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



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

Grades K-5

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

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

3
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5
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10 Clarence Thacker

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

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

8 **A. Initial Entry Requirements**
9

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

13 **1. Evidence of Age**
14

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

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

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

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

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

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

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

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

1 **b) Immunization**
2

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

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

12 **(1) Required Immunizations:**

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

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

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

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

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

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

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

1 **3. Residency Requirements**
2

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

1 **B. School Admissions**

2
3 **1. Admission to Kindergarten**

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

19 **2. Admission to First Grade**

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

1 **C. Transfer Students**

2
3 **1. General Transfer Information**

- 4
5 • The school principal or designee will determine placement of a student who transfers from
6 other countries, counties, states, private schools or from a home education program. If a
7 student transfers from a school or program other than a regionally accredited institution or
8 with inadequate or incomplete records, placement will be based upon the information
9 available, including any or all of the following:
10 ○ student's age,
11 ○ a review of all existing school records and home education records (e.g., student
12 portfolio, annual evaluations),
13 ○ a review of the previous educational program including, but not limited to, time spent
14 in a program and curriculum requirements of the program,
15 ○ a test on grade level or individual subject-area objectives or competencies to be
16 identified by the principal,
17 ○ an interview with the student and/ or the parent(s)/ guardian(s) by the principal or
18 designee(s),
19 ○ teacher judgment of classroom performance during a probationary period to be
20 established by the principal.

21
22 **2. Placement of Transfer Kindergarten and First Grade Students**

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

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

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

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

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

19 **5. Student Custody**
20

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

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

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

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

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

- 10 • A student with all NO responses on the HLS is considered non-English Language
11 Learner.
12
13 • A student with any YES response is referred for English language proficiency
14 assessment.
15
16 • A student with a YES response to question #1 only is temporarily placed in non-ESOL
17 classes until English language proficiency assessment is completed.
18
19 • A student with a YES response to question #2 and/ or #3 is temporarily placed in ESOL
20 classes until English language proficiency assessment is completed.
21
22 • The grade level appropriate IDEA Oral Language Proficiency Test will be used to
23 determine oral/ aural English proficiency and is to be administered within the first 20
24 days after enrollment date.
25

26 **7. Student with Disabilities**
27

28 **a) 504 Students**
29

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

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

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

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8. Home Education

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

1 **D. Attendance Guidelines**
2

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

13 **1. Student Absences**
14

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

20 **a) Excused Absences**
21

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

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

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

24 **c) Unexcused Absences**
25

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

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

18 **d) Tardies**

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

26 **e) Early Departures**

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

1 **2. Students with Disabilities**
2

3 **a) 504 Students**
4

- 5
- 6 • In the case of a student with excessive absences, a 504 Reevaluation meeting should
7 be held to determine if the absences are caused by the disability of record on the active
8 504 Plan. If the 504 committee determines that the absences are caused by the
9 disability, the committee must also determine a reasonable course of action, which
10 may include the possible waiver of the attendance guidelines in determining grades,
11 as well as consideration of a change of placement.
12
 - 13 • If the 504 committee determines that the absences are not caused by the disability,
14 the student is treated in the same manner as that for a general education student.
15

16 **b) ESE Students**
17

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

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

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

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

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

21 **5. Virtual Instruction Program**
22

- 23 • Compulsory school attendance and attendance record keeping shall apply to district virtual
24 instruction programs [1002.245 (6)(a); 1003.21, Florida Statutes]. Students in grades K-
25 3 must attend at least 720 hours (4 hours per day) of instruction. Students in grades 4-12
26 must attend at least 900 hours (5 hours per day) of instruction.
27
28

1 **E. Student Withdrawals**

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

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

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

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

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

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

1 **II. PROGRAM DESCRIPTION**

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

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

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

- 9
10 • All current Florida state standards may be found on the FDOE C-PALMS (Collaborate, Plan,
11 Align, Learn, Motivate, Share) website at: <http://www.cpalms.org/Public/>
- 12
- 13 • Osceola District Schools shall provide appropriate instruction to assist students in the
14 achievement of these standards. Florida's state standards have been incorporated within the
15 Osceola County Curriculum Frameworks, are on file in the Administrative Center, and are in
16 use at each school.
- 17 • District Grade Level Expectations are based upon the Florida Standards and identify what
18 each student should know and be able to do by the end of each grade.
- 19
- The following areas of study are required for each student, K-5: language arts,
20 mathematics, science/ health, and social studies.
 - Florida Statute 1003.42 requires elementary schools to provide instructional programs in
21 character-development.
 - Each school shall provide 150 minutes of physical education each week for students in
22 Kindergarten through Grade 5 and for students in Grade 6 who are enrolled in a school
23 that contains one or more elementary grades so that on any day during which physical
24 education instruction is conducted there are at least 30 consecutive minutes per day. This
25 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:
 - 26 ▪ the parent requests that the student enroll in another course from among those offered
27 as options by the School Board, or
 - 28 ▪ the student participates in physical activities outside the school day that are equal to
29 or in excess of the mandated requirement.
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42 Section 1003.455, Florida Statutes

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

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

1 **1. Student Performance - State K-20 Education Priorities**
2
3

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

14 **B. Special Programs**

15
16 **1. English Language Learner (ELL)**
17

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

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

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

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

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

25 **2. Gifted Education**

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

1 **3. Students with Disabilities**
2

3 **a) 504 Students**
4

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

16 **b) Exceptional Education Students**
17

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

26 **ESE Curriculum**
27

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

- Florida Statute 1002.41 permits parents to choose to place their children in a home education program in lieu of public school. The requirements of the law will be monitored through Charter Schools and Educational Choices.

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

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

27 **D. Acceleration Plan**
28

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

1 **III. PROMOTION**
2

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

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

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

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

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

4
5 • **Kindergarten Indicators**

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

32
33 • **First Grade Assessments**

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

- **Third Grade Assessments**
 - Reading Running Record(s)
 - Osceola Writes (Informative, Opinion, and Narrative)
 - District-adopted reading program assessments
 - District-adopted mathematics program assessments
 - District-adopted science program assessments
 - District Formative Assessments (Reading, Mathematics, and Science)
 - iReady Reading Assessment
 - iReady Mathematics Assessment
 - Fountas and Pinnell Reading Assessment
 - DRA
 - SAT-10
 - Florida Standards Assessment (FSA) English Language Arts
 - FSA Mathematics
 - ACCESS

- **Fourth Grade Assessments**
 - Reading Running Record(s)
 - Osceola Writes (Informative, Opinion, and Narrative)
 - District-adopted reading program assessments
 - District-adopted mathematics program assessments
 - District-adopted science program assessments
 - District Formative Assessments (Reading, Mathematics, and Science)
 - Reading Benchmarks Portfolio
 - iReady Reading Assessment
 - iReady Mathematics Assessment
 - Fountas and Pinnell Reading Assessment
 - DRA
 - FSA English Language Arts
 - FSA Mathematics
 - ACCESS

1 • **Fifth Grade Assessments**

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

16

17 • **Promotion of ESE Students**

18

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

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

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

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

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

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

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

26

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

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

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

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

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

- 24
- 25 • English Language Learner students who are unable to demonstrate mastery in academic
- 26 subject areas as described in the Student Progression Plan will be referred to a Progress
- 27 Monitoring Plan/ ELL committee. This committee will develop a PMP/ MTSS for the
- 28 student in accordance with the following guidelines and procedures:
- 29
- 30 ○ The reason for the academic under-performance of an ELL student must **not** imply
- 31 that he/ she needs an extra year to learn English or that it is due to the student's lack
- 32 of English proficiency.
- 33
- 34 ○ Establish lack of academic progress in English Language Arts, mathematics, and/ or
- 35 science using a composite of indicators that includes, but is not limited to grade level
- 36 checklists, pre-tests and post-tests, ACCESS results, alternate assessment results,
- 37 previous academic records, diagnostic assessment in the home language, and any
- 38 other appropriate indicator of academic progress.
- 39
- 40 ○ The first PMP/ MTSS ELL committee meeting develops a PMP/ MTSS that includes a
- 41 list of intensive remedial instructional strategies designed to assist the ELL student
- 42 (NOTE: ESOL accommodations are not considered remedial strategies).
- 43
- 44 ○ The second PMP/ MTSS ELL committee meeting, with ESOL representation, is held
- 45 within 18 weeks to review the effectiveness of the remedial strategies. If the ELL
- 46 student does not make satisfactory progress, the curriculum may be suspended and
- 47 intense remedial instruction in reading and/ or mathematics is provided based on the
- 48 student's deficiencies.
- 49
- 50 ○ If the ELL student still has not made satisfactory progress after implementing the PMP/
- 51 MTSS for at least 27 weeks, the ELL committee may recommend retention unless
- 52 conditions exist such that retention would be more adverse for the student than
- 53 promotion.

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

2. Gifted Students

- For a gifted student who is performing below grade level, it is appropriate to develop a PMP through the MTSS process. Accommodations and/ or interventions are to be addressed through the gifted Educational Plan (EP) process.

3. Students with Disabilities –PMP/ MTSS Process

a) 504 Students

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

b) ESE Students – PMP/ MTSS Process

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

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

1 **E. Retention**
2

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

34 **1. Mandatory Retention**
35

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

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2. Special Program Considerations

a) ELL Students

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

b) Students with Disabilities

1) 504 Students

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

2) ESE Students

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

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

2
3 **1. Good Cause Exemptions**

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

6

 - 7 1. Limited English proficient students who have had less than two (2) years of instruction
8 in an English for Speakers of Other Languages program based on the initial entry into
9 a school in the United States;
 - 10 2. Students with disabilities whose individual education plan indicates that participation
11 in the statewide assessment program is not appropriate, consistent with the
12 requirements of State Board of Education rule;
 - 13 3. Students who demonstrate an acceptable level of performance on an alternative
14 standardized reading or English Language Arts assessment approved by the State
15 Board of Education;
 - 16 4. Students who demonstrate through a student portfolio that he or she is performing at
17 least a Level 2 performance on the statewide, standardized English Language Arts
18 assessment (FSA);
 - 19 5. Students with disabilities who take the statewide, standardized English language arts
20 assessment and who have an individual education plan (IEP) or a Section 504 plan
21 that reflects the student has received intensive instruction in reading or English
22 language arts for more than two (2) years but still demonstrates a deficiency and was
23 previously retained in Kindergarten, Grade 1, Grade 2, or Grade 3
 - 24 6. Students who have received the intensive reading intervention for two (2) or more
25 years but still demonstrate a deficiency in reading and who were previously retained
26 in Kindergarten, Grade 1, Grade 2, or Grade 3 for a total of two (2) years. A student
27 may not be retained more than once in Grade 3.
28
29 (Section 1008.25 (6)(b)1-6, Florida Statutes)
- 30
31
32
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34
35

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

- 3 • Requests for good cause exemptions for students from the mandatory retention
4 requirement shall be made consistent with the following:
5
6 ○ Documentation through a Grade 3 portfolio shall be submitted from the student's
7 teacher to the school principal that indicates that the promotion of the student is
8 appropriate and is based upon the student's academic record.
9
10 ○ The State Board of Education adopted the following student portfolio guidelines on
11 January 21, 2003. To be accepted as meeting the portfolio option for demonstrating
12 mastery of the required reading skills, the student portfolio contents must:
13
14 ▪ be selected by the student's teacher;
15 ▪ be an accurate picture of the student's ability and only include work that has been
16 independently produced in the classroom;
17 ▪ include evidence that the benchmarks assessed by Grade 3 FSA English
18 Language Arts have been met;
19 ▪ be an organized collection of evidence of the student's mastery of the Florida
20 Standards Benchmarks for language arts that are assessed by Grade 3 FSA
21 English Language Arts.
22 ▪ be signed by the teacher and the principal as an accurate assessment of the
23 required reading skills.
24
25 • The school principal shall review and discuss such recommendation with the teacher and
26 make the determination as to whether the student should be promoted or retained. If the
27 school principal determines that the student should be promoted, the school principal shall
28 make such recommendation in writing to the District Superintendent or designee. The
29 District Superintendent or designee shall accept or reject the school principal's
30 recommendation in writing. Section 1008.25 (6)(c)2, Florida Statutes
31
32 • Each school shall provide written notification to the parent of any Grade 3 student who is
33 retained that his or her child has not met requirements for promotion and the reasons the
34 child is not eligible for a good cause exemption. The notification must include a description
35 of proposed interventions and supports that will be provided to the child. Section 1008.25
36 (7)(b)3, Florida Statutes
37
38 • Third grade students who are retained must be provided intensive interventions in reading
39 to ameliorate the specific reading deficiency, as identified by a valid and reliable diagnostic
40 assessment. The intensive interventions must include: effective instructional practices;
41 participation in the District's summer camp; and appropriate teaching methodologies.
42 Section 1008.25 (7)(a), Florida Statutes
43
44 • A student portfolio will be completed for each retained Grade 3 student.
45 Section 1008.25 (7)(b)1, Florida Statutes
46

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

15 16 **3. Mid-Year Promotion**

17 18 **a) Before November 1 of the school year:**

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

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

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

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

45 **G. Remediation**

46
47 **1. Program Description**
48

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

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

1 **H. Extended School Year**

2
3 **1. ELL Students**

- 4
5 • All English Language Learner (ELL) students in Grades K-5 are eligible for an extended
6 school year for either academic or language maintenance needs, provided the services
7 are rendered at the school. The following requirements must be met:
8 ○ The need for an extended school year must be documented in the student's ELL
9 Student Plan.
10 ○ The specific academic or language maintenance needs of the student must be listed
11 in the student's individual ELL Student Plan.

12
13 **2. Students with Disabilities**

14
15 **a) 504 Students**

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

20
21 **b) ESE Students**

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

33
34 **3. Home Education Students**

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

42
43 **4. Summer Reading Camp**

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

1 **IV. REPORTING STUDENT PROGRESS**

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

- 4
5 • Section 1008.25 (8)(a), Florida Statutes, specifies that the district school board must annually
6 report to the parent of each student the progress of the student towards achieving state and
7 district expectations for academic proficiency, including the student’s results on statewide
8 assessments.
9
- 10 • The evaluation of each student’s progress must be based upon the student’s classroom work,
11 observations, tests, district and state assessments, and other relevant information.
12
- 13 • Progress reporting must be provided to the parent in writing in the format adopted by the
14 district school board. Progress reports for ELL students shall be provided in the parent’s
15 native language when feasible.
16
- 17 • No one test with a single administration should determine promotion or retention. The
18 preponderance of evidence from evaluations should be used to determine if a student is ready
19 for the work of the next grade.
20
- 21 • Section 1008.25 (5)(c), Florida Statutes, specifies that beginning with the 2002-2003 school
22 year, the parent of any student in K-3 who exhibits a substantial deficiency in reading must be
23 notified in writing immediately of the following:
24
- 25 ○ That his or her child has been identified as having a substantial deficiency in reading and
26 state the exact nature of the difficulty;
 - 27 ○ A description of the current services that are provided to the child;
 - 28 ○ A description of the proposed supplemental instructional services and supports that will
29 be provided to the child that are designed to remediate the identified area of reading
30 deficiency;
 - 31 ○ That if the child’s reading deficiency is not remediated by the end of Grade 3, the child
32 must be retained unless he or she is exempt from mandatory retention for good cause;
 - 33 ○ Strategies for parents to use in helping their child succeed in reading proficiency;
 - 34 ○ That the FSA is not the sole determiner of promotion;
 - 35 ○ That additional evaluations, portfolio reviews, and assessments are available; and
36
 - 37 ○ The district’s specific criteria and policies for mid-year promotion.
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1 **B. Report Cards**
2

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

C. General Rules of Marking or Awarding Grades

1. Report Card Grades

- Teachers shall determine report card grades that provide the student and the student's parents(s)/ guardians(s) with an objective evaluation of the student's mastery of state standards. Students and parents are to be advised of the grading criteria employed in the school and in each class at the time of enrollment.
- The student's academic grades are to reflect academic achievement. The quality of the work will be assessed by multiple measures that include, but are not limited to:
 - teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking, student participation and demonstrations);
 - classroom assignments (reports, term or research papers, models, projects, exhibits, posters, computer programs and homework);
 - examinations (essay, multiple-choice and completion tests, oral tests and skill tests requiring demonstrations);
 - weekly core curriculum benchmark assessments;
 - alternative methods (portfolios and performance assessment).
- Grades in conduct are to be assigned independently of academic achievement. Standards for grading in these areas are to be explained to the students within the first two (2) weeks of the school year or within the first two (2) weeks of assignment to the teacher's classroom, whichever occurs first.
- Students who enroll in school or class late shall be allowed to make up the class work. In order to receive full semester credit, a student must be enrolled in any school a minimum of forty-five days.
- Assignments shall be labeled clearly so that a teacher, parent, or student can determine upon which standard(s) the student is being graded.
- Assessments and assignments shall be designed to determine the student's mastery of state standards.
- Each student shall have at least one (1) grade per week per Reading and Mathematics course for each marking period. A marking-period grade shall not be based solely upon a single project or test. No single project or test shall count more than 20% of the student's final marking-period grade/ mark.
- Passing grades on report cards indicate that the student has achieved mastery of the state standards for the course in which the student is enrolled, unless the course is clearly identified as remedial.
- To receive a report card a student shall have been enrolled in school at least one-half (1/2) of the forty-five day grading period as established by the official school calendar. The report card needs to reflect the date of entry and attendance record. If a student withdraws, he shall be issued a grade on the withdrawal form as of the date of withdrawal.
- Students are to receive grades in all subjects in which they have received instruction that grading period.

1 **2. Change of Grades**
2

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

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

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

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

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

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

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

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

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

6 **1. Kindergarten-1**

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

13 **2. Grades 2-5**

14

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

16 below:

17

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

18

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

20

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

1 **E. Guidelines for Grading and Reporting Academic Progress of ELL Students**
2
3

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

1 **F. District/ State Assessment Programs**
2

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

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

2
3 **1. ELL Students**

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

13
14 **2. Students with Disabilities**

15
16 **a) 504 Students**

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

27
28 **b) ESE Students**

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

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

3 **1. ELL Students**
4

- 5 • All ELL students are expected to participate in the FSA English Language Arts tests. ELL
6 students who have received 12 months or less of instruction in an approved ESOL
7 program, according to the date entered into a United States School, can be exempt from
8 taking FSA English Language Arts tests if an ELL Committee decides it is appropriate.
9 The alternate assessment to be used is the ACCESS 2.0 which will be given at the
10 appropriate grade level. All ELL students, regardless of years of instruction, are expected
11 to participate in the FSA Mathematics and Science tests.
12

13 **2. Students With Disabilities**
14

15 **a) 504 Students**
16

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

19 **b) ESE Students**
20

- 21 • The IEP team determines whether and how a student with a disability participates in
22 School District and statewide standardized assessments. Under certain conditions,
23 the IEP team can seek exemptions from the Florida Standards Assessment.
24
25 • Certain students with a significant cognitive disability may be assessed through the
26 Florida Standards Alternate Assessment.
27
28 • Extraordinary exemptions may be granted in certain situations.
29
30 • Exemptions for medical complexity may be granted in certain situations.
31
32

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

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