

1  
2  
3  
4  
5  
6  
7  
8

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



9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21

**2014-2015  
ELEMENTARY SCHOOL  
STUDENT PROGRESSION PLAN**

**Grades K-5**

**Effective July 01, 2014  
Revised April 21, 2015**

(THIS PAGE HAS BEEN LEFT INTENTIONALLY BLANK.)

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

3  
4                                   **SCHOOL BOARD MEMBERS**

5  
6                                   **CHAIR**

7                                   Tim Weisheyer

8  
9                                   Ricky Booth

10                                  Kelvin Soto

11                                  Clarence Thacker

12                                  Jay Wheeler

13  
14  
15                                  **SUPERINTENDENT**

16                                  Melba Luciano

17  
18  
19                                  **STUDENT PROGRESSION PLAN TASK FORCE**

20  
21                                  Dr. Lissette Brizendine, Assistant Superintendent

22                                  **ELEMENTARY CURRICULUM AND INSTRUCTION**

23  
24                                  John Boyd, Director of Government and Labor Relations

25                                  **HUMAN RESOURCES**

26                                  (407) 870-4800

27  
28                                  **ELEMENTARY CONTRIBUTORS**

29  
30                                  Nadia Winston, Principal, Westside K-8 School

31  
32                                  Daryla Bungo, Director of Student Services

33                                  Linda Schroder-King, Director of Exceptional Student Education

34                                  Sonia Vazquez Esposito, Director of Charter Schools and Educational Choices

35                                  Angela Marino, Chief of Special Programs and Information and Technology

36                                  Dalia Medina, Director of Multicultural Education

37                                  Beth Rattie, Principal of Adult Learning Center Osceola (ALCO)/ Alternative Programs

38

(THIS PAGE HAS BEEN LEFT INTENTIONALLY BLANK.)

## Table of Contents

1		
2	<b>I. ENTRY, ATTENDANCE, AND WITHDRAWAL</b>	<b>8</b>
3	A. Initial Entry Requirements	8
4	1. Evidence of Age	8
5	2. Health Requirements – Initial Entry	8
6	a) Proof of Physical Examination	8
7	b) Immunization	9
8	3. Residency Requirements	10
9	B. School Admissions	11
10	1. Admission to Kindergarten	11
11	2. Admission to First Grade	11
12	C. Transfer Students	11
13	1. General Transfer Information	11
14	2. Placement of Transfer Kindergarten and First Grade Students	12
15	3. Placement of Transfer Students – Grades 2-5	12
16	4. Students Who Are Not Residing with Their Natural Parents or Legal Guardians	12
17	5. Student Custody	13
18	6. English Language Learner (ELL) Students	13
19	a) Home Language Survey (HLS) Responses/ Assessment Criteria	13
20	7. Student with Disabilities	13
21	a) 504 Students	13
22	b) Exceptional Student Education (ESE) Students	14
23	8. Home Education	14
24	D. Attendance Guidelines	15
25	1. Student Absences	15
26	a) Excused Absences	15
27	b) Pre-Arranged Excused Absences	15
28	c) Unexcused Absences	16
29	d) Tardies	17
30	e) Early Departures	17
31	2. Students with Disabilities	18
32	a) 504 Students	18
33	b) ESE Students	18
34	3. Hospital/ Homebound Program	18
35	4. Student Absences for Religious Reasons	18
36	5. Virtual Instruction Program	19
37	E. Student Withdrawals	19
38	1. Student Withdrawals During the Last Two Weeks of the School Year	19
39	2. Student Withdrawals for Enrollment in Home Education Programs	19
40	3. Student Withdrawals, ESE (Exceptional Student Education) Students	19
41	<b>II. PROGRAM DESCRIPTION</b>	<b>20</b>
42	A. Florida System of School Improvement and Accountability	20
43	1. Student Performance - State K-20 Education Priorities	23
44	B. Special Programs	23
45	1. English Language Learner (ELL)	23
46	a) Home Language Survey (HLS) and Identification Criteria	23
47	2. Dropout Prevention Program (DOP)	24
48	3. Gifted Education	24
49	4. Students with Disabilities	25
50	a) 504 Students	25
51	b) Exceptional Education Students	25
52	5. Home Education	26

1	C. Multi-Tiered System of Supports (MTSS) and Problem Solving/ Response to Intervention (PS/ Rtl)	
2	27	
3	D. Acceleration Plan .....	28
4	<b>III. PROMOTION .....</b>	<b>29</b>
5	A. Attendance for Promotion Grades K-5 .....	29
6	B. Student Performance Levels for Reading, Writing, Mathematics, and Science .....	29
7	1. Required Program of Study – Grades K-5 .....	30
8	2. Possible Grade Level Assessments .....	30
9	C. STUDENT PERFORMANCE LEVEL CHARTS .....	32
10	D. Promotion to a Higher Grade Level .....	39
11	E. Progress Monitoring Plan (PMP) Process .....	39
12	1. ELL Students – Progress Monitoring Plan Process .....	41
13	2. Gifted Students .....	42
14	3. Students with Disabilities –Progress Monitoring Plan Process .....	43
15	a) 504 Students .....	43
16	b) ESE Students –Progress Monitoring Plan Process .....	43
17	F. Retention .....	44
18	1. Mandatory Retention .....	44
19	2. Special Program Considerations .....	45
20	a) ELL Students .....	45
21	b) Students with Disabilities .....	45
22	G. Exemption from Mandatory Retention in Grade 3 (Good Cause) .....	46
23	1. Good Cause Exemptions .....	46
24	2. Requests for Good Cause Exemptions .....	47
25	3. Mid-Year Promotion .....	49
26	a) Before November 1 of the school year: .....	49
27	b) After November 1 of the School Year: .....	50
28	H. Remediation .....	52
29	1. Program Description .....	52
30	2. Grades K-5 Continuous Progress Program .....	52
31	3. Reading Enhancement and Acceleration Development (READ) Initiative .....	53
32	a) Tier 1 Students –Grade K-3 Students Identified With a Reading Deficiency .....	54
33	b) Tier 2 Students – Students Retained Once in Grade 3 – READ Initiative .....	55
34	c) Tier 3 Students – Students Retained Twice in Grade 3 .....	56
35	I. Extended School Year .....	58
36	1. ELL Students .....	58
37	2. Students with Disabilities .....	58
38	a) 504 Students .....	58
39	b) ESE Students .....	58
40	3. Home Education Students .....	58
41	4. Summer Reading Camp .....	58
42	<b>IV. REPORTING STUDENT PROGRESS .....</b>	<b>59</b>
43	A. Parent(s)/ Guardian(s) – Written Notification Requirements .....	59
44	B. Report Cards .....	60
45	C. General Rules of Marking or Awarding Grades .....	61
46	1. Report Card Grades .....	61
47	2. Change of Grades .....	62
48	a) Request by Teacher for Grade Change .....	62
49	b) Change of Grade without Teacher Request .....	63
50	D. Description and Definition of Marks .....	64
51	1. Kindergarten-1 .....	64
52	2. Grades 2-5 .....	64
53	E. Guidelines for Grading and Reporting Academic Progress of ELL Students .....	65
54	F. District/ State Assessment Programs .....	66

1	G. Accommodations of District/ State Assessments for Special Program Students.....	67
2	1. ELL Students.....	67
3	2. Students with Disabilities.....	67
4	a) 504 Students.....	67
5	b) ESE Students.....	67
6	H. Exemptions from District/ State Assessments for Special Program Students .....	68
7	1. ELL Students.....	68
8	2. Students With Disabilities .....	68
9	a) 504 Students.....	68
10	b) ESE Students.....	68
11	I. Annual Report in Local Newspaper .....	69
12		
13		

1 **I. ENTRY, ATTENDANCE, AND WITHDRAWAL**  
2

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

8 **A. Initial Entry Requirements**  
9

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

13 **1. Evidence of Age**

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

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

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

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

25 **a) Proof of Physical Examination**

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

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

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

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

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



1 **b) Immunization**

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

3  
4 Each student who is otherwise entitled to admittance to an Osceola County school shall  
5 be required to present a certificate of immunization on a Florida form, showing that the  
6 student has received inoculations for those communicable diseases for which  
7 immunization is required by the Division of Health, and Section 1003.22, Florida Statutes.  
8

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

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

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

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

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

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

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

39  
40 **(3) Kindergarten-Grade 5**

41 Amended 07-01-02, 07-15-03, 07-01-04, 07-01-08, 07-01-09, 07-01-11, 07-01-12, 12-  
42 17-13

- 43  
44 • All required immunizations and two (2) doses of Varicella. Varicella vaccine is not  
45 required if a child has documentation of a history of Varicella disease.

46  
47 **Exceptions may be granted as follows:**

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

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51

1           **3. Residency Requirements**

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

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

1 **B. School Admissions**

2  
3 **1. Admission to Kindergarten**

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

- 5  
6
- 7 • Children must attain the age of five (5) years on or before September 1 of the school year  
8 for which admission to Kindergarten is sought. (Florida Statute 1003.21)
  
  - 9 • Any student who transfers from an out of state public school, and who does not meet  
10 regular age requirements for admission to Florida public schools may be admitted if:
    - 11 ○ the student meets the age requirements for the public schools in the state from which  
12 he is transferring;
    - 13 ○ the parent provides official documentation that the parent(s) was a legal resident of  
14 the state in which the child was previously enrolled;
    - 15 ○ the parent includes an official letter or transcript from the proper school authority which  
16 shows record of attendance and academic information of no less than ninety (90) days  
17 and grade placement of the student; and
    - 18 ○ all other requirements of registration must be met.
- 19

20 **2. Admission to First Grade**

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

36 **C. Transfer Students**

37  
38 **1. General Transfer Information**

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

- teacher judgment of classroom performance during a probationary period to be established by the principal.

## **2. Placement of Transfer Kindergarten and First Grade Students**

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

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

Amended 07-01-02

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

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

Amended 07-01-12

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

1           **5. Student Custody**  
2

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

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

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

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

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

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

36  
37           **7. Student with Disabilities**  
38

39          **a) 504 Students**  
40

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

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

2 Amended 07-01-06

- 3
- 4 • A transferring ESE student is one who was previously enrolled as an ESE student in  
5 any other school or agency and who is enrolling in a Florida school district or in an  
6 educational program operated by the Exceptional Student Education Department  
7 through grants or contractual agreements.  
8
  - 9 • An ESE student who is transferring from one Florida public school district to the School  
10 District of Osceola County who has a current Individual Education Plan including Gifted  
11 Students (IEP/ GEP) will be placed in the appropriate educational program(s) with a  
12 permanent assignment consistent with the plan. The receiving school must review  
13 and may revise the current IEP/ GEP as necessary.  
14
  - 15 • An ESE student who is transferring from an out-of-state public school with ESE  
16 documentation will be placed immediately in the appropriate educational program(s).  
17 A permanent assignment may be made for the student if the student has an IEP and  
18 evaluation information. If the ESE documentation is not complete, a transfer  
19 assignment may be made in order for the district to conduct an initial evaluation  
20 pursuant to Rule 6A-6.0331 (4) and (5), FAC. Amended 07-01-05, 07-01-08  
21

22 **8. Home Education**

- 23
- 24 • Students who are participating in a home education program in accordance with Section  
25 1002.41, Florida Statutes, may be admitted to public school on a part-time basis. Adopted  
26 09-17-96  
27
    - 28 ○ Students in home education who wish to attend public school must meet the same  
29 registration requirements as full-time students, and enroll for and attend at least one  
30 (1) regularly scheduled class period at the zoned school. Such students must register  
31 prior to the start of the semester they will attend. Full-time students will be given  
32 priority in course registration. Home education students who are excluded from a  
33 class/ course at their zoned school due to space limitations may attend another school  
34 if space in that class/ course is available. Adopted 09-17-96, Amended  
35 06-19-01  
36
    - 37 ○ The Board is not responsible for the transportation of students in a home education  
38 program to or from the school. The school principal will establish the time and place  
39 for arrival and departure of home education students. Students who attend school on  
40 a part-time basis are subject to all applicable rules and regulations pertaining to full-  
41 time students. Adopted 09-17-96  
42
  - 43 • Home education students are eligible to participate in interscholastic extracurricular  
44 student activities. The school principal will establish guidelines for participation pursuant  
45 to Section 1006.15, Florida Statutes, and these guidelines will be made available to home  
46 education students choosing to participate in interscholastic extracurricular activities.  
47 Adopted 07-02-96, Amended 02-05-08  
48

1 **D. Attendance Guidelines**  
2

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

13 **1. Student Absences**  
14

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

18 **a) Excused Absences**  
19

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

41 **b) Pre-Arranged Excused Absences**  
42

- 43 • The principal may approve “pre-arranged excused” absences which are “excused” but  
44 planned in advance. “Excused absences” are defined in paragraph I.D.1.a. of this  
45 Student Progression Plan and in the Code of Student Conduct. The principal shall  
46 have the final authority to grant or deny “pre-arranged excused” absences.  
47
- 48 • Situations warranting a pre-arranged excused absence shall be for any absence which  
49 would be considered “excused.” Supporting documentation shall be required.  
50
- 51 • Students who have a pre-arranged excused absence shall not be eligible for perfect  
52 attendance.  
53

- 1 • Approved pre-arranged excused absences may not exceed three (3) days. Students  
2 who do not return within five (5) days after a pre-arranged excused absence may be  
3 withdrawn for non-attendance.  
4
- 5 • Arrangements for make-up work shall be made in advance with the instructor of each  
6 class. The student is responsible for the completion of all work. Each teacher shall  
7 cooperate as feasible by making assignments, grading materials, and recording  
8 grades. Each teacher shall set a timeline for receiving the student's work for credit,  
9 and this timeline shall not exceed twice the number of days of absence. Unexcused  
10 pre-arranged absences may be considered "accounted for unexcused" and may not  
11 be eligible for credit for make-up work.  
12

13 **c) Unexcused Absences**

14 Amended 07-01-08

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



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

**d) Tardies**

Adopted 07-01-13

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

**e) Early Departures**

Adopted 07-01-13

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

1           **2. Students with Disabilities**  
2

3           **a) 504 Students**

4           Amended 07-01-04  
5

- 6           • In the case of a student with excessive absences, a 504 Reevaluation meeting should  
7           be held to determine if the absences are caused by the disability of record on the active  
8           504 Plan. If the 504 committee determines that the absences are caused by the  
9           disability, the committee must also determine a reasonable course of action, which  
10          may include the possible waiver of the attendance guidelines in determining grades,  
11          as well as consideration of a change of placement.
- 12
- 13          • If the 504 committee determines that the absences are not caused by the disability,  
14          the student is treated in the same manner as that for a general education student.  
15

16          **b) ESE Students**  
17

- 18          • All exceptional students will follow regular education attendance procedures.
- 19
- 20          • In the case of an ESE Student with excessive absences, an IEP team meeting must  
21          be conducted to determine whether or not the absences are related to the student's  
22          disability. If the IEP team determines that the excessive absences **are** related to the  
23          student's disability, the IEP team must determine a reasonable course of action which  
24          may include the possible waiver of the attendance guidelines in determining grades  
25          as well as a change of placement.
- 26
- 27          • **If the IEP team determines that the student's excessive absences are not related**  
28          **to the student's disability, the student is treated in the same manner as that for**  
29          **a general education student.**  
30

31          **3. Hospital/ Homebound Program**

32          Amended 07-01-08  
33

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

39          **4. Student Absences for Religious Reasons**  
40

- 41          • Students will be afforded an opportunity to make up missed work without adverse school  
42          effects when absent because of a religious holiday. Within five school days prior to an  
43          expected absence for religious reasons, parent(s)/ guardian(s) must notify the principal in  
44          writing and request that the student be excused from attendance. A written excuse will  
45          not be required upon return to school and no adverse or prejudicial effects will result for  
46          any student availing herself/ himself of this provision. Students will be permitted to make  
47          up missed work according to school procedures.
- 48
- 49          • If questions arise regarding this rule, principals will grant the parent(s)/ guardian(s) a  
50          conference. Parent(s)/ guardian(s) may appeal the principal's decision to the  
51          Superintendent should a conflict arise.  
52  
53

1           **5. Virtual Instruction Program**  
2

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

8           **E. Student Withdrawals**  
9

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

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

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

- 22           • Florida Statute 1002.41 permits parents to choose to place their children in a home  
23           education program in lieu of public school. The requirements of the law will be monitored  
24           through Charter Schools and Educational Choices. Amended 07-23-91, 07-21-98, 06-27-  
25           00, 07-15-03, 02-05-08  
26  
27           • To withdraw a student for enrollment in a home education program, parent(s)/ guardian(s)  
28           must initiate the withdrawal process at the school and notify the Superintendent of Schools  
29           in writing of the intent to provide home education for the student.  
30

31           **3. Student Withdrawals, ESE (Exceptional Student Education) Students**  
32

33           Adopted 07-01-05, Amended 07-01-06

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

1 **II. PROGRAM DESCRIPTION**

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

4 Adopted 09/17/96, Amended 06/15/99, 07-01-09, 07/01/12

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

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

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

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

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

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

31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41 Section 1003.455, Florida Statutes      Adopted 07-01-09

- Additional courses of studies may include, but shall not be limited to:
  - Art
  - Career Education
  - Computers
  - Developmental Physical Education
  - Foreign Language
  - Library Science
  - Metric Education
  - Music
  - Safety
  - School Police Liaison Program

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

- In addition, Section 1003.42, Florida Statutes requires that members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:
  - The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
  - The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.
  - The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
  - Flag education, including proper flag display and flag salute.
  - The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
  - The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. United States history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.
  - The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50

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

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

Amended 07-01-06

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

2           Amended 07-15-03

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

14          **B. Special Programs**

15

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

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

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

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

28          Amended 06-27-00

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

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

## 2. Dropout Prevention Program (DOP)

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

## 3. Gifted Education

Amended 07-01-09

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



1           **4. Students with Disabilities**

2  
3           **a) 504 Students**

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

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

17           **b) Exceptional Education Students**

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

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

29           • **ESE Curriculum**

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

1  
2  
3  
4  
5

**5. Home Education**

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

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

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

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

1 **D. Acceleration Plan**

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

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

1 **III. PROMOTION**  
2

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

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

22 Amended 07-01-09  
23

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

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

37 Amended 07-15-03  
38

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

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

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

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

10  
11 **2. Possible Grade Level Assessments**

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

13  
14 • **Kindergarten Indicators**

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

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

33  
34 • **First Grade Assessments**

- 35 ○ Reading Running Record(s)  
36 ○ Osceola Writes (Expository and Narrative)  
37 ○ District-adopted reading program assessments  
38 ○ District-adopted mathematics program assessments  
39 ○ District-adopted science program assessments  
40 ○ Renaissance Learning STAR Early Literacy Enterprise  
41 ○ Renaissance Learning STAR Math Enterprise  
42 ○ Fountas and Pinnell Reading Assessment  
43 ○ ERDA  
44 ○ Diagnostic Reading Assessment (DRA)  
45 ○ Stanford Achievement Test, Tenth Edition (SAT-10)  
46 ○ CELLA  
47

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51

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

1 • **Fifth Grade Assessments**

- 2 ○ Reading Running Record(s)
- 3 ○ Osceola Writes (Expository and Persuasive)
- 4 ○ District-adopted reading program assessments
- 5 ○ District-adopted mathematics program assessments
- 6 ○ District-adopted science program assessments
- 7 ○ District Formative Assessments (Reading, Mathematics, and Science)
- 8 ○ Renaissance Learning STAR Reading Enterprise
- 9 ○ Renaissance Learning STAR Math Enterprise
- 10 ○ Fountas and Pinnell Reading Assessment
- 11 ○ DAR
- 12 ○ FSA English Language Arts
- 13 ○ FSA Mathematics
- 14 ○ FSA Science
- 15 ○ CELLA
- 16 ○ Fitness Gram

17

18 • **Promotion of ESE Students**

19

20 Promotion of ESE students enrolled in Exceptional Student Education programs for

21 moderate and severe Intellectual Disabilities and some Autism Spectrum Disorder

22 students shall be promoted on the basis of the acquisition of skills in accordance with the

23 student's Individual Education Plan and the Access Points for Florida Standards in

24 reading/ language arts, math, and science at the Independent, Supportive, or Participatory

25 levels or Florida Standards for Special Diploma in social studies. Amended 06-28-94, 07-

26 21-98, 07-01-05, 07-01-06, 07-01-08, 07-01-09

27

28 **C. STUDENT PERFORMANCE LEVEL CHARTS**

29 Amended 07-01-06, 07-01-07, 07-01-08, 07-01-09, 07/01/11, 07/01/12, 07/01/13, 07/01/14

30

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



GRADE KG	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement						
	Reading /Language Arts				Math	Additional Considerations	Next School Year
<i>Student Performance Level</i>	<i>Fountas and Pinnell Reading Level</i>	<i>DRA<sup>2</sup> Independent Reading Level</i>	<i>STAR Early Literacy Enterprise</i>	<i>Writing</i>	<i>Math End of Year Benchmark Assessment</i>		<i>Placement Considerations</i>
<b>Above Grade Level</b>	Level D	Level ≥ 6 90% accuracy	≥ 61 <sup>th</sup> %ile Proficiency Category: At/ Above Benchmark	TBA	≥ 90% accuracy	<ul style="list-style-type: none"> <li>• PMP<sup>1</sup> generated</li> <li>• Class Performance in Math</li> <li>• Class Performance in Reading</li> <li>• School Based Placement Committee</li> <li>• CCRP<sup>3</sup> Assessments</li> <li>• Math Program Assessments</li> <li>• ELL Status<sup>4</sup></li> <li>• ESE-IEP performance goals and assessments<sup>5</sup></li> <li>• Formative Benchmark Assessments</li> <li>• Parent Consultation</li> <li>• Response to Instruction/ Intervention</li> <li>• Possible retention indicated on report card</li> </ul>	Promote
<b>On Grade Level</b>	Level C	Level 3 - 4 90% accuracy	40 <sup>th</sup> - 60 <sup>th</sup> %ile Proficiency Category: At/ Above Benchmark	TBA	70% - 89% accuracy		Promote
<b>Below Grade Level</b>	Level B	Level 1 - 2 90% accuracy	25 <sup>th</sup> - 39 <sup>th</sup> %ile Student's Score: "On Watch"	TBA	60% - 69% accuracy		Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>
<b>Below Grade Level Substantially</b>	Level A	Level A 90% accuracy	24 <sup>th</sup> %ile and below Student's Score: "Intervention/ Urgent Intervention"	TBA	≤ 59% accuracy		Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>

<sup>1</sup> Progress Monitoring Plan  
<sup>2</sup> Developmental Reading Assessment  
<sup>3</sup> Comprehensive Core Reading Program  
<sup>4</sup> English Language Learners  
<sup>5</sup> Exception Student Education- Individual Education Plan  
%ile = Percentile

GRADE 01	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement						
	Reading / Language Arts				Math	Additional Considerations	Next School Year
Student Performance Level	Fountas and Pinnell Reading Level	DRA <sup>2</sup> Independent Reading Levels	STAR Early Literacy Enterprise	Writing	Math End of Year Benchmark Assessment	<ul style="list-style-type: none"> <li>• PMP<sup>1</sup> generated</li> <li>• Class Performance in Math</li> <li>• Class Performance in Reading</li> <li>• School Based Placement Committee</li> <li>• CCRP<sup>3</sup> Assessments</li> <li>• Math Program Assessments</li> <li>• ELL Status<sup>4</sup></li> <li>• ESE-IEP performance goals and assessments<sup>5</sup></li> <li>• Formative Benchmark Assessments</li> <li>• Parent Consultation</li> <li>• Response to Instruction/ Intervention</li> <li>• Possible retention indicated on report card</li> </ul>	Placement Considerations
Above Grade Level	≥ Level J	> Level 16 90% accuracy	≥ 61 <sup>th</sup> %ile  Proficiency Category: At/ Above Benchmark	TBA	≥ 90% accuracy		Promote
On Grade Level	Levels G to J	Levels 12 - 16 90% accuracy	40 <sup>th</sup> - 60 <sup>th</sup> %ile  Proficiency Category: At/ Above Benchmark	TBA	70% - 89% accuracy		Promote
Below Grade Level	Levels E to F	Levels 8 - 10 90% accuracy	25 <sup>th</sup> - 39 <sup>th</sup> %ile  Student's Score: "On Watch"	TBA	60% - 69% accuracy		Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>
Below Grade Level Substantially	≤ Level D	< Level 8 90% accuracy	≤ 24 <sup>th</sup> %ile  Student's Score: "Intervention/ Urgent Intervention"	TBA	≤ 59% accuracy		Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>
<sup>1</sup> Progress Monitoring Plan <sup>2</sup> Developmental Reading Assessment <sup>3</sup> Comprehensive Core Reading Program <sup>4</sup> English Language Learners <sup>5</sup> Exception Student Education- Individual Education Plan %ile = Percentile							

GRADE 02	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement							
	Reading/ Language Arts				Math		Additional Considerations	Next School Year
Student Performance Level	Fountas and Pinnell Reading Level	DRA <sup>2</sup> Independent Reading Levels	STAR Reading Enterprise	Writing	Math End of Year Benchmark Assessment	STAR Math Enterprise	<ul style="list-style-type: none"> <li>• PMP<sup>1</sup> generated</li> <li>• Class Performance in Math</li> <li>• Class Performance in Reading</li> <li>• School Based Placement Committee</li> <li>• CCRP<sup>3</sup> Assessments</li> <li>• Math Program Assessments</li> <li>• ELL Status<sup>4</sup></li> <li>• ESE-IEP performance goals and assessments<sup>5</sup></li> <li>• Formative Benchmark Assessments</li> <li>• Parent Consultation</li> <li>• Response to Instruction/ Intervention</li> <li>• Possible retention indicated on report card</li> <li>• Lexile<sup>6</sup></li> </ul>	Placement Considerations
Above Grade Level	≥ Level N	Level ≥ 30 90% accuracy	≥ 61 <sup>th</sup> %ile Proficiency Category: At/ Above Benchmark	TBA	≥ 90% accuracy	≥ 61 <sup>th</sup> %ile Proficiency Category: At/ Above Benchmark		Promote
On Grade Level	Levels L to M	Level 24 - 28 90% accuracy	40 <sup>th</sup> - 60 <sup>th</sup> %ile Proficiency Category: At/ Above Benchmark	TBA	70% - 89% accuracy	40 <sup>th</sup> - 60 <sup>th</sup> %ile Proficiency Category: At/ Above Benchmark		Promote
Below Grade Level	Levels J to K	Level 18 - 20 90% accuracy	25 <sup>th</sup> - 39 <sup>th</sup> %ile Student's Score: "On Watch"	TBA	60% - 69% accuracy	25 <sup>th</sup> - 39 <sup>th</sup> %ile Student's Score: "On Watch"		Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>
Below Grade Level Substantially	≤ Level J	< Level 18 90% accuracy	≤ 24 <sup>th</sup> %ile Student's Score: "Intervention/ Urgent Intervention"	TBA	≤ 59% accuracy	≤ 24 <sup>th</sup> %ile Student's Score: "Intervention/ Urgent Intervention"		Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>

<sup>1</sup> Progress Monitoring Plan

<sup>2</sup> Developmental Reading Assessment

<sup>3</sup> Comprehensive Core Reading Program

<sup>4</sup> English Language Learners

<sup>5</sup> Exception Student Education- Individual Education Plan

<sup>6</sup> Lexile: In Grade 2, students should be reading in a lexile range of 420 – 650 with a stretch goal up to 820. Lexile scores measure text difficulty and the student's ability to decode the words on a page of text accurately. In addition, lexile scores are a guide to ensure that beyond simply decoding words, students are able to read and comprehend text at the appropriate level of reading difficulty for a specific grade level.  
%ile = Percentile

GRADE 03	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement								
	Reading/ Language Arts				Math			Additional Considerations	Next School Year
Student Performance Level	FSA ELA, Reading	SAT-10 Reading	DRA <sup>2</sup> Independent Reading Levels	STAR Reading Enterprise	FSA Math	Math End of Year Benchmark Assessment	STAR Math Enterprise	<ul style="list-style-type: none"> <li>• PMP<sup>1</sup> generated</li> <li>• Class Performance in Math</li> <li>• Class Performance in Reading</li> <li>• School Based Placement Committee</li> <li>• CCRP<sup>3</sup> Assessments</li> <li>• Math Program Assessments</li> <li>• ELL Status<sup>4</sup></li> <li>• ESE-IEP performance goals and assessments<sup>5</sup></li> <li>• Formative Benchmark Assessments</li> <li>• Parent Consultation</li> <li>• Response to Instruction/ Intervention</li> <li>• Possible retention indicated on report card</li> <li>• Lexile<sup>6</sup></li> </ul>	Placement Considerations
Above Grade Level	Level 4 - 5	≥ 75 <sup>th</sup> %ile	Level ≥ 40 90%accuracy	≥ 61 <sup>th</sup> %ile Proficiency Category: At/ Above Benchmark	Level 4-5	≥ 90% accuracy	≥ 61 <sup>th</sup> %ile Proficiency Category: At/ Above Benchmark		Promote
On Grade Level	Level 3	50 <sup>th</sup> - 74 <sup>th</sup> %ile	Level 34 - 38 90%accuracy	40 <sup>th</sup> - 60 <sup>th</sup> %ile Proficiency Category: At/ Above Benchmark	Level 3	70% - 89% accuracy	40 <sup>th</sup> - 60 <sup>th</sup> %ile Proficiency Category: At/ Above Benchmark		Promote
Below Grade Level	Level 2*	25 <sup>th</sup> - 49 <sup>th</sup> %ile	Level 24 - 30 90%accuracy	25 <sup>th</sup> - 39 <sup>th</sup> %ile Student's Score: "On Watch"	Level 2	60% - 69% accuracy	25 <sup>th</sup> - 39 <sup>th</sup> %ile Student's Score: "On Watch"		Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>
Below Grade Level Substantially	Level 1*	≤ 24 <sup>th</sup> %ile	≤ Level 20 90%accuracy	≤ 24 <sup>th</sup> %ile Student's Score: "Intervention/ Urgent Intervention"	Level 1	≤ 59% accuracy	≤ 24 <sup>th</sup> %ile Student's Score: "Intervention/ Urgent Intervention"		Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>

<sup>1</sup> Progress Monitoring Plan

<sup>2</sup> Developmental Reading Assessment

<sup>3</sup> Comprehensive Core Reading Program

<sup>4</sup> English Language Learners

<sup>5</sup> Exception Student Education- Individual Education Plan

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

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

GRADE 04	THE SCHOOL DISTRICT OF OSCEOLA COUNTY Reading, Writing, and Mathematics Factors to Consider in End-of-Year Placement							
	Reading/Language Arts			Math			Additional Considerations	Next School Year
Student Performance Level	FSA ELA, Reading	STAR Reading Enterprise	FSA ELA Writing Rubric Score	FSA Math	Math End of Year Benchmark Assessment	STAR Math Enterprise	<ul style="list-style-type: none"> <li>• PMP<sup>1</sup> generated</li> <li>• Class Performance in Math</li> <li>• Class Performance in Reading</li> <li>• School Based Placement Committee</li> <li>• CCRP<sup>3</sup> Assessments</li> <li>• Math Program Assessments</li> <li>• ELL Status<sup>4</sup></li> <li>• ESE-IEP performance goals and assessments<sup>5</sup></li> <li>• Formative Benchmark Assessments</li> <li>• Parent Consultation</li> <li>• Response to Instruction/ Intervention</li> <li>• Possible retention indicated on report card</li> <li>• Lexile<sup>6</sup></li> </ul>	Placement Considerations
Above Grade Level	Level 4 - 5	≥ 61 <sup>th</sup> %ile Proficiency Category: At/ Above Benchmark	5 - 6	Level 4 - 5	≥ 90% accuracy	≥ 61 <sup>th</sup> %ile Proficiency Category: At/ Above Benchmark		Promote
On Grade Level	Level 3	40 <sup>th</sup> - 60 <sup>th</sup> %ile Proficiency Category: At/ Above Benchmark	4	Level 3	70% - 89% accuracy	40 <sup>th</sup> - 60 <sup>th</sup> %ile Proficiency Category: At/ Above Benchmark		Promote
Below Grade Level	Level 2	25 <sup>th</sup> - 39 <sup>th</sup> %ile Student's Score: "On Watch"	2 - 3	Level 2	60% - 69% accuracy	25 <sup>th</sup> - 39 <sup>th</sup> %ile Student's Score: "On Watch"		Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>
Below Grade Level Substantially	Level 1	≤ 24 <sup>th</sup> %ile Student's Score: "Intervention/ Urgent Intervention"	< 2	Level 1	≤ 59% accuracy	≤ 24 <sup>th</sup> %ile Student's Score: "Intervention/ Urgent Intervention"		Retain with a new PMP <sup>1</sup> -- or -- Promote with a new PMP <sup>1</sup>

<sup>1</sup> Progress Monitoring Plan

<sup>2</sup> Developmental Reading Assessment

<sup>3</sup> Comprehensive Core Reading Program

<sup>4</sup> English Language Learners

<sup>5</sup> Exception Student Education- Individual Education Plan

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

%ile = Percentile

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

1  
2

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

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

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

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

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

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

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

- 45
- 46
- 47 • Each student who does **not** meet the levels of performance as determined by the district **must**  
48 be provided with additional diagnostic assessments to determine the nature of the student's  
49 difficulty and areas of academic need. Section 1008.25 (4)(a), Florida Statutes  
50
- 51 • Data from the additional assessments are to be used to formulate the student's PMP.  
52

- 1 • Schools shall also provide for the frequent monitoring of the student's progress. Section  
2 1008.25(4)(b), Florida Statutes  
3
- 4 • Any student who exhibits a substantial deficiency in reading, based upon locally determined  
5 assessments, statewide assessments conducted in Kindergarten or Grades 1, 2, or 3 must  
6 be given intensive reading instruction immediately following the identification of the reading  
7 deficiency. Section 1008.25 (5)(a), Florida Statutes  
8
  - 9 ○ Diagnosis and remediation will occur as soon as possible after a student has been  
10 identified as deficient in reading, writing, mathematics, and/ or science per Section  
11 1008.25(4)(a), Florida Statutes.
  - 12 ○ If the student identification occurs during the fourth marking period, the diagnosis will be  
13 made at the beginning of the following school year with remediation immediately following.  
14
- 15 • A student who is not meeting the school district or state requirements for proficiency in reading  
16 and math shall be covered by one of the following plans to target instruction and identify ways  
17 to improve his or her academic achievement:  
18
  - 19 ○ A federally required student plan, such as an individual education plan, Section 1008.25  
20 (4)(b)1, Florida Statutes;
  - 21 ○ A schoolwide system of progress monitoring for all students, Section 1008.25 (4)(b)2,  
22 Florida Statutes; or
  - 23 ○ An individualized progress monitoring plan. Section 1008.25 (4)(b)3, Florida Statutes  
24
- 25 • The plan chosen must be designed to assist the student or the school in meeting state and  
26 district expectations for proficiency. If the student has been identified as having a deficiency  
27 in reading, the K-12 comprehensive reading plan required by Section 1011.62 (8), Florida  
28 Statutes, shall include instructional and support services to be provided to meet the desired  
29 levels of performance. District school boards may require low performing students to attend  
30 remediation programs held before or after regular school hours or during summer if  
31 transportation is provided. Section 1008.25 (4)(b)3, Florida Statutes  
32
- 33 • If the documented deficiency is not remediated according to the PMP, the student may be  
34 retained. Section 1008.25 (4)(c), Florida Statutes  
35
- 36 • **Diagnostic assessments may include, but are not limited to:**  
37
  - 38 ○ teacher assessments
  - 39 ○ text/ placement tests
  - 40 ○ Osceola Writes
  - 41 ○ reading running records
  - 42 ○ diagnostic software
  - 43 ○ DRA
  - 44 ○ ERDA
- 45 Amended 07-01-04, 07-01-09  
46  
47  
48



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- Intensive instruction is usually associated with the following:
  - diagnostic/ prescription
  - targeted to specific skill development
  - variety of opportunities for repetitions (repeated exposure)
  - smaller chunks of text or content
  - guided and independent practice
  - skill development and practice integrated into all activities
  - frequent monitoring
  - criterion-based evaluation of success
- Students in Grades K-5 whose performance in reading, writing, mathematics, and/ or science requires remediation **must** have a PMP or comparable individual academic plan.
  - Students whose performance is minimally below grade level may need a PMP.
  - PMP's are required for Kindergarten and first grade students who are performing below grade level.
- An existing PMP is to be **closed** at the conclusion of the school year.
  - At that time, the teacher(s) of the student who had a PMP is to make recommendations regarding the student's educational program for the following year.
  - The PMP should be placed in the student's permanent record at the close of each year or at the time of student withdrawal.
- If a student is to continue remediation during the following year, he or she is to receive a **new PMP**.
  - The new PMP is to be developed through the collaboration of the receiving teacher(s) and the parent(s)/ guardian(s) and approved by the principal.
  - Recommendations of the sending teacher(s) are to be reviewed as part of the PMP progress.
- Students who do not meet minimum performance expectations for the statewide assessment tests in reading, writing, mathematics, and/ or science must continue remedial instruction until expectations are met.

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

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

- English Language Learner students who are unable to demonstrate mastery in academic subject areas as described in the Student Progression Plan will be referred to a Progress Monitoring Plan/ ELL committee. This committee will develop a PMP for the student in accordance with the following guidelines and procedures: Adopted 06-27-00
  - The reason for the academic under-performance of an ELL student must **not** imply that he/ she needs an extra year to learn English or that it is due to the student's lack of English proficiency.
  - Establish lack of academic progress in reading, writing, mathematics, and/ or science using a composite of indicators that includes, but is not limited to grade level checklists, pre-tests and post-tests, CELLA results, alternate assessment results, previous academic records, diagnostic assessment in the home language, and any other appropriate indicator of academic progress.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27

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

**2. Gifted Students**

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

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

2  
3           **a) 504 Students**

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

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

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

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

- 11  
12          • A student who is not meeting the school district or state requirements for proficiency  
13          in reading and math shall be covered by one of the following plans to target instruction  
14          and identify ways to improve his or her academic achievement:
- 15               ○ A federally required student plan, such as an individual education plan, Section  
16               1008.25 (4)(b)1, Florida Statutes;
- 17               ○ A schoolwide system of progress monitoring for all students, Section 1008.25  
18               (4)(b)2, Florida Statutes; or
- 19               ○ An individualized progress monitoring plan. Section 1008.25 (4)(b)3, Florida  
20               Statutes
- 21  
22          • If the student’s federally required plan does not address the student’s deficiency in  
23          reading or mathematics as required by Florida law, then the school must address these  
24          deficits in either a schoolwide progress monitoring system or an individual progress-  
25          monitoring plan.
- 26          • When an ESE student is determined to be performing below grade level in reading,  
27          writing, or mathematics, the ESE/ Regular Education Teacher should write a PMP to  
28          address the student’s educational needs. The PMP should be developed with the  
29          involvement of the parent/ guardian.
- 30  
31  
32  
33  
34

1 **F. Retention**

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

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

36 **1. Mandatory Retention**

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

1           **2. Special Program Considerations**

2           Amended 07-01-09

3  
4           **a) ELL Students**

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

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

20          **b) Students with Disabilities**

21

22          **1) 504 Students**

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

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

27          **2) ESE Students**

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

29

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

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

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

33           diploma in social studies.

34

35

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

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

3  
4 **1. Good Cause Exemptions**

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

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

- 3           • Requests for good cause exemptions for students from the mandatory retention  
4           requirement shall be made consistent with the following:  
5  
6           ○ Documentation through a Grade 3 portfolio shall be submitted from the student's  
7           teacher to the school principal that indicates that the promotion of the student is  
8           appropriate and is based upon the student's academic record. Amended 07-01-05  
9           and 07-01-06  
10  
11          ○ The State Board of Education adopted the following student portfolio guidelines on  
12          January 21, 2003. To be accepted as meeting the portfolio option for demonstrating  
13          mastery of the required reading skills, the student portfolio contents must:  
14  
15                  ▪ be selected by the student's teacher;  
16                  ▪ be an accurate picture of the student's ability and only include work that has  
17                  been independently produced in the classroom;  
18                  ▪ include evidence that the benchmarks assessed by Grade 3 FSA English  
19                  Language Arts have been met:  
20                          ✓ This evidence includes multiple-choice items and passages that are  
21                          appropriately 60% literary text and 40% information text, and that are  
22                          between 100-700 words with an average of 350 words.  
23                          ✓ Such evidence could include:  
24                                  ➤ chapter or unit tests from the district's/ school's adopted core reading  
25                                  curriculum that are aligned with the Florida Standards or  
26                                  ➤ teacher-prepared assessments that are aligned with the Florida  
27                                  Standards.  
28                  ▪ be an organized collection of evidence of the student's mastery of the Florida  
29                  Standards Benchmarks for language arts that are assessed by Grade 3 FSA  
30                  English Language Arts. For each benchmark, there must be at least five (5)  
31                  examples of mastery as demonstrated by a grade of "C" or above;  
32                  ▪ be signed by the teacher and the principal as an accurate assessment of the  
33                  required reading skills.  
34  
35          • The school principal shall review and discuss such recommendation with the teacher and  
36          make the determination as to whether the student should be promoted or retained. If the  
37          school principal determines that the student should be promoted, the school principal shall  
38          make such recommendation in writing to the District Superintendent or designee. The  
39          District Superintendent or designee shall accept or reject the school principal's  
40          recommendation in writing. Section 1008.25 (6)(c)2, Florida Statutes  
41  
42          • Each school shall provide written notification to the parent of any Grade 3 student who is  
43          retained that his or her child has not met requirements for promotion and the reasons the  
44          child is not eligible for a good cause exemption. The notification must include a description  
45          of proposed interventions and supports that will be provided to the child. Section 1008.25  
46          (7)(b)3, Florida Statutes  
47  
48          • Third grade students who are retained must be provided intensive interventions in reading  
49          to ameliorate the specific reading deficiency, as identified by a valid and reliable diagnostic  
50          assessment. The intensive interventions must include: effective instructional practices;  
51          participation in the District's summer camp; and appropriate teaching methodologies.  
52          Section 1008.25 (7)(a), Florida Statutes  
53

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34

- Each school will conduct a review of PMP's for all retained Grade 3 students who did not score above Level 1 on the FSA English Language Arts and did not meet one of the good cause exemptions, and shall address additional supports and services needed to remediate the deficiency. Section 1008.25 (7)(b)1, Florida Statutes
- A student portfolio will be completed for each retained Grade 3 student. Section 1008.25 (7)(b)1, Florida Statutes
- Retained Grade 3 students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include, but not limited to: small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing third and fourth grade students; extended school day, week, or year; and/ or summer reading camps. Section 1008.25 (7)(b)2, Florida Statutes
- Retained Grade 3 students will be provided a high-performing teacher as determined by student performance data and above satisfactory performance appraisals. Section 1008.25 (7)(b)5, Florida Statutes
- The District shall report to the State Board of Education, as requested, on the specific intensive reading interventions and supports that were provided to Grade 3 students who scored Level 1 on the FSA English Language Arts and were retained. Section 1008.25 (7)(b)9, Florida Statutes
- Retained Grade 3 students who can demonstrate that he or she is a successful independent reader, reading at or above grade level, and ready to be promoted to Grade 4 may be promoted mid-year after careful evaluation by the principal. Evaluating any retained Grade 3 student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the Grade 3 FSA as determined by the State Board. Section 1008.25 (7)(b)4, Florida Statutes



1           **3. Mid-Year Promotion**

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

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

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

- 3                   • To be eligible for mid-year promotion, a student must demonstrate that he or she:  
4                   ▪ is a successful and independent reader as demonstrated by reading at or above  
5                    grade level,  
6                   ▪ has progressed sufficiently to master appropriate fourth grade reading skills; and  
7                   ▪ has met additional requirements, as satisfactory achievement in the other  
8                    curriculum areas as evidenced by the grade of “C” or above on the district progress  
9                    report and/ or report card in the core curriculum subjects of mathematics, writing,  
10                  science and social studies.  
11                  • The student must have completed one of the following:  
12                  ▪ Successful completion of the Grade 3 portfolio to demonstrate mastery of the  
13                  Grade 3 Reading Florida Standards for Promotion to Grade 4 as outlined by the  
14                  State Board of Education in compliance with Section 1008.25 (6)(b)4), Florida  
15                  Statutes. In addition, there must be evidence that the student scored at or above  
16                  grade level in reading comprehension consistent with the month of promotion to  
17                  fourth grade. To accomplish this it would be necessary to administer the Grade 4  
18                  Group Reading Assessment and Diagnostic Evaluation (GRADE) test to provide  
19                  the on-grade level evidence. (For example, if the test is given in December, the  
20                  child must score a 4.5 grade equivalent in reading comprehension.)  
21                  ▪ Successful completion of the Grade 3 and Grade 4 portfolios to demonstrate  
22                  mastery of the Grade 3 Reading Florida Standards for Promotion to Grade 4 as  
23                  outlined by the State Board of Education in compliance with Section 1008.25  
24                  (6)(b)4), Florida Statutes.  
25                  • The PMP for any retained third grade student who has been promoted mid-year to  
26                  fourth grade must continue to be implemented for the entire academic year.  
27                  Authority: Section 1008.25 (7)(b)(4), Florida Statutes.  
28                  • The mid-year promotion must be a joint agreement with the teacher, principal,  
29                  parent and the Superintendent or designee. Section 1003.02 (1)(a), Florida  
30                  Statutes, gives the school board the responsibility for admission, classification,  
31                  promotion and graduation of students.  
32                  • Decisions regarding student promotion, and retention and good cause placement  
33                  are primarily the responsibility of the individual school’s professional staff. The  
34                  final decision concerning grade placement is the responsibility of the principal.  
35                  • The same guidelines will apply for the Exceptional Student Education (ESE) and  
36                  English for Speakers of Other Languages (ESOL) students.  
37                  • If an ELL student is involved, the ELL committee shall meet to document the  
38                  change in the ELL Student Plan.  
39                  • After agreement has been reached regarding an exceptional student, an Individual  
40                  Education Plan meeting must be held prior to placement in the new assignment.  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52

1 The long-range academic, social, and emotional effect of the decision shall be  
2 considered.

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

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

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

1 **H. Remediation**

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

3  
4 **1. Program Description**

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

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

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

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

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

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

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

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

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

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

- 3                   • Students may have a reduced student-teacher ratio.
- 4                   • Students must be provided a minimum of 90-minutes of daily, uninterrupted,  
5                   scientifically-based reading instruction which includes small group instruction.  
6                   Immediate Intensive Intervention should continue after the 90 minute block.
- 7                   • The students must be provided a different curriculum from the year before. The  
8                   supplemental materials may be different. The core reading program may be the same.
- 9                   • Screening, progress monitoring, and diagnostic assessments must be used in order  
10                  to guide instruction.
- 11                  • Screening – Renaissance Learning Reading assessments, district-adopted textbook/  
12                  program assessments, FSA English Language Arts
- 13                  • Progress Monitoring should be on-going and weekly – Renaissance Learning Reading  
14                  assessments, district-adopted textbook/ program assessments, timed readings, or  
15                  observations.
- 16                  • Diagnostic measures are required – DRA, ERDA, Renaissance Learning Reading  
17                  assessments.
- 18                  • All students retained must have a PMP. The PMP must be driven by a diagnostic  
19                  assessment.
- 20                  • The teacher must review the student’s previous PMP to address additional needed  
21                  supports and services.
- 22                  • A child retained in Grade 3 must have an ongoing portfolio that meets the state  
23                  portfolio requirement.
- 24                  • A child who scores Level 1 on the FSA English Language Arts test must be offered  
25                  attendance in a Summer Reading Camp.
- 26                  • All students may be assigned a trained volunteer or mentor and/ or assign someone  
27                  to tutor each student on deficit areas.
- 28                  • Students should be provided on-grade level work for the subject areas that are not at  
29                  risk. An option is a Grade 3 – Grade 4 transition class.
- 30                  • A student may be promoted mid-year, following the district’s mid-year promotion  
31                  policy.
- 32                  • A student may be placed in a transitional instructional setting.
- 33                  • Before school, after school, Saturday School, and extended year programs with  
34                  research-based materials and certified teachers to tutor and remediate students must  
35                  be provided.
- 36                  • Retained third grade students should be provided a high-performing teacher as  
37                  determined by student performance data and above-satisfactory performance  
38                  appraisals. A first year teacher may not instruct Grade 3 retained students.  
39  
40

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53

c) Tier 3 Students – Students Retained Twice in Grade 3

(1) Intensive Acceleration Class

- The Intensive Acceleration Class must be provided to any Grade 3 student scoring Level 1 on FSA English Language Arts who was retained in third grade the prior year because of scoring Level 1 on FSA English Language Arts. This means the Grade 3 student is in Grade 3 for the third time. This transitional instructional setting must specifically be designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of deficiency.
- There must be a reduced class size. The class size must be smaller than the other Grade 3 classrooms.
- The student must be provided with an uninterrupted daily reading instruction for the majority of the student contact time and incorporate opportunities to master the Grade 4 Florida Standards in other core subject areas. The state requires a 180 minute reading block with at least 90 minutes of uninterrupted time. Computer time to reinforce and remediate should occur in addition to the 180 minute reading block.
- The student must be provided a different CORE curriculum from the year before. The CORE reading program must be one that is research based and has proven success teaching the five components of reading and accelerating reading achievement by two years in one school year. Reading Mastery or MacMillan-McGraw-Hill Reading Triumphs Intervention is the program that has been chosen to meet these criteria.
- Differentiated materials that are research based materials should be used to reinforce the initial instruction. These materials should teach the areas of deficits. This instruction should take place in the initial instruction and the immediate intensive intervention reading block. Suggested materials are: Comprehension Strategies, Read Well, Soar to Success, Quick Reads, Elements of Vocabulary, Elements of Fluency Making Words, Phonics and Word Study, Sequential Systematic Phonics, Leap Pad materials, Voyager Passport, Compass Learning.
- Students should be provided intensive language and vocabulary instruction using a scientifically research-based program. The teacher should include the speech language pathologist in designing the Intensive Accelerated Class. The speech language pathologist could work with students whose diagnosed reading deficiencies might best be addressed by a speech language pathologist.
- The student must have a PMP. The PMP must be driven by a diagnostic assessment.
- The student must have an ongoing portfolio that meets state portfolio requirements. This portfolio must contain evidence of mastery of benchmarks as well as other information to inform parents and teachers of the student's proficiency, such as results of diagnostics and progress monitoring.
- The student should be provided grade level work for the subject areas that are not at risk.
- A Grade 3 – Grade 4 transition class is an option.
- The teacher must be a high-performing teacher as determined by student performance data and above satisfactory on performance appraisals.
- The paraprofessional working in this classroom should be trained on materials and strategies used in the classroom.
- The student must be given weekly progress monitoring measures to ensure progress. The weekly monitoring can be accomplished through the Reading Mastery weekly tests, timed readings, informal classroom assessments, or observations.



1  
2  
3  
4  
5  
6  
7  
8  
9  
10

- The student must be given the appropriate Renaissance Learning Reading assessments. The student must be registered with the state Progress Monitoring and Reporting Network (PMRN).
- The student should be given a diagnostic assessment that meets psychometric standards. The appropriate Renaissance Learning Reading assessment is the diagnostic test to be used.
- The progress of the student must be reported to the Department of Education at the end of the first semester.

1 **I. Extended School Year**

2 Amended 07-01-09

3  
4 **1. ELL Students**

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

12  
13 **2. Students with Disabilities**

14  
15 **a) 504 Students**

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

20  
21 **b) ESE Students**

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

29  
30 **3. Home Education Students**

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

38  
39 **4. Summer Reading Camp**

40 Adopted 07-01-04

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

1 **IV. REPORTING STUDENT PROGRESS**

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

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

- 5
- 6 • Section 1008.25 (8)(a), Florida Statutes, specifies that the district school board must annually  
7 report to the parent of each student the progress of the student towards achieving state and  
8 district expectations for proficiency in reading, writing, science and mathematics, including the  
9 student’s results on each statewide assessment test.
  - 10
  - 11 • The evaluation of each student’s progress must be based upon the student’s classroom work,  
12 observations, tests, district and state assessments, and other relevant information.
  - 13
  - 14 • Progress reporting must be provided to the parent in writing in the format adopted by the  
15 district school board. Progress reports for ELL students shall be provided in the parent’s  
16 native language when feasible.
  - 17
  - 18 • No one test with a single administration should determine promotion or retention. The  
19 preponderance of evidence from evaluations should be used to determine if a student is ready  
20 for the work of the next grade.
  - 21
  - 22 • Section 1008.25 (5)(c), Florida Statutes, specifies that beginning with the 2002-2003 school  
23 year, the parent of any student in K-3 who exhibits a substantial deficiency in reading must be  
24 notified in writing immediately of the following:  
25
    - 26 ○ That his or her child has been identified as having a substantial deficiency in reading and  
27 state the exact nature of the difficulty;
    - 28
    - 29 ○ A description of the current services that are provided to the child;
    - 30
    - 31 ○ A description of the proposed supplemental instructional services and supports that will  
32 be provided to the child that are designed to remediate the identified area of reading  
33 deficiency;
    - 34
    - 35 ○ That if the child’s reading deficiency is not remediated by the end of Grade 3, the child  
36 must be retained unless he or she is exempt from mandatory retention for good cause;
    - 37
    - 38 ○ Strategies for parents to use in helping their child succeed in reading proficiency;
    - 39
    - 40 ○ That the FSA is not the sole determiner of promotion;
    - 41
    - 42 ○ That additional evaluations, portfolio reviews, and assessments are available; and
    - 43
    - 44 ○ The district’s specific criteria and policies for mid-year promotion.
    - 45

1 **B. Report Cards**

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

- 3
- 4 • Section 1003.33 (1), Florida Statutes, requires that district report cards for all elementary  
5 school students must clearly grade or mark:  
6
    - 7 ○ the student's academic performance in each class or course in Grades K-5 (based upon  
8 examinations as well as written papers, class participation and other academic  
9 performance criteria);
    - 10 ○ the student's conduct and behavior; and
    - 11 ○ the student's attendance, including absences and tardiness.
  - 12
  - 13 • The student's final report card for a school year shall contain a statement indicating end-of-  
14 year status regarding performance or nonperformance at grade level, acceptable or  
15 unacceptable behavior and attendance and promotion or nonpromotion.  
16
    - 17 ○ All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5) as the  
18 primary means of reporting student progress.
    - 19
    - 20 ○ With the approval of the Superintendent and the School Board, schools may develop  
21 additional or supplementary instruments, which may be used in conjunction with the  
22 standard report card. Amended 07-29-97 and 06-25-99
    - 23
    - 24 ○ Report cards shall be issued for all students, Grades K-5, at the close of each grading  
25 period. Amended 06-30-92
    - 26
    - 27 ○ Progress Reports may be issued at the end of the extended year programs and services,  
28 i.e., extended school year, Saturday school, before and after school programs. Adopted  
29 06-27-00, Amended 07-01-09
    - 30
    - 31 ○ Parents are to be notified in writing midway during the nine-week grading period as to the  
32 progress of their child. This progress report will be sent home following the district  
33 progress report calendar. The district Progress Report and/ or district-approved electronic  
34 Progress Report form may be used for this notification. Amended 12-06-05
    - 35
    - 36 ○ Parents are to be notified in writing midway during a nine week grading period or at any  
37 time during a grading period when it is apparent that the student may not pass or is  
38 performing unsatisfactorily in any course or grade level. The district Progress Report and/  
39 or approved electronic Progress Report form will be used for this notification. Amended  
40 06-15-99 and 06-27-00
    - 41
  - 42 • Report cards for English Language Learner (ELL) students must be in the primary language  
43 of the parent/ guardian, whenever feasible. Amended 7/27/00 These primary language report  
44 cards are to be attached to the English report card.  
45

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

2  
3 **1. Report Card Grades**

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

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

1           **2. Change of Grades**  
2

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

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

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

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

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

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

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

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

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

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

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

7

8 **1. Kindergarten-1**

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

14

15 **2. Grades 2-5**

16

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

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

19

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

20

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

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

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



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

2 Amended 06-27-00

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

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

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

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

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

2  
3 **1. ELL Students**

4 Amended 07-01-08

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

15 **2. Students with Disabilities**

16  
17 **a) 504 Students**

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

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

29  
30 **b) ESE Students**

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

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

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

2 Amended 07-01-08

3  
4 **1. ELL Students**

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

13 **2. Students With Disabilities**

14  
15 **a) 504 Students**

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

19 **b) ESE Students**

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

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

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

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

1  
2  
3  
4  
5  
6  
7  
8

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



9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21

**2014-2015  
MIDDLE SCHOOL  
STUDENT PROGRESSION PLAN**

**Grades 6-8**

**Effective July 01, 2014  
Revised April 21, 2015**

(THIS PAGE HAS BEEN LEFT INTENTIONALLY BLANK.)

1  
2  
3  
4 **THE SCHOOL DISTRICT OF**  
5 **OSCEOLA COUNTY, FLORIDA**

6  
7 **SCHOOL BOARD MEMBERS**

8  
9 **CHAIR**

10 Tim Weisheyer

11  
12 Ricky Booth

13 Kelvin Soto

14 Clarence Thacker

15 Jay Wheeler

16  
17  
18 **SUPERINTENDENT**

19 Melba Luciano

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

23  
24 Michael Allen, Assistant Superintendent

25 **MIDDLE SCHOOL CURRICULUM AND INSTRUCTION**

26  
27 John Boyd, Director of Government and Labor Relations

28 **HUMAN RESOURCES**

29 (407) 870-4800

30  
31  
32 **MIDDLE SCHOOL CONTRIBUTORS**

33  
34 Matthew Phillips, Principal, Narcoossee Middle School

35 Daryla Bungo, Director of Student Services

36 Linda Schroder-King, Director of Exceptional Student Education

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

38 Angela Marino, Chief of Special Programs and Information and Technology

39 Dalia Medina, Director of Multicultural Education

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

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



1  
2

(THIS PAGE HAS BEEN LEFT INTENTIONALLY BLANK.)

## Table of Contents

1		
2		
3	<b>I. ENTRY, ATTENDANCE, AND WITHDRAWAL .....</b>	<b>8</b>
4	A. Initial Entry Requirements .....	8
5	1. Evidence of Age .....	8
6	Amended 06-27-95, 07-15-03 .....	8
7	2. Health Requirements – Initial Entry .....	8
8	a) Proof of Physical Examination .....	8
9	b) Immunization.....	8
10	3. Residency Requirements .....	10
11	B. Transfer Students.....	11
12	1. General Transfer Information .....	11
13	2. Placement of Transfer Students – Grades 6-8.....	11
14	3. Students Who Are Not Residing with Their Natural Parents or Legal Guardians.....	12
15	4. Student Custody.....	12
16	5. Student with Disabilities.....	13
17	a) 504 Students.....	13
18	b) Exceptional Student Education (ESE) Students .....	13
19	6. English Language Learner (ELL) Students .....	13
20	7. Home Education .....	14
21	C. Attendance Guidelines .....	15
22	1. Student Absences .....	15
23	a) Excused Absences .....	15
24	b) Pre-Arranged Excused Absences.....	16
25	c) Unexcused Absences .....	16
26	d) Tardies.....	17
27	e) Early Departures.....	17
28	2. Students with Disabilities.....	18
29	a) 504 Students.....	18
30	b) ESE Students .....	18
31	3. Hospital/ Homebound Program .....	18
32	4. Student Absences for Religious Reasons .....	18
33	5. Virtual Instruction Program.....	19
34	D. Student Withdrawals .....	19
35	1. Student Withdrawals during the Last Two Weeks of the School Year .....	19
36	2. Student Withdrawals for Enrollment in Home Education Programs .....	19
37	3. Student Withdrawals, Exceptional Student Education (ESE) .....	19
38	<b>II. PROGRAM DESCRIPTION.....</b>	<b>20</b>

1	A.	Florida System of School Improvement and Accountability .....	20
2	1.	General Academic Requirements.....	22
3	2.	Electives .....	22
4	3.	Health/ Personal Development Requirement .....	22
5	4.	Physical Education .....	23
6	5.	Computer Literacy .....	23
7	6.	Civics.....	23
8	7.	Career and Education Planning.....	24
9	8.	Middle School Acceleration for High School Credit.....	24
10	9.	Student Performance - State K-20 Education Priorities .....	25
11	B.	Special Programs.....	25
12	1.	English Language Learner (ELL).....	25
13	a)	Home Language Survey (HLS) and Identification Criteria .....	25
14	2.	Dropout Prevention Program (DOP).....	26
15	3.	Gifted Education .....	26
16	4.	Students with Disabilities.....	27
17	a)	504 Students.....	27
18	b)	Exceptional Education Students .....	27
19	5.	Home Education .....	27
20	C.	Multi-Tiered Systems of Support (MTSS) and Problem Solving/ Response to Intervention (PS/ RtI)	
21		28	
22	D.	Acceleration Plan .....	28
23	<b>III.</b>	<b>PROMOTION.....</b>	<b>29</b>
24	A.	Attendance for Promotion, Grades 6-8 .....	29
25	B.	General Promotion Requirements – Grades 6-8.....	30
26	C.	Student Performance Levels for Reading, Writing, Mathematics, and Science.....	31
27	1.	Required Program of Study – Grades 6-8.....	31
28	2.	Possible Grade-Level Assessments.....	31
29	D.	Student Performance Level Chart.....	33
30	E.	Promotion to a Higher Grade Level.....	35
31	F.	Progress Monitoring Plan (PMP) Process.....	36
32	1.	ELL Students – Progress Monitoring Plan Process.....	38
33	2.	Gifted Students.....	38
34	3.	Students with Disabilities –Progress Monitoring Plan Process .....	39
35	a)	504 Students.....	39
36	b)	ESE Students – Progress Monitoring Plan Process .....	39
37	G.	Middle School Success Plan.....	40
38	H.	Retention.....	41

1	1.	Special Program Considerations .....	42
2	a)	ELL Students .....	42
3	b)	Students with Disabilities .....	42
4	(1)	504 Students.....	42
5	(2)	ESE Students .....	42
6	I.	Remediation.....	43
7	J.	Extended School Year .....	44
8	1.	ELL Students.....	44
9	2.	Students with Disabilities.....	44
10	a)	504 Students.....	44
11	b)	ESE Students .....	44
12	3.	Home Education Students.....	44
13	<b>IV.</b>	<b>REPORTING STUDENT PROGRESS .....</b>	<b>45</b>
14	A.	Parent(s)/ Guardian(s) – Written Notification Requirements.....	45
15	B.	Report Cards.....	46
16	C.	General Rules of Marking or Awarding Grades .....	47
17	1.	Report Card Grades .....	47
18	2.	Change of Grades .....	48
19	a)	Request by Teacher for Change of Grade.....	48
20	b)	Change of Grade without Teacher Request .....	49
21	D.	Description and Definition of Marks .....	50
22	1.	Grades 6-12 Percentage Value Definition.....	50
23	E.	Guidelines for Grading and Reporting Academic Progress of ELL Students.....	51
24	F.	District/ State Assessment Programs.....	52
25	G.	Accommodations of District/ State Assessments for Special Program Students.....	53
26	1.	ELL Students.....	53
27	2.	Students with Disabilities.....	53
28	a)	504 Students.....	53
29	b)	ESE Students .....	53
30	H.	Exemptions from District/ State Assessments for Special Program Students .....	54
31	1.	ELL Students.....	54
32	2.	Students With Disabilities.....	54
33	a)	504 Students.....	54
34	b)	ESE Students .....	54
35	I.	Annual Report in Local Newspaper.....	55
36			
37			
38			

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

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

7  
8 **A. Initial Entry Requirements**

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

12  
13 **1. Evidence of Age**

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

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

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

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

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

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

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

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

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

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

42  
43 **b) Immunization**

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

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

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

54 **Required Immunizations:**

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

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

**Grade 6**

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

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

**Grade 7-8**

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

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

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

**Exceptions may be granted as follows:**

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

1           **3. Residency Requirements**

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

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

6  
7           **Category 1**

8           mortgage document  
9           rental or lease agreement  
10          property tax records

11  
12          **Category 2**

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

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

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

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

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

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

1 **B. Transfer Students**

2  
3 **1. General Transfer Information**

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

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

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

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

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

28  
29 Grades will be transferred as follows:

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

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



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

2           Amended 07-01-12

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

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

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

19  
20           **4. Student Custody**

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

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

1           **5. Student with Disabilities**

2  
3           **a) 504 Students**

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

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

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

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

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

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

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

1           **7. Home Education**  
2

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

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

1 **C. Attendance Guidelines**

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

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

13 **1. Student Absences**

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

18 **a) Excused Absences**

19  
20 Absences shall be excused for the following reasons:

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

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

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

33 In cases of excused absences, the student shall be allowed to make up the work, and  
34 teachers of the students shall give every reasonable assistance.  
35

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

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

1                   **b) Pre-Arranged Excused Absences**  
2  
3

- 4                   • The principal may approve “pre-arranged excused” absences which are “excused” but  
5                   planned in advance. “Excused absences” are defined in paragraph I.D.1.a. of this  
6                   Student Progression Plan and in the Code of Student Conduct. The principal shall  
7                   have the final authority to grant or deny “pre-arranged excused” absences.  
8  
9                   • Situations warranting a pre-arranged excused absence shall be for any absence which  
10                  would be considered “excused.” Supporting documentation shall be required.  
11  
12                  • Students who have a pre-arranged excused absence shall not be eligible for perfect  
13                  attendance.  
14  
15                  • Approved pre-arranged excused absences may not exceed three (3) days. Students  
16                  who do not return within five (5) days after a pre-arranged excused absence may be  
17                  withdrawn for non-attendance.  
18  
19                  • Arrangements for make-up work shall be made in advance with the instructor of each  
20                  class. The student is responsible for the completion of all work. Each teacher shall  
21                  cooperate as feasible by making assignments, grading materials, and recording  
22                  grades. Each teacher shall set a timeline for receiving the student’s work for credit,  
23                  and this timeline shall not exceed twice the number of days of absence. Unexcused  
24                  pre-arranged absences may be considered “accounted for unexcused” and may not  
25                  be eligible for credit for make-up work.  
26

27                   **c) Unexcused Absences**  
28

29                   All absences other than “excused” or “permitted” shall be deemed “unexcused.” Middle  
30                   school students who are suspended from school shall be allowed to make up all  
31                   schoolwork missed and receive full credit for all completed schoolwork. Amended 07-01-  
32                   05, 07-01-08  
33

- 34                   • Upon each unexcused absence, the Principal or designee shall contact the student’s  
35                   parent or guardian to determine the reason for the absence.  
36  
37                   • If a student has had at least five (5) unexcused absences within a calendar month or  
38                   ten (10) unexcused absences within a ninety (90) day calendar period, the student’s  
39                   primary teacher shall report to the principal or designee that the student may be  
40                   exhibiting a pattern of non-attendance. Unless there is clear evidence that the  
41                   absences are not a pattern of non-attendance, the case shall be referred to the Early  
42                   Truancy Intervention Team to determine if early patterns of truancy are developing. If  
43                   the Early Truancy Intervention Team finds that a pattern of non-attendance is  
44                   developing, whether the absences are excused or not, a meeting with the parent must  
45                   be scheduled to identify potential remedies.  
46  
47                   • If the initial meeting with the parent does not resolve the problem, the Early Truancy  
48                   Intervention Team shall implement specific interventions that best address the  
49                   problem.  
50  
51                   • The Early Truancy Intervention Team shall be diligent in facilitating intervention  
52                   services and shall report the case to the Superintendent or his designee only after all  
53                   reasonable efforts to resolve the problem have been exhausted.

- If the parent, guardian, or other person in charge of the child refuses to participate in the remedial strategies because he/ she believes that those strategies are unnecessary or inappropriate, the parent, guardian, or other person in charge of the child may appeal to the School Board. The School Board may provide a hearing officer, who may be an employee of the School Board, in lieu of a School Board hearing, who shall hear the case and make a recommendation for final action to the School Board. If the School Board's final determination is that the strategies of the Early Truancy Intervention Team are appropriate, and the parent, guardian, or other person in charge of the child still refuses to cooperate, the Superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.
- If a child subject to compulsory attendance will not comply with attempts to enforce school attendance, the parent, guardian or Superintendent or his designee shall refer the case to the case staffing committee pursuant to Florida Statutes, and the Superintendent or his designee may file a truancy petition pursuant to procedures outlined in Florida Statutes. Section 984.151, FS Amended 07-15-03

**d) Tardies**

Adopted 07-01-13

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

**e) Early Departures**

Adopted 07-01-13

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

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

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

1           **2. Students with Disabilities**

2  
3           **a) 504 Students**

4           Amended 07-01-04

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

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

15  
16          **b) ESE Students**

17          All exceptional students will follow regular education attendance procedures.

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

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

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

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

36  
37          **4. Student Absences for Religious Reasons**

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

46  
47          If questions arise regarding this rule, principals will grant the parent(s)/ guardian(s) a  
48          conference. Parent(s)/ guardian(s) may appeal the principal's decision to the Superintendent  
49          should a conflict arise.

1           **5. Virtual Instruction Program**

2  
3           Compulsory school attendance and attendance record keeping shall apply to district virtual  
4           instruction programs [1002.245 (6)(a); 1003.21, Florida Statutes]. Students in grades K-3  
5           must attend at least 720 hours (4 hours per day) of instruction. Students in grades 4-12 must  
6           attend at least 900 hours (5 hours per day) of instruction.  
7

8           **D. Student Withdrawals**

9  
10           **1. Student Withdrawals during the Last Two Weeks of the School Year**

11           The parent(s)/ guardians(s) of a student who leaves school **during** the last two weeks of the  
12           school year must show evidence that the withdrawal is necessary and the student must  
13           successfully complete assigned class work. Principals are authorized to arrange for the  
14           administration of any tests if appropriate.  
15

16  
17           Principals may waive the requirements for early withdrawal when unusual/ extenuating  
18           circumstances require it.  
19

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

21           Section 1002.41, FS, permits parents to choose to place their children in a home education  
22           program in lieu of public school. The requirements of the law will be monitored through  
23           Charter Schools and Educational Choices. Amended 7/ 23/ 91, 07-21-98, 06-27-00, 07-15-  
24           03, 02-05-08  
25

26  
27           To withdraw a student for enrollment in a home education program, parent(s)/ guardian(s)  
28           must initiate the withdrawal process at the school and notify the Superintendent of Schools in  
29           writing of the intent to provide home education for the student.  
30

31           **3. Student Withdrawals, Exceptional Student Education (ESE)**

32           (Adopted 07-01-05 and 07-01-06)

33  
34           A child who is receiving services through Exceptional Student Education (ESE) shall not be  
35           administratively withdrawn without prior parental notification, a staffing meeting with parents  
36           or guardians to discuss the educational impact of such a decision for the student to withdraw,  
37           and all requirements relative to due process have been completed.  
38

39           In cases where at least two (2) good faith, but unsuccessful attempts to notify parents or  
40           guardians of the student have been documented, and with the approval of the Director of  
41           Exceptional Student Education, the student maybe withdrawn by the school.  
42



1 **II. PROGRAM DESCRIPTION**

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

4 Adopted 09-17-96, Amended 06-15-99, 07-01-09, 07/01/12

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

- 9  
10 -- language arts                      -- mathematics  
11 -- science                              -- social studies  
12 -- foreign language                  -- health education  
13 -- the arts                              -- physical education.

14  
15 All current Florida state standards may be found on the FDOE C-PALMS (Collaborate, Plan, Align,  
16 Learn, Motivate, Share) website at: <http://www.cpalms.org/Public/>

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

22  
23 District Grade Level Expectations are based upon the Florida Standards and identify what each  
24 student should know and be able to do by the end of each grade.

25  
26 In addition, Section 1003.42, FS, requires that members of the instructional staff of the public  
27 schools, subject to the rules of the State Board of Education and the district school board, shall  
28 teach efficiently and faithfully, using the books and materials required that meet the highest  
29 standards for professionalism and historic accuracy, following the prescribed courses of study,  
30 and employing approved methods of instruction, the following:

- 31  
32 1. The history and content of the Declaration of Independence, including national sovereignty,  
33 natural law, self-evident truth, equality of all persons, limited government, popular sovereignty,  
34 and inalienable rights of life, liberty, and property, and how they form the philosophical  
35 foundation of our government.
- 36 2. The history, meaning, significance, and effect of the provisions of the Constitution of the  
37 United States and amendments thereto, with emphasis on each of the 10 amendments that  
38 make up the Bill of Rights and how the constitution provides the structure of our government.
- 39 3. The arguments in support of adopting our republican form of government, as they are  
40 embodied in the most important of the Federalist Papers.
- 41 4. Flag education, including proper flag display and flag salute.
- 42 5. The elements of civil government, including the primary functions of and interrelationships  
43 between the Federal Government, the state, and its counties, municipalities, school districts,  
44 and special districts.
- 45 6. The history of the United States, including the period of discovery, early colonies, the War for  
46 Independence, the Civil War, the expansion of the United States to its present boundaries,  
47 the world wars, and the civil rights movement to the present. United States history shall be  
48 viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable,  
49 and shall be defined as the creation of a new nation based largely on the universal principles  
50 stated in the Declaration of Independence.
- 51 7. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European  
52 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

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

36 Amended 07-01-06  
37

1           **1. General Academic Requirements**

2           The following areas of study are required for each student, Grades 6-8:  
3           Amended 06-15-99, 06-27-00, 07-01-02, 07-01-08, 07-01-09, 07-01-10

4  
5           **Grade 6**

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

11  
12          **Grade 7**

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

18  
19          **Grade 8**

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

25  
26          \*Intensive Reading is required for eligible students and replaces an elective course  
27          opportunity.

28  
29          +Career and Educational Planning is required for all middle school students and may be  
30          completed in either Grade 7 or 8 within an eligible existing course (or as an elective course  
31          by itself).

32  
33          **2. Electives**

34          Additional courses of studies may include, but shall not be limited to: (Amended 06-27-00, 07-  
35          01-02)

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

41  
42          **3. Health/ Personal Development Requirement**

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

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

1           **4. Physical Education**

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

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

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

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

18  
19           **5. Computer Literacy**

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

22  
23           **6. Civics**

24           Adopted 07-01-10

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

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

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

1           **7. Career and Education Planning**

2           Adopted 07-01-10

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

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

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

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

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

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

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

Amended 07-15-03

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

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

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

## **B. Special Programs**

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

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

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

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

Amended 06-27-00

- A student with all NO responses on the HLS is considered non-English Language Learner.
- A student with any YES response is referred for English language proficiency assessment.
- A student with a YES response to question #1 only is temporarily placed in non-ESOL classes until English language proficiency assessment is completed.
- A student with a YES response to question #2 and/ or #3 is temporarily placed in ESOL classes until English language proficiency assessment is completed.
  - The grade level appropriate IDEA Oral Language Proficiency Test will be used to determine oral/ aural English proficiency and is to be administered within the first 20 days after enrollment date.
- Students in Grades 3-12 found to be fluent English speaking will be given a nationally normed, standardized reading and writing test, within 20 days from their date of enrollment for further assessment of their English proficiency.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44

- Exceptional students (ESE) with any YES response shall be reviewed by a joint ESE/ELL committee to determine appropriate ESOL assessment and placement.
- Every English Language Learner student is entitled to equal access to all academic, categorical, and federal programs offered by the School District of Osceola County. The amount of time the ELL student is assigned to the program(s) shall be comparable to the time assigned to a non-ELL student under similar conditions. An updated ELL student's class schedule must be maintained in the ELL Student Plan as part of the student permanent record. Adopted 06-27-00
- English Language Learner students are taught by subject area teachers following the corresponding district curriculum. The instructional personnel provide appropriate and individualized instruction to students through the use of ESOL teaching strategies, appropriate instructional materials, curriculum accommodations, and testing accommodations. The ESOL strategies and accommodations are documented in the teacher's lesson plans as evidence that understandable instruction is being provided. Adopted 06-27-00
- Schools with fifteen (15) or more ELL students who speak the same home language shall provide at least one bilingual teacher assistant or bilingual teacher proficient in English and the home language of the students. The ESOL teacher assistant's (or bilingual teacher's) primary assignment is to offer the ELL students additional help in the basic content areas under the supervision of the basic subject area teacher. Adopted 06-27-00

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

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

**3. Gifted Education**

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

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

1           **4. Students with Disabilities**

2  
3           **a) 504 Students**

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

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

15  
16          **b) Exceptional Education Students**

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

24  
25          **ESE Curriculum**

26          Adopted 06-30-92

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

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

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

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

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

46  
47          **5. Home Education**

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



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

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

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

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

27 **D. Acceleration Plan**

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

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

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

1 **III. PROMOTION**

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

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

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

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

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

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

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

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

34  
35 Students whose absences have been approved as "excused" or "permitted", and who complete  
36 the make-up assignments as required by school policy, shall receive grades for the periods of  
37 such absences in the same manner as if not absent from school. Each school shall establish  
38 procedures to ensure good attendance in each grading period.  
39

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

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

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

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

- 6  
7
- 8 • Pass each of the core subjects of mathematics, language arts, science, and social studies.  
9 The district-adopted grading scale (see IV.D.) will determine a passing grade for each course.
  - 10 • Pass at least one elective course each semester.
    - 11 ○ Schools may require students to pass reading as a fifth core subject in lieu of the elective
    - 12 course requirement.
- 13

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

- 15
- 16 • When two nine weeks are used to determine a final grade (e.g., a semester course), each  
17 nine weeks shall count 50% of the final grade. The total will be divided by two (2).
  - 18 • If a semester exam is given, each nine weeks grade and final exam grade shall count 20% of  
19 the final grade, and the total shall be divided by five (5).
- 20  
21

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

- 24
- 25 • If the decimal is equal to or greater than 0.5, then the number is rounded up to the nearest  
26 whole number.
  - 27 • If the decimal is less than 0.5, then the number is rounded down to the nearest whole number.
- 28  
29

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

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

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

2 Amended 07-15-03

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

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

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

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

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

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

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

29 Amended 07-01-08

30 **Sixth Grade Assessments**

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

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39

**Seventh Grade Assessments**

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SDRT
- Renaissance Learning STAR Reading Enterprise
- Renaissance Learning STAR Math Enterprise
- FSA English Language Arts
- FSA Mathematics
- Florida EOC
- CELLA
- Fitness Gram

**Eighth Grade Assessments**

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SDRT
- Renaissance Learning STAR Reading Enterprise
- Renaissance Learning STAR Math Enterprise
- FSA English Language Arts
- FSA Mathematics
- FSA Science
- Florida EOC
- CELLA
- Fitness Gram

**Promotion of ESE Students**

Promotion of ESE students enrolled in Exceptional Student Education programs for moderate and severe Intellectual Disabilities and some students with Autism Spectrum Disorder shall be promoted on the basis of the acquisition of skills in accordance with the student's Individual Education Plan and the Access Points for Florida Standards in reading/ language arts, math, and science at the Independent, Supportive, or Participatory levels or Sunshine State Standards/ Next Generation Sunshine State Standards/ Florida Standards for Special Diploma in social studies. Amended 6-28-94, 06-27-95, 07-21-98, 07-01-05, 07-01-06, 07-01-08, 07-01-09

1  
2  
3  
4  
5  
6

**D. Student Performance Level Chart**

Amended 07-01-09

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

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

<sup>1</sup> Progress Monitoring Plan

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

2  
3 The assignment of a student to a higher grade which results in the student's accelerated  
4 promotion should be made based on exceptionally high achievement or evidence that the student  
5 will benefit more from the instructional program at the advanced grade level. The Superintendent  
6 or designee should authorize the assignment.  
7

8 The assignment will occur at the end of a grading period agreed upon by both the sending and  
9 receiving principal. If an ELL student is involved, the ELL committee shall meet to document the  
10 change in the ELL Student Plan. Amended 07-01-06, 07-01-08

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

16 The principal has the responsibility for making such an assignment, but a student will not be  
17 accelerated without parental consent. Amended 6/ 30/ 91 and 06-27-00  
18

19 The student's cumulative record, report card, and permanent record must indicate, "accelerated  
20 grade placement" and the name of the principal who made the placement. Amended 06-15-99  
21

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



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

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

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

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

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

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

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

35  
36 A student who is not meeting the school district or state requirements for proficiency in reading  
37 and math shall be covered by one of the following plans to target instruction and identify ways  
38 to improve his or her academic achievement:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8           Adopted 06-27-00

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

41           **2. Gifted Students**

42           For a gifted student who is performing below grade level, it is appropriate to develop a PMP.  
43           Accommodations and/ or interventions are to be addressed through the Gifted Educational  
44           Plan (GEP) process. Amended 07-01-05 and 07-01-06  
45

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

3           **a) 504 Students**

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

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

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

10          Amended 07-01-06

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

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

23  
24          If the student's federally required plan does not address the student's deficiency in reading  
25          or mathematics as required by Florida law, then the school must address these deficits in  
26          either a schoolwide progress monitoring system or an individual progress-monitoring plan.  
27

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

1 **G. Middle School Success Plan**

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

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

9 Each student's success plan must be:

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

19 Each student's success plan must:

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

1 **H. Retention**

2 Amended 07-21-98, 06-15-99, 06-27-00, 06-19-01, 07-01-02, 07-15-03, 07-01-06, 07-01-08, 07-  
3 01-09

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

23

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

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

1           **1. Special Program Considerations**  
2

3           **a) ELL Students**

4           Amended 06-27-00

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

17          **b) Students with Disabilities**

18

19           **(1) 504 Students**

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

21

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

23

24           **(2) ESE Students**

25

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

31

1 **I. Remediation**

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

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

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

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

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

25  
26 Amended 07-02-96



1 **J. Extended School Year**

2 Amended 07-01-09

3  
4 **1. ELL Students**

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

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

12  
13 **2. Students with Disabilities**

14  
15 **a) 504 Students**

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

20  
21 **b) ESE Students**

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

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

30  
31 **3. Home Education Students**

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

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

1 **IV. REPORTING STUDENT PROGRESS**

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

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

5  
6 Section 1008.25 (7)(a), FS, specifies that the district school board must annually report to  
7 the parent of each student the progress of the student towards achieving state and district  
8 expectations for proficiency in reading, writing, science and mathematics, including the  
9 student's results on each statewide assessment test. The evaluation of each student's  
10 progress must be based upon the student's classroom work, observations, tests, district  
11 and state assessments, and other relevant information. Progress reporting must be  
12 provided to the parent in writing in the format adopted by the district school board.  
13 Progress reports for ELL students shall be provided in the parent's native language when  
14 feasible. No one test with a single administration should determine promotion or retention.  
15 The preponderance of evidence from evaluations should be used to determine if a student  
16 is ready for the work of the next grade.  
17

1 **B. Report Cards**

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

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

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

2  
3 **1. Report Card Grades**

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

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

1           **2. Change of Grades**  
2

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

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

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

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

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

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

2 Amended 07-15-03

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

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

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

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

15

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

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

25 Adopted 02-05-08

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

- 1 • For **Special Area/ Exploratory classes in Grades 6-8**, the following grading scale may  
2 be used: Adopted 06-30-92  
3

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

4  
5 **E. Guidelines for Grading and Reporting Academic Progress of ELL Students**  
6 Amended 06-27-00, 07-01-09  
7

- 8 • The course grade and academic progress of ELL students will be based on the results of  
9 teacher observation, alternative assessments, and modified tests used to assess the  
10 understandable instruction provided through the use of ESOL teaching strategies, appropriate  
11 instructional materials, and curriculum accommodations.  
12  
13 • If there is a continued pattern of failure in classroom performance and assessments, the ELL  
14 committee shall meet to review the reasons for the student's lack of progress. The reason(s)  
15 documented for the academic under-performance of an ELL student cannot imply that he/ she  
16 needs an extra year to learn English or that it is due to the student's lack of English proficiency.  
17  
18 • The following documentation needs to be in the student permanent records:  
19  
20 ○ Documentation of the ESOL strategies used by the ESOL language arts and basic content  
21 area teacher(s) to provide understandable instruction, including the alternative  
22 assessment instruments and test accommodations used to evaluate the student's  
23 academic progress.  
24  
25 ○ The records of parental contacts or attempts made to inform the parent/ guardian of the  
26 student's under-performance. When applicable, copies of the deficiency reports signed  
27 by the student and parent/ guardian. Notices to parent/ guardian of ELL students must be  
28 provided in the home/ native language, whenever feasible.  
29  
30 ○ The instructional support requested by the teacher(s) to provide additional assistance for  
31 the student from the ESOL Assistant, Title III Specialist (if available), or ESOL Educational  
32 Specialist available at the school.  
33



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

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

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

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

2  
3 **1. ELL Students**

4 Amended 07-01-08

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

15 **2. Students with Disabilities**

16  
17 **a) 504 Students**

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

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

29  
30 **b) ESE Students**

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

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

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

2 Amended 07-01-08

3  
4 **1. ELL Students**

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

13 **2. Students With Disabilities**

14  
15 **a) 504 Students**

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

19 **b) ESE Students**

20 Amended 07-01-09

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

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

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

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

1  
2  
3  
4  
5  
6  
7  
8

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



9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21

**2014-2015  
HIGH SCHOOL  
STUDENT PROGRESSION PLAN**

**Grades 9-12**

**Effective July 01, 2014  
Revised April 21, 2015**

(THIS PAGE HAS BEEN LEFT INTENTIONALLY BLANK.)

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

5  
6 **SCHOOL BOARD MEMBERS**  
7

8 **CHAIR**

9 Tim Weisheyer

10  
11 Ricky Booth

12 Kelvin Soto

13 Clarence Thacker

14 Jay Wheeler

15  
16 **SUPERINTENDENT**

17 Melba Luciano

18  
19  
20 **STUDENT PROGRESSION PLAN TASK FORCE**

21  
22 Dr. Michael Akes, Assistant Superintendent

23 **HIGH SCHOOL CURRICULUM AND INSTRUCTION**

24  
25 John Boyd, Director of Government and Labor Relations

26 **HUMAN RESOURCES**

27 (407) 870-4800  
28

29  
30 **HIGH SCHOOL CONTRIBUTORS**

31  
32 Grover Butler, Principal, Harmony High School

33  
34 Daryla Bungo, Director of Student Services

35 Linda Schroder-King, Director of Exceptional Student Education

36 Sonia Vazquez Esposito, Director of Charter Schools and Educational Choices

37 Angela Marino, Chief of Special Programs and Information and Technology

38 Dalia Medina, Director of Multicultural Education

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

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

(THIS PAGE HAS BEEN LEFT INTENTIONALLY BLANK.)



1 **Table of Contents**

2

3 **I. ENTRY, ATTENDANCE, AND WITHDRAWAL ..... 11**

4 A. Initial Entry Requirements ..... 11

5 1. Evidence of Age ..... 11

6 a) Maximum Age Limit for Attendance ..... 11

7 2. Health Requirements ..... 12

8 a) Proof of Physical Examination ..... 12

9 b) Immunization ..... 12

10 (1) Required Immunizations: ..... 13

11 (2) Grades 9-11 ..... 13

12 (3) Grades 12 ..... 13

13 3. Residency Requirements ..... 14

14 B. Transfer Students ..... 15

15 1. General Transfer Information ..... 15

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

17 3. Students Who Are Not Residing with Their Natural Parents or Legal Guardians ..... 17

18 4. Student Custody ..... 17

19 5. English Language Learner (ELL) Students ..... 18

20 a) Home Language Survey (HLS) Responses/ Assessment Criteria ..... 18

21 6. Student with Disabilities ..... 19

22 a) 504 Students ..... 19

23 b) Exceptional Student Education (ESE) Students ..... 19

24 7. Home Education ..... 20

25 C. Attendance Guidelines ..... 21

26 1. Responsibility for Attendance ..... 21

27 2. Reporting Procedures ..... 21

28 3. Student Absences ..... 22

29 a) Excused Absences ..... 22

30 (1) Grading of Make-up Work ..... 22

31 b) Pre-Arranged Excused Absences ..... 22

32 c) Unexcused Absences ..... 23

33 (1) Tardies ..... 24

34 (2) Early Departures ..... 24

35 4. Students with Disabilities ..... 25

36 a) 504 Students ..... 25

37 b) ESE Students ..... 25

38 5. Hospital/ Homebound Program ..... 25

39 6. Student Absences for Religious Reasons ..... 26

1	7.	Virtual Instruction Program .....	26
2	D.	Student Withdrawals .....	27
3	1.	Student Withdrawals During the Last Two Weeks of the School Year .....	27
4	2.	Student Withdrawals for Enrollment in Home Education Programs .....	27
5	3.	Student Withdrawals -- Exceptional Student Education (ESE).....	27
6	4.	Student Withdrawals -- Alternative Programs.....	27
7	<b>II.</b>	<b>PROGRAM DESCRIPTION .....</b>	<b>28</b>
8	A.	Florida System of School Improvement and Accountability .....	28
9	1.	Student Performance - State K-20 Education Priorities .....	30
10	2.	Curriculum Frameworks, Grades 9-12: Basic and Adult Education .....	30
11	3.	Student Performance Standards .....	30
12	B.	Special Programs.....	31
13	1.	English Language Learner (ELL).....	31
14	a)	Home Language Survey (HLS) and Identification Criteria .....	31
15	2.	Dropout Prevention and Retention Programs (DOP) .....	32
16	a)	Zenith School - Grade Levels 9-12 .....	33
17	3.	Gifted Education .....	33
18	4.	Students with Disabilities.....	33
19	a)	504 Students.....	33
20	b)	Exceptional Education Students .....	34
21	(1)	ESE Curriculum .....	34
22	C.	Multi-Tiered System of Supports (MTSS) and Problem Solving/ Response to Intervention (PS/ Rtl)	
23		35	
24	D.	Acceleration Plan .....	36
25	E.	Advanced Placement Program .....	37
26	F.	International Baccalaureate (IB) Diploma Program.....	38
27	1.	International Baccalaureate Course of Study .....	38
28	G.	Advanced International Certificate of Education (AICE) Diploma Program .....	39
29	1.	Cambridge AICE Diploma Description .....	39
30	2.	AICE Exams and College Credits.....	39
31	3.	AICE Diploma Curriculum Requirements .....	40
32	H.	Career and Technical Education (CTE) Programs.....	41
33	1.	Career and Technical Education Cluster Areas .....	41
34	2.	Career Pathways .....	41
35	3.	Cooperative Education and On-the-Job Training (OJT) .....	42
36	I.	Dual Enrollment .....	43
37	1.	Dual Enrollment – Technical Education Center Osceola (TECO) .....	43
38	2.	Dual Enrollment.....	43

1	J. Early Admission for Advanced Studies .....	44
2	K. College Course Credit.....	44
3	L. Credit from Correspondence.....	44
4	M. Credit from Florida Virtual School (FLVS) .....	45
5	N. Credit Acceleration Program .....	46
6	O. Course Substitutions .....	46
7	P. Middle School Acceleration for High School Credit.....	47
8	Q. Home Education .....	48
9	<b>III. GRADE LEVEL CLASSIFICATION.....</b>	<b>50</b>
10	A. Attendance for Credit, Grades 9-12 .....	50
11	1. Grading of Make-up Work .....	50
12	B. General Requirements – Grades 9-12 .....	51
13	C. General Requirements – Grades 9-12, Alternative Education Programs .....	52
14	D. Student Performance Levels for Reading, Writing, Mathematics, and Science.....	53
15	1. Required Program of Study – Grades 9-12.....	53
16	2. Possible Assessments.....	53
17	3. Promotion of ESE Students.....	53
18	E. Progress Monitoring Plan (PMP) Process.....	54
19	1. ELL Students – Progress Monitoring Plan Process.....	56
20	2. Gifted Students.....	57
21	3. Students with Disabilities – Progress Monitoring Plan Process .....	57
22	a) 504 Students.....	57
23	b) ESE Students .....	57
24	F. Retention.....	58
25	1. Retention Considerations for ELL Students .....	59
26	2. Retention Considerations for Students with Disabilities .....	59
27	a) 504 Students.....	59
28	b) ESE Students .....	59
29	G. Remediation.....	60
30	H. Extended School Year .....	61
31	1. ELL Students.....	61
32	2. Students with Disabilities.....	61
33	a) 504 Students.....	61
34	b) ESE Students .....	61
35	3. Home Education Students.....	61
36	<b>IV. GRADUATION REQUIREMENTS .....</b>	<b>62</b>
37	A. Course Credit Requirements.....	62
38	B. Graduation Requirements Charts .....	62

1	C. Cumulative Grade Point Average (GPA) Requirements .....	70
2	1. Grade Forgiveness Policy .....	70
3	D. Statewide Assessment Requirement .....	71
4	1. Graduation Requirements .....	71
5	2. Graduation Options .....	71
6	a) Retaking the Statewide Assessments.....	71
7	b) Concordant and Comparative Scores Option .....	72
8	c) High School Diploma Scholar Designation .....	72
9	d) Waivers for Students with Disabilities .....	73
10	e) General Education Development (GED) Tests .....	73
11	3. Previous Scores Required for Graduation.....	73
12	a) Students Originally Scheduled to Graduate between 2004 and 2013 .....	73
13	b) Class of 2003.....	75
14	(1) High School Competency Test (HSCT) .....	75
15	4. ESE Students .....	76
16	E. End-of-Course Assessment Requirements.....	77
17	F. Student Standards for Participation in Extracurricular Activities .....	78
18	1. Academic Performance Contract.....	78
19	2. Home Education Students.....	79
20	G. Graduation Requirements for ESE Students Prior to the 2014-2015 School Year .....	80
21	1. Accommodations to Basic Courses.....	80
22	2. Standard Diploma.....	80
23	a) Requirements .....	80
24	b) Attendance.....	81
25	c) Curriculum.....	81
26	3. Special Diploma Option 1 .....	82
27	a) Requirements .....	82
28	b) Attendance.....	82
29	c) Curriculum.....	82
30	4. Special Diploma Option 2.....	83
31	a) Requirements .....	83
32	b) Attendance.....	83
33	c) Curriculum.....	83
34	5. Certificate of Completion .....	84
35	6. Special Certificate of Completion .....	84
36	7. Changing Diploma Options.....	84
37	8. Transfers .....	84
38	9. Extended School Year Services .....	84

1	H.	Graduation Requirements for ESE Students During and After the 2014-2015 School Year .....	85
2	1.	Accommodations to Basic Courses.....	85
3	2.	Standard Diploma.....	85
4	3.	Standard Diploma – Access Points/ Florida Alternate Assessment .....	85
5	4.	Standard Diploma – Academic and Employment .....	88
6	5.	Deferral of Receipt of a Standard Diploma.....	91
7	6.	Certificate of Completion .....	92
8	7.	Changing Diploma Options.....	92
9	8.	Transfers .....	92
10	9.	Extended School Year Services .....	92
11	I.	Types of Diplomas .....	93
12	1.	Standard Diploma.....	93
13	2.	Special Diploma (See also Subsection IV.F.).....	93
14	a)	Option1 .....	93
15	b)	Option 2 .....	94
16	3.	Certificate of Completion .....	94
17	4.	Special Certificate of Completion .....	94
18	J.	Diploma Designations .....	95
19	1.	Scholar Diploma Designation .....	95
20	2.	Merit Diploma Designation .....	95
21	K.	Participation in Graduation Ceremonies .....	95
22	L.	Florida Bright Futures Scholarship Program.....	95
23	<b>V.</b>	<b>REPORTING STUDENT PROGRESS.....</b>	<b>96</b>
24	A.	Parent(s)/ Guardian(s) – Written Notification Requirements.....	96
25	B.	Report Cards.....	97
26	C.	General Rules of Marking or Awarding Grades and Credit.....	98
27	1.	Change of Grades .....	99
28	a)	Request by Teacher for change of Grade.....	99
29	b)	Change of Grade without Teacher Request .....	100
30	2.	Final Course Grades .....	101
31	D.	Description and Definition of Marks .....	104
32	1.	Students Enrolled in Grade 9 <i>Prior to the 2009-2010 School Year</i> .....	104
33	a)	Grades 6-12 Percent Point Value Definition .....	104
34	b)	Pacer Point Scale for Determining Class Rank and Valedictorian/ Salutatorian .....	104
35	2.	Students Enrolled in Grade 9 <i>During and After the 2009-2010 School Year</i> .....	105
36	a)	Grades 6-12 Percent Point Value Definition .....	105
37	b)	Weighted Scale for Determining Class Rank, Valedictorian/ Salutatorian, Academic Awards/ Honors, etc.....	106

1	E. Guidelines for Grading and Reporting Academic Progress of ELL Students.....	107
2	F. District/ State Assessment Programs.....	107
3	G. Accommodations of District/ State Assessments for Special Program Students.....	108
4	1. ELL Students.....	108
5	2. Students with Disabilities.....	108
6	a) 504 Students.....	108
7	b) ESE Students .....	108
8	H. Exemptions from District/ State Assessments for Special Program Students .....	109
9	1. ELL Students.....	109
10	2. Students With Disabilities .....	109
11	a) 504 Students.....	109
12	b) ESE Students .....	109
13	I. Annual Report in Local Newspaper.....	110
14		

1 **I. ENTRY, ATTENDANCE, AND WITHDRAWAL**  
2

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

8 **A. Initial Entry Requirements**  
9

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

13 **1. Evidence of Age**  
14

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

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

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

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

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

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

**2. Health Requirements**

**a) Proof of Physical Examination**

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

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

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

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

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

**b) Immunization**

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

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

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



1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47

**(1) Required Immunizations:**

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

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

**(2) Grades 9-11**

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

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

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

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

**(3) Grades 12**

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

All required immunizations and Tetanus-Diphtheria (Tdap) booster

**Exceptions may be granted as follows:**

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

1           **3. Residency Requirements**

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

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

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

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

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

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

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

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

1 **B. Transfer Students**

2  
3 **1. General Transfer Information**

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

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

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

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

2           Amended 07-01-06

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

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

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

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

20           **4. Student Custody**

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

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

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

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

34           1001.42 (5), Florida Statutes

35

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

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

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

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

1           **6. Student with Disabilities**  
2

3           **a) 504 Students**

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

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

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

1           **7. Home Education**  
2

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



1 **C. Attendance Guidelines**  
2

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

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

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

29 **2. Reporting Procedures**  
30

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

1           **3. Student Absences**  
2

- 3           • Non-attendance in a class shall be considered an absence unless the student is  
4           participating in a school activity. Absences shall be classified as:  
5

6           **a) Excused Absences**

7           Amended 07-01-06  
8

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

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

28           Amended 07-01-06  
29

- 30           • Make-up work shall be completed during a period of time equal to at least twice  
31           the time for which the absence is excused, unless the teacher allows more time.  
32  
33           • Students whose absences have been approved as "excused" or "permitted", and  
34           who complete the make-up assignments as required by school policy, shall receive  
35           grades for the periods of such absences in the same manner as if not absent from  
36           school. Each school shall establish procedures to ensure good attendance in each  
37           grading period.  
38

39           Authorization: Section 1001.41, Florida Statutes; Implementation: Section 1003.21,  
40           Florida Statutes and Chapter 75-130, Laws of Florida; Sections 1006.09, 1001.42,  
41           1003.25, 1001.54, 1212.28, 1012.53, 1011.61, 1003.26, Florida Statutes, and STATE  
42           BOARD RULE 6A-1.451  
43

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

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

- Students who have a pre-arranged excused absence shall not be eligible for perfect attendance.
- Approved pre-arranged excused absences may not exceed three (3) days. Students who do not return within five (5) days after a pre-arranged excused absence may be withdrawn for non-attendance.
- Arrangements for make-up work shall be made in advance with the instructor of each class. The student is responsible for the completion of all work. Each teacher shall cooperate as feasible by making assignments, grading materials, and recording grades. Each teacher shall set a timeline for receiving the student's work for credit, and this timeline shall not exceed twice the number of days of absence. Unexcused pre-arranged absences may be considered "accounted for unexcused" and may not be eligible for credit for make-up work.

**c) Unexcused Absences**

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

- All absences other than "excused" or "permitted" shall be deemed "unexcused," and a failing grade may be recorded for the period of the "unexcused" absence, **except** when students who are suspended from school during grade period exams or semester exams, such students shall be allowed to make up these exams.
- Upon each unexcused absence, the Principal or designee shall contact the student's parent or guardian to determine the reason for the absence.
- If a student has had at least five (5) unexcused absences within a calendar month or ten (10) unexcused absences within a ninety (90) day calendar period, the student's primary teacher shall report to the principal or designee that the student may be exhibiting a pattern of non-attendance. Unless there is clear evidence that the absences are not a pattern of non-attendance, the case shall be referred to an Early Truancy Intervention Team or attendance committee to determine if early patterns of truancy are developing. If the Early Truancy Intervention Team or attendance committee finds that a pattern of non-attendance is 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 Early Truancy Intervention Team or attendance committee shall implement specific interventions that best address the problem.
- The Early Truancy Intervention Team or attendance committee shall be diligent in facilitating intervention services and shall report the case to the Superintendent or his designee only after all reasonable efforts to resolve the problem have been exhausted.
- If the parent, guardian, or other person in charge of the child refuses to participate in the remedial strategies because he/ she believes that those strategies are unnecessary or inappropriate, the parent, guardian, or other person in charge of the child may appeal to the School Board. The School Board may provide a hearing officer, who may be an employee of the School Board, in lieu of a School Board hearing, who shall hear the case and make a recommendation for final action to the

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

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

13 **(1) Tardies**

14 Adopted 07-01-13  
15

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

22 **(2) Early Departures**

23 Adopted 07-01-13  
24

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

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

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

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

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

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

10  
11                   **4. Students with Disabilities**

12  
13                   **a) 504 Students**

14                   Amended 07-01-04

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

25  
26                   **b) ESE Students**

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

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

37                   Amended 07-01-08

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

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

- 3           • Students will be afforded an opportunity to make up missed work without adverse school  
4           effects when absent because of a religious holiday. Within five school days prior to an  
5           expected absence for religious reasons, parent(s)/ guardian(s) must notify the principal  
6           in writing and request that the student be excused from attendance. A written excuse will  
7           not be required upon return to school and no adverse or prejudicial effects will result for  
8           any student availing herself/ himself of this provision. Students will be permitted to make  
9           up missed work according to school procedures.  
10
- 11          • If questions arise regarding this rule, principals will grant the parent(s)/ guardian(s) a  
12          conference. Parent(s)/ guardian(s) may appeal the principal's decision to the  
13          Superintendent should a conflict arise.  
14

15           **7. Virtual Instruction Program**  
16

- 17          • Compulsory school attendance and attendance record keeping shall apply to district virtual  
18          instruction programs [1002.245 (6) (a); 1003.21, Florida Statutes]. Students in grades K-  
19          3 must attend at least 720 hours (4 hours per day) of instruction. Students in grades 4-12  
20          must attend at least 900 hours (5 hours per day) of instruction.  
21

1 **D. Student Withdrawals**

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

10

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

12

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

20

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

22

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

31

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

33

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

44

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

46

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

1 **II. PROGRAM DESCRIPTION**

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

4 Amended 07-01-09

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



1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40

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

Amended 07-01-06

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

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

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

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

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

23           **3. Student Performance Standards**

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

1 **B. Special Programs**

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

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

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

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

15 Amended 06-27-00

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

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

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

- 17
- 18 • The academic program for a DOP student may differ from traditional education programs  
19 and schools in scheduling, administrative structure, philosophy, curriculum, and/  
20 setting. The DOP Program employs alternative teaching methodologies, curricula,  
21 learning activities, or diagnostic and assessment procedures in order to meet the needs,  
22 interests, and talents of eligible students. High school DOP programs are designed to  
23 meet the needs of high risk students and offer them special opportunities to earn credit  
24 towards graduation or promotion. Amended 06-19-01 and 07-01-02  
25
- 26 • High school students who meet the district's requirements for an approved dropout  
27 prevention program, an honors accelerated credit program, or a career and technical  
28 education program may be enrolled in modified courses to earn additional credits. (For  
29 ELL students, see above.) Amended 07-02-96 and 06-27-00  
30
- 31 • Students enrolled in district dropout prevention programs will receive a high school  
32 diploma if they fulfill the minimum state graduation requirements and may also participate  
33 in senior activities at their home-zoned schools unless they are enrolled in Zenith School  
34 or a behavior-based program in lieu of expulsion. Senior activities include senior  
35 meetings, proms, and any school-sponsored graduation activities. As a condition for  
36 participation in these activities, students shall meet the home-zoned school's eligibility  
37 requirements for behavior, grades, attendance, and registration procedures. Regardless,  
38 the principal shall have the right of final approval of each student's participation. Amended  
39 07-01-06, 07-01-08, 07-01-09, 07-01-12  
40  
41

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

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

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

24           **3. Gifted Education**

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

36           **4. Students with Disabilities**

37

38           **a) 504 Students**

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

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

1                   **b) Exceptional Education Students**  
2

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

10  
11                   **(1) ESE Curriculum**

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

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

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

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

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

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

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

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

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

1 **D. Acceleration Plan**

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

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



1 **E. Advanced Placement Program**

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

3  
4 • The Advanced Placement program is designed to give students Advanced Placement (AP)  
5 course offerings by teachers who are specially trained through the College Board. Each  
6 program offers a wide variety of AP courses relating to personal interests and individual  
7 academic strengths. The College Board's AP program offers more than 30 courses across  
8 multiple subject areas. Each course is developed by a committee composed of college faculty  
9 and AP teachers and covers the breadth of information, skills, and assignments found in the  
10 corresponding college course.

11  
12 • Students will have the opportunity to earn recognition from the College Board is as follows:

13 ○ *AP Scholar*

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

15 ○ *AP Scholar with Honor*

16 ▪ Granted to students who receive an average grade of at least 3.25 on all AP Exams taken,  
17 and grades of 3 or higher on four or more of these exams

18 ○ *AP Scholar with Distinction*

19 ▪ Granted to students who receive an average grade of at least 3.5 on all AP Exams taken,  
20 and grades of 3 or higher on five or more of these exams

21 ○ *State AP Scholar*

22 ▪ Granted to the one male and one female student in each state in the United States with  
23 grades of 3 or higher on the greatest number of AP Exams, and then the highest average  
24 grade (at least 3.5) on all AP Exams taken

25 ○ *National AP Scholar*

26 ▪ Granted to students in the United States who receive an average grade of at least 4 on all  
27 AP Exams taken, and grades of 4 or higher on eight or more of these exams  
28  
29  
30  
31  
32  
33

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

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

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

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

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

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

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

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

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

6

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

8

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

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

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

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

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

34

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

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

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

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

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

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

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

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

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

1 **H. Career and Technical Education (CTE) Programs**  
2

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

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

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

30 **2. Career Pathways**

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

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

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

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

1 **I. Dual Enrollment**  
2

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

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

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

15 **2. Dual Enrollment**

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

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

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

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

24 **K. College Course Credit**

- 25
- 26 • Any passing grades received in courses from a college may be accepted toward requirements
- 27 for graduation from Osceola County. Three (3) college semester hours shall be considered
- 28 equivalent to one-half (1/ 2) high school credit unless otherwise indicated by the Articulation
- 29 Coordinating Committee and approved by the State Board of Education. Amended 07-01-04
- 30

31 **L. Credit from Correspondence**

- 32
- 33 • Credit from Correspondence from a university will be acceptable so long as the course code
- 34 number of the course taken corresponds to acceptable high school course code numbers. It
- 35 shall be the responsibility of the student to provide verification of successful completion from
- 36 the university to the high school.
- 37
- 38



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

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

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

1 **N. Credit Acceleration Program**

2 Adopted 07-01-10

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

18 **O. Course Substitutions**

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

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

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

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

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

1 **Q. Home Education**

- 2
- 3 • Florida Statute 1002.41 permits parents to choose to place their children in a home education
- 4 program in lieu of public school. The requirements of the law will be monitored through
- 5 Charter Schools and Educational Choices. Amended 07-23-91, 07-21-98, 06-27-00, 07-01-
- 6 02, 07-15-03, and 02-05-08
- 7
- 8 • Florida Statute 1002.41 also states that it is the responsibility of the parent to provide a written
- 9 evaluation of the home education student's progress. With respect to the awarding of high
- 10 school credit, the Superintendent agrees to the following stipulations:
- 11 Amended 09-17-96, 07-21-98
- 12
- 13 • The student must present to the school principal a listing of the specific courses for which
- 14 credit is requested. Credits earned through institutions affiliated with the following accrediting
- 15 agencies will be accepted at face value as long as those courses can be aligned with the
- 16 Florida Course Code Directory:
- 17
- 18 ○ The Southern Association of Colleges and Schools
  - 19 ○ The Middle States Association of Colleges and Schools
  - 20 ○ The New England Association of Colleges and Schools
  - 21 ○ The North Central Association of Colleges and Schools
  - 22 ○ The Northwest Association of Colleges and Schools
  - 23 ○ The Western Association of Colleges and Schools
- 24

25 Such affiliation must be validated through appropriate documentation, which will remain on

26 file with Charter Schools and Educational Choices.

27

- 28 • Credits earned from an institution not accredited by the accrediting agencies listed in
- 29 subsection II.N.1 above may be granted under the following conditions: Amended 07-21-98,
- 30 07-01-08
- 31
- 32 • Courses can be aligned with the Florida Course Code Directory.
- 33
- 34 • Student must produce a portfolio for the course in which student is requesting credit which
- 35 has been reviewed by a Florida certified teacher in that subject area.
- 36
- 37 • The student must pass a comprehensive subject level examination with a minimum score of
- 38 60%. Amended 07-01-04
- 39
- 40 ○ In cases where there is no corresponding subject level examination, the student must pass
  - 41 an appropriate high school level final examination with a minimum score of 60%. The final
  - 42 examination must be prepared by a Florida certified teacher currently employed by the
  - 43 Osceola County School Board and teaching said course at the high school level.
  - 44
  - 45 ○ It will be the responsibility of the student's parents or guardians to procure, schedule, and
  - 46 locate qualified teachers to conduct evaluations for home education courses for which
  - 47 credit is requested.
  - 48
  - 49 ○ Examinations for the purpose of earning credit may be attempted two (2) times. Failure
  - 50 to pass an examination for a second time will require the student to enroll in his home-
  - 51 zoned school and to complete the course for which credit was requested.
  - 52

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

- A student enrolling in an Osceola County high school from home education cannot transfer earned credits in excess of the number of credits that student could normally earn per year in the student's home-zoned school.
- The School District of Osceola County is not authorized to provide regular high school diplomas to students who complete a high school course of study as a home education student. In order for home education students to earn a regular high school diploma from the District, the student must be enrolled as a full-time student for the entire semester prior to the expected date of graduation and have successfully completed all other graduation requirements as outlined in school Board policy. Amended 07-01-06
- Students who request credit according to the above stipulations shall be classified according to age/ grade appropriate placement. Any courses requested for credit must align with the graduation requirements and be contained within the maximum number of credits allowable under the District adopted Student Progression Plan. Adopted 09-17-96
- Home education students may participate in academic dual enrollment, career and technical education program, and early admission. Credit by examination is available through approved correspondence courses. The home education student is responsible for his/ her instructional materials and transportation unless provided for otherwise. The enrollment shall be in accordance with the guidelines established by the Community Colleges and State Universities. Adopted 07-02-96

1 **III. GRADE LEVEL CLASSIFICATION**

2 Amended 07-01-04

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

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

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

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

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

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

26 Amended 07-01-06

- 27
- 28 ○ Make-up work shall be completed during a period of time equal to at least twice the time  
29 for which the absence is excused, unless the teacher allows more time.
- 30
- 31 ○ Students whose absences have been approved as "excused" or "permitted", and who  
32 complete the make-up assignments as required by school policy, shall receive grades for  
33 the periods of such absences in the same manner as if not absent from school. Each  
34 school shall establish procedures to ensure good attendance in each grading period.
- 35

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

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

- 2
- 3 • A student, including an ELL student, will be placed in accordance with the number of credits  
4 earned by the beginning of the school year. Amended 06-27-00
- 5
- 6 ○ A student must have earned 5 credits to be classified as a sophomore.  
7 Amended 06-15-99, 06-27-00, 07-01-02, 07-01-06, 07-01-09
- 8
- 9 ○ A student must have earned 11 credits to be classified as a junior.  
10 Amended 06-15-99, 06-27-00, 07-01-02, 07-01-06, 07-01-09
- 11
- 12 ○ A student must have earned 18 credits to be classified as a senior.  
13 Amended 06-15-99, 06-27-00, 07-01-02, 07-01-06, 07-01-09
- 14
- 15 • Students who transfer into Osceola County from public schools shall be classified according  
16 to their grade placement at the school from which they transfer. Thereafter they will follow  
17 classification as set up by Osceola County except for those students who transfer as seniors.
- 18
- 19 • All **transfer students** will be expected to attempt to earn a minimum of three and one-half  
20 (3.5) credits per semester in the year of their transfer; however, no requirement for specific  
21 course work will be retroactive except as stated above.
- 22
- 23 • Work or credits from state or regionally accredited SACS/ CITA public or private schools or  
24 institutions shall be accepted at face value, subject to validation if deemed necessary.  
25 Amended 07-01-02
- 26
- 27 • Students may be promoted to the next grade at the end of the first semester of a school year  
28 provided they have earned the following number of eligible credits:
- 29
- 30 ○ Sophomore - 7 credits
- 31
- 32 ○ Junior - 14 credits
- 33
- 34 ○ Senior - 20 credits
- 35
- 36 Adopted 07-23-91, Amended 06-15-99, 06-27-00, 07-01-02, 07-01-06, 07-01-09
- 37
- 38 • All students will be expected to remain a full-time student for four (4) years after enrolling as  
39 a Grade 9 student, *unless* the student:
- 40
- 41 ○ Declares an intent to graduate on the 18 credit Academically Challenging Curriculum to  
42 Enhance Learning (ACCEL) plan, or
- 43
- 44 ○ Declares an intent to graduate early under the 24 credits plan and meets all standard  
45 diploma requirements.
- 46
- 47 ○ A student must make his or her declaration to graduate early *prior to* the first day of the  
48 second semester of the school year in which the student intends to graduate.
- 49
- 50 ○ Is an overage student enrolled in a dropout prevention program.
- 51
- 52 • Students who earn 24 or more credits prior to graduation will be encouraged to pursue  
53 advanced academic or vocational opportunities such as Advanced Placement, Dual

1 Enrollment, International Baccalaureate, Advanced International Certificate of Education, or  
2 Industry Certification programs.  
3

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

4  
5 Adopted 07-23-91, Amended 07-01-06, 07-01-09  
6

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

8 Amended 01-05-10  
9

- 10 • Students enrolled in alternative education programs may be promoted to the next grade  
11 provided they have earned the following number of credits:  
12
- 13 ○ Sophomore - 5 credits
  - 14 ○ Junior - 11 credits
  - 15 ○ Senior - 18 credits
- 16  
17  
18  
19



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

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

- 3
- 4 • Florida Statute 1008.25 requires that the district define specific levels of performance in
  - 5 reading, writing, mathematics, and science for each grade level. These levels of
  - 6 performance will be used to identify students who **must** receive remediation or be retained
  - 7 within an intensive program that is different from the previous year's program and takes
  - 8 into account the student's learning style.
  - 9
  - 10 • In compliance with School Board's Objective (Improve accepted measures of success
  - 11 annually) and Florida Statute 1008.25, students will be identified as performing at one of
  - 12 three levels which indicates a student's achievement:
  - 13
    - 14 ○ above grade level,
    - 15 ○ at grade level, or
    - 16 ○ below grade level.
  - 17
  - 18 • Performance levels are determined by various indicators that will include, but are not limited
  - 19 to, multiple measures using appropriate grade-level assessments as well as teacher
  - 20 judgment.

21

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

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

30

31 **2. Possible Assessments**

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

41

42 **3. Promotion of ESE Students**

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

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

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

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

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by Section 1011.62 (8), Florida Statutes, shall include instructional and support services to be provided to meet the desired levels of performance. District school boards may require low performing students to attend remediation programs held before or after regular school hours or during summer if transportation is provided. Section 1008.25 (4)(b)3, Florida Statutes
  - **Diagnostic assessments may include, but are not limited to:**
    - teacher assessment
    - text/ placement tests
    - diagnostic software
    - Stanford Diagnostic Reading Test.
  - **Intensive instruction is usually associated with the following:**
    - diagnostic/ prescription
    - targeted to specific skill development
    - variety of opportunities for repetitions (repeated exposure)
    - smaller chunks of text or content
    - guided and independent practice
    - skill development and practice integrated into all activities
    - frequent monitoring
    - criterion-based evaluation of success.
  - Students in Grades 9-12 whose performance in reading, writing, mathematics, and/ or science requires remediation **must** have a PMP or comparable individual academic plan.
    - Students whose performance is minimally below grade level may need a PMP.
    - PMP's are required for Grades 9-12 students who are performing below grade level.
  - An existing PMP is to be **closed** at the conclusion of the school year.
    - At that time, the teacher(s) of the student who had a PMP is to make recommendations regarding the student's educational program for the following year.
    - The PMP should be placed in the student's permanent record at the close of each year or at the time of student withdrawal.
  - If a student is to continue remediation during the following year, he or she is to receive a **new PMP**.
    - The new PMP is to be developed through the collaboration of the receiving teacher(s) and the parent(s)/ guardian(s) and approved by the principal.
    - Recommendations of the sending teacher(s) are to be reviewed as part of the PMP progress.
  - Students who do not meet minimum performance expectations for the statewide assessment tests in reading, writing, mathematics, and/ or science must continue remedial instruction until expectations are met.



1           **2. Gifted Students**

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

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

7

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

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

10

11          **a) 504 Students**

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

13

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

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

16

17          **b) ESE Students**

18          Amended 07-01-06

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

1 **F. Retention**

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

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

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

2           Amended 06-27-00

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

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

18           **a) 504 Students**

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

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

21

22           **b) ESE Students**

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

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

1 **G. Remediation**

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

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



1 **H. Extended School Year**  
2

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

7 **1. ELL Students**  
8

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

17 **2. Students with Disabilities**  
18

19 **a) 504 Students**  
20

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

26 **b) ESE Students**  
27

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

36 **3. Home Education Students**  
37

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

1 **IV. GRADUATION REQUIREMENTS**

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

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

8  
9 **A. Course Credit Requirements**

10 Amended 07-01-04, 07-01-06, 07-01-09, 07-01-10, 07-01-12, 07-01-13, 07-01-14

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

15  
16 **B. Graduation Requirements Charts**

17 Amended 07-01-14

18  
19 (Please see the following pages.)  
20

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

1

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

2

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

1

<b>Requirements for Diploma Designations</b>
<b>Scholar Diploma Designation</b>
In addition to meeting the standard high school diploma requirements a student must: <ul style="list-style-type: none"> <li>▪ Pass the ELA Grade 11 statewide assessment once implemented</li> <li>▪ Earn 1 credit in Algebra 2, pass Algebra 2 assessment once implemented</li> <li>▪ Earn 1 credit in statistics or an equally rigorous mathematics course</li> <li>▪ Pass the Biology 1 EOC</li> <li>▪ Earn 1 credit in chemistry or physics</li> <li>▪ Earn 1 credit in a course equally rigorous to chemistry or physics</li> <li>▪ Pass the U.S. History EOC</li> <li>▪ Earn 2 credits in the same world language</li> <li>▪ Earn at least 1 credit in Advanced Placement (AP), IB, AICE, or a dual enrollment course.</li> </ul>
<b>Merit Diploma Designation</b>
In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> <li>▪ Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</li> </ul>

2

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

## Requirements for Diploma Designations

### Scholar Diploma Designation

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

- Pass the ELA Grade 11 statewide assessment once implemented
- Earn 1 credit in Algebra 2 (must pass statewide assessment)
- Earn 1 credit in statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn 1 credit in chemistry or physics
- Earn 1 credit in a course equally rigorous to chemistry or physics
- Pass the U.S. History EOC
- Earn 2 credits in the same world language
- Earn at least 1 credit in Advanced Placement (AP), IB, AICE or a dual enrollment course

### Merit Diploma Designation

In addition to meeting the standard high school diploma requirements:

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

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

## Requirements for Diploma Designations

### Scholar Diploma Designation

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

- Pass the ELA Grade 11 statewide assessment once implemented
- Earn 1 credit in Algebra 2 (must pass statewide assessment)
- Earn 1 credit in statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn 1 credit in chemistry or physics
- Earn 1 credit in a course equally rigorous to chemistry or physics
- Pass the U.S. History EOC
- Earn 2 credits in the same world language
- Earn at least 1 credit in Advanced Placement (AP), IB, AICE, or a dual enrollment course.

### Merit Diploma Designation

In addition to meeting the standard high school diploma requirements:

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



**Requirements for All Student Cohorts, 2011-2012 through 2014-2015**

**A student must successfully complete a:**

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

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

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

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

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

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

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

**What is the credit acceleration program (CAP)?**

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

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

**• Acceleration courses and advanced coursework options include:**

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

For more information, visit [www.fldoe.org/schools/SupportForNGHS.asp](http://www.fldoe.org/schools/SupportForNGHS.asp).

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

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

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12

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

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

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

- 3
- 4 • All students must maintain a **cumulative grade point average of 2.0 on a 4.0 scale** as  
5 required by Florida Statute 1003.428. Parents of students who have cumulative grade point  
6 averages less than 1.5 above the required graduation level shall be notified that the student  
7 is at risk of not meeting the graduation requirements. This notification shall be in the form  
8 provided in the District approved reporting procedures. Adopted 07-29-97, Amended 06-19-  
9 01, 07-01-14
  - 10
  - 11 • For those students at each grade level in Grades 9 through 12 who have attained a cumulative  
12 grade point average at or below the minimum required for graduation, the following options  
13 will be made available. (Adopted 07-29-97, Amended 06-27-00, 06-19-01, and 07-01-04)
  - 14

15 **1. Grade Forgiveness Policy**

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

40 Adopted 07-29-97;

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

- 42
- 43
- 44 • Students who have not attained the required grade point average are eligible for an extended  
45 school year in an attempt to raise the cumulative grade point average. Adopted 07-29-97,  
46 Amended 07-01-09
- 47

1 **D. Statewide Assessment Requirement**

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

3  
4 **1. Graduation Requirements**

5  
6 The assessments students must pass in order to graduate with a standard high school  
7 diploma are determined by their year of enrollment in Grade 9. Table 1 lists the required  
8 assessments for each Grade 9 cohort for FCAT 2.0 Reading and the Algebra 1 End-of-  
9 Course (EOC) Assessment. Table 4 lists the requirements for Grade 9 cohorts required to  
10 pass the FCAT.  
11  
12

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

<b>School Year When Assessment Requirements Began for Students Entering Grade 9</b>	<b>Assessment(s) that Students Must Pass in Order to Graduate</b>
<b>2010-11</b>	<ul style="list-style-type: none"><li>• Grade 10 FCAT 2.0 Reading</li></ul>
<b>2011-12 to Present</b>	<ul style="list-style-type: none"><li>• Grade 10 FCAT 2.0 Reading</li><li>• Algebra 1 EOC Assessment</li></ul>

13  
14 The State Board of Education established Achievement Levels for FCAT 2.0 Reading and  
15 the Algebra 1 EOC Assessment on December 19, 2011. Table 2 shows the passing score  
16 for each assessment depending on the year students entered Grade 9.  
17  
18

**Table 2: Passing Scores for the Required Assessments**

<b>Assessment</b>	<b>Year Student Entered Grade 9</b>	
	<b>2010-11</b>	<b>2011-12 to Present</b>
<b>FCAT 2.0 Reading</b>	245	245
<b>Algebra 1 EOC Assessment</b>	N/A	399 or above

19  
20 **2. Graduation Options**

21  
22 **a) Retaking the Statewide Assessments**

23  
24 Students can retake the Grade 10 FCAT 2.0 Reading test or Algebra 1 EOC Assessment  
25 each time the test is administered until achieving a passing score, and students can enroll  
26 beyond the twelfth grade year should they need additional instruction to pass an  
27 assessment. Students currently have up to five opportunities to pass the Grade 10 FCAT  
28 2.0 Reading test before their scheduled graduation. Students who do not pass FCAT 2.0  
29 Reading in the spring of their tenth-grade year may retest in fall and spring of their  
30 eleventh- and twelfth-grade years. The number of opportunities to retake the Algebra 1  
31 EOC Assessment will depend on when students first take the test, since they typically take  
32 it at the conclusion of the course. The Algebra 1 EOC Assessment is currently  
33 administered four times each year: fall, winter, spring, and summer.  
34

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

2  
3 A student can also graduate by receiving a score concordant to the FCAT 2.0 passing  
4 score on either the ACT or SAT and a score comparative to the Algebra 1 EOC  
5 Assessment passing score on the Postsecondary Education Readiness Test (PERT) (for  
6 FCAT concordant scores, see Table 4). FCAT 2.0 concordant scores for students entering  
7 grade 9 in 2010-11 and after were established in January 2013 by the department. These  
8 concordant scores and the Algebra 1 EOC Assessment comparative score for students  
9 entering Grade 9 in 2011-12 and after were established in rule by the State Board of  
10 Education in September 2013.

11  
12 Table 3 shows the concordant and comparative scores students must achieve based on  
13 the year they entered Grade 9. Even if they have achieved a concordant score before the  
14 Grade 10 assessment, all students enrolled in Grade 10 are required to participate in the  
15 statewide assessments in accordance with Section 1008.22, Florida Statutes.  
16 Additionally, if students have achieved a comparative score on the PERT prior to enrolling  
17 in and completing Algebra 1 or an equivalent course, they must take the Algebra 1 EOC  
18 Assessment in accordance with Section 1008.22, Florida Statutes. Additional guidance  
19 regarding FCAT concordant scores is posted at:

- 20  
21 • <http://www.fldoe.org/BII/StudentPro/resources.asp>

22  
23 **Table 3: Concordant and Comparative Scores by Year Students Entered Grade 9**

Assessment	Reading	Algebra 1
	2010-11 to Present	2011-12 to Present
FCAT 2.0	245	N/A
SAT	430	N/A
ACT	19	N/A
Algebra 1 EOC Assessment	N/A	399
PERT	N/A	97

24  
25 **c) High School Diploma Scholar Designation**

26  
27 To qualify for a standard high school diploma Scholar designation, students must earn  
28 passing scores on each of the following statewide assessments:

- 29  
30 • Biology 1 and  
31 • U.S. History

32  
33 The passing score for each EOC assessment is the minimum score in Achievement Level  
34 3 (see <http://fcats.fldoe.org/fcat2/pdf/achlevel.pdf>). For students who took an EOC  
35 assessment during its implementation year, districts may opt to convert the reported T  
36 scores to the established score scale to determine the Achievement Level a student would  
37 have earned if the achievement standards had been implemented at that time, or a district  
38 may allow these students to retake the test. Districts received a conversion table that may  
39 be used to convert students' T scores into the established scale scores. Additionally,  
40 districts may choose to administer an EOC assessment to students who did not have an  
41 opportunity to take it if they wish to qualify for the Scholar designation.  
42

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

2  
3 Students with disabilities who are working toward a standard high school diploma are  
4 expected to participate in the FCAT 2.0 and Florida EOC Assessments; however,  
5 legislation provides for a waiver of the FCAT 2.0 or Algebra 1 EOC Assessment as a  
6 requirement for graduating with a standard high school diploma for students with  
7 disabilities whose abilities cannot be accurately measured by the statewide assessments.  
8 Pursuant to Section 1008.22(3)(c)2., Florida Statutes, "A student with a disability, as  
9 defined in Section 1007.02(2), Florida Statutes, for whom the individual education plan  
10 (IEP) team determines that the statewide, standardized assessments under this section  
11 cannot accurately measure the student's abilities, taking into consideration all allowable  
12 accommodations, shall have assessment results waived for the purpose of receiving a  
13 course grade and a standard high school diploma. Such waiver shall be designated on  
14 the student's transcript." For additional information, contact the Bureau of Exceptional  
15 Education and Student Services at:

- 16  
17 • <http://www.fldoe.org/ese/>

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

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

29  
30 **3. Previous Scores Required for Graduation**

31  
32 **a) Students Originally Scheduled to Graduate between 2004 and 2013**

33  
34 Students who entered Grade 9 in the 2008-09 school year or prior and were originally  
35 scheduled to graduate between 2004 and 2012 must earn passing scores on Grade 10  
36 FCAT Reading and Mathematics, or their equivalents. Beginning in 2012-13, students  
37 who have not achieved a passing score on FCAT Reading may take the FCAT 2.0  
38 Reading Retake. Students who entered Grade 9 in the 2009-10 school year must earn  
39 an alternate passing score (comparable to the passing score for Grade 10 FCAT Reading)  
40 on Grade 10 FCAT 2.0 Reading and a passing score on Grade 10 Mathematics. The  
41 required passing and concordant scores for students who entered grade 9 from 2001-01  
42 to 2009-10 are provided in Table 4.  
43  
44

1

**Table 4: Passing Scores for Students Entering Grade 9 from 2000-01 to 2009-10**

<b>Assessment</b>	<b>Reading</b>	<b>Mathematics</b>
<b>FCAT</b>	1926 (scale score of 300) or above (Last administered in 2011-12)	1889 (scale score of 300) or above
<b>FCAT 2.0</b>	241 or above*	N/A
<b>SAT Concordant Score</b>	410 (for those students who entered grade 9 in 2006-07 or earlier) 420 (for those students who entered grade 9 in 2007-08, 2008-09 or 2009-10)	340**
<b>ACT Concordant Score</b>	15 (for those students who entered grade 9 in 2006-07 or earlier) 18 (for those students who entered grade 9 in 2007-08, 2008-09 or 2009-10)	15

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

\*Students who participated in the Spring 2011 Grade 10 FCAT 2.0 Reading test received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is comparable to a score of 241 on the FCAT 2.0.

\*\*A concordant score of 370 on SAT Mathematics was previously established in 2003 as an alternative for the Grade 10 FCAT Mathematics requirement. This alternative passing score was lowered to a score of 340 after a concordance study was conducted in November 2009 on a revised, more challenging version of the SAT. Students required to pass FCAT Mathematics for graduation may submit a score of 340 or higher regardless of their year of enrollment in Grade 9 if the score is dated March, 2005, and beyond. Additional guidance is provided in the document posted at:

- <http://www.fldoe.org/asp/k12memo/pdf/PolicyGuidance.pdf>

1           **b) Class of 2003**  
2

3           Students who were originally scheduled to graduate in 2003 are still eligible for a lower  
4           passing score of 1856 (scale score of 287) or higher on Grade 10 FCAT Reading and  
5           1868 (scale score of 295) or higher on Grade 10 FCAT Mathematics tests. Students  
6           eligible for this requirement may satisfy it by earning a Grade 10 FCAT 2.0 Reading score  
7           of 236 or higher.  
8

9           **(1) High School Competency Test (HSCT)**

10          Passing scores on the FCAT Reading, FCAT Mathematics, and FCAT 2.0 Reading have  
11          been established for students who were previously required to pass the HSCT. The  
12          concordant scores are provided in Table 5.  
13  
14

15          **Table 5: HSCT/ FCAT Concordant Scores for Eligible Students**

<b>Assessment</b>	<b>Reading</b>	<b>Mathematics</b>
<b>FCAT 2.0</b>	229	N/A
<b>FCAT</b>	1753 (scale score of 268) (Last administered in 2011-12)	1799 (scale score of 278) (Last administered in 2012-13)
<b>HSCT</b>	700 (Last administered in June 2008)	700 (Last administered in June 2008)

16          **Note:** The approved HSCT concordant score for the 2011 FCAT 2.0 Reading test is an  
17          FCAT Equivalent Score of 268.  
18  
19

1           **4. ESE Students**  
2

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

22           Amended 06-15-99, 06-27-00, 07-15-03, 07-01-05, 07-01-06, 05-19-09  
23  
24



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

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

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

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

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

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

31 **1. Academic Performance Contract**

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

1           **2. Home Education Students**  
2

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

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

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

2 Amended 07-15-03

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

8 Amended 06-27-00

9

10 **1. Accommodations to Basic Courses**

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

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

27

28 **2. Standard Diploma**

29

30 **a) Requirements**

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

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18

- Course Requirements
- Cumulative Grade Point Average (GPA) Requirements
- Florida Comprehensive Assessment Test (FCAT) Requirements

**b) Attendance**

- Meet attendance requirements.

**c) Curriculum**

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

Adopted 7/ 21/ 97, Amended 07-01-06, 07-01-08, 07-01-09

1 **3. Special Diploma Option 1**  
2 Adopted 07-01-09, Amended 07-01-14  
3

4 **NOTE: Only ESE students who enrolled in Grade 09 prior to the 2014-2015 School Year**  
5 **are eligible for this diploma option.**  
6

7 **a) Requirements**

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

- 13 ○ Complete course requirements as outlined below:  
14

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

15  
16  
17 Total: 22 Credits (11 required, 11 elective)  
18

- 19 ○ Students must have a 2.0 Grade Point Average (GPA) calculated from the courses  
20 outlined above to be eligible for a special diploma.  
21

22 **b) Attendance**

- 23 • Meet attendance requirements.  
24

25 **c) Curriculum**

- 26 • The curricular approach for high school exceptional students shall follow the Florida  
27 Standards or the Access Points of the Florida Standards.  
28  
29 • Any exceptional student, excluding students classified as Visually Impaired or Speech  
30 Impaired only, who has acquired appropriate credits and GPA for a regular high school  
31 diploma and for whom the Florida Comprehensive Assessment Test (FCAT) waiver  
32 was not approved by the IEP Team) may be awarded a Special Diploma Option 1.  
33  
34 • Note: Students classified as Visually Impaired or Speech Impaired only are not eligible  
35 for a special diploma at this time.  
36

37 Auth: 6A-1.095, FAC  
38

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52

#### 4. Special Diploma Option 2

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

##### a) Requirements

- In accordance with Rule 6A-1.0996, FAC, exceptional students who demonstrate mastery of specified employment and community competencies may graduate with a Special Diploma, Option 2. Amended 06-27-95, 07-21-98, 07-01-14
  - 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)
  - Students must have a 2.0 Grade Point Average (GPA) calculated from the course requirements outlined above to be eligible for a special diploma.
  - The student shall satisfactorily demonstrate employment and community competencies while employed full-time at least 25 hours per week in a community based job and paid at least minimum wage for a minimum of one semester, unless the student is placed in supported competitive employment. In this case, the student must be employed for at least 20 hours per week, for the equivalent of one semester.
  - The student's individual education plan shall include a transition plan containing annual goals and short-term objectives related to the employment and community competencies. Amended 06-27-95
  - A training plan shall be developed and signed by the student, parent, teacher, and employer. The plan shall identify the job specific employment and related community competencies, the criteria for determining and certifying mastery of the competencies, the work schedule and the minimum number of hours to be worked per week, a description of the supervision to be provided by the school district staff, and any special considerations. Amended 06-27-95

##### b) Attendance

- Meet attendance requirements.

##### c) Curriculum

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

- The curricular approach for high school exceptional students shall follow the Florida Standards or Access Points for Florida Standards in reading/ language arts, math, social studies, and science. Amended 06-27-95, 07-01-06, 07-01-09, 07-01-14

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

**5. Certificate of Completion**

Adopted 06-27-95

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

**6. Special Certificate of Completion**

Amended 06-27-95, 07-21-98 06-27-00, 07-01-06, 07-01-08, 07-01-09, 07-01-14

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

**7. Changing Diploma Options**

Adopted 06-27-95

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

**8. Transfers**

- Any exceptional student transferring into the Osceola School District during his or her senior year and determined eligible for a special diploma shall be eligible to graduate based upon the requirements of the school district from which he or she is transferring.  
Amended 007-01-05

**9. Extended School Year Services**

Adopted 06-27-00

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



1 **H. Graduation Requirements for ESE Students During and After the 2014-2015 School Year**  
2 Amended 07-01-14  
3

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

8 **1. Accommodations to Basic Courses**  
9

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

21  
22  
23  
24  
25  
26 **2. Standard Diploma**  
27

- 28 • The requirements for the Standard Diploma are defined in Section 1003.4282 (1),  
29 Florida Statutes, and Paragraph IV.B. of this document.  
30

31 **3. Standard Diploma – Access Points/ Florida Alternate Assessment**  
32

33 The Standard Diploma – Access Points/ Florida Alternate Assessment is designed for ESE  
34 students with significant cognitive disabilities for whom the Individual Educational Plan  
35 (IEP) Team has determined that Access Points and the Florida Alternate Assessment are  
36 the most appropriate means of providing the student access to the general curriculum  
37 [Section 1008.22(3)(c)4, Florida Statutes].  
38

39 In general, the requirements for this diploma option are:  
40

- 41 • A combination of course substitutions, assessments, industry certifications, other  
42 acceleration options, or occupational completion points appropriate to the student's  
43 unique skills and abilities that meet the criteria that State Board of Education rules  
44 establish  
45
- 46 • A portfolio of quantifiable evidence that documents a student's mastery of academic  
47 standards through rigorous metrics that State Board of Education rules establish. A  
48 portfolio may include, but is not limited to, documentation of work experience,  
49 internships, community service, and postsecondary credit.  
50

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

<b>Requirements for Standard Diploma – Access Points/ Florida Alternate Assessment</b>
<p>4 Credits English Language Arts</p> <ul style="list-style-type: none"> <li>• Access English I,II,III,IV</li> <li>• An applied Career and Technical Education (CTE) courses that has content related to English Language Arts may substitute for Access English IV. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</li> </ul>
<p>4 Credits Mathematics</p> <ul style="list-style-type: none"> <li>• Access Algebra 1A and 1B and Access Geometry</li> <li>• An applied CTE course that has content related to Mathematics may substitute for one mathematics credit with the exception of Access Algebra 1A and 1B and Access Geometry. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</li> </ul>
<p>3 Credits in Science</p> <ul style="list-style-type: none"> <li>• Includes Access Biology</li> <li>• At least 2 courses must have a laboratory component</li> <li>• An applied Career and Technical Education (CTE) courses that has content related to science, an industry certification, or an identified computer science courses with a related industry certification may substitute for up to one science credit with the exception of Access Biology. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</li> </ul>
<p>3 Credits Social Studies</p> <ul style="list-style-type: none"> <li>• 1 credits in Access World History</li> <li>• 1 credit in Access United States History</li> <li>• .5 credit in Access United States Government</li> <li>• .5 credit in Access Economics with Financial Literacy</li> <li>• An applied Career and Technical Education (CTE) courses that has content related to social studies may substitute for up to one social studies credit, with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</li> </ul>
<p>1 Credit Physical Education</p> <ul style="list-style-type: none"> <li>• Integration of health</li> <li>• Eligible courses are described in Course Code Directory and Instructional Assignment</li> </ul>
<p>1 Credit in Fine and Performing Arts, Speech and Debate, or Practical Arts</p>
<p>8 Credits Electives</p>
<p>1 Course Online</p> <ul style="list-style-type: none"> <li>• Students may be exempted from this requirement if the IEP team determines an exemption is appropriate.</li> </ul>

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Participate in the Florida Alternate Assessments in Reading, Mathematics, and Science until these tests are replaced by Florida Alternate Assessments in English Language Arts I, II, and III; Algebra I; Geometry; Algebra II; Biology I; and United States History</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Attain a score of at least four (4) on the Florida Alternate Assessments in reading and mathematics until these tests are replaced by the Grade 10 English Language Arts Alternate Assessment and the End of Course (EOC) assessment for Access Algebra I unless a waiver of the results is granted in accordance with Section 1008.22(3)(c), Florida Statutes.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include: <ul style="list-style-type: none"> <li>○ List of courses the student has taken, grades received, student work samples, and other materials that demonstrate growth, improvement, and mastery of all required course standards</li> <li>○ Community-based instruction, modified occupational completion points, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>• Earn a cumulative Grade Point Average (GPA) of at least 2.0. <ul style="list-style-type: none"> <li>○ Students must meet the graduation requirements specified in Section 1003.4282(1)-(9), Florida Statutes, or Section 1002.3105 (5), Florida Statutes, through the Access Points courses specified for each required core course, through more rigorous ESE courses in the same content area, or through core academic courses.</li> </ul> </li> </ul>  |

1                   **4. Standard Diploma – Academic and Employment**  
2

3                   The Standard Diploma – Academic and Employment is designed for ESE students with  
4                   disabilities for whom the IEP team has determined that mastery of both academic and  
5                   employment competencies is the most appropriate way for the student to demonstrate his  
6                   or her skills.

7  
8                   In general, the requirements for this diploma option are:  
9

- 10                  • Documented completion of the minimum high school graduation requirements,  
11                  including the number of course credits that State Board of Education rules establish  
12
- 13                  • Documented achievement of all annual goals and short-term objectives for academic  
14                  and employment competencies, industry certifications, and occupational completion  
15                  points specified in the student’s transition plan. The documentation must be verified  
16                  by the IEP team.
- 17
- 18                  • Documented successful employment for the number of hours per week specified in  
19                  the student’s transition plan, for the equivalent of 1 semester, and payment of a  
20                  minimum wage in compliance with the requirements of the federal Fair Labor  
21                  Standards Act.
- 22
- 23                  • Documented mastery of the academic and employment competencies, industry  
24                  certifications, and occupational completion points specified in the student’s transition  
25                  plan. The documentation must be verified by the IEP team, the employer, and the  
26                  teacher. The transition plan must be developed and signed by the student, parent,  
27                  teacher, and employer before placement in employment and must identify the  
28                  following:  
29
  - 30                          ○ The expected academic and employment competencies, industry certifications,  
31                          and occupational completion points;
  - 32                          ○ The criteria for determining and certifying mastery of the competencies;
  - 33                          ○ The work schedule and the minimum number of hours to be worked per week; and
  - 34                          ○ A description of the supervision to be provided by the school district.
  - 35

36                  Specifically, in order to earn a Standard Diploma – Academic and Employment, an ESE  
37                  student must meet all of the requirements listed in the following chart:  
38

**Requirements for  
Standard Diploma – Academic and Employment**

**4 Credits English Language Arts**

- English I,II,III,IV
- An applied Career and Technical Education (CTE) courses that has content related to English Language Arts may substitute for English IV. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

**4 Credits Mathematics**

- Algebra 1A and 1B or Algebra 1 and Geometry
- An applied CTE course that has content related to Mathematics may substitute for up to one mathematics credit with the exception of Algebra and Geometry. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

**3 Credits in Science**

- Includes Biology
- At least 2 courses must have a laboratory component
- An applied Career and Technical Education (CTE) courses that has content related to science, an industry certification, or an identified computer science courses with a related industry certification may substitute for up to one science credit with the exception of Biology. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

**3 Credits Social Studies**

- 1 credits in World History
- 1 credit in United States History
- .5 credit in United States Government
- .5 credit in Economics with Financial Literacy
- An applied Career and Technical Education (CTE) courses that has content related to social studies may substitute for up to one social studies credit, with the exception of United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

**1 Credit Physical Education**

- Integration of health
- Eligible courses are described in Course Code Directory and Instructional Assignment

**1 Credit in Fine and Performing Arts, Speech and Debate, or Practical Arts**

**.5 Credit in an Employment-Based Course**

- Employment at minimum wage or above, in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan for the equivalent of at least 1 semester.
- Additional credits in Employment-Based Courses are permitted as electives

7 Credits Electives

1 Course Online

- Students may be exempted from this requirement if the IEP team determines an exemption is appropriate.
- Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team.
- Documented completion of the minimum high school graduation requirements, including the number of course credits and state assessments that State Board of Education rules establish. Students must meet the graduation requirements specified in Section 1003.4282(1)-(9), Florida Statutes, or Section 1002.3105 (5), Florida Statutes.
- Earn a cumulative Grade Point Average (GPA) of at least 2.0.

1                   **5. Deferral of Receipt of a Standard Diploma**  
2

3                   An ESE student who meets the requirements for a Standard Diploma may defer the receipt  
4                   of the diploma and continue to receive services if he or she meets the following general  
5                   requirements.  
6

- 7                   • Has an individual education plan that prescribes special education, transition planning,  
8                   transition services, or related services through age 21; and  
9
- 10                  • Is enrolled in accelerated college credit instruction pursuant to s. 1007.27, industry  
11                  certification courses that lead to college credit, a collegiate high school program,  
12                  courses necessary to satisfy the Scholar designation requirements, or a structured  
13                  work-study, internship, or pre-apprenticeship program.  
14

15                  The decision to accept or defer the standard high school diploma must be made during  
16                  the school year in which the student is expected to meet all of the requirements for a  
17                  Standard Diploma, and the decision must be noted on the IEP, and the parent, or the  
18                  student over the age of eighteen (18) for whom rights have transferred in accordance with  
19                  subsection 6A-6.03311(8), F.A.C., must sign a separate document stating the decision.  
20

21                  The IEP team must:

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

28                  The School District must:

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

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

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33

**6. Certificate of Completion**

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

**7. Changing Diploma Options**

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

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

**8. Transfers**

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

**9. Extended School Year Services**

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



1 **I. Types of Diplomas**

2 Adopted 09-17-96, Amended 06-15-99, 06-27-00, and 07-15-03

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

5  
6 **1. Standard Diploma**

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

24  
25 Amended 07-23-91, 06-27-00, and 07-01-08

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

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

31  
32 **a) Option1**

33 Amended 07-23-91, 06-28-94, 07-21-98, 07-01-06, 07-01-08, 07-01-09, 07-01-14

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

42  
43 Any exceptional student excluding Visually Impaired or Speech Impaired only who has  
44 acquired appropriate credit for a regular high school diploma and GPA and for whom the  
45 Florida Standards Assessment (FSA) waiver was not approved by the IEP team, may be  
46 awarded a Special Diploma Option 1. Amended 07-21-98, 07-01-02, and 07-01-08, 07-  
47 01-09, 07-01-14

1                   **b) Option 2**

2                   Adopted 07-21-98, Amended 07-01-14

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

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

16                  Amended 06-27-00

17  
18  
19                  **3. Certificate of Completion**

20                  Amended 07-23-91, 07-01-08

- 21  
22
  - 23                   • A Certificate of Completion may be awarded to all students who acquire appropriate  
24                   credits and GPA for a regular high school diploma and for whom the Florida Standards  
25                   Assessment (FSA) waiver was not approved by the IEP team.

26                  **4. Special Certificate of Completion**

27                  Amended 07-01-06, 07-01-08, 07-01-09, 07-01-14

- 28  
29
  - 30                   • A Special Certificate of Completion may be awarded to an eligible exceptional education  
31                   student who meets the requirements for a special diploma, but is unable to meet the  
32                   Florida Standards for Special Diploma or the Florida Standards or Access Points for  
33                   Florida Standards in reading/ language arts, math, social studies, and science.

1 **J. Diploma Designations**

2  
3 **1. Scholar Diploma Designation**

4  
5 In addition to meeting the 24-credit standard high school diploma requirements, a student  
6 must earn:

- 7
- 8 • 1 credit in Algebra 2;
  - 9 • 1 credit in statistics or an equally rigorous mathematics course;
  - 10 • 1 credit in chemistry or physics;
  - 11 • 1 credit in a course equally rigorous to chemistry or physics;
  - 12 • 2 credits in the same world language;
  - 13 • At least 1 credit in Advanced Placement (AP), IB, AICE or a dual enrollment course; and
  - 14 • Passing scores on the following state End of Course (EOC) exams
    - 15 ○ Biology 1
    - 16 ○ U.S. History
    - 17 ○ Grade 11 English Language Arts (ELA) statewide assessment once implemented

18 **2. Merit Diploma Designation**

19 In addition to meeting the standard high school diploma requirements, a student must:

- 20 • Attain one or more industry certifications from the list established (per Section 1003.492,  
21 Florida Statutes)

22  
23  
24 **K. Participation in Graduation Ceremonies**

- 25
- 26 • Seniors participating in high school graduation ceremonies shall have completed all  
27 requirements for graduation as set forth in this Student Progression Plan and be in good  
28 standing. Seniors receiving a Standard Diploma, a Special Diploma, or a Certificate of  
29 Completion will also be eligible to participate in the ceremonies. Amended 06-28-94, 07/01/14  
30
  - 31 • Graduation ceremonies will be scheduled at the end of the regular academic year and at the  
32 close of the second summer session each year. However, summer graduation ceremonies  
33 may be cancelled depending upon the number of eligible student participants and available  
34 funding.

35  
36  
37 **L. Florida Bright Futures Scholarship Program**

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

- 39
- 40 • The Florida Bright Futures Scholarship Program (Section 1009.531, Florida Statutes) provides  
41 for tuition and fee reimbursement for undergraduate studies at a public or private university,  
42 community college, or Career and Technical school. The three scholarship awards within the  
43 Bright Futures Scholarship Program are the Florida Academic Scholars Award, Florida Merit  
44 Scholars Award, and Florida Gold Seal Career and Technical Scholars Award. Each has  
45 specific criteria that must be met. Schools may refer parents and students to the Florida  
46 Department of Education website for the most current criteria.
- 47

1 **V. REPORTING STUDENT PROGRESS**

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

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

- 5
- 6 • Florida Statute 1008.25(7)(a) specifies that the district school board must annually report to  
7 the parent of each student the progress of the student towards achieving state and district  
8 expectations for proficiency in reading, writing, mathematics, and science, including the  
9 student's results on each statewide assessment test. The evaluation of each student's  
10 progress must be based upon the student's classroom work, observations, tests, district and  
11 state assessments, and other relevant information. Progress reporting must be provided to  
12 the parent in writing in the format adopted by the district school board. Progress reports for  
13 ELL students shall be provided in the parent's native language when feasible. No one test  
14 with a single administration should determine promotion for retention. The preponderance of  
15 evidence from evaluations should be used to determine if a student is ready for the work of  
16 the next grade.  
17

1 **B. Report Cards**

2 Amended 07-15-03

- 3 • Section 1003.33 (1), Florida Statutes, requires that district report cards for all secondary  
4 school students must clearly grade or mark:  
5 ○ the student's academic performance in each class or course in Grades 9-12 (based upon  
6 examinations as well as written papers, class participation and other academic  
7 performance criteria);  
8 ○ the student's conduct and behavior; and  
9 ○ the student's attendance, including absences and tardiness.
- 10
- 11 • The student's final report card for a school year shall contain a statement indicating end-of-  
12 year status regarding performance or nonperformance at grade level, acceptable or  
13 unacceptable behavior and attendance and promotion or nonpromotion.
- 14
- 15 ○ All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5, 6-8, and  
16 9-12) as the primary means of reporting student progress.
- 17
- 18 ○ With the approval of the Superintendent and the School Board, schools may develop  
19 additional or supplementary instruments, which may be used in conjunction with the  
20 standard report card. Amended 07-29-97 and 6/ 25/ 99
- 21
- 22 ○ Report cards shall be issued for all students, 9-12, at the close of each grading period.  
23 Amended 06-30-92
- 24
- 25 ○ Parents are to be notified in writing at any time during a grading period when it is apparent  
26 that the student may not pass or is performing unsatisfactorily in any course or grade level.  
27 The county Deficiency/ Progress Report and/ or approved electronic Progress Report form  
28 will be used for this notification.
- 29 ○ Amended 06-15-99 and 06-27-00
- 30
- 31 ○ Progress Reports may be issued at the end of the extended year programs and services,  
32 i.e., extended school year, Saturday school, before and after school programs. Adopted  
33 06-27-00, 07-01-09
- 34
- 35 ○ Report cards for English Language Learner (ELL) students must be in the primary  
36 language of the parent/ guardian, whenever feasible. These primary language report  
37 cards are to be attached to the English report card. Adopted 06-27-00
- 38
- 39 ○ Adult Education students will be issued a Certificate of Attendance or a Certificate of  
40 Program Completion upon request. Amended 06-29-93 and 06-27-95
- 41

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

2 Amended 06-30-92, 07-02-96, 07-01-10, 07-01-09, and 04-21-15

- 3
- 4 • Teachers shall determine report card grades that provide the student and the student's
- 5 parents(s)/ guardians(s) with an objective evaluation of the student's mastery of state
- 6 standards. Students and parents are to be advised of the grading criteria for each course at
- 7 the time of enrollment.
- 8
- 9 • The student's academic grades are to reflect academic achievement. The quality of the work
- 10 will be assessed by multiple measures that include, but not limited to:
- 11 ○ teacher observations (oral presentations or reports, speeches, recitations, impromptu
- 12 speaking, student participation and demonstrations);
- 13 ○ classroom assignments (reports, term or research papers, models, projects, exhibits,
- 14 posters, computer programs and homework);
- 15 ○ examinations (essay, multiple-choice and completion tests, oral tests and skill tests
- 16 requiring demonstrations);
- 17 ○ weekly core curriculum benchmark assessments;
- 18 ○ alternative methods (portfolios and performance assessment).
- 19
- 20 • Grades in conduct are to be assigned independently of academic achievement. Standards
- 21 for grading in these areas are to be explained to the students within the first two (2) weeks of
- 22 the school year or within the first two (2) weeks of assignment to the teacher's classroom,
- 23 whichever occurs first.
- 24
- 25 • Students who enroll in school or class late shall be allowed to make up the class work. In
- 26 order to receive full semester credit, a student must be enrolled in any school a minimum of
- 27 forty-five days.
- 28
- 29 • Assignments shall be labeled clearly so that a teacher, parent, or student can determine upon
- 30 which standard(s) the student is being graded.
- 31
- 32 • Assessments and assignments shall be designed to determine the student's mastery of state
- 33 standards.
- 34
- 35 • A marking-period grade shall not be based solely upon a single project or test. No single
- 36 project or test shall count more than 20% of the student's final marking-period grade/ mark.
- 37
- 38 • Passing grades on report cards indicate that the student has achieved mastery of the state
- 39 standards for the course in which the student is enrolled, unless the course is clearly identified
- 40 as remedial.
- 41
- 42 • To receive a report card a student shall have been enrolled in school at least one-half (1/ 2)
- 43 of the forty-five day grading period as established by the official school calendar. The report
- 44 card needs to reflect the date of entry and attendance record. If a student withdraws, he shall
- 45 be issued a grade on the withdrawal form as of the date of withdrawal. Amended 07-02-96,
- 46 06-27-00, and 07-01-06
- 47
- 48 • Students are to receive grades in all subjects in which they have received instruction that
- 49 grading period.
- 50

1           **1. Change of Grades**  
2

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

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

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

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

- 3                   • If a Principal considers changing a report card grade made, entered, or reported by a  
4                   teacher, he or she must report in writing to the teacher that he or she is considering a  
5                   student report card grade change.  
6
- 7                   • The teacher will be afforded an opportunity in writing to present the rationale, basis,  
8                   and explanation for the grade as was entered.  
9
- 10                  • The principal shall consider the teacher's written support in making the grade.  
11
- 12                  • If the principal should determine to leave the grade as was entered unchanged, the  
13                  principal need take no further action. If the principal determines to make a grade  
14                  change over the teacher's objection, the principal shall set forth in writing the reason  
15                  for the grade change, and provide therein a basis for the change of grade.  
16
- 17                  • Following the written notification of the teacher of the decision and basis for grade  
18                  change, at the direction of the principal, the grade may be changed.  
19
- 20                  • Should a change in grade be directed by the principal; after the student and parent(s)/  
21                  or parent(s) have been first notified of the grade, then the grade change shall be made  
22                  on official notification to the parents, which shall contain the reasons and methodology  
23                  for the change.  
24
- 25                  • Grade change documentation, including grade change forms, notices, and other  
26                  relevant documents, shall be retained in the student's cumulative record. Adopted 02-  
27                  05-08  
28  
29



1           **2. Final Course Grades**  
2

- 3           • A student shall complete a semester's work in order to be promoted or to receive credit  
4           for the semester's work. Students who complete the semester's work, except taking  
5           the final examinations, may at the discretion of the principal, arrange to take the  
6           examination prior to the opening of the next succeeding school year.  
7
- 8           • Work or credit earned from a non-accredited school or school from outside Osceola  
9           County shall be accepted toward graduation upon validation. Validation of credit may  
10          be made by the student's successful completion of a standardized test in the subject.  
11
- 12          • Grades will be awarded at the end of each grading period. These grades will reflect  
13          all work assigned and achieved during that grading period. Credit may be awarded at  
14          the end of a grading period (nine weeks or semester). Amended 06-30-92 and  
15          Amended 06-27-95  
16
- 17          • Final grades will be awarded on a semester basis in high schools. Credit for high  
18          school level courses taken at a middle school will be awarded on a yearly basis.  
19          Amended 06-27-95 and 07-01-06  
20
- 21          • When two nine weeks are used to determine a final grade, each nine weeks shall count  
22          50% of the final grade.  
23
- 24          • For a course in which a semester exam is given, the semester exam grade shall count  
25          the same as a regular test grade.  
26
- 27          • For a course in which a quarterly exam is given, the quarterly exam grade shall count  
28          the same as a regular test grade.  
29  
30

1                    **Courses with State End of Course (EOC) Exams**

- 2                    • A minimum of 30% of the student's course grade must be comprised of performance
- 3                    on the **statewide, standardized end-of-course assessment** if one is required for
- 4                    that course (see IV.D.). For such a course,
- 5
- 6                    ○ When two semesters are used to determine a final grade, each semester shall
- 7                    count 35% of the final grade, and the statewide, standardized end-of-course
- 8                    assessment shall count 30% of the final grade.
- 9
- 10                  ○ When two nine weeks are used to determine a final grade, each nine weeks shall
- 11                  count 35% of the final grade, and the statewide, standardized end-of-course
- 12                  assessment shall count 30% of the final grade.
- 13
- 14

15                    **Courses with District End of Year (EOY) Exams**

- 16                  • A minimum of 20% of the student's course grade must be comprised of performance
- 17                  on the **district end-of-year assessment** if one is required for that course. For such
- 18                  a course,
- 19
- 20                  ○ When two semesters are used to determine a final grade, each semester shall
- 21                  count 40% of the final grade, and the statewide, standardized end-of-course
- 22                  assessment shall count 20% of the final grade.
- 23
- 24                  ○ When two nine weeks are used to determine a final grade, each nine weeks shall
- 25                  count 40% of the final grade, and the statewide, standardized end-of-course
- 26                  assessment shall count 20% of the final grade.
- 27
- 28                  • In Grades 9-12, in order to determine the final grade, the numerical grades are
- 29                  combined, as outlined in subsection V.C., and the result of the formula will be
- 30                  converted to the corresponding letter grade from the grading scale, and reported on
- 31                  the report card.
- 32
- 33                  • If the result of the formula is not a whole number, the number is rounded to the nearest
- 34                  whole number as follows:
- 35
- 36                  ○ If the decimal is equal to or greater than 0.5, then the number is rounded up to the
- 37                  nearest whole number.
- 38
- 39                  ○ If the decimal is less than 0.5, then the number is rounded down to the nearest
- 40                  whole number.
- 41

42                    Amended 07-02-96, 07-01-06, and 02-05-08

- 43
- 44                  • If an "I" (incomplete) is recorded on a report card, the requirements for which the
- 45                  incomplete was assigned must be satisfied within two weeks of the issuance of report
- 46                  cards or the "I" becomes "F." At the teacher's discretion, a longer period of time may
- 47                  be allowed for makeup work. For each student granted additional time, the teacher
- 48                  shall complete and submit in a timely fashion a grade change form. Amended 07-23-
- 49                  91 and 06-27-00, and 07-01-06
- 50
- 51

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19

- Pursuant to Section 1003.436, Florida Statutes, in awarding credit for high school graduation, the district shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive:
  - **Half credit** if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and *the averaging of the grades obtained in each half would not result in a passing grade.*
  - **Full credit** if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and *the averaging of the grades obtained in each half would result in a passing grade*, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

Amended 07-01-08

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

- 2
- 3 • Schools shall adhere to the following evaluation plan for grading and reporting student
- 4 progress. (For ELL, see subsection V.E. below.) Amended 06-15-99, 06-27-00, 06-19-
- 5 01, and 07-01-06

6

7 **1. Students Enrolled in Grade 9 Prior to the 2009-2010 School Year**

- 8
- 9 • For students who enrolled in Grade 9 prior to the 2009-2010 school year, the following
- 10 criteria shall apply:

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

12 Amended 06-19-01, 07-01-09

- 13
- 14
- 15 • Effective July 1, 2001, Grades 6-12 shall be given corresponding letter grades using
- 16 the scale below:

17

GRADE	PERCENT	POINT VALUE	DEFINITION	PACER POINT
A	90-100	4	outstanding progress	5
B	80-89	3	above average	4
C	70-79	2	average progress	3
D	60-69	1	below average progress	1
F	0-59	0	not passing	0
I	0	0	incomplete	0

18

19

20 **b) Pacer Point Scale for Determining Class Rank and Valedictorian/ Salutatorian**

21 Adopted 07-29-97, Amended 06-15-99, 06-27-00 06-19-01, 07-01-09

- 22
- 23 • All high schools shall utilize a Pacer Scale for honors courses as a means to determine
- 24 senior class rank and valedictorian/ salutatorian selections. These determinations
- 25 shall be made at the end of the eighth semester and shall include all high school
- 26 courses taken. Pacer Points shall be assigned based upon the Grading Scale adopted
- 27 by the School Board. High schools will assign the Pacer Points to dual enrollment
- 28 college courses and to all level 3 courses as defined in the Course Code Directory
- 29 except level 3 courses in physical education. Pacer Points shall **not** be used when
- 30 determining the 2.0 grade point average required for graduation, or the final grade
- 31 point average.
- 32

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

- 2
- 3           • For students who enrolled in Grade 9 during and after the 2009-2010 school year, the
- 4           following criteria shall apply:

5

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

7           Adopted 07-01-09, Revised 04-16-13

- 8
- 9           • Grades 6-12 shall be given corresponding letter grades using the scale below:

10

Grade	Percent	Point Value	Definition	Weights (AP, IB, DE, and AICE Courses)	Weights (Honors, Other Level 3 Courses)
A	90-100	4	outstanding progress	5	4.5
B	80-89	3	above average	4	3.5
C	70-79	2	average progress	3	2.5
D	60-69	1	below average progress	2	1.5
F	0-59	0	not passing	0	0
I	0	0	incomplete	0	0

- 11
- 12
- 13           • Level 3 courses are defined in the Florida Course Code Directory.
- 14
- 15           • **NOTE:** If an honors course from the list below is paired with a similar AP course in a
- 16           student's schedule, then the student will be awarded course weight on a 5.0 scale for
- 17           the honors course.
- 18
- 19           ○ Genetics Honors,
- 20           ○ Biology 2 Honors,
- 21           ○ Chemistry 2 Honors, and
- 22           ○ Physics 2 Honors.

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

3 Adopted 07-01-09, Revised 04-16-13  
4

- 5 • All high schools shall utilize a weighted scale for academically rigorous courses as a  
6 means to determine senior class rank, valedictorian/ salutatorian selections, academic  
7 awards/ honors, etc. These determinations shall be made at the end of the eighth  
8 semester and shall include all high school courses taken. The weighted scale shall  
9 be assigned based upon the Grading Scale and as defined in the chart under  
10 subsection V. D.2.a. adopted by the School Board. The weights for Advanced  
11 Placement, International Baccalaureate, Dual Enrollment, and Advanced International  
12 Certificate of Education courses shall be one-half (0.5) weight greater than those for  
13 Honors and other Level 3 courses as defined in the Florida Course Code Directory.  
14 Level 3 courses in physical education are not eligible for weights. The unweighted  
15 grade point average shall be used when determining the 2.0 grade point average  
16 required for graduation, or the final grade point average.  
17
- 18 • In order to validate the student's class rank, schools shall verify the student's transfer  
19 of credits by the end of the student's third or junior year but no later than the first ten  
20 (10) days of the student's fourth or senior year. Transfer credits received after this  
21 date shall not count in the calculation of the student's class rank but shall be used to  
22 determine credits earned for graduation.  
23
- 24 • A student who participates in an accelerated graduation option that requires fewer than  
25 24 credits for graduation shall declare his or her intent to graduate by the beginning of  
26 his or her third or junior year.  
27
- 28 • The calculation of the student's Grade Point Average (GPA) and class rank shall occur  
29 by the end of the second semester of the student's fourth or senior year. The  
30 calculation shall be a decimal and rounded to the nearest thousandth place at least.  
31
- 32 • In the event of a dispute, the student's parent shall submit the formal complaint in  
33 writing to the principal, and the principal shall submit the complaint to the District  
34 Committee, which shall include the Deputy Superintendent, the Assistant  
35 Superintendent of High School Curriculum and Instruction, the District Coordinator of  
36 Guidance Services, the Director of Student Services, and the school principal.  
37

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

2 Amended 06-27-00, 07-01-09, 07-01-14

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

27

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

29 Adopted 06-19-01, Amended 07-01-06

- 30
- 31 • All students must participate in all regular district and state assessments for accountability  
32 purposes. Sections 1008.22, 1008.25 (4)(a), Florida Statutes
  - 33
  - 34 • Parents are to be advised of their child's performance on all standardized tests administered  
35 as part of the countywide testing program.  
36
  - 37 • Home education students who wish to participate in the Florida Standards Assessment (FSA)  
38 and Florida End of Course Assessments (EOC) may do so under the following conditions:
    - 39 ○ Home education students may take the FSA only at the school for which they are zoned.
    - 40 ○ Home education students must abide by all the rules of the Student Code of Conduct while  
41 on any Osceola County school campus. Failure to do so will result in the removal of the  
42 student from the campus and loss of testing privileges.
    - 43 ○ Home education parents must notify the appropriate school(s) of their intention to  
44 participate in testing at least two weeks in advance of the scheduled test.  
45
  - 46
  - 47
  - 48

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

2  
3 **1. ELL Students**

4 Amended 07-01-08

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

15 **2. Students with Disabilities**

16  
17 **a) 504 Students**

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

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

29  
30 **b) ESE Students**

31 Amended 07-15-03, 007-01-05, and 07-01-06

- 32
- 33 • Test accommodations during district/ state testing will be implemented as specified in  
34 the student's IEP.
  - 35  
36 • Statewide assessment accommodations may be used only if they do not alter the  
37 underlying content that is being measured by the assessment or negatively affect the  
38 assessment's reliability or validity. Allowable accommodations are those that have  
39 been used by the student in classroom instruction. Such accommodations may  
40 include: specialized presentation formats, specialized assessment or response  
41 formats, setting, and/ or scheduling.
  - 42  
43 • The need for any unique accommodations for use on state assessments not outlined  
44 above must be submitted to the Florida Department of Education for approval.
- 45  
46



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

2 Amended 07-01-08

3  
4 **1. ELL Students**

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

13 **2. Students With Disabilities**

14  
15 **a) 504 Students**

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

18 **b) ESE Students**

19 Amended 07-01-06, 07-01-09

- 20  
21 • The IEP team determines whether a student with a disability participates in state and  
22 district assessments.  
23 ○  
24  
25 • The decision that a student with a significant cognitive disability will participate in the  
26 statewide alternate assessment is made by the IEP team and recorded on the IEP. All  
27 of the following criteria must be met:  
28  
29 ○ The student has a significant cognitive disability;  
30 ○ The student is unable to master the grade-level general state content standards  
31 with appropriate and allowable instructional accommodations, assistive  
32 technology, and/or accessible instructional materials;  
33 ○ The student is participating in a curriculum based upon the Access Points to  
34 Florida Standards for all academic areas; and  
35 ○ The student requires extensive direct instruction in academics based upon the  
36 Access Points to Florida Standards in order to acquire, generalize, and transfer  
37 skills across settings.  
38  
39  
40 • Students who are excluded from state and district assessment will be assessed  
41 through the Florida Alternate Assessment. Students excluded from the state required  
42 graduation test will not be eligible for a standard high school diploma.  
43  
44  
45 • An IEP team may determine that specific circumstances or conditions prevent a  
46 student with a disability from physically demonstrating the mastery of skills that have  
47 been required and are measured by statewide standardized assessments, to include  
48 end-of-course assessment or an alternate assessment in accordance with Section  
49 1008.22, Florida Statutes. In this case, the Commissioner of Education may grant an  
50 extraordinary exemption from administration of the assessment.  
51

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

2 Adopted 07-15-03

- 3
- 4 • Beginning with the 2002-2003 school year, each district school board must annually publish
- 5 in the local newspaper, and report in writing to the State Board of Education by September 1
- 6 of each year, the following information on the prior school year:
- 7
- 8 ○ the provisions of the law relating to public school student progression and the district
  - 9 school board's policies and procedures on student retention and promotion;
  - 10
  - 11 ○ by grade, the number and percentage of all students in Grades 3 through 10 performing
  - 12 at levels 1 and 2 on FSA English Language Arts;
  - 13
  - 14 ○ by grade, the number and percentage of all students retained in Grades 3 through 10;
  - 15
  - 16 ○ information on the total number of Grade 3 students who were promoted for good cause
  - 17 by each category of good cause as specified in Section 1008.25 (6)(b), Florida Statutes;
  - 18
  - 19 ○ any revisions to the district school board's policy on student retention and promotion from
  - 20 the prior year. Section 1008.25 (8)(b), Florida Statutes.
  - 21