2 years. Intensive
46 reading instruction for students so promoted must include an altered instructional
47 day based upon an academic improvement plan that includes specialized
48 diagnostic information and specific reading strategies for each student. The

1 district school board shall assist schools and teachers to implement reading
 2 strategies that research has shown to be successful in improving reading among
 3 low performing readers.
 4

5 **2. Requests for good cause exemptions** for students from the mandatory retention
 6 requirement shall be made consistent with the following:
 7

- 8 • Documentation shall be submitted from the student's teacher to the school
 9 principal that indicates that the promotion of the student is appropriate and is
 10 based upon the student's academic record. In order to minimize paperwork
 11 requirements, such documentation shall consist only of the existing academic
 12 improvement plan, individual educational plan, if applicable, report card, or
 13 student portfolio.
 14

15 The State Board of Education adopted the following student portfolio guidelines on
 16 January 21, 2003. To be accepted as meeting the portfolio option for demonstrating
 17 mastery of the required reading skills, the student portfolio contents must:
 18

- 19 ▪ be selected by the student's teacher;
- 20 ▪ be an accurate picture of the student's ability and only include work that has
 21 been independently produced in the classroom;
- 22 ▪ include evidence that the benchmarks assessed by Grade 3 FCAT-SSS
 23 Reading have been met:
 - 24 • This evidence includes multiple-choice items and passages that are
 25 appropriately 60% literary text and 40% information text, and that are
 26 between 100-700 words with an average of 350 words.
 - 27 • Such evidence could include:
 - 28 ○ chapter or unit tests from the district's/ school's adopted core
 29 reading curriculum that are aligned with the Sunshine State
 30 Standards or
 - 31 ○ teacher-prepared assessments that are aligned with the
 32 Sunshine State Standards.
- 33 ▪ be an organized collection of evidence of the student's mastery of the
 34 Sunshine State Standards Benchmarks for language arts that are assessed by
 35 Grade 3 FCAT-SSS Reading. For each benchmark, there must be at least five
 36 (5) examples of mastery as demonstrated by a grade of "C" or above;
- 37 ▪ be signed by the teacher and the principal as an accurate assessment of the
 38 required reading skills.
 39
- 40 • The school principal shall review and discuss such recommendation with the
 41 teacher and make the determination as to whether the student should be promoted
 42 or retained. If the school principal determines that the student should be
 43 promoted, the school principal shall make such recommendation in writing to the
 44 District Superintendent. The District Superintendent shall accept or reject the
 45 school principal's recommendation in writing.
 46

47 **G. Attendance for Promotion Grades K-5**
 48

- 1 1. Students, to include LEP students, who miss more than fifteen (15) days per semester
2 will **not** be promoted except as follows:
3
4 ▪ If medical evidence is presented to the principal from a competent medical
5 authority to excuse absences in excess of fifteen (15) days.
6
7 ▪ Extenuating circumstances as determined by the principal based on
8 recommendations of teachers, counselors, or Student Services workers.
9
10 2. School activities shall not be counted as absences. Assigned work shall be turned in
11 on the day indicated by the teacher.
12

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

14 1. **LEP Students**

Revised 6/27/00

- 15
16
17 ▪ An LEP student may be retained when there is lack of academic progress in grade
18 level concepts.
19 ▪ The LEP committee shall meet to document the evidence indicating lack of
20 academic progress and to recommend retention. The parent/guardian shall be
21 invited to attend.
22 ▪ The teacher(s) must show extensive documentation of the ESOL strategies used to
23 provide the student with understandable instruction.
24 ▪ The reason for retention **must not imply** the student needs an extra year to learn
25 English or that the under-performance is due to the child’s limited English
26 proficiency.
27

28 2. **Students with Disabilities**

29 a. **504 Students**

30
31
32 A student with a 504 Plan must meet the district levels of performance.
33 Parent(s)/guardian(s) must be notified if the student is being considered for
34 retention. A 504 Reevaluation committee must determine if the reason(s) for
35 retention is/are caused by the disability of record on the active Section 504
36 Plan. If the team determines that the below-grade-level performance is caused
37 by the disability, the student’s placement must be re-evaluated. The re-
38 evaluation must include a review of the student’s records, intellectual and
39 academic abilities, and other pertinent information provided by the student’s
40 teacher.
41

42 If the team determines that the below-grade-level performance is not caused
43 by the disability, the student is treated in the same manner as that for a general
44 education student.
45

46 b. **ESE Students**

47

1 A student enrolled in ESE **must** meet the district performance levels **unless**
2 their IEP includes documentation that the student is unable to meet the levels
3 of performance, such as:

- 4 ▪ the student’s demonstrated cognitive ability and behavior prevent
5 the student from completing required classwork and achieving the
6 *Sunshine State Standards* even with appropriate and allowable
7 classwork accommodations,
- 8 ▪ the student is unable to apply or use academic skills at a minimal
9 competency level in the home or community.

10
11 A student enrolled in the ESE program(s) is considered to have met promotion
12 requirements when they have achieved the appropriate instructional goals of
13 the curriculum specified on their IEP. The primary responsibility for
14 determining each student’s level of performance is that of the special program
15 teacher and the general education teacher.

16
17 Below are some of the factors that the IEP team may consider:

- 18 ▪ previous retention history,
- 19 ▪ current goals and objectives on the student’s IEP,
- 20 ▪ social/emotional behavior,
- 21 ▪ attendance,
- 22 ▪ placement and a possible change in the current placement,
- 23 ▪ grades,
- 24 ▪ current modifications/accommodations/services.

25
26 Students who do not meet promotion requirements may be administratively placed in the
27 next grade level by the principal. When a retained student is being considered for
28 administrative placement/promotion after the school year begins and which involves
29 attendance at another school (for example, from elementary to middle school) such
30 placement promotion shall be made only at the beginning of the school year, . Exceptions to
31 this rule may be made if the sending and receiving principals agree that an administrative
32 placement/promotion during the school year is in the best interest of the student and when is
33 approved by the Superintendent. *Amended 07-15-03*

34
35 Retention of exceptional students shall be limited to one year in the elementary school grades
36 unless otherwise determined by an Individual Education Planning (IEP) team. *Amended*
37 *7/21/98*

38
39 **I. Remediation Programs** *Amended 07-15-03*

40
41 **1. Program Description**

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

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

- tutoring
- classroom organization
- instructional alternatives
- assignment alternatives-adaptations
- ESE referral
- before/ after school instruction
- summer school
- other (see Florida Statute 232.2451008.25).

1008.25 Public school student progression; remedial instruction; reporting requirements.--

(1) INTENT.--It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

(2) COMPREHENSIVE PROGRAM.--Each district school board shall establish a comprehensive program for student progression which must include:

(a) Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.

(b) Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style.

(c) Appropriate alternative placement for a student who has been retained 2 or more years.

(3) ALLOCATION OF RESOURCES.--District school boards shall allocate remedial and supplemental instruction resources to students in the following priority:

(a) Students who are deficient in reading by the end of grade 3.

(b) Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression required in paragraph (2)(b).

(4) ASSESSMENT AND REMEDIATION.--

(a) Each student must participate in the statewide assessment tests required by s. 1008.22. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance as determined by the commissioner on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

(b) The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement an academic improvement plan designed to assist the student in meeting state and district expectations for proficiency. Beginning with the 2002-2003 school year, if the student has been identified as having a deficiency in reading, the academic improvement plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. District school boards shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching

1 reading to low-performing students. Remedial instruction provided during high school may not be in lieu of English and
2 mathematics credits required for graduation.

3 (c) Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the academic
4 improvement plan, the student may be retained. Each student who does not meet the minimum performance expectations
5 defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and
6 mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the
7 student graduates from high school or is not subject to compulsory school attendance.

8 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.--

9 (a) It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a
10 substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or
11 grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately
12 following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally
13 determined assessments or through teacher observations at the beginning of the grade following the intensive reading
14 instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is
15 remedied.

16 (b) Beginning with the 2002-2003 school year, if the student's reading deficiency, as identified in paragraph (a), is not
17 remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in
18 reading for grade 3, the student must be retained.

19 (c) Beginning with the 2002-2003 school year, the parent of any student who exhibits a substantial deficiency in
20 reading, as described in paragraph (a), must be notified in writing of the following:

- 21 1. That his or her child has been identified as having a substantial deficiency in reading.
- 22 2. A description of the current services that are provided to the child.
- 23 3. A description of the proposed supplemental instructional services and supports that will be provided to the child that
24 are designed to remediate the identified area of reading deficiency.
- 25 4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or
26 she is exempt from mandatory retention for good cause.

27 (6) ELIMINATION OF SOCIAL PROMOTION.--

28 (a) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

29 (b) The district school board may only exempt students from mandatory retention, as provided in paragraph (5)(b), for
30 good cause. Good cause exemptions shall be limited to the following:

- 31 1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other
32 Languages program.
- 33 2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment
34 program is not appropriate, consistent with the requirements of State Board of Education rule.
- 35 3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment
36 approved by the State Board of Education.
- 37 4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by
38 demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the
39 FCAT.
- 40 5. Students with disabilities who participate in the FCAT and who have an individual education plan or a Section 504
41 plan that reflects that the student has received the intensive remediation in reading, as required by paragraph (4)(b), for
42 more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, or
43 grade 2.

1 6. Students who have received the intensive remediation in reading as required by paragraph (4)(b) for 2 or more years
 2 but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, or grade 2 for a
 3 total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day based
 4 upon an academic improvement plan that includes specialized diagnostic information and specific reading strategies for
 5 each student. The district school board shall assist schools and teachers to implement reading strategies that research has
 6 shown to be successful in improving reading among low performing readers.

7 (c) Requests for good cause exemptions for students from the mandatory retention requirement as described in
 8 subparagraphs (b)3. and 4. shall be made consistent with the following:

9 1. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion
 10 of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork
 11 requirements, such documentation shall consist only of the existing academic improvement plan, individual educational
 12 plan, if applicable, report card, or student portfolio.

13 2. The school principal shall review and discuss such recommendation with the teacher and make the determination as
 14 to whether the student should be promoted or retained. If the school principal determines that the student should be
 15 promoted, the school principal shall make such recommendation in writing to the district school superintendent. The
 16 district school superintendent shall accept or reject the school principal's recommendation in writing.

17 (7) ANNUAL REPORT.--

18 (a) In addition to the requirements in paragraph (5)(b), each district school board must annually report to the parent of
 19 each student the progress of the student toward achieving state and district expectations for proficiency in reading,
 20 writing, science, and mathematics. The district school board must report to the parent the student's results on each
 21 statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work,
 22 observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to
 23 the parent in writing in a format adopted by the district school board.

24 (b) Beginning with the 2001-2002 school year, each district school board must annually publish in the local newspaper,
 25 and report in writing to the State Board of Education by September 1 of each year, the following information on the prior
 26 school year:

27 1. The provisions of this section relating to public school student progression and the district school board's policies and
 28 procedures on student retention and promotion.

29 2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the
 30 reading portion of the FCAT.

31 3. By grade, the number and percentage of all students retained in grades 3 through 10.

32 4. Information on the total number of students who were promoted for good cause, by each category of good cause as
 33 specified in paragraph (6)(b).

34 5. Any revisions to the district school board's policy on student retention and promotion from the prior year.

35 (8) STATE BOARD AUTHORITY AND RESPONSIBILITIES.--

36 (a) The State Board of Education shall have authority as provided in s. 1008.32 to enforce this section.

37 (b) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 for the administration of this
 38 section.

39 (9) TECHNICAL ASSISTANCE.--The department shall provide technical assistance as needed to aid district school
 40 boards in administering this section.

41 **History.**--s. 371, ch. 2002-387.

42 ***Florida Statute 232.245***

Pupil progression; remedial instruction; reporting requirements.--

(1) *It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that school district policies facilitate such proficiency; and that each student and his or her parent or legal guardian be informed of that student's academic progress.*

(2) *Each district school board shall establish a comprehensive program for pupil progression which must include:*

(a) *Standards for evaluating each pupil's performance, including how well he or she masters the performance standards approved by the state board according to s. 229.565; and*

(b) *Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the Commissioner of Education, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. School boards shall allocate remedial and supplemental instruction resources first to students who fail to meet achievement performance levels required for promotion. The state board shall adopt rules to prescribe limited circumstances in which a student may be promoted without meeting the specific assessment performance levels prescribed by the district's pupil progression plan. Such rules shall specifically address the promotion of students with limited English proficiency and students with disabilities. A school district must consider an appropriate alternative placement for a student who has been retained 2 or more years.*

(3) *Each student must participate in the statewide assessment tests required by s. 229.57. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance, determined by the Commissioner of Education, on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school in which the student is enrolled must develop, in consultation with the student's parent or legal guardian, and must implement an academic improvement plan designed to assist the student in meeting state and district expectations for proficiency. Each plan must include the provision of intensive remedial instruction in the areas of weakness. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation. Upon subsequent evaluation, if the documented deficiency has not been corrected in accordance with the academic improvement plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.*

(4) *Any student who exhibits substantial deficiency in reading skills, based on locally determined assessments conducted before the end of grade 1 or 2, or based on teacher recommendation, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessment or based on teacher recommendation at the beginning of the grade following the intensive reading instruction, and the student must continue to be given intensive reading instruction until the reading deficiency is remedied. If the student's reading deficiency, as determined by the locally determined assessment at grades 1 and 2, or by the statewide assessment at grade 3, is not remedied by the end of grade 4, and if the student scores below the specific level of performance on the statewide assessment test in reading, the student must be retained. The local school board may exempt a student from mandatory retention for good cause.*

(5) *Each district must annually report to the parent or legal guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The district must report to the parent or legal guardian the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent or legal guardian in writing in a format adopted by the district school board.*

(6) *The Commissioner of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 for the administration of this section.*

(7) *The Department of Education shall provide technical assistance as needed to aid school districts in administering this section.*

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

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

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

J. **Summer School**

1. **LEP Students**

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

- The need for summer school attendance must be documented in the student's individual LEP Plan.
- The specific academic or language maintenance needs of the student must be listed in the student's individual LEP Plan.
- The student's LEP Plan will serve as the summer school LEP Plan.

2. **ESE Students**

The determination of Extended School Year (ESY) services is a decision of the Individual Educational Planning team and should be provided for the student if the skills learned during the school year will significantly jeopardized through regression without them. *Adopted 6/27/00*

3. **Home Education Students**

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

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

1 **IV. REPORTING STUDENT PROGRESS**

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

4 *Amended 07-15-03*

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

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

- 20
- 21 ■ That his or her child has been identified as having a substantial
deficiency in reading
 - 22 ■ A description of the current services that are provided to the child
 - 23 ■ A description of the proposed supplemental instructional services
24 and supports that will be provided to the child that are designed to
25 remediate the identified area of reading deficiency.
 - 26 ■ That if the child's reading deficiency is not remediated by the end
27 of Grade 3, the child must be retained unless he or she is exempt
28 from mandatory retention for good cause.

29 *Florida Statute 232.24521* requires that district report cards for all elementary school
30 students must clearly grade or mark:

- 31
- 32 ■ the student's academic performance in each class or course in grades
33 1-12 (based upon examinations as well as written papers, class
34 participation and other academic performance criteria);
 - 35 ■ the student's conduct and behavior; and
 - 36 ■ the student's attendance, including absences and tardiness.

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

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43 **B. Report Cards** *Amended 07-15-03*

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

2. A sufficient number of grades/marks will be recorded to justify the marking-period grade/mark. A marking-period grade is not based solely on a single project. Passing grades on report cards indicate that the student is working within a range acceptable for the grade or subject, unless the subject is clearly identified as remedial.
3. To receive a report card a student shall have been enrolled in school at least $\frac{1}{2}$ of the forty-five day grading period as established by the official school calendar. If an elementary student is enrolled for less than one-half ($\frac{1}{2}$) of the forty-five day grading period, a report card shall be issued, but a grade is not required. The report card needs to reflect the date of entry and attendance record. If a student withdraws, he shall be issued a grade on the withdrawal form as of the date of withdrawal. *Amended 7/2/96 & 6/27/00*
4. Students are to receive grades in all subjects in which they have received instruction that grading period.
5. If the principal of a school feels it is necessary to change a pupil's student's grade in any subject at the end of a grading period, the principal shall consult with the teacher regarding the necessary change. If the change is made after official notification has been made to the parents, a copy of the principal's reasons shall be placed in the pupil's student's cumulative folder. *Amended 07-15-03*

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

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

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

Kindergarten – Grade 5

- + Demonstrates Consistently
- / Learning and Developing

- 1 - Area of Concern
 2 * Working Below Grade Level
 3 # Modified Curriculum
 4 ESE/ ESOL Accommodations *Amended 07-15-03*

Grades 1-2

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

- 10 O Outstanding
 11 S Satisfactory
 12 N Needs Improvement

Grades 3-5

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

<u>Grade</u>	<u>Percent</u>	<u>Definition</u>
A	90-100	outstanding progress
B	80-89	above average progress
C	70-79	adequate progress
D	60-69	lowest acceptable progress
F	0-59	failure
I	0	incomplete

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

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

- 36 O Outstanding
 37 S Satisfactory
 38 N Needs Improvement

40 **E. Guidelines for Grading and Reporting Academic Progress of LEP**
 41 **Students** *Revised 6/27/00*

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

48 If there is a continued pattern of failure in classroom performance and assessments,
 49 the LEP committee shall meet to review the reasons for the student's lack of progress.

The reason(s) documented for the academic under-performance of an LEP student **cannot imply** that he/she needs an extra year to learn English or that it is due to the student’s lack of English proficiency.

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

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

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

All students must participate in all regular district and state assessments for accountability purposes (Florida Statute 229.571008.22). Each student in grades 1-5 must participate in the Fall Spring SAT-9 10 testing for Reading Comprehension and Math Problem Solving subtests.

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

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

Adopted 6/19/01

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

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

3
 4 **1. LEP Students**

5
 6 The LEP Committee will review each ESOL student’s progress to
 7 determine whether an accommodation is necessary. Test
 8 accommodations, based on the recommendations of the LEP Committee,
 9 may include: **flexible setting, flexible scheduling, flexible timing,**
 10 **English/heritage language dictionary, and assistance in the heritage**
 11 **language.**

12
 13 **2. Students with Disabilities**

14
 15 **a. 504 Students**

16 Students with 504 plans may receive accommodations on both district
 17 and state assessments. The multidisciplinary team should refer to the
 18 student’s past performance on standardized tests and the classroom
 19 accommodation section of the 504 Plan to determine if the impairment
 20 substantially interferes with his/her performance. If so, the
 21 multidisciplinary team will determine the necessary accommodations
 22 for district and state assessments.

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

27
 28 **b. ESE Students**

29 Test accommodations during district/state testing will be implemented
 30 as specified in the student’s IEP. The IEP must specify:

- 31 • assessment name,
 32 • area of assessment (e.g., reading, mathematics, etc.),
 33 • standard administration, and
 34
 35 • Accommodation(s):
 36 ✓ flexible setting,
 37 ✓ flexible scheduling,
 38 ✓ flexible timing,
 39 ✓ flexible responding,
 40 ✓ flexible presentation, and/ or
 41 ✓ flexible format.

42
 43 **H. Exemptions from District/State Assessments for**
 44 **Special Program Students**

45
 46 **1. LEP Students**

47

1 An LEP student whose Home Language Survey (HLS) date precedes a
2 district/state testing date by less than one year may be exempted
3 individually by specific action of the LEP Committee. **It is strongly**
4 **recommended all be tested.** A district-approved alternate assessment
5 must be administered to those LEP students who have been exempted
6 from a district and/or state assessment. *Adopted 07/01/02*
7

8 **2. Students With Disabilities**

9
10 **a. 504 Students**

11 Students with 504 plans **may not** be exempted from state assessments.
12

13 **b. ESE Students**

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

- 18 • the student demonstrated cognitive ability prevents the
19 student from completing required coursework, and achieving
20 the benchmarks of the Sunshine State Standards, even with
21 appropriate and allowable accommodation; AND
- 22 • the student requires extensive direct instruction to accomplish
23 the application and transfer of skills competencies needed for
24 domestic, community living, leisure, and vocational
25 activities.
26

27
28 Students who are excluded from state and district assessments will be
29 assessed through an alternate assessment procedure identified by the IEP
30 team and documented on the IEP.
31

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

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

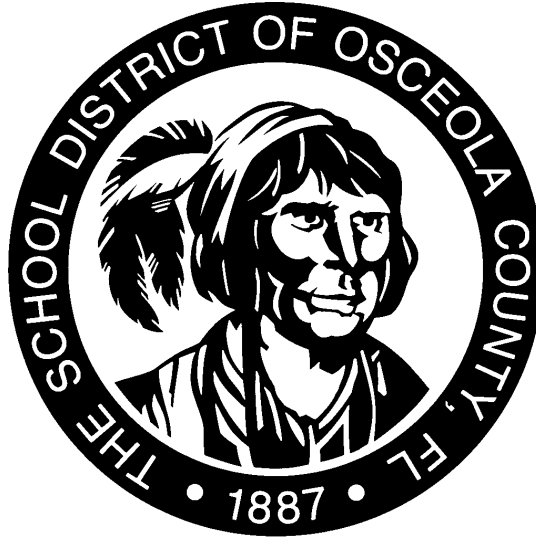
- 38 ■ the district school board's policies and procedures on
39 student retention and promotion;
- 40 ■ by grade, the number and percentage of all students in
41 grades 3 through 10 performing at levels 1 and 2 on the reading
42 portion of the FCAT;
- 43 ■ by grade, the number and percentage of all students
44 retained in grades 3 through 10;
- 45 ■ information on the total number of students who were
46 reported for good cause by each category of good cause as
47 specified in FS 1008.25 (6)(b);

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- any revisions to the district school board's policy on student retention and promotion from the prior year. FS 1008.25 (7)(b).

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



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**2003-2004
MIDDLE SCHOOL
STUDENT PROGRESSION PLAN**

Grades 6-8

Effective July 01, 2003

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



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SCHOOL BOARD MEMBERS

CHAIRMAN

Tom Greer

Thomas E. Chalifoux, Jr.

John McKay

David E. Stone

Jay Wheeler

SUPERINTENDENT

Blaine Muse

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2
3 **THE SCHOOL DISTRICT OF**
4 **OSCEOLA COUNTY, FLORIDA**
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6 **STUDENT PROGRESSION PLAN TASK FORCE**
7

8 Terry Andrews, Assistant Superintendent
9 **CURRICULUM AND INSTRUCTION**

10
11 Angela Marino, Coordinator
12 **OFFICE OF RESEARCH, EVALUATION, & ACCOUNTABILITY**
13 (407) 870-4056
14

15 John Boyd, Instructional Research and Evaluation Specialist
16 **OFFICE OF RESEARCH, EVALUATION, & ACCOUNTABILITY**
17 (407) 870-4056
18

19 **ELEMENTARY COMMITTEE**

20 Beverly Brizendine, Director of Elementary Programs
21 Melba Luciano, Principal, Central Avenue Elementary
22 Linda Harwood, Principal, Highlands Elementary
23

24 **MIDDLE SCHOOL COMMITTEE**

25 Annalee Meadows, Director of Secondary Programs
26 Penny Noyer, Principal, Horizon Middle School
27 Dan Parker, Principal, St. Cloud Middle School
28

29 **HIGH SCHOOL COMMITTEE**

30 Annalee Meadows, Director of Secondary Programs
31 Jim Kish, Director of Technical and Adult Education
32 Willie Ausherman, Director of Community High School
33 Michael Brizendine, Principal, Poinciana High School
34 George Sullivan, Principal, St. Cloud High School
35 Sonia Vazquez, Coordinator of Charter and Choice Schools
36

37 **SPECIAL PROGRAMS COMMITTEE**

38 Penny Collins, Director of Exceptional Student Education
39 Bill James, Director of Student Services
40 Dalia Medina, Coordinator of Multicultural Education
41 Don L. Miller, Director of Special Programs
42 Beth Rattie, Coordinator of Alternative Programs
43 Sonia Vazquez, Coordinator of Charter and Choice Schools
44

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I. ENTRY AND ATTENDANCE REQUIREMENTS

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

F. Initial Entry Requirements

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

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

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

Florida Statute 1003.21 School attendance.--

(4) Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of subparagraph (1)(a)2. The district school superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

(a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;

(b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;

(c) An insurance policy on the child's life that has been in force for at least 2 years;

(d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;

(e) A passport or certificate of arrival in the United States showing the age of the child;

(f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or

(g) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these is available in the county, by a licensed practicing physician designated by the district school board, which certificate states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. A homeless child, as defined in s. 1003.01, shall be given temporary exemption from this section for 30 school days.

1 *If a passport or immigration document is used as evidence of age, it may not be
2 duplicated. Only a notation may be placed in the student's record. *Adopted*
3 *6/27/00.*

4
5
6 **2. Health Requirements – Initial Entry**

7
8 **a. Certificate of Physical Examination** *Amended 6/30/92*

9
10 A certificate of a physical examination within the twelve-month period
11 immediately preceding enrollment shall be presented before a child is
12 allowed to attend classes. The certificate shall be signed by a licensed
13 practicing physician, or an Advanced Registered Nurse Practitioner certifying
14 that the student has no contagious or communicable disease which would
15 warrant the student's exclusion from public schools. A Physician's Assistant
16 operating under the supervision of Osceola County Public Health Director
17 may also sign the certificate. *Amended 6/27/95*

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

22
23 **Exceptions:**

- 24 ■ The student was previously enrolled in a Florida school.
 - 25 ■ Parental objections on religious grounds are in writing.
- 26
27

28 **b. Proof of Tuberculin Test**

29
30 Any enrollee who has immigrated from outside of the United States or its
31 territories within the last five years, regardless of grade level, must present
32 evidence of a negative Tuberculin skin test, administered within the last
33 twelve months before class attendance will be allowed. A student who has a
34 positive reading on any Tuberculin skin test will be required to submit to a
35 chest X-ray. The student will not be allowed to enroll until a Florida licensed
36 physician certifies that the physician has reviewed the chest X-ray, and that
37 the student may attend class.

38 *Amended 7/23/91, 6/27/95, 7/21/98, & 07-15-03*

39
40 For purposes of this rule, the following are considered to be United States
41 territories:

- 42 ■ American Samoa
 - 43 ■ Guam
 - 44 ■ Puerto Rico
 - 45 ■ Trust Territories of the Pacific
 - 46 ■ US Virgin Islands
- 47

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

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

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

Adopted 9/7/99

Required Immunizations:

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

Amended 9/7/99, 6/27/00, 6/19/01, & 07/01/02

Grades 6

All required immunizations *Amended 07/01/02*

Grades 7-8

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

Exceptions may be granted as follows:

- parental objections in writing on religious grounds,
- written certification for exemption for medical reasons by a competent medical authority or the Division of Health.

3. Residency Requirements *Amended 6/29/93 & 6/27/95, Revised 7/21/98*

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

- mortgage document, rental or lease agreement, property tax records;
- notarized statement signed by the owner of the home in which the parent resides with supporting documents from the owner such as a mortgage, rental or lease agreement, or property tax records;
- current utility bill;
- income tax records;
- proof of receipt of government benefits.

If false and/or misleading information is presented in order to meet residency requirements, the child falsely registered shall be subject to immediate withdrawal from Osceola District Schools and required to register in the school in the

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

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

6 7 8 **G. Placement of Transfer Students**

9 10 **1. General Transfer Information**

11 The school principal will determine placement of a student who transfers from
12 other countries, counties, states, private schools or from a home education
13 program. If a student transfers from a school or program other than a regionally
14 accredited institution or with inadequate or incomplete records, placement will be
15 based upon the information available, including any or all of the following:

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

29 30 **2. Placement of Transfer Students – Grades 6-8** *Amended 07/01/02*

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

34 35 36 **3. Students Who Are Not Residing with Their Natural Parents or 37 Legal Guardians**

38
39 Any student wishing to enroll in school who is not residing with his or her
40 natural parent or legal guardian shall have the responsible adult with whom
41 the student is living sign an Affidavit of Responsibility form available through
42 Student Services at the District Office. The responsible adult shall present
43 proof that he or she has parental consent or legal right to accept responsibility.
44 Parental consent shall be notarized.

45

46

4. Student Custody

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

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

5. Limited English Proficient (LEP) Students

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

Home Language Survey (HLS) Responses/Assessment Criteria

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

6. Student with Disabilities

a. 504 Students

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

b. Exceptional Student Education (ESE) Students

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7. Home Education

Students who are participating in a home instruction program in accordance with FS 232.0201 may be admitted to public school on a part-time basis.
Adopted 9/17/96

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

H. Attendance Guidelines

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

Notes or telephone calls from parent(s)/guardian(s) are required either before or after an absence. It is the responsibility of the student to make up work missed because of absences. Students receiving out-of-school suspension **must** be assigned schoolwork that will cover content and skills taught during the duration of the suspension. Students are given one day for each absence to complete makeup work unless unusual circumstances indicate an extension. The principal or designee must approve any extension.

1. Student Absences

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

a. Excused Absences

Absences shall be excused for the following reasons:

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

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

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

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

1 Make-up work shall be completed during a period of time equal to at least
 2 twice the time for which the absence is excused, unless the teacher allows
 3 more time.
 4

5 **b. Permitted Absences**
 6

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

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

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

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

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

- 31 ▪ meet the academic requirements as set forth by the School Board,
- 32 ▪ make arrangements, in advance, with the teacher for missing
 33 classes, and
- 34 ▪ accept the responsibility for making up time and work.
 35

36 **c. Unexcused Absences**
 37

38 All absences other than “excused” or “permitted” shall be deemed
 39 “unexcused,” and a failing grade shall be recorded for the period of the
 40 “unexcused” absence, **except** when students who are suspended from school
 41 during grade period exams or semester exams, such students shall be allowed
 42 to make up these exams.
 43

- 44 ▪ Upon each unexcused absence, the Principal or designee shall
 45 contact the student’s parent or guardian to determine the reason for
 46 the absence.
 47

1 record on the active 504 Plan. If the 504 committee determines that the
2 absences are caused by the disability, the student's placement must be re-
3 evaluated as to the appropriateness of the current placement and the plan must
4 address any additional strategies and/or interventions needed.

5
6 If the 504 committee determines that the absences are not caused by the
7 disability, the student is treated in the same manner as that for a general
8 education student. Documentation of 504 Reevaluation meeting should be
9 kept on file.

10
11 **b. ESE Students**

12 All exceptional students will follow regular education attendance procedures.

13
14 In the case of an ESE Student with excessive absences, an IEP team meeting
15 must be conducted to determine whether or not the absences are related to the
16 student's disability. If the IEP team determines that the excessive absences
17 **are** related to the student's disability, the IEP team must determine a
18 reasonable course of action which may include the possible waiver of the
19 attendance guidelines in determining grades as well as a change of placement.

20
21 If the IEP team determines that the student's excessive absences **are not**
22 related to the student's disability, the student is treated in the same manner as
23 that for a general education student.

24
25 **3. Hospital/Homebound Program**

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

29
30 **4. Student Absences for Religious Reasons**

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

39
40 If questions arise regarding this rule, principals will grant the
41 parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the
42 principal's decision to the Superintendent should a conflict arise.

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1 **I. Student Withdrawals**

2
3 **1. Student Withdrawals During the Last Two Weeks**
4 **of the School Year**

5
6 The parent(s)/guardians(s) of a student who leaves school **during** the last two
7 weeks of the school year must show evidence that the withdrawal is necessary
8 and the student must successfully complete assigned class work. Principals
9 are authorized to make arrangements for the administration of any tests if
10 appropriate.

11
12 Principals may waive the requirements for early withdrawal when
13 unusual/extenuating circumstances require it.

14
15 **2. Student Withdrawals for Enrollment in**
16 **Home Education Programs**

17
18 Florida Statute 1002.41 permits parents to choose to place their children in a
19 home instruction program in lieu of public school. The requirements of the
20 law will be monitored through Student Services. *Revised 7/23/91, Amended*
21 *7/21/98, 6/27/00, & 07-15-03*

22
23 To withdraw a student for enrollment in a home education program,
24 parent(s)/guardian(s) must initiate the withdrawal process at the school and
25 notify the Superintendent of Schools in writing of the intent to provide home
26 education for the student.

27
28
29

II. PROGRAM DESCRIPTION

A. Florida System of School Improvement and Accountability

The Sunshine State Standards (*6A-1.09401 State Board Rules*) are benchmark standards that describe what students should know and be able to do at four progression levels (grades PreK-2; 3-5; 6-8; 9-12) in the subjects of:

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

Osceola District Schools shall provide appropriate instruction to assist students in the achievement of these standards. The Sunshine State Standards/Grade Level Expectations have been incorporated within the Osceola County Curriculum Frameworks and are on file in the Administrative Center and are in use at each school. *Adopted 9/17/96, Amended 6/15/99*

District Grade Level Expectations are based upon the state Grade Level Expectations and identify what each student should know and be able to do by the end of each grade.

1. General Academic Requirements

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

Grade 6

<i>Language Arts</i>	<i>1 year</i>
<i>Mathematics</i>	<i>1 year</i>
<i>Comprehensive Science</i>	<i>1 year</i>
<i>Geography: Africa, Oceania, and Asia</i>	<i>1 year</i>
<i>Electives as offered by each school</i>	

Grade 7

<i>Language Arts</i>	<i>1 year</i>
<i>Mathematics</i>	<i>1 year</i>
<i>Comprehensive Science</i>	<i>1 year</i>
<i>Geography: Europe and the Americas</i>	<i>1 year</i>
<i>Electives as offered by each school</i>	

Grade 8

<i>Language Arts</i>	<i>1 year</i>
<i>Mathematics</i>	<i>1 year</i>
<i>Comprehensive Science</i>	<i>1 year</i>
<i>United States History, including Florida History</i>	<i>1 year</i>
<i>Electives as offered by each school</i>	

- Grade 8 students who earn credit through dual enrollment will meet requirements for promotion to high school.
(Amended 6/30/92, 6/29/93, 7/21/98, 6/15/99, 6/19/01 & 07/01/02)

1003.42 Required instruction.--

(1) Each district school board shall provide all courses required for high school graduation and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

(2) 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, following the prescribed courses of study, and employing approved methods of instruction, the following:

(a) The content of the Declaration of Independence and how it forms the philosophical foundation of our government.

(b) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

(c) The essentials of the United States Constitution and how it provides the structure of our government.

(d) Flag education, including proper flag display and flag salute.

(e) 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.

(f) 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.

(g) 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.

(h) The elementary principles of agriculture.

(i) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

(j) Kindness to animals.

(k) The history of the state.

(l) The conservation of natural resources.

(m) 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.

(n) 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.

(o) The study of Hispanic contributions to the United States.

(p) The study of women's contributions to the United States.

(q) A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature and stresses such character qualities as attentiveness, patience, and initiative. 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, honesty, self-control, tolerance, and cooperation.

(r) 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.

(3) Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.
History.--s. 131, ch. 2002-387.

Student Performance - State K-20 Education Priorities

Amended 07-15-03

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

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

1000.03 Function, mission, and goals of the Florida K-20 education system.--

(4) The mission of Florida's K-20 education system is to allow its students to increase their proficiency by allowing them the opportunity to expand their knowledge and skills through adequate learning opportunities, in accordance with the mission statement and accountability requirements of s. 1008.31.

(5) The priorities of Florida's K-20 education system include:

(a) *Learning and completion at all levels, including increased high school graduation rate and readiness for postsecondary education without remediation.--*All students demonstrate increased learning and completion at all levels, graduate from high school, and are prepared to enter postsecondary education without remediation.

(b) *Student performance.*--Students demonstrate that they meet the expected academic standards consistently at all levels of their education.

(c) *Alignment of standards and resources.*--Academic standards for every level of the K-20 education system are aligned, and education financial resources are aligned with student performance expectations at each level of the K-20 education system.

(d) *Educational leadership.*--The quality of educational leadership at all levels of K-20 education is improved.

(e) *Workforce education.*--Workforce education is appropriately aligned with the skills required by the new global economy.

(f) *Parental, student, family, educational institution, and community involvement.*--Parents, students, families, educational institutions, and communities are collaborative partners in education, and each plays an important role in the success of individual students. Therefore, the State of Florida cannot be the guarantor of each individual student's success. The goals of Florida's K-20 education system are not guarantees that each individual student will succeed or that each individual school will perform at the level indicated in the goals.

History.--s. 5, ch. 2002-387.

B. Special Programs

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

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

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

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

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

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

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

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

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

2. Dropout Prevention 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.

1
2 Middle school students identified as Gifted have an Educational Plan (GEP)
3 that outlines goals, strengths, and weaknesses, and provides direction for the
4 instructional program. The differentiated instructional program includes
5 advanced-level content, acceleration, and enrichment that incorporate the
6 student's special abilities and interests. *Amended 07/01/02*

8 **4. Students with Disabilities**

9 **a. 504 Students**

10 Any alteration to the delivery of instruction of student assignments for a
11 504 student is the decision of the Section 504 Committee and must be
12 addressed in the 504 Plan. Parent(s)/guardian(s) of a 504 student must be
13 notified of any proposed changes and must be given the opportunity to
14 provide input on decisions made by the Section 504 Committee. Thus, the
15 individual student's Section 504 Plan documents the instructional
16 accommodations required to ensure the student an equal opportunity to
17 master the general education curriculum.

18 **b. Exceptional Education Students**

19 **Exceptionalities include:** Educable Mentally Handicapped, Trainable
20 Mentally Handicapped, Profoundly Mentally Handicapped, Speech and/or
21 Language Impaired Deaf or Hard of Hearing, Visually Impaired,
22 Physically Impaired, Emotionally Handicapped, Specific Learning
23 Disabled, Gifted, Homebound or Hospitalized, Dual Sensory Impaired,
24 Autistic, Pre-Kindergarten Students with Developmental Delays, Pre-
25 Kindergarten Students with Established Conditions.

26 *Amended 7/23/91, 7/21/98 & 6/27/00*

27 **ESE Curriculum**

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

37 *Adopted 6/30/92 & Amended 6/27/95, 7/21/98, & 6/27/00.*

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

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

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

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

5. Home Instruction

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

1 III. PROMOTION

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

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

11
12 Student promotion in the Osceola County schools is based upon an evaluation of each
13 student's achievement in terms of appropriate instructional goals. The determination should
14 reflect teacher judgment based upon the following: successful progress in the county
15 adopted curriculum, progress tests, classroom assignments, daily observation, standardized
16 tests, and other objective data. The primary responsibility for determining each student's
17 level of performance and ability to function academically, socially and emotionally at the
18 next grade level is that of the classroom teacher, subject to review and approval of the
19 principal.

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

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

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

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

33
34
35 Final grades are awarded on a yearly basis in middle school.

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

41
42
43 In grades 6-8, the grade point values of the grading period and exam grade are
44 averaged to determine the final grade. If the quotient result is 1.5 or higher, the grade
45 shall be rounded to the next highest letter. Rounding of grades less than 1.0 shall be
46 left to the discretion of the instructor. In determining final grades, a zero shall be
47 assigned for no work or dishonest work and may rank as -1 on the grade point scale

1 upon the approval by the principal. Grades in high school dual enrollment classes
 2 taught in grades 7 and 8 must be determined following the high school academic
 3 policy. *Amended 6/30/92 & 6/27/00*
 4

5 Students not meeting the above criteria for promotion may earn promotion by
 6 successfully completing a summer remediation or testing program as provided at their
 7 school. Students who are not successful with the provided opportunity are to be
 8 retained. *Amended 7/2/96 & 6/15/99*
 9

10 **B. Student Performance Levels for Reading, Writing, Mathematics, and** 11 **Science, *Amended 07-15-03***

12
 13 Florida Statute 1008.25 requires that the district define specific levels of performance
 14 in reading, writing, mathematics, and science for each grade level. These levels of
 15 performance will be used to identify students who **must** receive remediation or be
 16 retained within an intensive program that is different from the previous year's
 17 program and takes into account the student's learning style.
 18

19 In compliance with School Board's Objective (Improve accepted measures of success
 20 annually) and Florida Statute 1008.25, students will be identified as performing at one
 21 of three levels which indicates a student's achievement:
 22

- 23 ▪ above grade level,
- 24 ▪ at grade level, or
- 25 ▪ below grade level.

26
 27 Performance levels are determined by various indicators that will include, but are not
 28 limited to, multiple measures using appropriate grade-level assessments as well as
 29 teacher judgment.
 30

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

32 Grades 6-8 promotion should be based on standardized test results, daily
 33 assignments, teacher observation, teacher made tests, satisfactory attainment
 34 of the student performance standards in the curriculum frameworks and other
 35 objective information. If the achievement level is not met, the teacher shall
 36 utilize deficiency/progress reports to communicate with the parent during the
 37 grading period. Notices to parent/guardian of LEP students must be provided
 38 in the primary language, whenever feasible. *Amended 6/27/00 & 07/01/02*
 39

40 **2. Teacher Judgment**

41 The teacher must provide compelling, verifiable evidence when student
 42 performance on appropriate grade-level assessments is not believed to be
 43 indicative of daily classroom performance.
 44

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

- 46 ▪ previous retentions,
- 47 ▪ level of text at which student is successful,

- observations,
- checklists,
- student portfolios, or
- current grades/marks.

3. Possible Grade-Level Assessments

Sixth Grade Assessments

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- Stanford Achievement Test, Ninth Edition (SAT-9)
- STAR Reading test
- STAR Math test
- Florida Comprehensive Assessment Test - Sunshine State Standards (FCAT-SSS) Reading
- FCAT-SSS Mathematics
- Florida Comprehensive Assessment Test - Norm-Referenced Test (FCAT-NRT) Reading
- FCAT-NRT Mathematics

Seventh Grade Assessments

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SAT-9
- STAR Reading test
- STAR Math test
- FCAT-SSS Reading
- FCAT-SSS Mathematics
- FCAT-NRT Reading
- FCAT-NRT Mathematics

Eighth Grade Assessments

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SAT-9
- STAR Reading test
- STAR Math test
- FCAT-SSS Reading
- FCAT-SSS Mathematics
- FCAT-NRT Reading
- FCAT-NRT Mathematics

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- FCAT Writing
- FCAT Science (upon completion by the State)

Promotion of ESE Students

Students enrolled in exceptional student programs shall be promoted on the basis of the acquisition of skills in accordance with the student’s Individual Education Plan and the mastery of Revised Performance Standards for each exceptionality. The exceptional education teacher will use the Revised Performance Standards for the assigned exceptionality to document the progress of the student. Documentation of standards must start when the student is initially placed into an exceptional student education program. *Amended 6/28/94, 6/27/95, & 7/21/98*

C. STUDENT PERFORMANCE LEVEL CHART

See following page.

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

2
3 The assignment of a student to a higher grade which results in the student's accelerated
4 promotion should be made on the basis of exceptionally high achievement or evidence that
5 the student will benefit more from the instructional program at the advanced grade level. The
6 Superintendent should authorize the assignment.

7
8 The assignment will occur at the end of a grading period agreed upon by both the sending
9 and receiving principal and the Director of Exceptional Student Education, if an exceptional
10 student is involved. If an LEP student is involved, the LEP committee shall meet to
11 document the student LEP plan change.

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

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

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

22 *Amended 6/15/99*

23
24 Parents shall be notified in writing that their child is receiving an accelerated grade
25 placement to the next higher grade. A copy of this notification shall be placed in the
26 cumulative folder. Notices to parent/guardian of LEP students must be provided in the
27 primary language, whenever feasible. *Amended 6/27/00*

28
29 **E. Academic Improvement Plan (AIP) Process** *Amended 07-15-03*

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

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

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

1. Steps for Implementing the AIP

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

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

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

Diagnostic assessments may include, but are not limited to:

- teacher assessment
- text/placement tests
- reading running records
- diagnostic software
- STAR Reading
- STAR Math.

Intensive instruction is usually associated with the following:

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

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

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

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

- At that time, the teacher(s) of the student who had an AIP is to make recommendations regarding the student's educational program for the following year.

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

3. Gifted Students

For a gifted student who is performing below grade level, it is not appropriate to develop an AIP. Accommodations and/or interventions are to be addressed through the Gifted Educational Plan (GEP) process.

4. Students with Disabilities –Academic Improvement Plan Process

a. 504 Students

An AIP is to be written for a 504 student who is performing below grade level in reading, writing, or mathematics. However, if poor performance **is caused by** his or her disability, the AIP should be developed with the involvement of the parent(s)/guardian(s) and referred to in the 504 Plan.

b. ESE Students – Academic Improvement Plan Process

34 Code of Federal Regulations Section 300.347

(a) *The IEP for each child with a disability must include:*

(1) *A statement of measurable annual goals, including benchmarks or short-term objectives, related to—*

(2)(I) *Meeting the child’s needs that result from the disability to enable the child to be involved in and progress in the general curriculum.*

When an ESE student is determined to be performing below grade level in reading, writing, or mathematics, the IEP Committee must be convened to revisit the IEP. The goals and objectives on the student’s IEP **must** address **all** of the student’s educational deficiencies, including the student’s below-grade-level performance. The deficiencies must be addressed by developing specific goals and objectives that directly correlate to **all** areas of deficiency.

In addition, the IEP Committee must consider developing an AIP to also address the student’s educational needs in reading, writing, and/or mathematics. The AIP should also be developed with the involvement of the parent(s)/guardian(s).

F. Remediation and Retention *Amended 7/21/98, 6/15/99, 6/27/00, 6/19/01, 07/01/02, & 07-15-03*

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

- 1 ▪ **Retention decisions will not be made on a single test score.** *Adopted 6/19/01*
 2
 3 ▪ Students in grades 6-8 who are identified as being considerably or substantially below
 4 grade level in reading, writing, mathematics, and/or science (once science proficiency
 5 levels are set by the State) **must** receive remediation or be retained with an intensive
 6 program that is different from the previous year's program and takes into account the
 7 student's learning style. However, students whose test scores and classroom performance
 8 indicate that they are almost at grade level may be promoted with close monitoring or
 9 promoted with an AIP.
 10
 11 ▪ The following options are available for students who have not met the levels of
 12 performance for student progression:
 13 • remediate before the beginning of the next school year and promote,
 14 • promote and remediate during the following year with more intensive
 15 intervention and remediation strategies identified in the revised Academic
 16 Improvement Plan,
 17 • retain and remediate using an alternative program of instructional
 18 delivery.
 19

20 An appropriate placement, which differs from the present placement, must be considered for
 21 a student who has been retained two or more years, FS 1008.25(2)(b).
 22

- 23 ▪ Students classified as retained after the summer programs will be eligible for such
 24 appropriate placement. Recommendation for placement is to be determined on an
 25 individual basis considering:
 26 • Teacher recommendations
 27 • Parent recommendations
 28 • Test scores -- FCAT-SSS, FCAT-NRT, SAT-9
 29 • Child study assessment
 30 • LEP committee recommendation for LEP students.
 31
 32 ▪ The principal, upon written authority from the Superintendent, may promote a student
 33 who has been previously retained if the principal determines that standards have been met
 34 and the student will be able to benefit from instruction at the higher grade. If the
 35 placement involves a new school, the assignment will occur at the time agreed upon by
 36 both the sending and receiving principal. *Amended 6/15/99*
 37
 38 ▪ Eighth grade students who are placed in the ninth grade will be enrolled in a mandatory
 39 remediation program.
 40
 41 ▪ Eighth grade students promoted to the ninth grade may take courses during the regular
 42 summer school for acceleration.
 43

44 **G. Attendance for Promotion Grades 6-8** *Amended 6/30/92, 7/2/96, & 6/27/00*
 45

- 46 1. Students, to include LEP students, who miss more than ten (10) days per semester (2
 47 days per semester during the summer school) will **not** be promoted except as follows:

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- If medical evidence is presented to the principal from a competent medical authority to excuse absences in excess of ten (10) days.
 - Extenuating circumstances as determined by the principal based on recommendations of teachers, counselors, or Student Services workers.
2. School activities shall not be counted as absences. Assigned work shall be turned in on the day indicated by the teacher.
 3. Eighth grade students enrolled in high school courses for credit shall be subject to the same attendance requirements as high school students for those courses only.

Amended 07/01/02

15 H. Retention – Special Program Considerations

16 1. LEP Students

Revised 6/27/00

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

31 2. Students with Disabilities

32 a. 504 Students

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A student with a 504 Plan must meet the district levels of performance. Parent(s)/guardian(s) must be notified if the student is being considered for retention. A 504 Reevaluation committee must determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Plan. If the team determines that the below-grade-level performance is caused by the disability, the student's placement must be re-evaluated. The re-evaluation must include a review of the student's records, intellectual and academic abilities, and other pertinent information provided by the student's teacher.

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If the team determines that the below-grade-level performance is not caused by the disability, the student is treated in the same manner as that for a general education student.

1
2 **b. ESE Students**
3

4 A student enrolled in ESE **must** meet the district performance levels **unless**
5 their IEP includes documentation that the student is unable to meet the levels
6 of performance, such as:

- 7 ▪ the student’s demonstrated cognitive ability and behavior prevent
8 the student from completing required classwork and achieving the
9 *Sunshine State Standards* even with appropriate and allowable
10 classwork accommodations,
- 11 ▪ the student is unable to apply or use academic skills at a minimal
12 competency level in the home or community.

13
14 A student enrolled in the ESE program(s) is considered to have met promotion
15 requirements when they have achieved the appropriate instructional goals of
16 the curriculum specified on their IEP. The primary responsibility for
17 determining each student’s level of performance is that of the special program
18 teacher and the general education teacher.

19
20 Below are some of the factors that the IEP team may consider:

- 21 ▪ previous retention history,
- 22 ▪ current goals and objectives on the student’s IEP,
- 23 ▪ social/emotional behavior,
- 24 ▪ attendance,
- 25 ▪ placement and a possible change in the current placement,
- 26 ▪ grades,
- 27 ▪ current modifications/accommodations/services.

28
29 When a retained student is being considered for promotion after the school year
30 begins and involves attendance at another school (for example, from middle to high
31 school) such promotion shall be made only at the beginning of the school year.
32 Exceptions to this rule may be made if the sending and receiving principals agree that
33 a promotion during the school year is in the best interest of the student and is
34 approved by the Superintendent. *Amended 07-15-03*

35
36 Retention of exceptional students shall be limited to one year in the middle school
37 grades unless otherwise determined by an Individual Education Planning (IEP) team.
38 *Amended 7/21/98*

39
40 **I. Remediation Programs** *Amended 07-15-03*
41

42 **1. Program Description**

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

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

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

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

2. Jump Start Remedial Program

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

1008.25 Public school student progression; remedial instruction; reporting requirements.--

(1) INTENT.--It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

(2) COMPREHENSIVE PROGRAM.--Each district school board shall establish a comprehensive program for student progression which must include:

(a) Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.

(b) Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style.

(c) Appropriate alternative placement for a student who has been retained 2 or more years.

(3) ALLOCATION OF RESOURCES.--District school boards shall allocate remedial and supplemental instruction resources to students in the following priority:

(a) Students who are deficient in reading by the end of grade 3.

1 (b) Students who fail to meet performance levels required for promotion consistent with the district school board's plan
2 for student progression required in paragraph (2)(b).

3 (4) ASSESSMENT AND REMEDIATION.--

4 (a) Each student must participate in the statewide assessment tests required by s. 1008.22. Each student who does not
5 meet specific levels of performance as determined by the district school board in reading, writing, science, and
6 mathematics for each grade level, or who does not meet specific levels of performance as determined by the
7 commissioner on statewide assessments at selected grade levels, must be provided with additional diagnostic
8 assessments to determine the nature of the student's difficulty and areas of academic need.

9 (b) The school in which the student is enrolled must develop, in consultation with the student's parent, and must
10 implement an academic improvement plan designed to assist the student in meeting state and district expectations for
11 proficiency. Beginning with the 2002-2003 school year, if the student has been identified as having a deficiency in
12 reading, the academic improvement plan shall identify the student's specific areas of deficiency in phonemic awareness,
13 phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; and the instructional
14 and support services to be provided to meet the desired levels of performance. Schools shall also provide for the frequent
15 monitoring of the student's progress in meeting the desired levels of performance. District school boards shall assist
16 schools and teachers to implement research-based reading activities that have been shown to be successful in teaching
17 reading to low-performing students. Remedial instruction provided during high school may not be in lieu of English and
18 mathematics credits required for graduation.

19 (c) Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the academic
20 improvement plan, the student may be retained. Each student who does not meet the minimum performance expectations
21 defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and
22 mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the
23 student graduates from high school or is not subject to compulsory school attendance.

24 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.--

25 (a) It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a
26 substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or
27 grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately
28 following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally
29 determined assessments or through teacher observations at the beginning of the grade following the intensive reading
30 instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is
31 remedied.

32 (b) Beginning with the 2002-2003 school year, if the student's reading deficiency, as identified in paragraph (a), is not
33 remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in
34 reading for grade 3, the student must be retained.

35 (c) Beginning with the 2002-2003 school year, the parent of any student who exhibits a substantial deficiency in
36 reading, as described in paragraph (a), must be notified in writing of the following:

- 37 1. That his or her child has been identified as having a substantial deficiency in reading.
- 38 2. A description of the current services that are provided to the child.
- 39 3. A description of the proposed supplemental instructional services and supports that will be provided to the child that
40 are designed to remediate the identified area of reading deficiency.
- 41 4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or
42 she is exempt from mandatory retention for good cause.

43 (6) ELIMINATION OF SOCIAL PROMOTION.--

44 (a) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

1 (b) The district school board may only exempt students from mandatory retention, as provided in paragraph (5)(b), for
2 good cause. Good cause exemptions shall be limited to the following:

3 1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other
4 Languages program.

5 2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment
6 program is not appropriate, consistent with the requirements of State Board of Education rule.

7 3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment
8 approved by the State Board of Education.

9 4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by
10 demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the
11 FCAT.

12 5. Students with disabilities who participate in the FCAT and who have an individual education plan or a Section 504
13 plan that reflects that the student has received the intensive remediation in reading, as required by paragraph (4)(b), for
14 more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, or
15 grade 2.

16 6. Students who have received the intensive remediation in reading as required by paragraph (4)(b) for 2 or more years
17 but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, or grade 2 for a
18 total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day based
19 upon an academic improvement plan that includes specialized diagnostic information and specific reading strategies for
20 each student. The district school board shall assist schools and teachers to implement reading strategies that research has
21 shown to be successful in improving reading among low performing readers.

22 (c) Requests for good cause exemptions for students from the mandatory retention requirement as described in
23 subparagraphs (b)3. and 4. shall be made consistent with the following:

24 1. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion
25 of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork
26 requirements, such documentation shall consist only of the existing academic improvement plan, individual educational
27 plan, if applicable, report card, or student portfolio.

28 2. The school principal shall review and discuss such recommendation with the teacher and make the determination as
29 to whether the student should be promoted or retained. If the school principal determines that the student should be
30 promoted, the school principal shall make such recommendation in writing to the district school superintendent. The
31 district school superintendent shall accept or reject the school principal's recommendation in writing.

32 (7) ANNUAL REPORT.--

33 (a) In addition to the requirements in paragraph (5)(b), each district school board must annually report to the parent of
34 each student the progress of the student toward achieving state and district expectations for proficiency in reading,
35 writing, science, and mathematics. The district school board must report to the parent the student's results on each
36 statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work,
37 observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to
38 the parent in writing in a format adopted by the district school board.

39 (b) Beginning with the 2001-2002 school year, each district school board must annually publish in the local newspaper,
40 and report in writing to the State Board of Education by September 1 of each year, the following information on the prior
41 school year:

42 1. The provisions of this section relating to public school student progression and the district school board's policies and
43 procedures on student retention and promotion.

44 2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the
45 reading portion of the FCAT.

- 1 3. By grade, the number and percentage of all students retained in grades 3 through 10.
- 2 4. Information on the total number of students who were promoted for good cause, by each category of good cause as
3 specified in paragraph (6)(b).
- 4 5. Any revisions to the district school board's policy on student retention and promotion from the prior year.
- 5 (8) STATE BOARD AUTHORITY AND RESPONSIBILITIES.--
- 6 (a) The State Board of Education shall have authority as provided in s. 1008.32 to enforce this section.
- 7 (b) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 for the administration of this
8 section.
- 9 (9) TECHNICAL ASSISTANCE.--The department shall provide technical assistance as needed to aid district school
10 boards in administering this section.
- 11 **History.**--s. 371, ch. 2002-387.

12 J. Summer School

13 1. LEP Students

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

- 18 ▪ The need for summer school attendance must be documented in the
19 student's individual LEP Plan.
- 20 ▪ The specific academic or language maintenance needs of the
21 student must be listed in the student's individual LEP Plan.
- 22 ▪ The student's LEP Plan will serve as the summer school LEP Plan.

23 2. ESE Students

24 The determination of Extended School Year (ESY) services is a decision of the
25 Individual Educational Planning team and should be provided for the student if the
26 skills learned during the school year will significantly jeopardized through regression
27 without them. *Adopted 6/27/00*

28 3. Home Education Students

29 Home education students may participate in summer school if it is available and if
30 they meet the same eligibility requirements as established for all regularly attending
31 students.

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

1 **IV. REPORTING STUDENT PROGRESS**

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

4 *Amended 07-15-03*

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

17
18 The student's final report card for a school year shall contain a statement indicating
19 end-of-year status regarding performance or nonperformance at grade level,
20 acceptable or unacceptable behavior and attendance and promotion or nonpromotion.

21
22 **B. Report Cards** *Amended 07-15-03*

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

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

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

- 35
36 ▪ All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5,
37 6-8, 9-12) as the primary means of reporting student progress.
- 38
39 ▪ With the approval of the Superintendent and the School Board, schools may
40 develop additional or supplementary instruments, which may be used in
41 conjunction with the standard report card. *Amended 7/29/97 & 6/25/99*

42

not required. The report card needs to reflect the date of entry and attendance record. If a student withdraws, he shall be issued a grade on the withdrawal form as of the date of withdrawal. *Amended 7/2/96 & 6/27/00*

4. Students are to receive grades in all subjects in which they have received instruction that grading period.
5. If the principal of a school feels it is necessary to change a student's grade in any subject at the end of a grading period, the principal shall consult with the teacher regarding the necessary change. If the change is made after official notification has been made to the parents, a copy of the principal's reasons shall be placed in the student's cumulative folder. *Amended 07-15-03*

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

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

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

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

a. **Grades 6-12 Percent Point Value Definition**

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

<u>Grade</u>	<u>Percent</u>	<u>Definition</u>
A	90-100	outstanding progress
B	80-89	above average progress
C	70-79	adequate progress
D	60-69	lowest acceptable progress
F	0-59	failure
I	0	incomplete

b. **Grades 6-8 Grade Point System**

Adopted 7/01/02, Amended 08/20/02

<u>Grade</u>	<u>Point</u>	<u>Definition</u>
A	3.5 – 4.0	outstanding progress
B	2.5 – 3.4	above average progress
C	1.5 – 2.4	adequate progress
D	1.0 – 1.4	lowest acceptable progress
F	0 – 0.49	failure
I	0	incomplete

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2. If an “I” (incomplete) is recorded on a report card, the requirements for which the incomplete was assigned must be satisfied within two weeks of the issuance of report cards or the “I” becomes “F”. At the teacher’s discretion a longer period of time may be allowed for make up work.
 3. For **Special Area/ Exploratory classes in grades 6-8**, the following grading scale may be used: *Adopted 6/30/92*

S	--	Successful Progress
N	--	Needs Improvement
U	--	Unsuccessful Progress
 4. Final grades are awarded on a yearly basis in middle school.
 - When two nine weeks are used to determine a final grade, each nine weeks shall count 50% of the final grade. The total will be divided by two (2).
 - If a semester exam is given, each nine weeks’ grade and the final exam grade shall count 20% of the final grade, and the total shall be divided by five (5).
Amended 6/30/92, 7/2/96, & 08/20/02

22 **E. Guidelines for Grading and Reporting Academic Progress of LEP**
23 **Students** *Revised 6/27/00*
24

25 The course grade and academic progress of LEP students will be based on the results
26 of teacher observation, alternative assessments, and modified tests used to assess the
27 understandable instruction provided through the use of ESOL teaching strategies,
28 appropriate instructional materials, and curriculum accommodations.
29

30 If there is a continued pattern of failure in classroom performance and assessments,
31 the LEP committee shall meet to review the reasons for the student’s lack of progress.
32 The reason(s) documented for the academic under-performance of an LEP student
33 **cannot imply** that he/she needs an extra year to learn English or that it is due to the
34 student’s lack of English proficiency.
35

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

- 37
- 38 ■ Documentation of the ESOL strategies used by the ESOL language arts
39 and basic content area teacher(s) to provide understandable instruction,
40 including the alternative assessment instruments and test accommodations
41 used to evaluate the student’s academic progress.
 - 42 ■ The records of parental contacts or attempts made to inform the
43 parent/guardian of the student’s under-performance. When applicable,
44 copies of the deficiency reports signed by the student and parent/guardian.
45 Notices to parent/guardian of LEP students must be provided in the
46 home/native language, whenever feasible.
 - 47 ■ The instructional support requested by the teacher(s) to provide additional
48 assistance for the student from the ESOL Assistant and Compliance
Specialist available at the school.

1
2 **F. District/ State Assessment Programs** *Amended 07-15-03*
3

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

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

11 *Adopted 6/19/01*

- 12 ▪ Home education students may take the FCAT only at the
13 school for which they are zoned.
- 14
- 15 ▪ Home education students must abide by all the rules of the
16 Student Code of Conduct while on any Osceola County school campus.
17 Failure to do so will result in the removal of the student from the campus
18 and loss of testing privileges.
- 19
- 20 ▪ Home instruction parents must notify the appropriate school(s) of their
21 intention to participate in testing at least two weeks in advance of the
22 scheduled assessment.
23

24 **G. Accommodations of District/ State Assessments for**
25 **Special Program Students**
26

27 **1. LEP Students**
28

29 The LEP Committee will review each ESOL student's progress to
30 determine whether a accommodation is necessary. Test accommodations,
31 based on the recommendations of the LEP Committee, may include:
32 **flexible setting, flexible scheduling, flexible timing, English/heritage**
33 **language dictionary, and assistance in the heritage language.**
34

35 **2. Students with Disabilities**
36

37 **a. 504 Students**

38 Students with 504 plans may receive accommodations on both district
39 and state assessments. The multidisciplinary team should refer to the
40 student's past performance on standardized tests and the classroom
41 accommodation section of the 504 Plan to determine if the impairment
42 substantially interferes with his/her performance. If so, the
43 multidisciplinary team will determine the necessary accommodations
44 for district and state assessments.
45

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

b. ESE Students

Test accommodations during district/state testing will be implemented as specified in the student's IEP. The IEP must specify:

- assessment name,
- area of assessment (e.g., reading, mathematics, etc.),
- standard administration, and
- accommodation(s):
 - ✓ flexible setting,
 - ✓ flexible scheduling,
 - ✓ flexible timing,
 - ✓ flexible responding,
 - ✓ flexible presentation, and/ or
 - ✓ flexible format.

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

1. LEP Students

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

2. Students With Disabilities

a. 504 Students

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

b. ESE Students

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

- the student demonstrated cognitive ability prevents the student from completing required coursework, and achieving the benchmarks of the Sunshine State Standards, even with appropriate and allowable accommodation; AND
- the student requires extensive direct instruction to accomplish the application and transfer of skills competencies needed for

1 domestic, community living, leisure, and vocational
2 activities.

3
4 Students who are excluded from state and district assessment will be
5 assessed through an alternate assessment procedure identified by the IEP
6 team and documented on the IEP.
7

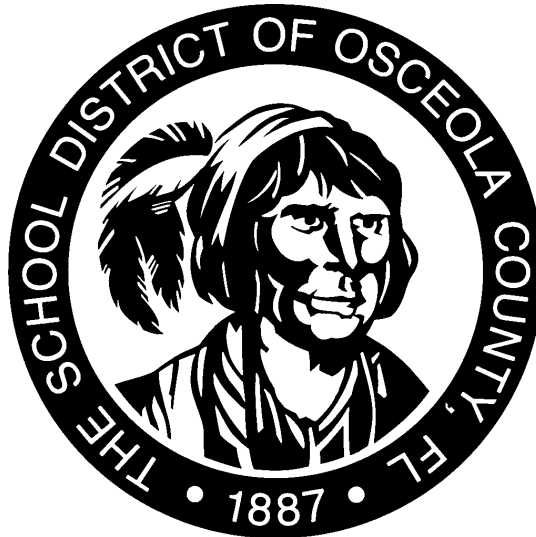
8 **I. Annual Report in Local Newspaper *Adopted 07-15-03***
9

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

- 14 ▪ the district school board’s policies and procedures on student
15 retention and promotion;
- 16 ▪ by grade, the number and percentage of all students in grades 3
17 through 10 performing at levels 1 and 2 on the reading portion of
18 the FCAT;
- 19 ▪ by grade, the number and percentage of all students retained in
20 grades 3 through 10;
- 21 ▪ information on the total number of students who were reported
22 for good cause by each category of good cause as specified in FS
23 1008.25 (6)(b);
- 24 ▪ any revisions to the district school board’s policy on student
25 retention and promotion from the prior year. FS 1008.25 (7)(b).
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**THE SCHOOL DISTRICT OF
OSCEOLA COUNTY, FLORIDA**



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**2003-2004
HIGH SCHOOL
STUDENT PROGRESSION PLAN**

Grades 9-12

Effective July 01, 2003

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



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SCHOOL BOARD MEMBERS

CHAIRMAN

Tom Greer

Thomas E. Chalifoux, Jr.

John McKay

David E. Stone

Jay Wheeler

SUPERINTENDENT

Blaine Muse

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2
3 **THE SCHOOL DISTRICT OF**
4 **OSCEOLA COUNTY, FLORIDA**
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6 **STUDENT PROGRESSION PLAN TASK FORCE**
7

8 Terry Andrews, Assistant Superintendent
9 **CURRICULUM AND INSTRUCTION**

10
11 Angela Marino, Coordinator
12 **OFFICE OF RESEARCH, EVALUATION, & ACCOUNTABILITY**
13 (407) 870-4056
14

15 John Boyd, Instructional Research and Evaluation Specialist
16 **OFFICE OF RESEARCH, EVALUATION, & ACCOUNTABILITY**
17 (407) 870-4056
18

19 **ELEMENTARY COMMITTEE**

20 Beverly Brizendine, Director of Elementary Programs
21 Melba Luciano, Principal, Central Avenue Elementary
22 Linda Harwood, Principal, Highlands Elementary
23

24 **MIDDLE SCHOOL COMMITTEE**

25 Annalee Meadows, Director of Secondary Programs
26 Penny Noyer, Principal, Horizon Middle School
27 Dan Parker, Principal, St. Cloud Middle School
28

29 **HIGH SCHOOL COMMITTEE**

30 Annalee Meadows, Director of Secondary Programs
31 Jim Kish, Director of Technical and Adult Education
32 Willie Ausherman, Director of Community High School
33 Michael Brizendine, Principal, Poinciana High School
34 George Sullivan, Principal, St. Cloud High School
35 Sonia Vazquez, Coordinator of Charter and Choice Schools
36

37 **SPECIAL PROGRAMS COMMITTEE**

38 Penny Collins, Director of Exceptional Student Education
39 Bill James, Director of Student Services
40 Dalia Medina, Coordinator of Multicultural Education
41 Don L. Miller, Director of Special Programs
42 Beth Rattie, Coordinator of Alternative Programs
43 Sonia Vazquez, Coordinator of Charter and Choice Schools
44
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I. ENTRY AND ATTENDANCE REQUIREMENTS

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

J. Initial Entry Requirements

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

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

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

Florida Statute 1003.21 School attendance.—

(1)(a)1. All children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, are required to attend school regularly during the entire school term.

2. Children who will have attained the age of 5 years on or before September 1 of the school year are eligible for admission to public kindergartens during that school year under rules adopted by the district school board.

(b) Any child who has attained the age of 6 years on or before September 1 of the school year and who has been enrolled in a public school or who has attained the age of 6 years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's student progression plan. However, nothing in this section shall authorize the state or any school district to oversee or exercise control over the curricula or academic programs of private schools or home education programs.

(c) A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The school district must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment.

(d) Students who become or have become married and students who are pregnant shall not be prohibited from attending school. These students and students who are parents shall receive the same educational instruction or its equivalent as other students, but may voluntarily be assigned to a class or program suited to their special needs. Consistent with s. 1003.54, pregnant or parenting teens may participate in a teenage parent program. Pregnant students may attend alternative education programs or adult education programs, provided that the curriculum allows the student to continue to work toward a high school diploma.

1 *(e) Consistent with rules adopted by the State Board of Education, children with disabilities who*
 2 *have attained the age of 3 years shall be eligible for admission to public special education*
 3 *programs and for related services under rules adopted by the district school board. Exceptional*
 4 *children who are deaf or hard of hearing, visually impaired, dual sensory impaired, severely*
 5 *physically handicapped, trainable mentally handicapped, or profoundly handicapped, or who*
 6 *have established conditions, or exhibit developmental delays, below age 3 may be eligible for*
 7 *special programs; or, if enrolled in other school readiness programs, they may be eligible for*
 8 *supplemental instruction. Rules for the identification of established conditions for children birth*
 9 *through 2 years of age and developmental delays for children birth through 5 years of age must be*
 10 *adopted by the State Board of Education.*

11 *(f) Homeless children, as defined in s. 1003.01, must have access to a free public education and*
 12 *must be admitted to school in the school district in which they or their families live. School*
 13 *districts shall assist homeless children to meet the requirements of subsection (4) and s. 1003.22,*
 14 *as well as local requirements for documentation.*

15 *(2)(a) The State Board of Education may adopt rules under which students not meeting the*
 16 *entrance age may be transferred from another state if their parents have been legal residents of*
 17 *that state.*

18 *(b) Each district school board, in accordance with rules of the State Board of Education, shall*
 19 *adopt a policy that authorizes a parent to request and be granted permission for absence of a*
 20 *student from school for religious instruction or religious holidays.*

21 *(3) The district school superintendent may authorize certificates of exemptions from school*
 22 *attendance requirements in certain situations. Students within the compulsory attendance age*
 23 *limits who hold valid certificates of exemption that have been issued by the superintendent shall be*
 24 *exempt from attending school. A certificate of exemption shall cease to be valid at the end of the*
 25 *school year in which it is issued.*

26 *(4) Before admitting a child to kindergarten, the principal shall require evidence that the child*
 27 *has attained the age at which he or she should be admitted in accordance with the provisions of*
 28 *subparagraph (1)(a)2. The district school superintendent may require evidence of the age of any*
 29 *child whom he or she believes to be within the limits of compulsory attendance as provided for by*
 30 *law. If the first prescribed evidence is not available, the next evidence obtainable in the order set*
 31 *forth below shall be accepted:*

32 *(a) A duly attested transcript of the child's birth record filed according to law with a public*
 33 *officer charged with the duty of recording births;*

34 *(b) A duly attested transcript of a certificate of baptism showing the date of birth and place of*
 35 *baptism of the child, accompanied by an affidavit sworn to by the parent;*

36 *(c) An insurance policy on the child's life that has been in force for at least 2 years;*

37 *(d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit*
 38 *sworn to by the parent;*

39 *(e) A passport or certificate of arrival in the United States showing the age of the child;*

40 *(f) A transcript of record of age shown in the child's school record of at least 4 years prior to*
 41 *application, stating date of birth; or*

42 *(g) If none of these evidences can be produced, an affidavit of age sworn to by the parent,*
 43 *accompanied by a certificate of age signed by a public health officer or by a public school*
 44 *physician, or, if neither of these is available in the county, by a licensed practicing physician*
 45 *designated by the district school board, which certificate states that the health officer or physician*
 46 *has examined the child and believes that the age as stated in the affidavit is substantially correct.*

A homeless child, as defined in s. 1003.01, shall be given temporary exemption from this section for 30 school days.

History.--s. 116, ch. 2002-387.

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

Maximum Age Limit for Attendance

- A person who has attained the age of eighteen (18) years on or before opening of the school year shall not be enrolled in any regular senior high program unless a Review Committee, composed of a guidance counselor, the principal, and the Student Services Director, determines it is the most appropriate educational placement. An enrolled student who is involved in a continuous high school study program shall be exempt from this restriction. A student's continuous study program shall not be extended beyond the end of the semester in which the student reaches the age of twenty-one (21) years.
- A student who attains the age of sixteen (16) years during the school year is not subject to compulsory school attendance beyond the date upon which he/she attains that age **if** the student files a formal declaration of intent to terminate school enrollment with the district at the exit interview. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the exiting student and the parent/guardian.
- A child who attains the age of eighteen (18) years during the school year is not subject to compulsory school attendance beyond the date which he/she attains that age.
- A student with a disability shall be considered to be "in a continuous study program" when that student's Individual Education Plan (IEP) requires continued services by the district. If a student with a disability graduates with a special diploma, a certificate of completion, or a special certificate of completion, and has not reached the age of 22, the student may, at his/her option, continue to receive Free and Appropriate Public Education (FAPE) until that student's 22nd birthday or until he/she earns a standard diploma whichever comes first. Graduation with a standard diploma, regardless of age, constitutes cessation of FAPE requiring written prior notice.

2. Health Requirements – Initial Entry

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

A certificate of a physical examination within the twelve-month period immediately preceding enrollment shall be presented before a child is

1 allowed to attend classes. The certificate shall be signed by a licensed
2 practicing physician, or an Advanced Registered Nurse Practitioner certifying
3 that the student has no contagious or communicable disease which would
4 warrant the student's exclusion from public schools. A Physician's Assistant
5 operating under the supervision of Osceola County Public Health Director
6 may also sign the certificate. *Amended 6/27/95*

7
8 Students, other than children of military personnel, transferring from a foreign
9 country must possess an examination certificate issued within the United
10 States.

11
12 **Exceptions:**

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

15
16 **c. Proof of Tuberculin Test**

17
18 Any enrollee who has immigrated from outside of the United States or its
19 territories within the last five years, regardless of grade level, must present
20 evidence of a negative Tuberculin skin test, administered within the last
21 twelve months before class attendance will be allowed. A student who has a
22 positive reading on any Tuberculin skin test will be required to submit to a
23 chest X-ray. The student will not be allowed to enroll until a Florida licensed
24 physician certifies that the physician has reviewed the chest X-ray, and that
25 the student may attend class.

26 *Amended 7/23/91, 6/27/95, 7/21/98, & 07-15-03*

27
28 For purposes of this rule, the following are considered to be United States
29 territories:

- 30 ▪ American Samoa
- 31 ▪ Guam
- 32 ▪ Puerto Rico
- 33 ▪ Trust Territories of the Pacific
- 34 ▪ US Virgin Islands

35
36 **c. Immunization**

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

38
39 Each student who is otherwise entitled to admittance to an Osceola County
40 School, shall be required to present a certificate of immunization on a Florida
41 form, showing that the student has received inoculations for those
42 communicable diseases for which immunization is required by the Division of
43 Health, and Florida Statute 1003.22.

44
45 Students who have not received the required immunizations as stipulated by
46 state law and who have not received a statutory exemption will be temporarily
47 excluded from school until such immunizations have been administered.

48 *Adopted 9/7/99*

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Required Immunizations:

- five (5) DP’s
 - four (4) Polio
 - two (2) MMR’s (First dose is valid if given on or after first birthday.)
- Amended 9/7/99, 6/27/00, 6/19/01, & 07/01/02*

Grades 9-12

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

Exceptions may be granted as follows:

- parental objections in writing on religious grounds,
- written certification for exemption for medical reasons by a competent medical authority or the Division of Health.

3. Residency Requirements *Amended 6/29/93 & 6/27/95, Revised 7/21/98*

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

- mortgage document, rental or lease agreement, property tax records;
- notarized statement signed by the owner of the home in which the parent resides with supporting documents from the owner such as a mortgage, rental or lease agreement, or property tax records;
- current utility bill;
- income tax records;
- proof of receipt of government benefits.

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

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

K. Placement of Transfer Students

1. General Transfer Information

The school principal will determine placement of a student who transfers from other countries, counties, states, private schools or from a home education program. If a student transfers from a school or program other than a regionally accredited institution or with inadequate or incomplete records,

1 placement will be based upon the information available, including any or all
2 of the following:

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

15 16 **2. Placement of Transfer Students – Grades 9-12**

17
18 A student in grades 9-12 who transfers from any other public school in the
19 United States or a foreign country is placed in comparable classes and all
20 records from the previous school are accepted.

- 21
22 ▪ Students who transfer into Osceola County from public schools shall be
23 classified according to their grade placement at the school from which
24 they transfer. Thereafter they will follow classification as set up by
25 Osceola County except for those students who transfer as seniors.
- 26
27 ▪ All transfer students will be expected to attempt to earn a minimum of
28 three (3) credits per semester in the year of their transfer; however, no
29 requirement for specific course work will be retroactive except as stated
30 above.
- 31
32 ▪ The requirements of the School Board shall not be retroactive for transfer
33 students provided the student has met all requirements of the school,
34 school district or state from which he/she is transferring (6A-1.095).
35 *Adopted 6/30/92 & Amended 6/27/95*
- 36
37 ▪ Students will be limited to the transfer of no more than four high school
38 credits earned prior to entry into the ninth grade. Such credits must have
39 been earned at the seventh and eighth grade levels and follow the
40 appropriate rules of the Middle School Student Progression Plan.
41 *Adopted 6/30/92 & Amended 6/27/95, 7/21/98, 07/01/02*
- 42
43 ▪ Work or credits from state or regionally accredited SACS/ CITA public or
44 private schools or institutions shall be accepted at face value, subject to
45 validation if deemed necessary. *Amended 07/01/02*

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

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

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4. Student Custody

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

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

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5. Limited English Proficient (LEP) Students

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

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Home Language Survey (HLS) Responses/Assessment Criteria

- 36 ■ A student with all NO responses on the HLS is considered non-Limited
- 37 English Proficient (LEP).
- 38 ■ A student with any YES response is referred for additional English
- 39 language proficiency assessment.
- 40 ■ A student with a YES response to question #1 only is **temporarily** placed
- 41 in general education classes until English proficiency assessment occurs.
- 42 ■ A student with more than one YES response is temporarily placed in basic
- 43 ESOL classes until English language proficiency assessment occurs.
- 44 ■ The state-approved age-appropriate IDEA Language Proficiency Test is
- 45 used to assess oral/aural English ability and is to be administered within
- 46 the first 20 days after the registration date.
- 47

6. Student with Disabilities

a. 504 Students

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

b. Exceptional Student Education (ESE) Students

- A transferring ESE student is one who was previously enrolled as an ESE student in any other school or agency and who is enrolling in a Florida school district or in an educational program operated by the Exceptional Student Education Department through grants or contractual agreements.
- An ESE student who is transferring from one Florida public school district to the School District of Osceola County who has a current Individual Education Plan including Gifted Students (IEP/GEP) will be placed in the appropriate educational program(s) consistent with the plan. The receiving school **must** review and may revise the current IEP/GEP as necessary.
- An ESE student who is transferring from an out-of-state public school and has a current IEP as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs will be placed immediately in the appropriate educational programs(s) without temporary assignment. An ESE student who is transferring from another state and does not meet the district's criteria for dismissal from an ESE program will also be placed immediately in the appropriate educational program(s) without temporary assignment. In both cases, the receiving school **must** review the current IEP and may revise the document as necessary.

8. Home Education

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

Adopted 9/17/96

- Students in home education who wish to attend public school must have met all criteria for a home education program during the entire semester immediately prior to the time of admission, meet the same registration requirements as full-time students, and enroll for and attend at least one (1) regularly scheduled class period at the zoned school. Such students must register prior to the start of the semester they will attend. Full-time students will be given priority in course registration. Home-schooled

1 students who are excluded from a class/course at their zoned school due
2 to space limitations may attend another school if space in that
3 class/course is available. *Adopted 9/17/96, Amended 6/19/01*

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L. Attendance Guidelines

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

Responsibility for Attendance

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

Reporting Procedures

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

1. Student Absences

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

a. Excused Absences

Absences shall be excused for the following reasons:

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

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

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

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

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

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b. Permitted Absences

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

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

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Examples of situations warranting “permitted” absences include:

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

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

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

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c. Unexcused Absences *Revised 9/7/99*

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

- Upon each unexcused absence, the Principal or designee shall contact the student’s parent or guardian to determine the reason for the absence.
 - If a student has had at least five (5) unexcused absences within a calendar month or ten (10) unexcused absences within a ninety (90) day calendar period, the student’s primary teacher shall report to the principal or designee that the student may be exhibiting a
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1 pattern of non-attendance. Unless there is clear evidence that the
 2 absences are not a pattern of non-attendance, the case shall be
 3 referred to a child study team to determine if early patterns of
 4 truancy are developing. If the child study team finds that a pattern
 5 of non-attendance is developing, whether the absences are excused
 6 or not, a meeting with the parent must be scheduled to identify
 7 potential remedies.

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- 13 ■ If the initial meeting with the parent does not resolve the problem,
 14 the child study team shall implement specific interventions that
 15 best address the problem.

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The child study team shall be diligent in facilitating intervention services and shall report the case to the Superintendent or his designee only after all reasonable efforts to resolve the problem have been exhausted.

- 32 ■ If the parent, guardian, or other person in charge of the child
 33 refuses to participate in the remedial strategies because he/she
 34 believes that those strategies are unnecessary or inappropriate, the
 35 parent, guardian, or other person in charge of the child may appeal
 36 to the School Board. The School Board may provide a hearing
 37 officer, who may be an employee of the School Board, in lieu of a
 38 School Board hearing, who shall hear the case and make a
 39 recommendation for final action to the School Board. If the
 40 School Board's final determination is that the strategies of the
 41 child study team are appropriate, and the parent, guardian, or other
 42 person in charge of the child still refuses to cooperate, the
 43 Superintendent may seek criminal prosecution for noncompliance
 44 with compulsory school attendance.
- 45 ■ If a child subject to compulsory attendance will not comply with
 46 attempts to enforce school attendance, the parent, guardian or
 47 Superintendent or his designee shall refer the case to the case
 48 staffing committee pursuant to Florida Statutes, and the
 Superintendent or his designee may file a truancy petition pursuant
 to procedures outlined in Florida Statutes. (*FS 984.151*)
Amended 07-15-03

2. Students with Disabilities

c. 504 Students

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In the case of a student with excessive absences, a 504 Reevaluation meeting should be held to determine if the absences are caused by the disability of record on the active 504 Plan. If the 504 committee determines that the absences are caused by the disability, the student's placement must be re-evaluated as to the appropriateness of the current placement and the plan must address any additional strategies and/or interventions needed.

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2 If the 504 committee determines that the absences are not caused by the
3 disability, the student is treated in the same manner as that for a general
4 education student. Documentation of 504 Reevaluation meeting should be
5 kept on file.
6

7 **b. ESE Students**

8 All exceptional students will follow regular education attendance procedures.
9 In the case of an ESE Student with excessive absences, an IEP team meeting
10 must be conducted to determine whether or not the absences are related to the
11 student's disability. If the IEP team determines that the excessive absences
12 **are** related to the student's disability, the IEP team must determine a
13 reasonable course of action which may include the possible waiver of the
14 attendance guidelines in determining grades as well as a change of placement.
15

16 If the IEP team determines that the student's excessive absences **are not**
17 related to the student's disability, the student is treated in the same manner as
18 that for a general education student.
19

20 **3. Hospital/Homebound Program**

21 Parent(s)/guardian(s) may request that the principal consider eligibility for a
22 hospital/homebound program for a student with an illness predicted by
23 certified medical personnel to exceed 15 consecutive school days.
24

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

26 Students will be afforded an opportunity to make up missed work without
27 adverse school effects when absent because of a religious holiday. Within
28 five school days prior to an expected absence for religious reasons,
29 parent(s)/guardian(s) must notify the principal in writing and request that the
30 student be excused from attendance. A written excuse will not be required
31 upon return to school and no adverse or prejudicial effects will result for any
32 student availing her/himself of this provision. Students will be permitted to
33 make up missed work according to school procedures.
34

35 If questions arise regarding this rule, principals will grant the
36 parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the
37 principal's decision to the Superintendent should a conflict arise.
38

39 **M. Student Withdrawals**

40
41 A child who attains the age of sixteen (16) years during the school year shall not be
42 required to attend school beyond his sixteenth (16) birthday if the student has a signed
43 form declaring his intent to withdraw from school prior to completion of the
44 educational program. The principal shall contact the parents or legal guardians of the
45 student to discuss the educational impact of such decision and to suggest other
46 appropriate alternative educational placements or programs. The student may only be
47 withdrawn if the parents or legal guardians also sign the intent to withdraw form.
48

1
2 **2. Student Withdrawals During the Last Two Weeks**
3 **of the School Year**
4

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

11 Principals may waive the requirements for early withdrawal when
12 unusual/extenuating circumstances require it.
13

14 **2. Student Withdrawals for Enrollment in**
15 **Home Education Programs**
16

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

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

27 **3. Student Withdrawals -- Exceptional Student Education (ESE)**
28

29 A child who is receiving services through Exceptional Student Education
30 (ESE) shall not be withdrawn without prior parental notification, a staffing
31 meeting with parents or guardians to discuss the educational impact of such a
32 decision for the student to withdraw, and all requirements relative to due
33 process have been completed. *Amended 9/7/99*
34

35 In cases where at least two (2) good faith, but unsuccessful attempts to notify
36 parents or guardians of the student have been documented, and with the
37 approval of the Director of Exceptional Student Education, the student may be
38 withdrawn by the school. *Adopted 9/7/99*
39

40 **4. Student Withdrawals -- Alternative Programs**
41

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

1 II. PROGRAM DESCRIPTION

3 A. Florida System of School Improvement and Accountability

5 The Sunshine State Standards (*6A-1.09401 State Board Rules*) are benchmark
6 standards that describe what students should know and be able to do at four
7 progression levels (grades PreK-2; 3-5; 6-8; 9-12) in the subjects of:

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

13
14 Osceola District Schools shall provide appropriate instruction to assist students in the
15 achievement of these standards. The Sunshine State Standards/Grade Level
16 Expectations have been incorporated within the Osceola County Curriculum
17 Frameworks and are on file in the Administrative Center and are in use at each
18 school. *Adopted 9/17/96, Amended 6/15/99*

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

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

25
26 The School District of Osceola County Curriculum Guidelines also reflect the
27 priorities of the Florida K-20 education system.

29 **1000.03 Function, mission, and goals of the Florida K-20 education system.--**

30 (4) The mission of Florida's K-20 education system is to allow its students to increase their
31 proficiency by allowing them the opportunity to expand their knowledge and skills through adequate
32 learning opportunities, in accordance with the mission statement and accountability requirements of s.
33 1008.31.

34 (5) The priorities of Florida's K-20 education system include:

35 (a) *Learning and completion at all levels, including increased high school graduation rate and*
36 *readiness for postsecondary education without remediation.--All students demonstrate increased*
37 *learning and completion at all levels, graduate from high school, and are prepared to enter*
38 *postsecondary education without remediation.*

39 (b) *Student performance.--Students demonstrate that they meet the expected academic standards*
40 *consistently at all levels of their education.*

41 (c) *Alignment of standards and resources.--Academic standards for every level of the K-20 education*
42 *system are aligned, and education financial resources are aligned with student performance*
43 *expectations at each level of the K-20 education system.*

44 (d) *Educational leadership.--The quality of educational leadership at all levels of K-20 education is*
45 *improved.*

(e) *Workforce education.*--Workforce education is appropriately aligned with the skills required by the new global economy.

(f) *Parental, student, family, educational institution, and community involvement.*--Parents, students, families, educational institutions, and communities are collaborative partners in education, and each plays an important role in the success of individual students. Therefore, the State of Florida cannot be the guarantor of each individual student's success. The goals of Florida's K-20 education system are not guarantees that each individual student will succeed or that each individual school will perform at the level indicated in the goals.

History.--s. 5, ch. 2002-387.

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

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

2. Student Performance Standards

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

Students must show mastery of the performance standards before credit for course is awarded. Upon successful completion of the course, with at least seventy per cent (70%) proficiency, students will have demonstrated mastery. Student mastery will be assessed through the use of teacher observation, classroom assignments and examinations. (For LEP students, see also below.) Students must also meet the attendance requirement as set forth in I.C. and III. G. of this Student Progression Plan. *Amended 7/21/98, 6/27/00, 07/01/02, & 07-15-03*

1003.42 Required instruction.--

(1) *Each district school board shall provide all courses required for high school graduation and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.*

(2) *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, following the prescribed courses of study, and employing approved methods of instruction, the following:*

(a) *The content of the Declaration of Independence and how it forms the philosophical foundation of our government.*

1 (b) *The arguments in support of adopting our republican form of government, as they are embodied in*
2 *the most important of the Federalist Papers.*

3 (c) *The essentials of the United States Constitution and how it provides the structure of our*
4 *government.*

5 (d) *Flag education, including proper flag display and flag salute.*

6 (e) *The elements of civil government, including the primary functions of and interrelationships*
7 *between the Federal Government, the state, and its counties, municipalities, school districts, and*
8 *special districts.*

9 (f) *The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews*
10 *and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a*
11 *manner that leads to an investigation of human behavior, an understanding of the ramifications of*
12 *prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and*
13 *respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for*
14 *nurturing and protecting democratic values and institutions.*

15 (g) *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 experience,*
17 *abolition, and the contributions of African Americans to society.*

18 (h) *The elementary principles of agriculture.*

19 (i) *The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the*
20 *human body and mind.*

21 (j) *Kindness to animals.*

22 (k) *The history of the state.*

23 (l) *The conservation of natural resources.*

24 (m) *Comprehensive health education that addresses concepts of community health; consumer health;*
25 *environmental health; family life, including an awareness of the benefits of sexual abstinence as the*
26 *expected standard and the consequences of teenage pregnancy; mental and emotional health; injury*
27 *prevention and safety; nutrition; personal health; prevention and control of disease; and substance use*
28 *and abuse.*

29 (n) *Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or*
30 *by rules of the State Board of Education and the district school board in fulfilling the requirements of*
31 *law.*

32 (o) *The study of Hispanic contributions to the United States.*

33 (p) *The study of women's contributions to the United States.*

34 (q) *A character-development program in the elementary schools, similar to Character First or*
35 *Character Counts, which is secular in nature and stresses such character qualities as attentiveness,*
36 *patience, and initiative. Beginning in school year 2004-2005, the character-development program*
37 *shall be required in kindergarten through grade 12. Each district school board shall develop or adopt*
38 *a curriculum for the character-development program that shall be submitted to the department for*
39 *approval. The character-development curriculum shall stress the qualities of patriotism, responsibility,*
40 *citizenship, kindness, respect, honesty, self-control, tolerance, and cooperation.*

41 (r) *In order to encourage patriotism, the sacrifices that veterans have made in serving our country*
42 *and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day*
43 *and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local*
44 *veterans when practicable.*

(3) Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns. **History.**--s. 131, ch. 2002-387.

B. Special Programs

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

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

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

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

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

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

Every Limited English Proficient student is entitled to equal access to all academic, categorical, and federal programs offered by the School District of Osceola County. The amount of time the LEP student is assigned to the

1 program(s) shall be comparable to the time assigned to a non-LEP student
 2 under similar conditions. An updated LEP student's class schedule must be
 3 maintained in the LEP Portfolio as part of the student permanent record.
 4 *Adopted 6/27/00*

5
 6 Limited English Proficient students are taught by subject area teachers
 7 following the corresponding district curriculum. The instructional personnel
 8 provide appropriate and individualized instruction to students through the use
 9 of ESOL teaching strategies, appropriate instructional materials, curriculum
 10 accommodations, and testing accommodations. The ESOL accommodations
 11 are documented in the teacher's lesson plans as evidence that understandable
 12 instruction is being provided. *Adopted 6/27/00*

13
 14 Schools with fifteen (15) or more LEP students who speak the same home
 15 language must have at least one bilingual teacher assistant or bilingual teacher
 16 proficient in English and the home language of the students. The ESOL
 17 teacher assistant's (or bilingual teacher's) primary assignment is to offer the
 18 LEP students additional help in the basic content areas under the supervision
 19 of the basic subject area teacher. *Adopted 6/27/00*

2. **Dropout Prevention and Retention Program (DOP)**

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

30
 31 High School students who meet the district's requirements for an approved
 32 dropout prevention program, an honors accelerated credit program, or a career
 33 and technical education program may be enrolled in modified courses to earn
 34 additional credits. (For LEP students, see above.)
 35 *Amended 7/2/96 & 6/27/00*

Challenger Learning Center - Grade Levels 9-12

38 *Amended 6/30/92*

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

44
 45 A total of 24 credits must be earned for graduation. These credits are
 46 described below.
 47

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

Only students who have been withdrawn from school for a minimum of nine school weeks are eligible for placement in this program. Exceptions to this placement may be approved, based on extenuating circumstances, by a three-member committee of administrators and/or placement by the Superintendent or School Board. A cooperative effort between the Instructional Department and Student Services will provide the guidance and scheduling for student placement and follow-up. Students must agree to attend a minimum of 15 hours per week of classroom instruction during the regular school year.

Amended 6/27/00 & 6/19/01

Students must:

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

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

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

3. Gifted Education

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

High school students identified as Gifted have an Educational Plan (GEP) that outlines goals, strengths, and weaknesses, and provides direction for the instructional program. The differentiated instructional program includes advanced-level content, acceleration, and enrichment that incorporate the student’s special abilities and interests. *Amended 07/01/02*

1
2
3 **4. Students with Disabilities**

4 **a. 504 Students**

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

13
14 **b. Exceptional Education Students**

15
16 **Exceptionalities include:** Educable Mentally Handicapped, Trainable
17 Mentally Handicapped, Profoundly Mentally Handicapped, Speech and/or
18 Language Impaired Deaf or Hard of Hearing, Visually Impaired,
19 Physically Impaired, Emotionally Handicapped, Specific Learning
20 Disabled, Gifted, Homebound or Hospitalized, Dual Sensory Impaired,
21 Autistic, Pre-Kindergarten Students with Developmental Delays, Pre-
22 Kindergarten Students with Established Conditions.

23 *Amended 7/23/91, 7/21/98 & 6/27/00*

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

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

35 *Adopted 6/30/92 & Amended 6/27/95, 7/21/98, & 6/27/00.*

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

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

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

46
47 The IEP addresses annual goals and short-term objectives to meet the
48 unique needs of the student as well as appropriate classroom

accommodations. Accommodations may be in the areas of curriculum, instruction, and assessment. Accommodations listed on the IEP must be implemented as indicated.

C. Career and Technical Education Programs

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

Career and Technical Education major areas:

- Agribusiness and Natural Resources Education
- Business Technology Education
- Diversified Education
- Family and Consumer Sciences
- Health Science Education
- Industrial Education
- Marketing Education
- Public Service Occupations Education

1. Tech Prep

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

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

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

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

5 *Amended 07/01/02*

6 7 **D. Dual Enrollment**

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

12
13 1. The request of a student to participate in this program must be in writing. The
 14 signature of the guidance director and the principal shall constitute approval.
 15 (For LEP students, see above). *Amended 6/27/00*

16 17 2. **Dual Enrollment -- Valencia Community College (VCC)**

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

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

- 30
31
- 32 • completed the tenth grade with a high school grade point average of
 3.0 or above, *or Amended 7/23/91*
 - 33 • be in an exceptional student education program with an individual
 34 education plan which indicates the ability for advanced studies (i.e.
 35 “gifted program”).

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

41 42 **E. Early Admission for Advanced Studies**

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

47

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

F. College Course Credit

Any passing grades received in courses from a college may be accepted toward requirements for graduation from Osceola County. Three (3) college semester hours shall be considered equivalent to one-half (1/2) high school credit.

G. Credit from Correspondence

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

H. Community Service Credit

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

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

I. Course Substitutions

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

A course, which has been used to substitute in one subject area, may not be used to substitute for any other subject area.

1. Upon completion of the Junior Reserve Officers Training Corps (JROTC) program (Army, Air Force, Navy, Marine Corps, or Coast Guard) students

1 may substitute on a curriculum equivalency basis one JROTC credit to satisfy
2 a graduation requirement as outlined in the Florida Course Code Directory.

- 3
- 4 2. Florida Statute 1011.62 requires district school boards to provide for
- 5 vocational program substitutions not to exceed two credits in each of the non-
- 6 elective subject areas of English, mathematics, and science according to the
- 7 guidelines listed in the Florida Course Code Directory. The vocational
- 8 program that is substituted for a non-elective academic course will be funded
- 9 at the level appropriate for the vocational program. Vocational course
- 10 substitution will be allowed as provided in the Course Code Directory.
- 11
- 12 3. Participation in an interscholastic sport at the junior varsity or varsity level for
- 13 two full seasons shall satisfy the one credit physical education requirement if
- 14 the student makes a “C” or better on a competency test on personal fitness
- 15 developed by the Florida Department of Education. This is a waiver of the
- 16 course requirement only; the student must still earn 24 credits to graduate.
- 17 Credit will not be awarded for participation in interscholastic sports.
- 18

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

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

27

28 **K. Home Instruction**

29 Florida Statute 1002.41 permits parents to choose to place their children in a home
30 instruction program in lieu of public school. The requirements of the law will be
31 monitored through Student Services. *Revised 7/23/91, Amended 7/21/98, 6/27/00,*
32 *07/01/02, & 07-15-03*

33

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

- 38
- 39 1. The student must present to the school principal a listing of the specific
- 40 courses for which credit is requested. Credits earned through institutions
- 41 affiliated with the following accrediting agencies will be accepted at face
- 42 value as long as those courses can be aligned with the Florida Course Code
- 43 Directory:
- 44
- 45 • The Southern Association of Colleges and Schools
- 46 • The Middle States Association of Colleges and Schools
- 47 • The New England Association of Colleges and Schools

- The North Central Association of Colleges and Schools
- The Northwest Association of Colleges and Schools
- The Western Association of Colleges and Schools

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

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

- Courses can be aligned with the Florida Course Code Directory.
- Student must produce a portfolio for the course in which student is requesting credit which has been reviewed by a Florida certified teacher in that subject area.
- The student must pass a comprehensive subject level examination with a minimum score of 70%.
 - ✓ In cases where there is no corresponding subject level examination, the student must pass an appropriate high school level final examination with a minimum score of 70%. The final examination must be prepared by a Florida certified teacher currently employed by the Osceola County School Board and teaching said course at the high school level.
 - ✓ It will be the responsibility of the student's parents or guardians to procure, schedule, and locate qualified teachers to conduct evaluations for home-schooled courses for which credit is requested.
 - ✓ Examinations for the purpose of earning credit may be attempted two (2) times. Failure to pass an examination for a second time will require the student to enroll in his home-zoned school and to complete the course for which credit was requested.
 - ✓ A student enrolling in an Osceola County high school from home education cannot transfer earned credits in excess of the number of credits that student could normally earn per year in the student's home-zoned school.
 - ✓ The School District of Osceola County is not authorized to provide regular high school diplomas to students who complete a high school course of study as a home education student. In order to earn a regular high school diploma from the District, the student must be enrolled as a full-time student for the entire semester prior to the expected date of graduation and have successfully completed all other graduation requirements as outlined in school Board policy.

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

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

1 III. PROMOTION/ GRADE CLASSIFICATION

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

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

11
12 Student promotion in the Osceola County schools is based upon an evaluation of each
13 student's achievement in terms of appropriate instructional goals. The determination should
14 reflect teacher judgment based upon the following: successful progress in the county
15 adopted curriculum, progress tests, classroom assignments, daily observation, standardized
16 tests, and other objective data. The primary responsibility for determining each student's
17 level of performance and ability to function academically, socially, and emotionally at the
18 next grade level is that of the classroom teacher, subject to review and approval of the
19 principal.
20

21 A. General Requirements – Grades 9-12

22
23 A student, including an LEP student, will be placed in accordance with the number of
24 credits earned by the beginning of the school year. *Amended 6/27/00*

- 25
26 1. A student must have earned 5 credits (6 credits, 4X4 schedule) to be classified
27 as a sophomore. *Amended 6/15/99, 6/27/00, & 07/01/02*
- 28
29 2. A student must have earned 11 credits (14 credits, 4X4 schedule) to be
30 classified as a junior. *Amended 6/15/99, 6/27/00, & 07/01/02*
- 31
32 3. A student must have earned 18 credits (22 credits, 4X4 schedule) to be
33 classified as a senior. *Amended 6/15/99, 6/27/00, & 07/01/02*
- 34
35 4. Students who transfer into Osceola County from public schools shall be
36 classified according to their grade placement at the school from which they
37 transfer. Thereafter they will follow classification as set up by Osceola
38 County except for those students who transfer as seniors.
- 39
40 5. In order to receive a diploma from an Osceola County high school, all
41 students who attend school in Florida as ninth or tenth graders will be required
42 to earn one half credit in Life Management Skills and beginning with the
43 1999-2000 ninth grade class, one credit in physical education, which will
44 include one-half credit in Personal Fitness.

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

46

- 1 6. All **transfer students** will be expected to attempt to earn a minimum of three
2 (3) credits per semester in the year of their transfer; however, no requirement
3 for specific course work will be retroactive except as stated above.
4

5 The requirements of the School Board shall not be retroactive for transfer
6 students provided the student has met all requirements of the school, school
7 district, or state from which he/she is transferring (6A-1.095).
8 *Adopted 6/30/92 & Amended 6/27/95*
9

10 Students will be limited to the transfer of no more than four high school
11 credits earned prior to entry into the ninth grade. Such credits must have been
12 earned at the seventh and eighth grade levels and follow this Student
13 Progression Plan. *Adopted 6/30/92; Amended 6/27/95 & 7/21/98*
14

15 Work or credits from state or regionally accredited SACS/ CITA public or
16 private schools or institutions shall be accepted at face value, subject to
17 validation if deemed necessary. *Amended 07/01/02*
18

- 19 7. Students may be promoted to the next grade at the end of the first semester of
20 a school year provided they have earned the following number of credits:
21 *Adopted 7/23/91, Amended 6/15/99, 6/27/00, & 07/01/02*
22

- 23 • Sophomore - 8 credits (10 credits, 4X4 schedule)
- 24 • Junior - 14 credits (18 credits, 4X4 schedule)
- 25 • Senior - 21 credits (26 credits, 4X4 schedule)
- 26
- 27
- 28

- 29 8. Seniors who have earned 24 credits (30 credits, 4X4 schedule) by the end of
30 the first semester in a given school year may pursue one of the following
31 options: *Adopted 7/23/91*
32

- 33 • Graduate at the end of the first semester. (Students will receive their
34 diplomas and be permitted to participate in graduation ceremonies at the
35 end of the second semester.)
- 36 • Participate in the dual enrollment program at Valencia Community
37 College or at Technical Education Center Osceola (TECO), if they qualify.
38 *Amended 6/27/00*
- 39 • Remain at the high school to pursue advanced academic studies and/or
40 a career and technical education program.
41
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1 **B. Student Performance Levels for Reading, Writing, Mathematics, and**
 2 **Science, Amended 07-15-03**

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

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

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

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

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

22 Grades 9-12 promotion should be based on standardized test results, daily
 23 assignments, teacher observation, teacher made tests, satisfactory attainment
 24 of the student performance standards in the curriculum frameworks and other
 25 objective information. If the achievement level is not met, the teacher shall
 26 utilize deficiency/progress reports to communicate with the parent during the
 27 grading period. Notices to parent/guardian of LEP students must be provided
 28 in the primary language, whenever feasible. *Amended 6/27/00 & 07/01/02*

29
 30 **2. Teacher Judgment**

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

34
 35 **Teacher judgment factors may include, but are not limited to:**

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

42
 43 **3. Possible Assessments**

- 44 ▪ District-adopted program assessments
- 45 ▪ SAT-9
- 46 ▪ FCAT-SSS Reading
- 47 ▪ FCAT-SSS Mathematics

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- FCAT-NRT Reading
- FCAT-NRT Mathematics
- FCAT Writing
- FCAT Science (upon completion by the State)

Promotion of ESE Students

Students enrolled in exceptional student programs shall be promoted on the basis of the acquisition of credits. Credits are earned through the successful completion of the Sunshine State Standards or Sunshine State Standards for Special Diploma at the Independent, Supportive, or Participatory Level *Amended 6/28/94, 6/27/95, 7/21/98, & 07-15-03*

C. STUDENT PERFORMANCE LEVEL CHART

See following page.

D. Promotion to a Higher Grade Level

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

The assignment will occur at the end of a grading period agreed upon by both the sending and receiving principal and the Director of Exceptional Student Education, if an exceptional student is involved. If an LEP student is involved, the LEP committee shall meet to document the student LEP plan change.

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

The principal has the responsibility for making such an assignment, but a student will not be accelerated without parental consent. *Amended 6/30/91 & 6/27/00*

The student's cumulative record, report card, and permanent record must indicate, "accelerated grade placement" and the name of the principal who made the placement. *Amended 6/15/99*

Parents shall be notified in writing that their child is receiving an accelerated grade placement to the next higher grade. A copy of this notification shall be placed in the cumulative folder. Notices to parent/guardian of LEP students must be provided in the primary language, whenever feasible. *Amended 6/27/00*

E. Academic Improvement Plan (AIP) Process *Amended 07-15-03*

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

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

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

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3 **The Academic Improvement Plan must clearly identify the:**

- 4 1. specific, diagnosed academic needs to be remediated,
5 2. success-based intervention strategies to be used,
6 3. the how, when, how often, by whom, and how long intensive
7 remedial instruction is to be provided, and
8 4. monitoring and reevaluation activities to be employed.
9

10 **1. Steps for Implementing the AIP**

11 Each student who does **not** meet the levels of performance as determined by
12 the district **must** be provided with additional diagnostic assessments to
13 determine the nature of the student's difficulty and areas of academic need.
14

- 15 ■ Data from the additional assessments are to be used to formulate the
16 student's AIP.
17 ■ Diagnosis and remediation will occur as soon as possible after a
18 student has been identified as deficient in reading, writing,
19 mathematics, and/or science (upon completion of science proficiency
20 levels by the State).
21 ■ If the student identification occurs during the fourth marking period,
22 the diagnosis will be made at the beginning of the following school
23 year with remediation immediately following.
24

25 If the documented deficiency is not remediated according to the AIP, the
26 student may be retained.
27

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

- 29 ■ teacher assessment
30 ■ text/placement tests
31 ■ diagnostic software
32 ■ Stanford Diagnostic
33

34 Intensive instruction is usually associated with the following:

- 35 ■ diagnostic/ prescription
36 ■ targeted to specific skill development
37 ■ variety of opportunities for repetitions (repeated exposure)
38 ■ smaller chunks of text or content
39 ■ guided and independent practice
40 ■ skill development and practice integrated into all activities
41 ■ frequent monitoring
42 ■ criterion-based evaluation of success
43

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

- 47 ■ Students whose performance is minimally below grade level may need
48 an AIP.

- AIP's are required for Grades 9-12 students who are performing below grade level.

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

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

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

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

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

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

Amended 07-15-03

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

- The reason for the academic under-performance of an LEP student must **not** imply that he/she needs an extra year to learn English or that it is due to the student's lack of English proficiency.
- Establish lack of academic progress in reading, writing, mathematics, and science using a composite of indicators that includes, but is not limited to: grade level checklist, pre-tests and post-tests, alternative assessment results, previous academic records, diagnostic assessment in the home language, and any other appropriate indicator of academic progress.
- The first AIP/LEP committee meeting develops an academic improvement plan that includes a list of intensive remedial instructional strategies designed to assist the LEP student (NOTE: ESOL accommodations are not considered remedial strategies).

- 1 ▪ The second AIP committee meeting, with ESOL representation, is held
- 2 within 18 weeks to review the effectiveness of the remedial strategies. If
- 3 the LEP student does not make satisfactory progress, the curriculum may
- 4 be suspended and intense remedial instruction in reading and/or
- 5 mathematics is provided based on the student's deficiencies.
- 6
- 7 ▪ If the LEP student still has not made satisfactory progress after
- 8 implementing the academic improvement plan for at least 27 weeks, the
- 9 LEP committee may recommend retention unless conditions exist such
- 10 that retention would be more adverse for the student than promotion.
- 11
- 12 ▪ The LEP Committee may exempt LEP students from the retention
- 13 provision. The LEP student may be recommended for promotion based on
- 14 at least three (3) good cause considerations such as educational
- 15 background, academic ability in home/native language, number of years in
- 16 the U.S., current academic progress corresponding to the language arts
- 17 through ESOL manual, acculturation to new culture, home support, age
- 18 appropriateness, and mobility.
- 19

20 3. **Gifted Students** *Amended 07-15-03*

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

22 develop an AIP. Accommodations and/or interventions are to be addressed

23 through the Gifted Educational Plan (GEP) process.

24

25 4. **Students with Disabilities –**

26 **Academic Improvement Plan Process** *Amended 07-15-03*

27

28 a. **504 Students**

29 An AIP is to be written for a 504 student who is performing below

30 grade level in reading, writing, or mathematics. However, if poor

31 performance **is caused by** his or her disability, the AIP should be

32 developed with the involvement of the parent(s)/guardian(s) and

33 referred to in the 504 Plan.

34

35 b. **ESE Students – Academic Improvement Plan Process**

36

37 **34 Code of Federal Regulations Section 300.347**

38

39 (a) *The IEP for each child with a disability must include:*

40 (1) *A statement of measurable annual goals, including benchmarks or short-term*

41 *objectives, related to—*

42 (2)(I) *Meeting the child's needs that result from the disability to enable the child to*

43 *be involved in and progress in the general curriculum.*

44

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

46 reading, writing, or mathematics, the ESE/Regular Education Teacher should

47 write an AIP to address the student's educational needs. The AIP should be

48 developed with the involvement of the parent/guardian.

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

F. Remediation and Retention

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

- **No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.** *FS 1008.25 (6)(a), Adopted 6/19/01*
- **Retention decisions will not be made on a single test score.** *Adopted 6/19/01*
- Students in grades 9-12 who are identified as being considerably or substantially below grade level in reading, writing, mathematics, and/or science (once science proficiency levels are set by the State) **must** receive remediation or be retained with an intensive program that is different from the previous year's program and takes into account the student's learning style. However, students whose test scores and classroom performance indicate that they are almost at grade level may be promoted with close monitoring or promoted with an AIP.
- The following options are available for students who have not met the levels of performance for student progression:
 - remediate before the beginning of the next school year and promote,
 - promote and remediate during the following year with more intensive intervention and remediation strategies identified in the revised Academic Improvement Plan,
 - retain and remediate using an alternative program of instructional delivery.

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

- Students who are retained must receive remediation as addressed in an academic improvement plan and may be recommended for evaluation by appropriate specialists, e.g., psychologist, reading specialist, and other personnel, if such a referral would benefit the students. *Amended 7/21/98 & 6/15/99*
- An appropriate placement, which differs from the present placement, must be considered for a student who has been retained two or more years.
- Students classified as retained after the summer programs will be eligible for such appropriate placement. Recommendation for placement is to be determined on an individual basis considering:
 - Teacher recommendations

- Parent recommendations
- Test scores -- FCAT-SSS, FCAT-NRT, SAT-9
- Child study assessment
- LEP committee recommendation for LEP students.

- The principal, upon written authority from the Superintendent, may promote a student who has been previously retained if the principal determines that standards have been met, and the student will be able to benefit from instruction at the higher grade. If the placement involves a new school, the assignment will occur at the time agreed upon by both the sending and receiving principal.
Amended 6/15/99 & 07/01/02
- Eighth grade students who are placed in the ninth grade will be enrolled in a mandatory remediation program.
- Eighth grade students promoted to the ninth grade may take courses during the regular summer school for acceleration.

G. Attendance for Credit, Grades 9-12

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

- In order to receive full semester credit, a student must be enrolled in any school a minimum of forty-five school days.
- Students who enroll in school or class late shall be allowed to make up the class work.
- Students, to include LEP students, who would otherwise receive a passing grade, but who have accumulated absences of more than ten (10) single periods of instruction or five (5) block periods of instruction (1 block unit equals 2 single periods) per semester will not receive credit for the course except as follows:
 - Attain a passing score (60% or better) on a comprehensive subject level examination to be given within ten (10) teacher workdays of the end of the semester in which the student was enrolled in the class.
- Students, to include LEP students, who have accumulated more than two (2) days of absences per semester during **summer school**, will not receive credit.
Adopted 6/27/00
- Students in the **summer Jump Start program** who have accumulated more than 2 days of absences for the summer session will not receive credit.
Adopted 6/19/01
- Students, to include LEP students, with excessive absences who fail the comprehensive examination but would receive a passing grade for the semester, may appeal the loss of credit. A district committee will consider the appeal based on documented, conditions. *Amended 6/27/00*

- School activities shall not be counted as absences. Assigned work shall be turned in on the date indicated by the teacher.

Grading of Make-up Work

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

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

H. Retention – Special Program Considerations

1. LEP Students

Revised 6/27/00

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

2. Students with Disabilities

a. 504 Students

A student with a 504 Plan must meet the district levels of performance. Parent(s)/guardian(s) must be notified if the student is being considered for retention. A 504 Reevaluation committee must determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Plan. If the team determines that the below-grade-level performance is caused by the disability, the student's placement must be re-evaluated. The re-evaluation must include a review of the student's records, intellectual and academic abilities, and other pertinent information provided by the student's teacher.

If the team determines that the below-grade-level performance is not caused by the disability, the student is treated in the same manner as that for a general education student.

1
2 **b. ESE Students**

- 3
4 ▪ A student enrolled in ESE **must** meet either the Sunshine
5 State Standards or the Sunshine State Standards for Special
6 Diploma at the Independent, Supported, or Participatory
7 level,
8

9 *Amended 7/21/98, 07-15-03*

10
11 **I. Remediation Programs** *Amended 07-15-03*

12
13 Students who do not successfully master all of the materials necessary for promotion
14 will be provided an Academic Improvement Plan. *Amended 7/21/98, 6/15/99, &*
15 *6/27/00*

16
17 **1. Program Description**

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

25 The AIP must include one or more of the following instructional intervention
26 strategies:

- 27 ▪ tutoring
28 ▪ classroom organization
29 ▪ instructional alternatives
30 ▪ assignment alternatives-adaptations
31 ▪ ESE referral
32 ▪ other (see Florida Statute 1008.25).
33

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

42 **2. Jump Start Remedial Program**

43 Beginning with the 1999-2000 school year, graduating eighth grade students
44 whose test scores fall in the lowest quartile or who have been identified as
45 needing assistance in one or more areas of mathematics, reading, writing,
46 and/or study skills will be required to complete an intensive summer program
47 at the high school designed to provide students with skills needed to be

1 successful in high school. Upon successful completion of the summer
2 program students will receive 1.5 elective high school credits. Students who
3 fail to master needed skills in the summer school will continue in the program
4 during the fall semester. *Amended 6/15/99 & 07/01/02*
5

6 **1008.25 Public school student progression; remedial instruction; reporting requirements.--**

7 (1) INTENT.--It is the intent of the Legislature that each student's progression from one grade to another be determined,
8 in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such
9 proficiency; and that each student and his or her parent be informed of that student's academic progress.

10 (2) COMPREHENSIVE PROGRAM.--Each district school board shall establish a comprehensive program for student
11 progression which must include:

12 (a) Standards for evaluating each student's performance, including how well he or she masters the performance
13 standards approved by the State Board of Education.

14 (b) Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the
15 levels of performance on statewide assessments as defined by the commissioner, below which a student must receive
16 remediation, or be retained within an intensive program that is different from the previous year's program and that takes
17 into account the student's learning style.

18 (c) Appropriate alternative placement for a student who has been retained 2 or more years.

19 (3) ALLOCATION OF RESOURCES.--District school boards shall allocate remedial and supplemental instruction
20 resources to students in the following priority:

21 (a) Students who are deficient in reading by the end of grade 3.

22 (b) Students who fail to meet performance levels required for promotion consistent with the district school board's plan
23 for student progression required in paragraph (2)(b).

24 (4) ASSESSMENT AND REMEDIATION.--

25 (a) Each student must participate in the statewide assessment tests required by s. 1008.22. Each student who does not
26 meet specific levels of performance as determined by the district school board in reading, writing, science, and
27 mathematics for each grade level, or who does not meet specific levels of performance as determined by the
28 commissioner on statewide assessments at selected grade levels, must be provided with additional diagnostic
29 assessments to determine the nature of the student's difficulty and areas of academic need.

30 (b) The school in which the student is enrolled must develop, in consultation with the student's parent, and must
31 implement an academic improvement plan designed to assist the student in meeting state and district expectations for
32 proficiency. Beginning with the 2002-2003 school year, if the student has been identified as having a deficiency in
33 reading, the academic improvement plan shall identify the student's specific areas of deficiency in phonemic awareness,
34 phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; and the instructional
35 and support services to be provided to meet the desired levels of performance. Schools shall also provide for the frequent
36 monitoring of the student's progress in meeting the desired levels of performance. District school boards shall assist
37 schools and teachers to implement research-based reading activities that have been shown to be successful in teaching
38 reading to low-performing students. Remedial instruction provided during high school may not be in lieu of English and
39 mathematics credits required for graduation.

40 (c) Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the academic
41 improvement plan, the student may be retained. Each student who does not meet the minimum performance expectations
42 defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and
43 mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the
44 student graduates from high school or is not subject to compulsory school attendance.

45

1 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.--

2 (a) It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a
3 substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or
4 grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately
5 following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally
6 determined assessments or through teacher observations at the beginning of the grade following the intensive reading
7 instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is
8 remedied.

9 (b) Beginning with the 2002-2003 school year, if the student's reading deficiency, as identified in paragraph (a), is not
10 remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in
11 reading for grade 3, the student must be retained.

12 (c) Beginning with the 2002-2003 school year, the parent of any student who exhibits a substantial deficiency in
13 reading, as described in paragraph (a), must be notified in writing of the following:

14 1. That his or her child has been identified as having a substantial deficiency in reading.

15 2. A description of the current services that are provided to the child.

16 3. A description of the proposed supplemental instructional services and supports that will be provided to the child that
17 are designed to remediate the identified area of reading deficiency.

18 4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or
19 she is exempt from mandatory retention for good cause.

20 (6) ELIMINATION OF SOCIAL PROMOTION.--

21 (a) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

22 (b) The district school board may only exempt students from mandatory retention, as provided in paragraph (5)(b), for
23 good cause. Good cause exemptions shall be limited to the following:

24 1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other
25 Languages program.

26 2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment
27 program is not appropriate, consistent with the requirements of State Board of Education rule.

28 3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment
29 approved by the State Board of Education.

30 4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by
31 demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the
32 FCAT.

33 5. Students with disabilities who participate in the FCAT and who have an individual education plan or a Section 504
34 plan that reflects that the student has received the intensive remediation in reading, as required by paragraph (4)(b), for
35 more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, or
36 grade 2.

37 6. Students who have received the intensive remediation in reading as required by paragraph (4)(b) for 2 or more years
38 but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, or grade 2 for a
39 total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day based
40 upon an academic improvement plan that includes specialized diagnostic information and specific reading strategies for
41 each student. The district school board shall assist schools and teachers to implement reading strategies that research has
42 shown to be successful in improving reading among low performing readers.

1 (c) Requests for good cause exemptions for students from the mandatory retention requirement as described in
2 subparagraphs (b)3. and 4. shall be made consistent with the following:

3 1. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion
4 of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork
5 requirements, such documentation shall consist only of the existing academic improvement plan, individual educational
6 plan, if applicable, report card, or student portfolio.

7 2. The school principal shall review and discuss such recommendation with the teacher and make the determination as
8 to whether the student should be promoted or retained. If the school principal determines that the student should be
9 promoted, the school principal shall make such recommendation in writing to the district school superintendent. The
10 district school superintendent shall accept or reject the school principal's recommendation in writing.

11 (7) ANNUAL REPORT.--

12 (a) In addition to the requirements in paragraph (5)(b), each district school board must annually report to the parent of
13 each student the progress of the student toward achieving state and district expectations for proficiency in reading,
14 writing, science, and mathematics. The district school board must report to the parent the student's results on each
15 statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work,
16 observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to
17 the parent in writing in a format adopted by the district school board.

18 (b) Beginning with the 2001-2002 school year, each district school board must annually publish in the local newspaper,
19 and report in writing to the State Board of Education by September 1 of each year, the following information on the prior
20 school year:

21 1. The provisions of this section relating to public school student progression and the district school board's policies and
22 procedures on student retention and promotion.

23 2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the
24 reading portion of the FCAT.

25 3. By grade, the number and percentage of all students retained in grades 3 through 10.

26 4. Information on the total number of students who were promoted for good cause, by each category of good cause as
27 specified in paragraph (6)(b).

28 5. Any revisions to the district school board's policy on student retention and promotion from the prior year.

29 (8) STATE BOARD AUTHORITY AND RESPONSIBILITIES.--

30 (a) The State Board of Education shall have authority as provided in s. 1008.32 to enforce this section.

31 (b) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 for the administration of this
32 section.

33 (9) TECHNICAL ASSISTANCE.--The department shall provide technical assistance as needed to aid district school
34 boards in administering this section.

35 **History.**--s. 371, ch. 2002-387.

36 **J. Summer School**

37 High school students may attend summer school for grade forgiveness, remediation,
38 and when provided accelerated credit. *Amended 6/27/00*

1 Beginning with the 1999-2000 school year, incoming ninth grade students who fail to
2 master needed skills in the summer school program will continue in the program
3 during the fall semester. *Adopted 6/27/00*
4
5

6 **1. LEP Students**

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

- 12 ▪ The need for summer school attendance must be
13 documented in the student’s individual LEP Plan.
 - 14 ▪ The specific academic or language maintenance needs of
15 the student must be listed in the student’s individual LEP
16 Plan.
 - 17 ▪ The student’s LEP Plan will serve as the summer school
18 LEP Plan.
- 19

20 **2. ESE Students**

21 The determination of Extended School Year (ESY) services is a decision of
22 the Individual Educational Planning team. Services are recommended when
23 the data collected over the course of the school year, including before and
24 after scheduled breaks in instruction, indicate a significant regression in life
25 skills. These are skills that cannot be recouped within a reasonable amount of
26 time without ESY services. ESY services may include direct or indirect
27 special education services, related services, or some combination of these.
28 *Adopted 6/27/00, Amended 07-15-03*
29

30 **3. Home Education Students**

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

34
35 Students who expect to earn Summer School credit in a home education
36 program must register with the Superintendent by the end of the first grading
37 period (second week) of summer school.
38
39
40

1 **IV. GRADUATION REQUIREMENTS** *Amended 6/30/92, 7/29/97, & 07-15-03*

2
3 To graduate from high school a student must meet all the requirements of this plan,
4 demonstrate mastery of the Student Performance Standards (FS 1001.03, 1010.305), and
5 meet all requirements established by the Florida Department of Education and the School
6 Board of Osceola County.

7
8 **A. Course Credit Requirements**

9
10 NOTE: Enhanced credit requirements are in place for those students who attend high
11 schools in which the 4-year (not including summer school) credit earning potential is
12 greater. Guidelines are available at individual high schools.

13 *Adopted 6/15/99, Amended 6/19/01*

14
15 The courses listed below shall include the requirements of Florida Statutes 1003.42
16 and 1003.43. (For LEP students, see above.)

17
18 The **24 credits** shall be distributed as follows: *Amended 6/27/00*

- 19
- 20 ▪ **Language Arts** Four (4) credits
 - 21
 - 22 ▪ **Mathematics** Three (3) credits *Amended 8/6/96*
 - 23
 - 24 • Algebra 1 or Equivalent or a higher level
 - 25 mathematics course [Effective for incoming 9th
 - 26 graders 1996-97 and thereafter]
 - 27
 - 28 ▪ **Science** Three (3) credits
 - 29
 - 30 • Two of which must include laboratory
 - 31 components
 - 32
 - 33 ▪ **Social Studies** Three (3) credits
 - 34
 - 35 • World History (1)
 - 36 • American History (1)
 - 37 • American Government (1/2)
 - 38 • Economics (1/2)
 - 39
 - 40 ▪ **Physical Education** One (1) credit
 - 41
 - 42 • Must include one-half (1/2) credit of Personal
 - 43 Fitness, effective for incoming 9th graders 1999-
 - 44 2000 and thereafter. *Amended 7/21/98 &*
 - 45 *1/16/01*
 - 46

1 Florida Statute 1003.43 permits that participation in an interscholastic sport, at the
 2 junior varsity, or varsity level for two full seasons, may substitute for the Physical
 3 Education requirement if the student passes a competency test on personal fitness
 4 with a score of “C” or better. This substitution fulfills the Physical Education
 5 requirement but does not grant credit toward the overall 24-credit state
 6 requirement for graduation.

7
 8 Students who are enrolled in a marching band class or a physical activity class
 9 that requires participation in marching band activities may substitute $\frac{1}{2}$ the
 10 Physical Education requirement with participation in the marching band. This
 11 substitution fulfills $\frac{1}{2}$ the Physical Education requirement but does not grant
 12 credit toward the overall 24-credit state requirement for graduation. *Amended*
 13 *7/01/02*

14
 15 Students must still satisfy the 24-credit requirement for graduation by earning
 16 equivalent credit in another course but will not be required to meet the one (1)
 17 credit requirement in physical education. The Physical Education credit cannot be
 18 required of ninth grade students. *Adopted 7/29/97, Amended 7/21/98*

- 19
 20 ■ **Life Management** One-half (1/2) credit
 21 **Skills/ Health**
 22
 23 ■ **Practical Arts/** One (1) credit
 24 **Performing Fine Art**
 25

26 In order to meet this requirement, students may earn:

- 27
 28 • One (1) credit in Practical Arts/ Career and Technical Education, OR
 29 • One (1) credit in Performing Fine Arts, OR
 30 • One-half (1/2) credit each in Practical Arts/ Career and Technical
 31 Education and Performing Fine Arts
 32

33 Practical arts may be fulfilled by any secondary or eligible postsecondary course
 34 in the Vocational Section of the Florida Course Code Directory or by substituting
 35 one of the basic Computer Education Courses or Journalism II, III or IV on a
 36 curriculum equivalency basis.

37
 38 No more than one (1) credit in Exploratory Technical courses may be used for
 39 credit toward high school graduation.

- 40
 41
 42 ■ **Electives:** Eight and one-half (8 1/2) credits
 43 *Amended 7/21/98 & 6/27/00*
 44

45 **B. Cumulative Grade Point Average (GPA) Requirements**

- 46
 47 1. All students must maintain a **cumulative grade point average of 2.0 on a 4.0**
 48 **scale** as required by Florida Statute 1003.43. Parents of students who have

1 cumulative grade point averages less than 0.5 above the required graduation
 2 level shall be notified that the student is at risk of not meeting the graduation
 3 requirements. This notification shall be in the form provided in the District
 4 approved reporting procedures. *Adopted 7/29/97, Amended 6/19/01*

5
 6 2. Beginning with the 1996-97 school year, incoming 9th grade students will be
 7 required a grade point average of 2.0 on a 4.0 scale for the twenty-four (24)
 8 credits used to meet the state graduation requirements. *Amended 8/6/96*

9
 10 3. For those students at each grade level in grades 9 through 12 who have
 11 attained a cumulative grade point average at or below the minimum required
 12 for graduation, the following options will be made available. The programs
 13 offered include provisions for assisting students at or below the required
 14 cumulative grade point average to achieve the required cumulative grade point
 15 average for promotion or for graduation. *Adopted 7/29/97, Amended*
 16 *6/27/00, & 6/19/01*

17
 18 • **Grade Forgiveness Policy**

19 Students entering ninth (9th) grade prior to 2000-2001 who earn any grade
 20 other than an “A” may retake the course to improve their skills, grade, and
 21 GPA. Students entering ninth (9th) grade in 2000-2001 and thereafter
 22 who earn grade of “D” or “F” may retake the course to improve their
 23 skills, grade, and GPA. The “D” or “F” grade may be replaced with a
 24 grade of “C” or higher. The highest grade earned will be used to calculate
 25 the cumulative grade point average. Credit toward graduation can only be
 26 awarded once. *Adopted 7/29/97 & 1/16/01*

27
 28 • Any course grade not replaced according to the district forgiveness policy
 29 shall be included in the calculation of the cumulative grade point average
 30 required for graduation (Florida Statute 1003.43).

31
 32 • Students who have not attained the required grade point average are
 33 eligible to attend summer school in an attempt to raise the cumulative
 34 grade point average. *Adopted 7/29/97*

35
 36 4. A student may not enroll in Level I courses unless the assessment of the
 37 student indicates that a more rigorous course of study would be inappropriate,
 38 in which case, a written assessment of the need must be included in the
 39 student’s individual education plan or in a student performance plan signed by
 40 the principal, the guidance counselor, and the parent. *Adopted 7/29/97*

41
 42
 43 **C. Florida Comprehensive Assessment Test (FCAT) Requirement**

44
 45 Students entering the ninth grade in 1999-2000 must pass the Florida Comprehensive
 46 Assessment Test. Students who were ninth (9th) graders prior to 1999-2000 must
 47 either pass the High School Competency Test (HSCT) or achieve a passing score on

1 the Florida Comprehensive Assessment Test, which exempts the student from the
 2 High School Competency Test.

3 4 **1. ESE Students**

5
6 The Individual Education Plan (IEP) team may waive the FCAT as a
 7 requirement for graduation with a standard high school diploma for students
 8 with disabilities whose abilities cannot accurately be measured by the
 9 statewide assessment test. This provision applies to seniors beginning with
 10 the class of 2003.

11
12 Students eligible for consideration are those students with disabilities

- 13 • Who are currently seniors in high school who have an IEP and for
 14 whom the FCAT is the graduation test.
- 15 • Who have met the state's graduation requirement of 24 credits/courses
 16 and 2.0 cumulative GPA, and any other district requirements for
 17 graduation with a standard diploma.
- 18 • Who have taken the FCAT at least once in the 10th grade and once in
 19 the 11th grade, but have not attained a passing score.
- 20 • For whom the IEP team determines that the FCAT cannot accurately
 21 measure the student's abilities taking into consideration allowable
 22 accommodations.

23 *Amended 6/15/99, 6/27/00, & 07-15-03*

24 25 **D. Student Standards for Participation in** 26 **Extracurricular Student Activities**

Revised 6/29/93

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

31 *6/27/00*

- 32
33 a. In general for a high school student to participate in extracurricular
 34 activities, the student must maintain a 2.0 grade point average (on a 4.0 scale).
 35
- 36 b. In order for a high school student to participate in extracurricular activities
 37 during the first grading period of the regular school year, (s)he must meet all
 38 requirements of the Florida High School Athletic Association (FHSAA),
 39 including the earning of five (5) credits the preceding school year and have an
 40 overall 2.0 grade point average (on a 4.0 scale) for the preceding school year.
 41
- 42 • Grades earned in summer school (a maximum of one full credit as per
 43 FHSAA guidelines) will affect the grade point average requirement for
 44 eligibility for the first grading period of the next school year.
 45

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- Credits (a maximum of one full credit) earned in summer school will be utilized in determining FHSAA eligibility for the first grading period of the next school year.
- Incoming, first time ninth graders do not have a "preceding school year" requirement.

3. In order for a high school student to be eligible to participate in extracurricular activities during the second, third, and/or fourth grading periods, the student must maintain a 2.0 grade point average on a 4.0 scale, for the grading period immediately preceding participation. *Amended 6/27/00*

4. **Academic Performance Contract**

If the student's cumulative grade point average falls below 2.0 or its equivalent in the courses required by statute for graduation after July 1, 1997, the student may execute and fulfill the requirements of an academic performance contract between the student, the school district, the appropriate governing association, and the student's parents or guardians. *Adopted 6/27/00*

For students who entered the 9th grade prior to the 1997-98 school year, if the student's grade point average falls below 2.0 or its equivalent in the courses required by statute for graduation after July 1, 1997, the student may execute and fulfill such a contract. At a minimum, the contract must require that the student attend summer school or its graded equivalent between grades 9 and 10 or grades 10 and 11, as necessary. *Adopted 6/27/00*

5. **Home Education Students**

An individual home instruction student is eligible to participate at the public school to which the student would be assigned according to district school attendance area policies or which the student could choose to attend pursuant to district or inter-district controlled open enrollment provisions. Such a student may also develop an agreement to participate at a nonpublic school provided the following conditions are met: *Adopted 6/27/00 Revised 6/17/01*

- The home education student must meet the requirements of the home education program pursuant to Florida Statute 1002.41.
- During the period of participation at school, the home instruction student must demonstrate educational progress as required in all subjects taken in home instruction by a method of evaluation agreed on by the parent or guardian and the principal.
- The home education student must meet the same residency requirements as other students in the school at which he or she participates
- The home education student must meet the same standards of acceptance, behavior and performance as required of other students in extracurricular activities.

- The student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for the activity in which he or she wishes to participate. A home instruction student must be able to participate in curricular activities if that is a requirement for the extracurricular activity.
- A home education student who transfers from a home education program during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous school year.
- The student shall also be progressing satisfactorily toward graduation as provided in the Student Progression Plan for Osceola County.
- The principal or his designee may suspend a student from participation in an activity for Level II - Level IV offenses as outlined in the Osceola County School District Code of Student Conduct.
- Those students unable to meet the criteria because of extenuating circumstances may appeal to the school activities committee, a standing committee whose membership shall include, but not be limited to, representatives from extracurricular sponsors, classroom teachers, the guidance department, administration, exceptional student education, and the school advisory committee.

Authorization: FS 1001.41, Implementation: FS 1006.21

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

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

Amended 6/27/00

1. Accommodations to Basic Courses

Accommodations for basic courses shall not include accommodations to the curriculum frameworks or Sunshine State Standards. When modifying I career and technical education courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's Individual Education Plan. *Amended 7/21/98*

Accommodations may include any of the following:

- The instructional time may be increased or decreased.

- 1 ▪ Instructional methodology may be varied.
- 2
- 3 ▪ Special communications systems may be used by the teacher or student.
- 4
- 5 ▪ Classroom and district test administration procedures and other evaluation
- 6 procedures may be modified to accommodate the student's handicap.
- 7

8 2. **Regular Diploma**

- 9
- 10 • Requirements

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

21

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

- 28
- 29 • Course Requirements
- 30
- 31 • Cumulative Grade Point Average (GPA) Requirements
- 32 • Florida Comprehensive Assessment Test (FCAT) Requirements

- 33 • Attendance

34 Meet attendance requirements.

- 35 • Curriculum

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

43

44

3. Special Diploma Option 1

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

- Requirements

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

- Complete course requirements as outlined below:

Language Arts - Three (3) credits

Mathematics - Three (3) credits

Social Studies - Two (2) credits

Science - One (1) credit

Physical Education - One (1) credit

Life Management Skills - One Half (1/2) credit

Employability Skills - One Half (1/2) credit

Electives - Eleven (11) credits

(Career and Technical Education courses, Practical Arts, OJT, etc.)

Total: 22 Credits (11 required, 11 elective)

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

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

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

- Attendance

Meet attendance requirements.

- Curriculum

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

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

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

- Note: Students classified as Visually Impaired or Speech Impaired only are not eligible for a special diploma at this time. *Amended 6/27/95*

Auth: 6A-1.095, FAC

4. Special Diploma Option 2

- Requirements

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

- Students shall be at least sixteen (16) years of age to be considered for this option, and shall be at least eighteen (18) years of age to graduate.

- Complete course requirements as outlined below:

Language Arts - Two (2) credits

Mathematics - Two (2) credits

Electives - Seven (7) credits

(Career and Technical Education courses, Practical Arts, OJT, etc.)

Total: 11 Credits (4 required, 7 elective)

- Age and course requirements can be modified only by specific permission from the Director of Exceptional Student Education.

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

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

his or her exceptionality but is unable to meet the Sunshine State Standards for Special Diploma, shall be awarded a special certificate of completion.

7. **Changing Diploma Options** *Adopted 6/27/95*

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

8. **Transfers**

Any exceptional student transferring into the Osceola School District and determined eligible for a special diploma shall be eligible to graduate based upon the requirements of the school district from which he or she is transferring.

9. **Extended School Year Services** *Adopted 6/27/00*

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

F. **Types of Diplomas** *Adopted 9/17/96, Amended 6/15/99, 6/27/00, & 07-15-03*

Students in Osceola County Schools may earn the following types of diplomas:

1. **Regular Diploma**

A Regular Diploma shall be issued to students who meet the conditions set forth in this Student Progression Plan section IV, except for those students who successfully enroll in and complete the GED Exit Option Program. This must include passing the High School Competency Test (HSCT) or achieving an acceptable score on the Florida Comprehensive Assessment Test (FCAT). For those ESE students for whom the IEP committee has approved an FCAT waiver, achieving an acceptable score on the FCAT will be waived.

Amended 7/23/91 & 6/27/00

2. **Regular Diploma -- GED Exit Option**

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

• Requirements

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

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

- Attendance

Meet attendance requirement

- Curriculum

Students must be enrolled in a minimum of six courses throughout the academic year. The courses must include the following:

- Applied Communications
- Economics/American Government
- Algebra, Algebra 1A, or Applied Math 1
- Any combination of a secondary or postsecondary technology or a career and technical education course of study, career preparation or on-the-job training

- Students must complete the prescribed program in order to obtain a regular high school diploma through the GED Exit Option Program as well as complete a career portfolio.
- All students obtaining a regular diploma under the GED Exit Option must successfully pass the GED Test and the HSCT.
- A grade point average (GPA) of 2.0 or above must be maintained in the coursework taken through the GED Exit Option Program.

3. Special Diploma

- Option I

Amended 7/23/91, 6/28/94 & 7/21/98

A Special Diploma shall be awarded to properly classified Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Deaf or Hard of Hearing, Language Impaired, Specific Learning Disabled, Emotionally Handicapped, Physically Handicapped whose ability to communicate orally or in writing is seriously impaired. Students must also master the Sunshine State Standards for Special Diploma.

Amended 7/21/98

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

Amended 7/21/98 & 07/01/02

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

Adopted 6/27/00

• Option II *Adopted 7/21/98*

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

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

Amended 6/27/00

4. Certificate of Completion *Amended 7/23/91*

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

5. Special Certificate of Completion

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

6. College Ready Diploma *Adopted 6/15/99, Amended 07-15-03*

A college-ready diploma entitles a student to admission without placement testing to a public postsecondary education program for a period of two (2) years after earning the college-ready diploma. Students who meet the

1 following requirements will be awarded a differentiated college-ready
2 diploma:

- 3
- 4 • Complete the requirements for a standard high school diploma as
5 prescribed by Florida Statute 1003.43. Among courses taken to fulfill the
6 24 academic credits requirement, a student must take high school courses
7 adopted by the Board of Regents and recommended by the State Board of
8 Community Colleges as college-preparatory academic courses.
- 9
- 10 • Take the postsecondary common placement test prescribed in Florida
11 Statutes 1008.30, 1009.28, or an equivalent test identified by the State
12 Board of Education, before graduation and score at or above the
13 established statewide passing score in each test area.
- 14

15 7. GED

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

17
18 Students or residents who are eighteen (18) years old or older may apply to
19 take the GED exam.

20
21 Under the following extraordinary circumstances, 16- and 17-year-old
22 students may be admitted into the GED program:

- 23
- 24 i. Court ordered
- 25 ii. Economically disadvantaged (must meet federal income
26 guidelines)
- 27 iii. Previously or currently enrolled in an Alternative Program
- 28 iv. Pregnancy
- 29 v. Teen parent
- 30 vi. Medical, mental, or physical condition which interferes with
31 regular school attendance
- 32 vii. Home school validation
- 33 viii. Incarcerated
- 34 ix. Probationers Educational Growth program client
- 35 x. Thirteenth year student not meeting graduation requirements
- 36 xi. Legally emancipated minor
- 37 xii. Twelfth grade option student
- 38

39 G. Participation in Graduation Ceremonies

- 40
- 41 1. Seniors participating in high school graduation ceremonies shall have
42 completed all requirements for graduation as set forth in this Student
43 Progression Plan. Seniors receiving a Certificate of Completion or a Special
44 Certificate of Completion will also be eligible to participate in the ceremonies.
45 *Amended 6/28/94*
- 46
- 47 2. Graduation ceremonies will be scheduled at the end of the regular academic
48 year and at the close of the second summer session each year.

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3. Students enrolled in a District K-12 dropout prevention program and earning a GED equivalency diploma may participate in the graduation ceremony of the high school in their attendance zone. *Amended 7/23/91*

H. Award, Certificate, and Scholarship Criteria

Revised 6/29/93 & Amended 7/29/97 & 7/21/98

1. Florida Bright Futures Scholarship Program *Amended 07-15-03*

Florida Bright Futures Scholarship Program (FS 1009.531) provides for tuition and fee reimbursement for undergraduate studies at a public or private university, community college or vocational/technical school. The three scholarship awards within the Bright Futures Scholarship Program are the Florida Academic Scholars Award, Florida Merit Scholars Award, and Florida Gold Seal Vocational Scholars Award. Each has specific criteria that must be met. However, to be eligible for an initial award from any of the three types of scholarships, a student (to include an LEP student) must: *Amended 6/15/99*

- Complete a Bright Futures Scholarship Program Student Authorization Form by spring graduation.
- Be a Florida resident.
- Earn a Florida standard high school diploma or its equivalent.
- Be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution.
- Enroll in a postsecondary institution in Florida for at least six semester credit hours or the equivalent.
- Not to have been found guilty of, or pled nolo contendere to, a felony charge.
- Use the award within three years of graduation.

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

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

- Meet the general eligibility requirements for the Florida Bright Futures Scholarship Program.
- Achieve a 3.5 unweighted grade point average on a 4.0 scale, or its equivalent, in high school courses that are adopted by the Board of Regents and recommended by the State Board of Community Colleges as college-preparatory courses.

- Attain at least a combined score of 1270 on the Scholastic Aptitude Test or 28 on the American College Test.
- Have attended a home education program according to FS 1003.21 during grades 11 and 12, and have attained at least the above test scores.
- Have been awarded an International Baccalaureate Diploma from the International Baccalaureate Office; or
- Have been recognized by the merit or achievement programs of the National Merit Scholarship Corporation as a scholar or finalist.
- Must complete a program of community service work, as approved by the district shall include a minimum of 75 hours of service work and require the student to identify a social problem, and address, evaluate, and reflect upon the problem through papers or other methods of presentation.
- Maintain the equivalent of a 3.0 grade point average on a 4.0 scale for all postsecondary education work attempted and the student remains eligible to renew the Florida Academic Scholars Award. One opportunity for reinstatement of this award will be given if the grade point average falls below the 3.0 requirement.

3. Florida Merit Scholars Award *Amended 07-15-03*

To be eligible for Florida Merit Scholars Award (FS 1009.535), the student must:

- Meet the general eligibility requirements for the Florida Bright Futures Scholarship Program.
- Achieve an unweighted grade point average of 3.0 on a 4.0, or the equivalent, in high school courses that are adopted by the Board of Regents and recommended by the State Board of Community Colleges as college-preparatory academic courses.
- Has attained a combined score of 970 on the SAT or a score of 20 on the ACT.
- Maintain the equivalent of a 2.75 grade point average on a 4.0 scale for all postsecondary education work attempted and the student remains eligible to renew the Florida Merit Scholars Award. The student will receive one opportunity to reinstate the award if the grade point average falls below a 2.75.

4. Florida Gold Seal Vocational Scholars Award *Amended 07-15-03*

The Florida Gold Seal Vocational Scholars Award recognizes and awards academic achievement and vocational preparation by high school students.

1 High school students may participate in this program in accordance with
2 Florida Statute 1009.536 and State Board Rule 6A-1.092. In order for a
3 student to qualify for the Florida Gold Seal Vocational Scholars Award
4 students must meet the general eligibility requirements of the Florida Bright
5 Futures Scholarship Program along with the following criteria:
6

- 7 • Complete three vocational credits in a sequential program of studies, or
8
9 An equivalent dual enrollment course/program; *Adopted 7/29/97*
10
- 11 • From a weighted GPA (based on the Statewide Scholarship Weighting
12 System) using the core 15 credits required for graduation or for 1998 &
13 1999 Seniors, earn a 3.0 unweighted GPA using the minimum of 3
14 sequential vocational credits.
- 15
- 16 • Earn an unweighted grade point average of at least 3.5 in courses
17 comprising the vocational program;
18
- 19 • Beginning with the year 2000 graduates, earn the following required
20 credits:
21
 - 22 ▪ 4 - English
 - 23 ▪ 3 - Mathematics
 - 24 ▪ 3 - Natural Science
 - 25 ▪ 3 - Social Science (American History, World History,
26 American Government, and Economics)
 - 27 ▪ 1 - Practical Art or 1 Performing Art or 1/2 credit in each
 - 28 ▪ 1/2 - Life Management Skills
 - 29 ▪ 1/2 - Personal Fitness

30
31 A minimum of three (3) sequential Vocational Job-Prep or
32 Technological Education
33

- 34 • Must obtain the minimum test scores as follows:
35
 - 36 ▪ SAT: Verbal 420, Math 440 or
 - 37 ▪ ACT: Reading 16, English 16, Math 16 or
 - 38 ▪ CPT: Reading 83, Sentence 83, Algebra 72.
- 39
40

1 **V. REPORTING STUDENT PROGRESS**

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

4 *Amended 07-15-03*

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

17
18 The student's final report card for a school year shall contain a statement indicating
19 end-of-year status regarding performance or nonperformance at grade level,
20 acceptable or unacceptable behavior and attendance and promotion or nonpromotion.

21
22 **B. Report Cards** *Amended 07-15-03*

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

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

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

- 35
36 ▪ All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5,
37 6-8, 9-12) as the primary means of reporting student progress.
- 38
39 ▪ With the approval of the Superintendent and the School Board, schools may
40 develop additional or supplementary instruments, which may be used in
41 conjunction with the standard report card. *Amended 7/29/97 & 6/25/99*

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6. Students who enroll in school or class late shall be allowed to make up the class work. In order to receive full semester credit, a student must be enrolled in any school a minimum of forty-five days.
7. A sufficient number of grades/marks will be recorded to justify the marking-period grade/mark. A marking-period grade is not based solely on a single project. Passing grades on report cards indicate that the student is working within a range acceptable for the grade or subject, unless the subject is clearly identified as remedial.
8. To receive a report card a student shall have been enrolled in school at least ½ of the forty-five day grading period as established by the official school calendar. If an elementary student is enrolled for less than one-half (1/2) of the forty-five day grading period, a report card shall be issued, but a grade is not required. The report card needs to reflect the date of entry and attendance record. If a student withdraws, he shall be issued a grade on the withdrawal form as of the date of withdrawal. *Amended 7/2/96 & 6/27/00*
9. Students are to receive grades in all subjects in which they have received instruction that grading period.
10. If the principal of a school feels it is necessary to change a student's grade in any subject at the end of a grading period, the principal shall consult with the teacher regarding the necessary change. If the change is made after official notification has been made to the parents, a copy of the principal's reasons shall be placed in the student's cumulative folder. *Amended 07-15-03*
11. A student shall complete a semester's work in order to be promoted or to receive credit for the semester's work. Students who complete the semester's work, except taking the final examinations, may at the discretion of the principal, arrange to take the examination prior to the opening of the next succeeding school year.

Work or credit earned from a non-accredited school or school from outside Osceola County shall be accepted toward graduation upon validation. Validation of credit may be made by the student's successful completion of a standardized test in the subject.
12. Grades will be awarded at the end of each grading period. These grades will reflect all work assigned and achieved during that grading period. Credit may be awarded at the end of a grading period (nine weeks or semester). *Amended 6/30/92 & Amended 6/27/95*
13. Final grades may be awarded on a semester or yearly basis in high schools or on a yearly basis in middle and elementary schools. *Amended 6/27/95*
14. When two nine weeks are used to determine a final grade, each nine weeks shall count 50% of the final grade. The total shall be divided by two (2).

When a semester exam is given, each of the nine weeks grades shall count 40% and the exam grade shall count 20% of the final grade, and the total shall be divided by five (5). *Amended 6/30/92 & 7/2/96*

15. In grades 9-12, a numerical average is determined by the teacher, at the end of each nine (9) week grading period and the corresponding letter grade (as determined by the grading scale above) is recorded on the report card. If a semester exam is given, the numerical exam score is also converted to the corresponding letter grade as determined by the above grading scale. To determine the final grade, the numerical grades are averaged together, as outlined two paragraphs above, and numerical average will be converted to the corresponding letter grade from the grading scale, and reported on the report card. *Amended 7/2/96*
16. If an "I" (incomplete) is recorded on a report card, the requirements for which the incomplete was assigned must be satisfied within two weeks of the issuance of report cards or the "I" becomes "F". At the teacher's discretion a longer period of time may be allowed for make up work. *Amended 7/23/91 & 6/27/00*

D. Description and Definition of Marks

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

1. Grades 6-12 Percent Point Value Definition

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

GRADE	PERCENT	POINT VALUE	DEFINITION	PACER POINT
A	90-100	4	outstanding progress	5
B	80-89	3	above average	4
C	70-79	2	adequate progress	3
D	60-69	1	lowest acceptable progress	1
F	0-59	0	failure	0
I	0	0	incomplete	0

1 2. **Pacer Point Scale for Determining Class Rank and**
 2 **Valedictorian/ Salutatorian**
 3

4 All high schools will utilize a Pacer Scale for honors courses as a means to
 5 determine senior class rank and valedictorian/salutatorian selections. These
 6 determinations will be made at the end of the eighth semester and will include
 7 all high school courses taken. Pacer Points will be assigned based upon the
 8 Grading Scale adopted by the School Board. High schools will assign the
 9 Pacer Points to dual enrollment college courses and to all level 3 courses as
 10 defined in the Course Code Directory except level 3 courses in physical
 11 education. Pacer Points will **not** be used when determining the 2.0 grade
 12 point average required for graduation, or the final grade point average.
 13 *Adopted 7/29/97, Amended 6/15/99, 6/27/00 & 6/19/01*
 14

15 E. **Guidelines for Grading and Reporting**
 16 **Academic Progress of LEP Students**

Revised 6/27/00

17
 18 The course grade and academic progress of LEP students will be based on the results
 19 of teacher observation, alternative assessments, and modified tests used to assess the
 20 understandable instruction provided through the use of ESOL teaching strategies,
 21 appropriate instructional materials, and curriculum accommodations.
 22

23 If there is a continued pattern of failure in classroom performance and assessments,
 24 the LEP committee shall meet to review the reasons for the student's lack of progress.
 25 The reason(s) documented for the academic under-performance of an LEP student
 26 **cannot imply** that he/she needs an extra year to learn English or that it is due to the
 27 student's lack of English proficiency.
 28

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

- 30 ▪ Documentation of the ESOL strategies used by the ESOL language arts
 31 and basic content area teacher(s) to provide understandable instruction,
 32 including the alternative assessment instruments and test accommodations
 33 used to evaluate the student's academic progress.
- 34 ▪ The records of parental contacts or attempts made to inform the
 35 parent/guardian of the student's under-performance. When applicable,
 36 copies of the deficiency reports signed by the student and parent/guardian.
 37 Notices to parent/guardian of LEP students must be provided in the
 38 home/native language, whenever feasible.
- 39 ▪ The instructional support requested by the teacher(s) to provide additional
 40 assistance for the student from the ESOL Assistant and Compliance
 41 Specialist available at the school.
 42

43 F. **District/ State Assessment Programs**
 44

45 All students must participate in all regular district and state assessments for
 46 accountability purposes (Florida Statute 1008.22).
 47

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

3
 4 Home education students who wish to participate in the Florida Comprehensive
 5 Assessment Test (FCAT) may do so under the following conditions:

6 *Adopted 6/19/01*

- 7
- 8 ▪ Home education students may take the FCAT only at the school for which
 9 they are zoned.
- 10
- 11 ▪ Home education students must abide by all the rules of the Student Code of
 12 Conduct while on any Osceola County school campus. Failure to do so will result
 13 in the removal of the student from the campus and loss of testing privileges.
- 14
- 15 ▪ Home instruction parents must notify the appropriate school(s) of their
 16 intention to participate in testing at least two weeks in advance of the scheduled

17 18 **G. Accommodations of District/ State Assessments for** 19 **Special Program Students**

20 21 **1. LEP Students**

22
23 The LEP Committee will review each ESOL student's progress to
24 determine whether a accommodation is necessary. Test accommodations,
25 based on the recommendations of the LEP Committee, may include:
26 **flexible setting, flexible scheduling, flexible timing, English/heritage**
27 **language dictionary, and assistance in the heritage language.**

28 29 **2. Students with Disabilities**

30 31 **a. 504 Students**

32 Students with 504 plans may receive accommodations on both district
33 and state assessments. The multidisciplinary team should refer to the
34 student's past performance on standardized tests and the classroom
35 accommodation section of the 504 Plan to determine if the impairment
36 substantially interferes with his/her performance. If so, the
37 multidisciplinary team will determine the necessary accommodations
38 for district and state assessments.

39
40 Accommodations may include: **flexible setting, flexible scheduling,**
41 **flexible timing, flexible responding, flexible presentation, and/ or**
42 **flexible format.**

43 44 **b. ESE Students *Amended 07-15-03***

45 Test accommodations during district/state testing will be implemented
46 as specified in the student's IEP. The IEP must specify:

- 47 • assessment name,

- area of assessment (e.g., reading, mathematics, etc.),
- standard administration, and
- accommodation(s):
 - ✓ flexible setting,
 - ✓ flexible scheduling,
 - ✓ flexible timing,
 - ✓ flexible responding,
 - ✓ flexible presentation, and/ or
 - ✓ flexible format.

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

1. LEP Students

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

2. Students With Disabilities

a. 504 Students

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

b. ESE Students

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

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

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

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

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

- the district school board's policies and procedures on student retention and promotion;
- by grade, the number and percentage of all students in grades 3 through 10 performing at levels 1 and 2 on the reading portion of the FCAT;
- by grade, the number and percentage of all students retained in grades 3 through 10;
- information on the total number of students who were reported for good cause by each category of good cause as specified in FS 1008.25 (6)(b);
- any revisions to the district school board's policy on student retention and promotion from the prior year. FS 1008.25 (7)(b).