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



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

**Grades 9-12**

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

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Table of Contents

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6  
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8  
9  
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11  
12  
13  
14  
15  
16  
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32  
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35  
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38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53

- I. ENTRY, ATTENDANCE, AND WITHDRAWAL .....9**

  - A. Initial Entry Requirements .....9
    - 1. Evidence of Age .....9
      - a) Maximum Age Limit for Attendance .....9
    - 2. Health Requirements.....9
      - a) Proof of Physical Examination .....9
      - b) Immunization.....10
        - (1) Required Immunizations: .....11
        - (2) Grades 9-12.....11
    - 3. Residency Requirements .....12
  - B. Transfer Students.....13
    - 1. General Transfer Information .....13
    - 2. Placement of Transfer Students – Grades 9-12.....14
    - 3. Students Who Are Not Residing with Their Natural Parents or Legal Guardians.....15
    - 4. Student Custody.....15
    - 5. English Language Learner (ELL) Students .....16
      - a) Home Language Survey (HLS) Responses/ Assessment Criteria.....16
    - 6. Student with Disabilities.....16
      - a) 504 Students.....16
      - b) Exceptional Student Education (ESE) Students .....16
    - 7. Home Education .....17
  - C. Attendance Guidelines .....18
    - 1. Responsibility for Attendance .....18
    - 2. Reporting Procedures.....18
    - 3. Student Absences .....19
      - a) Excused Absences .....19
        - (1) Grading of Make-up Work.....19
      - b) Pre-Arranged Excused Absences.....20
      - c) Unexcused Absences .....20
        - (1) Tardies.....21
        - (2) Early Departures.....21
    - 4. Students with Disabilities.....22
      - a) 504 Students.....22
      - b) ESE Students .....22
    - 5. Hospital/ Homebound Program .....22
    - 6. Student Absences for Religious Reasons .....22
    - 7. Virtual Instruction Program .....23
  - D. Student Withdrawals .....23
    - 1. Student Withdrawals for Enrollment in Home Education Programs .....23
    - 2. Student Withdrawals -- Exceptional Student Education (ESE).....23
    - 3. Student Withdrawals -- Alternative Programs.....24
    - 4. Student Withdrawals for Non-Attendance .....24

- II. PROGRAM DESCRIPTION .....25**

  - A. Florida System of School Improvement and Accountability .....25
    - 1. Student Performance - State K-20 Education Priorities .....27
    - 2. Curriculum Frameworks, Grades 9-12: Basic and Adult Education .....27
    - 3. Student Performance Standards .....27
  - B. Special Programs.....28
    - 1. English Language Learner (ELL).....28
      - a) Home Language Survey (HLS) and Identification Criteria .....28
    - 2. Dropout Prevention and Retention Programs (DOP) .....29

1	a)	Zenith Accelerated Learning Academy- Grade Levels 9-12	29
2	3.	Gifted Education	30
3	4.	Students with Disabilities	31
4	a)	504 Students	31
5	b)	Exceptional Education Students	31
6	(1)	ESE Curriculum	31
7	C.	Multi-Tiered System of Supports (MTSS) and Problem Solving/ Response to Intervention (PS/ Rtl)	33
8			
9	D.	Acceleration Plan	33
10	E.	Advanced Placement Program	34
11	F.	International Baccalaureate (IB) Diploma Program	34
12	1.	International Baccalaureate Course of Study	35
13	G.	Advanced International Certificate of Education (AICE) Diploma Program	36
14	1.	Cambridge AICE Diploma Description	36
15	2.	AICE Exams and College Credits	36
16	3.	AICE Diploma Curriculum Requirements	37
17	H.	Career and Technical Education (CTE) Programs	38
18	1.	Career and Technical Education Cluster Areas	38
19	2.	Career Pathways	38
20	3.	Cooperative Education and On-the-Job Training (OJT)	39
21	I.	Dual Enrollment	40
22	1.	Dual Enrollment – Technical Education Center Osceola (TECO)	40
23	2.	Dual Enrollment	40
24	J.	Early Admission for Advanced Studies	40
25	K.	College Course Credit	41
26	L.	Credit from Correspondence	41
27	M.	Credit from Florida Virtual School (FLVS)	41
28	N.	Credit Acceleration Program	42
29	O.	Course Substitutions	42
30	P.	Middle School Acceleration for High School Credit	43
31	Q.	Home Education	44
32	<b>III.</b>	<b>GRADE LEVEL CLASSIFICATION</b>	<b>46</b>
33	A.	Attendance for Credit, Grades 9-12	46
34	1.	Grading of Make-up Work	46
35	B.	General Requirements – Grades 9-12	47
36	C.	General Requirements – Grades 9-12, Alternative Education Programs	48
37	D.	Student Performance Levels for Reading, Writing, Mathematics, and Science	49
38	1.	Required Program of Study – Grades 9-12	49
39	2.	Possible Assessments	49
40	3.	Promotion of ESE Students	49
41	E.	Progress Monitoring Plan (PMP)/ Multi-Tiered Systems of Support (MTSS) Process	50
42	1.	ELL Students – PMP/MTSS Process	50
43	2.	Gifted Students	51
44	3.	Students with Disabilities – PMP/ MTSS Process	51
45	a)	504 Students	51
46	b)	ESE Students	51
47	F.	Retention	52
48	1.	Retention Considerations for ELL Students	52
49	2.	Retention Considerations for Students with Disabilities	52
50	a)	504 Students	52
51	b)	ESE Students	52
52	G.	Remediation	53
53	H.	Extended School Year	54

1	1.	ELL Students .....	54
2	2.	Students with Disabilities .....	54
3	a)	504 Students .....	54
4	b)	ESE Students .....	54
5	3.	Home Education Students .....	54
6	<b>IV.</b>	<b>GRADUATION REQUIREMENTS .....</b>	<b>55</b>
7	A.	Course Credit Requirements .....	55
8	B.	Graduation Requirements Charts .....	55
9	C.	Cumulative Grade Point Average (GPA) Requirements .....	60
10	1.	Grade Forgiveness Policy .....	60
11	D.	Statewide Assessment Requirement .....	61
12	1.	Graduation Requirements .....	61
13	2.	Graduation Options .....	63
14	a)	Retaking the Statewide Assessments .....	63
15	b)	Concordant and Comparative Scores Option .....	63
16	c)	High School Diploma Scholar Designation .....	64
17	d)	Waivers for Students with Disabilities .....	64
18	e)	General Education Development (GED) Tests .....	64
19	3.	ESE Students .....	65
20	E.	End-of-Course Assessment Requirements .....	65
21	F.	Student Standards for Participation in Extracurricular Activities .....	66
22	1.	Academic Performance Contract .....	66
23	2.	Home Education Students .....	67
24	G.	Graduation Requirements for ESE Students Prior to the 2014-2015 School Year .....	68
25	1.	Accommodations to Basic Courses .....	68
26	2.	Standard Diploma .....	68
27	a)	Requirements .....	68
28	b)	Attendance .....	68
29	c)	Curriculum .....	68
30	3.	Special Diploma Option 1 .....	69
31	a)	Requirements .....	69
32	b)	Attendance .....	69
33	c)	Curriculum .....	69
34	4.	Special Diploma Option 2 .....	70
35	a)	Requirements .....	70
36	b)	Attendance .....	70
37	c)	Curriculum .....	70
38	5.	Certificate of Completion .....	71
39	6.	Special Certificate of Completion .....	71
40	7.	Changing Diploma Options .....	71
41	8.	Transfers .....	71
42	9.	Extended School Year Services .....	71
43	H.	Graduation Requirements for ESE Students During and After the 2014-2015 School Year .....	72
44	1.	Accommodations to Basic Courses .....	72
45	2.	Standard Diploma .....	72
46	3.	Standard Diploma – Access Points/ Florida Alternate Assessment .....	72
47	4.	Standard Diploma – Academic and Employment .....	75
48	5.	Deferral of Receipt of a Standard Diploma .....	78
49	6.	Certificate of Completion .....	79
50	7.	Changing Diploma Options .....	79
51	8.	Transfers .....	79
52	9.	Extended School Year Services .....	79
53	I.	Types of Diplomas .....	80

1	1.	Standard Diploma.....	80
2	2.	Special Diploma (See also Subsection IV.F.).....	80
3	a)	Option1 .....	80
4	b)	Option 2 .....	81
5	3.	Certificate of Completion .....	81
6	4.	Special Certificate of Completion .....	81
7	J.	Participation in Graduation Ceremonies .....	82
8	K.	Florida Bright Futures Scholarship Program .....	82
9	<b>V.</b>	<b>REPORTING STUDENT PROGRESS.....</b>	<b>83</b>
10	A.	Parent(s)/ Guardian(s) – Written Notification Requirements.....	83
11	B.	Report Cards.....	83
12	C.	General Rules of Marking or Awarding Grades and Credit.....	84
13	1.	Change of Grades .....	85
14	a)	Request by Teacher for Change of Grade.....	85
15	b)	Change of Grade without Teacher Request .....	86
16	2.	Final Course Grades .....	86
17	D.	Description and Definition of Marks .....	88
18	1.	Students Enrolled in Grade 9 <i>During and After the 2009-2010 School Year</i> .....	88
19	a)	Grades 6-12 Percent Point Value Definition .....	88
20	b)	Weighted Scale for Determining Class Rank, Valedictorian/ Salutatorian, Academic Awards/ Honors, etc.....	89
21			
22	E.	Guidelines for Grading and Reporting Academic Progress of ELL Students.....	90
23	F.	District/ State Assessment Programs.....	90
24	G.	Accommodations of District/ State Assessments for Special Program Students.....	91
25	1.	ELL Students.....	91
26	2.	Students with Disabilities.....	91
27	a)	504 Students.....	91
28	b)	ESE Students .....	91
29	H.	Exemptions from District/ State Assessments for Special Program Students .....	92
30	1.	ELL Students.....	92
31	2.	Students With Disabilities .....	92
32	a)	504 Students.....	92
33	b)	ESE Students .....	92
34	I.	Annual Report in Local Newspaper.....	93
35			
36			



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

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

7  
8 **A. Initial Entry Requirements**

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

12  
13 **1. Evidence of Age**

14  
15 Section 1003.21, Florida Statutes, requires that students enrolling in Florida public schools  
16 must present evidence of their age. Evidence submitted shall be a valid birth certificate, or  
17 other documentation of birth, as listed in Florida Statute 1003.21.

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

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

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

50 **2. Health Requirements**

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

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

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

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

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

**b) Immunization**

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

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

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**(1) Required Immunizations:**

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

**(2) Grades 9-12**

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

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

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

**Exceptions may be granted as follows:**

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

1           **3. Residency Requirements**  
2

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

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

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

- 19          • a completed, notarized Verification of Residency form available through the Department  
20           of Student Services at the District Office signed by the owner of the home with one  
21           document from each of the above categories.  
22
- 23          • In addition, the parent must provide a valid Florida Driver's License (or Florida Department  
24           of Motor Vehicles picture ID), voter registration, or auto registration with the Osceola  
25           County address listed for which they reside.  
26

27          The Verification of Residency form shall apply for the school year in which it is completed,  
28          filed, and approved by Student Services.  
29

30          If false and/ or misleading information is presented in order to meet residency requirements,  
31          the child falsely registered shall be subject to immediate withdrawal from Osceola District  
32          Schools and required to register in the school in the assigned attendance zone or in the case  
33          of an out-of-district child, a school in the district of residence.  
34

35          Any person knowingly providing false and/ or misleading information may be liable for criminal  
36          charges under Florida Statutes.  
37

1 **B. Transfer Students**

2  
3 **1. General Transfer Information**

- 4
- 5 • The school principal or designee will determine placement of a student who transfers from  
6 other countries, counties, states, private schools or from a home education program.  
7
  - 8 • The procedures for the acceptance of transfer work and credit for students entering  
9 Osceola County's public high schools shall be as follows:  
10
  - 11 • Credits and grades earned and offered for acceptance shall be based on official  
12 transcripts, when available, and shall be accepted at face value subject to validation if  
13 required by the receiving school's accreditation. All out of state credits will be accepted  
14 as regular level credits unless specifically designated otherwise. If validation of the official  
15 transcript is deemed necessary, or if the student is unable to obtain an official transcript  
16 or is a home education student, credits shall be validated through performance during the  
17 first grading period as outlined in subsection B.1.(2). However, schools shall make every  
18 appropriate effort to assist the student in obtaining an official transcript.  
19
  - 20 • Validation of credits shall be based on performance in classes at the receiving school. A  
21 student transferring into a school shall be placed at the appropriate sequential course level  
22 and should have a minimum grade point average of 2.0 at the end of the first grading  
23 period. Students who do not meet this requirement shall have credits validated using the  
24 Alternative Validation Procedure, as outlined in subsection (3).  
25
  - 26 • Alternative Validation Procedure. If validation based on performance as described above  
27 is not satisfactory, then any one of the following alternatives shall be used for validation  
28 purposes as determined by the teacher, principal, and parent:  
29 ○ Portfolio evaluation by the superintendent or designee;  
30 ○ Written recommendation by a Florida certified teacher selected by the parent and  
31 approved by the principal;  
32 ○ Demonstrated performance in courses taken through dual enrollment or at other public  
33 or private accredited schools;  
34 ○ Demonstrated proficiencies on nationally-normed standardized subject area  
35 assessments;  
36 ○ Demonstrated proficiencies on the FSA; or  
37 ○ Written review of the criteria utilized for a given subject provided by the former school.  
38 Students must be provided at least ninety (90) days from date of transfer to prepare  
39 for assessments outlined in subsection I.B.1.(3)(d) and (3)(e) if required.  
40

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

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

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

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

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

20           **4. Student Custody**  
21

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

31           Implementation: Sections 1003.21, 1003.22, 320.38, 322.031, Florida Statutes; STATE  
32           BOARD RULE 6A-198; Section 316.003 (62), Florida Statutes; Sections 1000.01,  
33           1000.04, Florida Statutes; STATE BOARD RULE 6A-6.311 and 6A.6341 and Section  
34           1001.42 (5), Florida Statutes  
35

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

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

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

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

26           **6. Student with Disabilities**  
27

28           **a) 504 Students**

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

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

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



1           **7. Home Education**  
2

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

1 **C. Attendance Guidelines**  
2

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

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

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

29 **2. Reporting Procedures**  
30

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

1           **3. Student Absences**  
2

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

8           **a) Excused Absences**  
9

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

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

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

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

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

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

24                   **c) Unexcused Absences**  
25

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

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

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

### 13 (1) Tardies

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

### 21 (2) Early Departures

22  
23 For truancy purposes, five (5) early departures, or a combination of tardies *to school*  
24 and early departures that equals five (5), shall equal one unexcused absence.  
25 However, this unexcused absence is for referral purposes, and the electronic record  
26 is not to be altered. Actual presence or absence on campus must be accurately  
27 reflected in the electronic record.  
28

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

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

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

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

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

1           **4. Students with Disabilities**

2  
3           **a) 504 Students**

- 4  
5           • In the case of a student with excessive absences, a 504 Reevaluation meeting should  
6           be held to determine if the absences are caused by the disability of record on the active  
7           504 Plan. If the 504 committee determines that the absences are caused by the  
8           disability, the committee must also determine a reasonable course of action, which  
9           may include the possible waiver of the attendance guidelines in determining grades,  
10          as well as consideration of a change of placement.  
11  
12          • If the 504 committee determines that the absences are not caused by the disability,  
13          the student is treated in the same manner as that for a general education student.

14  
15          **b) ESE Students**

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

26  
27          **5. Hospital/ Homebound Program**

28  
29          Parent(s)/ guardian(s) may request that the IEP committee consider eligibility for a hospital/  
30          homebound program for a student with an illness predicted by certified medical personnel to  
31          exceed 15 consecutive school days or due to a chronic condition for at least 15 school days  
32          which need not run consecutively.

33  
34          **6. Student Absences for Religious Reasons**

- 35  
36          • Students will be excused for religious holidays on those days when the religious tenets  
37          forbid secular activities on that day. Religious absences are pre-arranged absences. The  
38          parents must have declared that their student is observing the holidays of that specific  
39          religion and make their request in writing at least five days prior to the holiday.  
40  
41          • Students will be afforded an opportunity to make up missed work without adverse school  
42          effects when absent because of a religious holiday. Within five school days prior to an  
43          expected absence for religious reasons, parent(s)/ guardian(s) must notify the principal in  
44          writing and request that the student be excused from attendance. A written excuse will  
45          not be required upon return to school and no adverse or prejudicial effects will result for  
46          any student availing herself/ himself of this provision. Students will be permitted to make  
47          up missed work according to school procedures.  
48  
49          • If questions arise regarding this rule, principals may grant the parent(s)/ guardian(s) a  
50          conference or contact the religious organization for clarification, or a notarized statement  
51          from the parent or guardian of a minor student will be accepted. Parent(s)/ guardian(s)  
52          may appeal the principal's decision to the Superintendent should a conflict arise.  
53

1           **7. Virtual Instruction Program**  
2

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

8           **D. Student Withdrawals**  
9

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

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

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

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

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

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### **3. Student Withdrawals -- Alternative Programs**

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

### **4. Student Withdrawals for Non-Attendance**

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



1 **II. PROGRAM DESCRIPTION**

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

- 4  
5 • The Florida Standards (6A-1.09401 State Board Rules) are benchmark standards that  
6 describe what students should know and be able to do at all Grades Kindergarten through 12  
7 in the subjects of:  
8
- |                      |                        |
|----------------------|------------------------|
| 9 -- language arts   | -- mathematics         |
| 10 -- science        | -- social studies      |
| 11 -- world language | -- health education    |
| 12 -- fine arts      | -- physical education. |
- 13  
14 • Osceola District Schools shall provide appropriate instruction to assist students in the  
15 achievement of these standards. The Florida Standards have been incorporated within the  
16 Osceola County Curriculum Frameworks and are on file in the Administrative Center and are  
17 in use at each school.  
18
- 19 • In addition, Section 1003.42, Florida Statutes, requires that members of the instructional staff  
20 of the public schools, subject to the rules of the State Board of Education and the district  
21 school board, shall teach efficiently and faithfully, using the books and materials required that  
22 meet the highest standards for professionalism and historic accuracy, following the prescribed  
23 courses of study, and employing approved methods of instruction, the following:  
24
- 25 ○ The history and content of the Declaration of Independence, including national  
26 sovereignty, natural law, self-evident truth, equality of all persons, limited government,  
27 popular sovereignty, and inalienable rights of life, liberty, and property, and how they form  
28 the philosophical foundation of our government.
  - 29
  - 30 ○ The history, meaning, significance, and effect of the provisions of the Constitution of the  
31 United States and amendments thereto, with emphasis on each of the 10 amendments  
32 that make up the Bill of Rights and how the constitution provides the structure of our  
33 government.
  - 34
  - 35 ○ The arguments in support of adopting our republican form of government, as they are  
36 embodied in the most important of the Federalist Papers.
  - 37
  - 38 ○ Flag education, including proper flag display and flag salute.
  - 39
  - 40 ○ The elements of civil government, including the primary functions of and interrelationships  
41 between the Federal Government, the state, and its counties, municipalities, school  
42 districts, and special districts.
  - 43
  - 44 ○ The history of the United States, including the period of discovery, early colonies, the War  
45 for Independence, the Civil War, the expansion of the United States to its present  
46 boundaries, the world wars, and the civil rights movement to the present. United States  
47 history shall be viewed as factual, not as constructed, shall be viewed as knowable,  
48 teachable, and testable, and shall be defined as the creation of a new nation based largely  
49 on the universal principles stated in the Declaration of Independence.  
50  
51

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

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

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

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

21

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

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

31           **3. Student Performance Standards**

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

1 **B. Special Programs**

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

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

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

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

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

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

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

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

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

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### 3. Gifted Education

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

1           **4. Students with Disabilities**

2  
3           **a) 504 Students**

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

14  
15          **b) Exceptional Education Students**

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

24  
25          **(1) ESE Curriculum**

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

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



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

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

26 **D. Acceleration Plan**  
27

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

1 **E. Advanced Placement Program**  
2

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

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

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

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

- 3           • IB diploma candidates are required to select one subject from each of six subject groups  
4           (e.g., Studies in Language and Literature, Language Acquisition, Individuals and  
5           Societies, Sciences, Mathematics, Arts). At least three, and not more than four, are taken  
6           at higher level (HL), the others at standard level (SL). HL courses represent 240 teaching  
7           hours; SL courses cover 150 hours. By arranging work in this fashion, students are able  
8           to explore some subjects in depth and some more broadly over the two-year period. IB  
9           diploma candidates must also demonstrate their mastery of the coursework by passing a  
10          battery of comprehensive written, and in some cases oral, examinations in the subject  
11          areas. The required curriculum for the School District of Osceola IB Diploma Program  
12          shall include:
- 13
- 14          ○ Successful completion of all prerequisite courses, or those deemed as equivalent, by  
15          the school’s IB program;
  - 16
  - 17          ○ Successful completion of a minimum of thirteen (13) credits in courses identified by  
18          the IB Organization, or equivalent courses as selected by the school from the Florida  
19          Course Code Directory, in grades 11-12 as follows:
    - 20
    - 21                  ▪ Two credits\* in each of the following subjects: Language Arts, World Language,  
22                  Social Studies, Science, Mathematics, and Arts/ Electives.
    - 23
    - 24                  ▪ Theory of Knowledge (one to two (1-2) credits depending on length of course of  
25                  study offered at the school)
    - 26
  - 27          ○ Successful completion of all requirements of Creativity, Action and Service (CAS) as  
28          defined by the IBO to include a minimum of one hundred (100) hours of community  
29          service completed in grades 9-12;
  - 30
  - 31          ○ Completion of an Extended Essay; and
  - 32
  - 33          ○ Completion of all IB required Internal Assessments, Written Tasks (Groups 1 & 2), and  
34          the Group 4 project
  - 35

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

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

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

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

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

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

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

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

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

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

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

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

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

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

15  
16           \*Students earn one credit by completing one AICE full credit course and another credit for  
17           taking the corresponding AICE examination.  
18

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

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

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

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

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

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

30 **2. Career Pathways**

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

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

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

1 **I. Dual Enrollment**  
2

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

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

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

14 **2. Dual Enrollment**

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

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

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

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



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

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

9 **L. Credit from Correspondence**  
10

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

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

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

1 **N. Credit Acceleration Program**

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

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

30 **O. Course Substitutions**

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

1  
2 **P. Middle School Acceleration for High School Credit**  
3

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

1 **Q. Home Education**

2  
3 Florida Statute 1002.41 permits parents to choose to place their children in a home education  
4 program in lieu of public school. The requirements of the law will be monitored through Charter  
5 Schools and Educational Choices.  
6

- 7
- 8 • Florida Statute 1002.41 also states that it is the responsibility of the parent to provide a written  
9 evaluation of the home education student’s progress. With respect to the awarding of high  
10 school credit, the Superintendent agrees to the following stipulations:  
11
  - 12 • The student must present to the school principal a listing of the specific courses for which  
13 credit is requested. Credits earned through institutions affiliated with the following accrediting  
14 agencies will be accepted at face value as long as those courses can be aligned with the  
15 Florida Course Code Directory:
    - 16 ○ The Southern Association of Colleges and Schools
    - 17 ○ The Middle States Association of Colleges and Schools
    - 18 ○ The New England Association of Colleges and Schools
    - 19 ○ The North Central Association of Colleges and Schools
    - 20 ○ The Northwest Association of Colleges and Schools
    - 21 ○ The Western Association of Colleges and Schools

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

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

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- The School District of Osceola County is not authorized to provide regular high school diplomas to students who complete a high school course of study as a home education student. In order for home education students to earn a regular high school diploma from the District, the student must be enrolled as a full-time student for the entire semester prior to the expected date of graduation and have successfully completed all other graduation requirements as outlined in school Board policy.
- Students who request credit according to the above stipulations shall be classified according to age/ grade appropriate placement. Any courses requested for credit must align with the graduation requirements and be contained within the maximum number of credits allowable under the District adopted Student Progression Plan.
- Home education students may participate in academic dual enrollment, career and technical education program, and early admission. Credit by examination is available through approved correspondence courses. The home education student is responsible for his/ her instructional materials and transportation unless provided for otherwise. The enrollment shall be in accordance with the guidelines established by the Community Colleges and State Universities.

1 **III. GRADE LEVEL CLASSIFICATION**  
2

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

- 3 • Florida Statute 1008.25 requires that the district define specific levels of performance in  
4 reading, writing, mathematics, and science for each grade level. These levels of performance  
5 will be used to identify students who **must** receive remediation or be retained within an  
6 intensive program that is different from the previous year's program and takes into account  
7 the student's learning style.  
8
- 9 • In compliance with School Board's Objective (Improve accepted measures of success  
10 annually) and Florida Statute 1008.25, students will be identified as performing at one of three  
11 levels which indicates a student's achievement:  
12
- 13 ○ above grade level,
  - 14 ○ at grade level, or
  - 15 ○ below grade level.
- 16
- 17 • Performance levels are determined by various indicators that will include, but are not limited  
18 to, multiple measures using appropriate grade-level assessments as well as teacher  
19 judgment.  
20

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

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

31 **2. Possible Assessments**

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

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

- 43 • Students enrolled in ESE programs shall be promoted based on the acquisition of credits.  
44 Credits are earned through the successful completion of the Florida Standards or Access  
45 Points to the Florida Standards in reading/ language arts, math, social studies, and  
46 science.  
47  
48

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

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

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

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

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

**2. Gifted Students**

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

**3. Students with Disabilities – PMP/ MTSS Process**

**a) 504 Students**

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

**b) ESE Students**

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

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

1 **F. Retention**

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

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

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

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

39 **a) 504 Students**

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

44 **b) ESE Students**

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

1 **G. Remediation**  
2

- 3 • A PMP/ MTSS must be provided to all students:  
4 ○ who scored Level 1 or Level 2 on FSA English Language Arts or Math,  
5 ○ substantially behind in credits, and  
6 ○ with a GPA less than 2.0.  
7
- 8 • Remediation must be based on the results of diagnostic assessment(s) and it must be  
9 systematically embedded in the total educational program for the student. The daily  
10 instruction for the student will be modified based on both the diagnosis and the contents of  
11 the PMP/ MTSS or other educational plan(s) (e.g., IEP, ELL Student Plan).  
12
- 13 • The PMP must include Tier 1, Tier 2, or Tier 3 supports.
- 14
- 15 • Parents of students who have been identified as needing remediation may contract with state  
16 certified teachers or enroll students in an approved remedial program to teach individual  
17 students in lieu of attendance in a remedial school program. However, if the parent chooses  
18 this option, he or she must notify the child's school principal in writing within fifteen (15) days  
19 after the PMP conference. Such students will be required to pass a school-approved exam.  
20

1 **H. Extended School Year**  
2

- 3 • High school students may attend an extended school year program for grade forgiveness,  
4 remediation, and when provided accelerated credit.  
5

6 **1. ELL Students**  
7

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

16 **2. Students with Disabilities**  
17

18 **a) 504 Students**  
19

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

25 **b) ESE Students**  
26

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

39 **3. Home Education Students**  
40

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

1 **IV. GRADUATION REQUIREMENTS**  
2

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

8 **A. Course Credit Requirements**  
9

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

14 **B. Graduation Requirements Charts**  
15

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

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

<b>Students Entering Grade Nine in the 2013-2014 School Year and Subsequent School Years</b>
<b>Requirements for a 24 Credit Standard Diploma</b>
<b>4 Credits English Language Arts (ELA)</b>
ELA 1, 2, 3, 4 ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
<b>4 Credits Mathematics</b>
One of which must be Algebra 1 and one of which must be Geometry <ul style="list-style-type: none"> <li>▪ Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits (except for Algebra and Geometry)</li> </ul>
<b>3 Credits Science</b>
One of which must be Biology 1 and two of which must be in equally rigorous science courses <ul style="list-style-type: none"> <li>▪ 2 of the 3 required science credits must have a laboratory component</li> <li>▪ Industry certification courses that lead to college credit may substitute for up to 1 science credit (except Biology 1)</li> <li>▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History, 1 credit in U.S. History, 0.5 credit in U.S. Government and 0.5 credit in Economics with Financial Literacy
<b>1 Credit Fine and Performing Arts, Speech and Debate or Practical Arts</b>
Eligible courses are specified in the Florida Course Code Directory <a href="http://www.fldoe.org/articulation/CCD/default.asp">http://www.fldoe.org/articulation/CCD/default.asp</a>
<b>1 Credit Physical Education</b>
To include the integration of health
Beginning 2017-18 school year, as part of the physical education curriculum or any other required curriculum that a school district may designate, each school shall provide training in cardiopulmonary resuscitation (CPR) which is based on an instructional program established by the American Heart Association, the American Red Cross, or another nationally recognized program that uses the most current evidence-based emergency cardiovascular care guidelines and incorporates the development of psychomotor skills in the program. Students shall study and practice the psychomotor skills associated with performing CPR and study the appropriate use of an automated external defibrillator (AED).
<b>8 Elective Credits</b>
Note: 2 credits in the same world language are required for admission into state universities
<b>1 Online Course</b>



## Requirements for Diploma Designations

### Scholar Diploma Designation 2013-2014

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

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

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

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

### Merit Diploma Designation

In addition to meeting the standard high school diploma requirements:

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

1

## Requirements for Diploma Designations

### Scholar Diploma Designation 2014-2015 and Subsequent School Years

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

- Earn 1 credit in Algebra II;
- Pass the Geometry EOC;
- Earn 1 credit in statistics or an equally rigorous mathematics course;
- Pass the Biology I EOC;
- Earn 1 credit in chemistry or physics;
- Earn 1 credit in a course equally rigorous to chemistry or physics;
- Pass the U.S. History EOC;
- Earn 2 credits in the same world language; and
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment.

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

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

### Merit Diploma Designation

In addition to meeting the standard high school diploma requirements:

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

2

<b>Requirements for All Student Cohorts, 2013-2014 and Subsequent School Years</b>
<p><b>A student must successfully complete a:</b></p> <ul style="list-style-type: none"> <li>▪ 24-credit standard diploma,</li> <li>▪ 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option,</li> <li>▪ Advanced International Certificate of Education (AICE) curriculum, or</li> <li>▪ International Baccalaureate (IB) Diploma curriculum.</li> </ul> <p><b>Students must earn a 2.0 grade point average on a 4.0 scale and pass the required statewide assessments.</b></p>
<p><b>18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL)</b></p> <ul style="list-style-type: none"> <li>▪ Physical education is not required</li> <li>▪ 3 elective credits</li> <li>▪ Online course is not required</li> </ul> <p>All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(3)(a)-(e), Florida Statute [F.S.]).</p>
<p><b>Can a student who selects the 24-credit program graduate early?</b></p> <p>Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in less than eight semesters.</p>
<p><b>What is the credit acceleration program (CAP)?</b></p> <ul style="list-style-type: none"> <li>• This program allows a student to earn high school credit if the student passes an advanced placement (AP) examination, a College Level Examination Program (CLEP), or a statewide course assessment without enrollment in the course. The courses include the following subjects: <ul style="list-style-type: none"> <li>○ Algebra 1</li> <li>○ Geometry</li> <li>○ U.S. History</li> <li>○ Biology 1</li> <li>○ Algebra 2</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Acceleration courses and advanced coursework options</b> include: <ul style="list-style-type: none"> <li>○ Dual enrollment and early admission,</li> <li>○ AICE Program,</li> <li>○ AP Program,</li> <li>○ IB Diploma Program, and</li> <li>○ Industry certification.</li> </ul> </li> </ul> <p>For more information, visit <a href="http://www.fldoe.org/schools/SupportForNGHS.asp">www.fldoe.org/schools/SupportForNGHS.asp</a>.</p>
<ul style="list-style-type: none"> <li>• For more information on local public school district graduation programs, please contact the school counselor.</li> </ul>
<ul style="list-style-type: none"> <li>• The Florida Department of Education provides additional resources on the Graduation Requirements webpage at <a href="http://www.fldoe.org/bii/studentpro/grad-require.asp">www.fldoe.org/bii/studentpro/grad-require.asp</a>.</li> </ul>

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- Level 1 courses. For students with an individual educational plan (IEP) who entered the 9th grade prior to the 2013-14 school year, if the IEP team determined and documented, in accordance with Section 1003.43(7)(d), F.S., that a rigorous course of study would be inappropriate, the student may be granted core academic credit toward a standard high school diploma for any Level 1 course taken prior to the 2013-14 school year. Any student taking a Level 1 course in the 2013-14 school year or later, may not earn credit towards a standard diploma (including an elective credit).
  - Section 1003.438, F.S. Special high school graduation requirements for certain exceptional students.—A student who has been identified, in accordance with rules established by the State Board of Education, as a student with disabilities who has an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; another health impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; or students who are deaf or hard of hearing or dual sensory impaired shall not be required to meet all requirements of s. [1002.3105\(5\)](#), s. [1003.4281](#), or s. [1003.4282](#) and shall, upon meeting all applicable requirements prescribed by the district school board pursuant to s. [1008.25](#), be awarded a special diploma in a form prescribed by the commissioner; however, such special graduation requirements prescribed by the district school board must include minimum graduation requirements as prescribed by the commissioner. Any such student who meets all special requirements of the district school board, but is unable to meet the appropriate special state minimum requirements, shall be awarded a special certificate of completion in a form prescribed by the commissioner. However, this section does not limit or restrict the right of an exceptional student solely to a special diploma or special certificate of completion. Any such student shall, upon proper request, be afforded the opportunity to meet fully all requirements of s. [1002.3105\(5\)](#), s. [1003.4281](#), or s. [1003.4282](#) through the standard procedures established therein and thereby to qualify for a standard diploma upon graduation.

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

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

12

13 **1. Grade Forgiveness Policy**

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

1 **D. Statewide Assessment Requirement**

2  
3 **1. Graduation Requirements**

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

10  
11 **Table 1: Assessment Requirement by School Year**

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

12  
13 **Grade 10 English Language Arts**

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

23  
24 **Table 2: Reading/ELA Assessment Requirement and Passing Score by School Year**

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

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

1 **Algebra 1 EOC Assessment**

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

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

10

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

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

1           **2. Graduation Options**

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

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

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

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

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

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

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

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

35  
36           \*administered prior to March 2016

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

1 **c) High School Diploma Scholar Designation**

2  
3 Students entering grade 9 in the 2013-2014 school year, may qualify for a standard high  
4 school diploma Scholar designation, by earning passing scores on each of the following  
5 statewide assessments:  
6

- 7
- 8 • Biology 1 and
  - 9 • U.S. History

10 Students entering grade 9 in the 2014-2015 school year and beyond, may qualify for a  
11 standard high school diploma Scholar designation, by earning passing scores on each of  
12 the following statewide assessments:  
13

- 14
- 15 • Biology 1
  - 16 • U.S. History
  - 17 • Geometry

18 The passing score for each EOC assessment is the minimum score in Achievement Level  
19 3 (see <http://fcats.fldoe.org/fcat2/pdf/achlevel.pdf>). . Additionally, districts may choose to  
20 administer an EOC assessment to students who did not have an opportunity to take it if  
21 they wish to qualify for the Scholar designation.  
22

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

24  
25 Students with disabilities who are working toward a standard high school diploma are  
26 expected to participate in the FSA and Florida EOC Assessments; however, legislation  
27 provides for a waiver of the Grade 10 FSA ELA or FSA Algebra 1 EOC Assessment as a  
28 requirement for graduating with a standard high school diploma for students with  
29 disabilities whose abilities cannot be accurately measured by the statewide assessments.  
30 Pursuant to Section 1008.22(3)(c)2., Florida Statutes, “A student with a disability, as  
31 defined in Section 1007.02(2), Florida Statutes, for whom the individual education plan  
32 (IEP) team determines that the statewide, standardized assessments under this section  
33 cannot accurately measure the student’s abilities, taking into consideration all allowable  
34 accommodations, shall have assessment results waived for the purpose of receiving a  
35 course grade and a standard high school diploma. Such waiver shall be designated on  
36 the student’s transcript.” For additional information, contact the Bureau of Exceptional  
37 Education and Student Services at:  
38

- 39
- 40 • <http://www.fldoe.org/ese/>

41 **e) General Education Development (GED) Tests**

42  
43 GED tests are designed to provide an opportunity for adults who have not graduated from  
44 high school to earn a state of Florida diploma by measuring the major academic skills and  
45 knowledge associated with a high school program of study that graduating seniors should  
46 know and be able to do, with increased emphasis on workplace and higher education.  
47 Passing GED tests may require some preparation. Local adult education programs  
48 sponsored by school districts, colleges, and community organizations may assist students  
49 with determining how to best prepare for the tests. Additional information and resources  
50 regarding the GED may be accessed at <http://ged.fldoe.org/default.asp>.  
51



1           **3. ESE Students**  
2

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

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

- 25           • Beginning in the 2011-2012 school year, in order to earn course credit, students must earn a  
26           passing score on the statewide, standardized end-of-course assessment (EOC) for:  
27           ○ Algebra I  
28  
29           • A minimum of 30% of the student's course grade must be comprised of performance on the  
30           statewide, standardized assessment if one is required for that course.  
31  
32           • A student with a disability, as defined in Section 1007.02(2), Florida Statutes, for whom the  
33           IEP committee determines that an end-of-course assessment cannot accurately measure the  
34           student's abilities, taking into consideration all allowable accommodations, shall have the end-  
35           of-course assessment results waived for the purpose of determining the student's course  
36           grade and credit if the student meets all of the following criteria. The student:  
37           ○ Is identified as a student with a disability as defined in Section 1007.02 (2), Florida  
38           Statutes;  
39           ○ Has an active Individual Education Plan (IEP);  
40           ○ Has taken the EOC assessment with appropriate allowable accommodations at least  
41           once, and  
42           ○ Has demonstrated, as determined by the IEP team, achievement of the course standards.  
43  
44           • If a student transfers into an Osceola high school from out of country, out of state, a private  
45           school, or a home school, and the student's transcript, or equivalent document required for  
46           official decision-making for EOC assessments and course credits, shows credit received in  
47           any course for which the state administers an EOC assessment for eligible credit, the student  
48           shall be exempt from the EOC course requirement.  
49  
50  
51  
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53

1  
2 **F. Student Standards for Participation in Extracurricular Activities**  
3

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

30 **1. Academic Performance Contract**  
31

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

1           **2. Home Education Students**  
2

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

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

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

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

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

8 **1. Accommodations to Basic Courses**  
9

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

21 **2. Standard Diploma**  
22

23 **a) Requirements**  
24

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

45 **b) Attendance**

- 46 • Meet attendance requirements.  
47

48 **c) Curriculum**

- 49 • The curricular approach for high school Exceptional Student Education students shall  
50 be a regular education curriculum that follows the Florida Standards with appropriate  
51 accommodations.  
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### 3. Special Diploma Option 1

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

#### a) Requirements

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

- Complete course requirements as outlined below:

▪ Language Arts (or Language Arts through ESOL)	= 3 credits
▪ Mathematics	= 3 credits
▪ Social Studies	= 2 credits
▪ Science	= 1 credit
▪ Physical Education	= 1 credit
▪ Health or Life Management Skills or Career Education	= 0.5 credit
▪ Career Preparation	= 0.5 credit
▪ Electives	= 11 credits

Total: 22 Credits (11 required, 11 elective)

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

#### b) Attendance

- Meet attendance requirements.

#### c) Curriculum

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

Authorization: 6A-1.095, FAC

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#### 4. Special Diploma Option 2

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

##### a) Requirements

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

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

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

##### b) Attendance

- Meet attendance requirements.

##### c) Curriculum

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

1           **5. Certificate of Completion**  
2

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

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

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

18          **7. Changing Diploma Options**  
19

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

25          **8. Transfers**  
26

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

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

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

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

2  
3 State Board Rule 6A-6.0312 provides that accommodations to basic and career and technical  
4 education courses are allowable for all exceptional students to meet the requirements for a regular  
5 or special diploma as follows (for potential ELL students, see above):  
6

7 **1. Accommodations to Basic Courses**

- 8  
9
- Accommodations for basic courses shall not include modifications to the curriculum frameworks or Florida Standards. When modifying career and technical education courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's Individual Education Plan.
  - Accommodations may include any of the following:
    - Specialized presentation formats;
    - Specialized assessment or response formats;
    - Setting; and/ or
    - Scheduling.
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21 **2. Standard Diploma**

- The requirements for the Standard Diploma are defined in Section 1003.4282 (1), Florida Statutes, and Paragraph IV.B. of this document.
- 22  
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25

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

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

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

- A combination of course substitutions, assessments, industry certifications, other acceleration options, or occupational completion points appropriate to the student's unique skills and abilities that meet the criteria that State Board of Education rules establish
  - A portfolio of quantifiable evidence that documents a student's mastery of academic standards through rigorous metrics that State Board of Education rules establish. A portfolio may include, but is not limited to, documentation of work experience, internships, community service, and postsecondary credit.
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46 Specifically, in order to earn a Standard Diploma – Access Points/ Florida Alternate  
47 Assessment, an ESE student must meet all of the requirements listed in the following  
48 chart:  
49



**Requirements for  
Standard Diploma – Access Points/ Florida Alternate Assessment**

**4 Credits English Language Arts**

- Access English I,II,III,IV
- An applied Career and Technical Education (CTE) courses that has content related to English Language Arts may substitute for Access English IV. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

**4 Credits Mathematics**

- Access Algebra 1A and 1B and Access Geometry
- An applied CTE course that has content related to Mathematics may substitute for one mathematics credit with the exception of Access Algebra 1A and 1B and Access Geometry. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

**3 Credits in Science**

- Includes Access Biology
- At least 2 courses must have a laboratory component
- An applied Career and Technical Education (CTE) courses that has content related to science, an industry certification, or an identified computer science courses with a related industry certification may substitute for up to one science credit with the exception of Access Biology. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

**3 Credits Social Studies**

- 1 credits in Access World History
- 1 credit in Access United States History
- .5 credit in Access United States Government
- .5 credit in Access Economics with Financial Literacy
- An applied Career and Technical Education (CTE) courses that has content related to social studies may substitute for up to one social studies credit, with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

**1 Credit Physical Education**

- Integration of health
- Eligible courses are described in Course Code Directory and Instructional Assignment

**1 Credit in Fine and Performing Arts, Speech and Debate, or Practical Arts**

**8 Credits Electives**

**1 Course Online**

- Students may be exempted from this requirement if the IEP team determines an exemption is appropriate.

- |  |
|--|
| <ul style="list-style-type: none"><li>• Participate in the Florida Alternate Assessments in Reading, Mathematics, and Science until these tests are replaced by Florida Alternate Assessments in English Language Arts I, II, and III; Algebra I; Geometry; Algebra II; Biology I; and United States History</li></ul>   |
| <ul style="list-style-type: none"><li>• Attain a score of at least four (4) on the Florida Alternate Assessments in reading and mathematics until these tests are replaced by the Grade 10 English Language Arts Alternate Assessment and the End of Course (EOC) assessment for Access Algebra I unless a waiver of the results is granted in accordance with Section 1008.22(3)(c), Florida Statutes.</li></ul>  |
| <ul style="list-style-type: none"><li>• For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include:<ul style="list-style-type: none"><li>○ List of courses the student has taken, grades received, student work samples, and other materials that demonstrate growth, improvement, and mastery of all required course standards</li><li>○ Community-based instruction, modified occupational completion points, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio</li></ul></li></ul> |
| <ul style="list-style-type: none"><li>• Earn a cumulative Grade Point Average (GPA) of at least 2.0.<ul style="list-style-type: none"><li>○ Students must meet the graduation requirements specified in Section 1003.4282(1)-(9), Florida Statutes, or Section 1002.3105 (5), Florida Statutes, through the Access Points courses specified for each required core course, through more rigorous ESE courses in the same content area, or through core academic courses.</li></ul></li></ul>   |

1                   **4. Standard Diploma – Academic and Employment**  
2

3                   The Standard Diploma – Academic and Employment is designed for ESE students with  
4                   disabilities for whom the IEP team has determined that mastery of both academic and  
5                   employment competencies is the most appropriate way for the student to demonstrate his  
6                   or her skills.  
7

8                   In general, the requirements for this diploma option are:  
9

- 10                  • Documented completion of the minimum high school graduation requirements,  
11                  including the number of course credits that State Board of Education rules establish  
12
- 13                  • Documented achievement of all annual goals and short-term objectives for academic  
14                  and employment competencies, industry certifications, and occupational completion  
15                  points specified in the student’s transition plan. The documentation must be verified  
16                  by the IEP team.  
17
- 18                  • Documented successful employment for the number of hours per week specified in  
19                  the student’s transition plan, for the equivalent of 1 semester, and payment of a  
20                  minimum wage in compliance with the requirements of the federal Fair Labor  
21                  Standards Act.  
22
- 23                  • Documented mastery of the academic and employment competencies, industry  
24                  certifications, and occupational completion points specified in the student’s transition  
25                  plan. The documentation must be verified by the IEP team, the employer, and the  
26                  teacher. The transition plan must be developed and signed by the student, parent,  
27                  teacher, and employer before placement in employment and must identify the  
28                  following:  
29
  - 30                          ○ The expected academic and employment competencies, industry certifications,  
31                          and occupational completion points;
  - 32                          ○ The criteria for determining and certifying mastery of the competencies;
  - 33                          ○ The work schedule and the minimum number of hours to be worked per week; and
  - 34                          ○ A description of the supervision to be provided by the school district.  
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Specifically, in order to earn a Standard Diploma – Academic and Employment, an ESE student must meet all of the requirements listed in the following chart:

<b>Requirements for Standard Diploma – Academic and Employment</b>
<p>4 Credits English Language Arts</p> <ul style="list-style-type: none"><li>• English I,II,III,IV</li><li>• An applied Career and Technical Education (CTE) courses that has content related to English Language Arts may substitute for English IV. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</li></ul>
<p>4 Credits Mathematics</p> <ul style="list-style-type: none"><li>• Algebra 1A and 1B or Algebra 1 and Geometry</li><li>• An applied CTE course that has content related to Mathematics may substitute for up to one mathematics credit with the exception of Algebra and Geometry. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</li></ul>
<p>3 Credits in Science</p> <ul style="list-style-type: none"><li>• Includes Biology</li><li>• At least 2 courses must have a laboratory component</li><li>• An applied Career and Technical Education (CTE) courses that has content related to science, an industry certification, or an identified computer science courses with a related industry certification may substitute for up to one science credit with the exception of Biology. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</li></ul>
<p>3 Credits Social Studies</p> <ul style="list-style-type: none"><li>• 1 credits in World History</li><li>• 1 credit in United States History</li><li>• .5 credit in United States Government</li><li>• .5 credit in Economics with Financial Literacy</li><li>• An applied Career and Technical Education (CTE) courses that has content related to social studies may substitute for up to one social studies credit, with the exception of United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</li></ul>
<p>1 Credit Physical Education</p> <ul style="list-style-type: none"><li>• Integration of health</li><li>• Eligible courses are described in Course Code Directory and Instructional Assignment</li></ul>
<p>1 Credit in Fine and Performing Arts, Speech and Debate, or Practical Arts</p>

4

8 Credits Electives, including:

.5 Credit in an Employment-Based Course

- Employment at minimum wage or above, in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan for the equivalent of at least 1 semester.
- Additional credits in Employment-Based courses are permitted as electives.

1 Course Online

- Students may be exempted from this requirement if the IEP team determines an exemption is appropriate.

- Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team.

- Documented completion of the minimum high school graduation requirements, including the number of course credits and state assessments that State Board of Education rules establish. Students must meet the graduation requirements specified in Section 1003.4282(1)-(9), Florida Statutes, or Section 1002.3105 (5), Florida Statutes.

- Earn a cumulative Grade Point Average (GPA) of at least 2.0.

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1                   **5. Deferral of Receipt of a Standard Diploma**  
2

3                   An ESE student who meets the requirements for a Standard Diploma may defer the receipt  
4                   of the diploma and continue to receive services if he or she meets the following general  
5                   requirements.  
6

- 7                   • Has an individual education plan that prescribes special education, transition planning,  
8                   transition services, or related services through age 21; and  
9
- 10                  • Is enrolled in accelerated college credit instruction pursuant to s. 1007.27, industry  
11                  certification courses that lead to college credit, a collegiate high school program,  
12                  courses necessary to satisfy the Scholar designation requirements, or a structured  
13                  work-study, internship, or pre-apprenticeship program.  
14

15                  The decision to accept or defer the standard high school diploma must be made during  
16                  the school year in which the student is expected to meet all of the requirements for a  
17                  Standard Diploma, and the decision must be noted on the IEP, and the parent, or the  
18                  student over the age of eighteen (18) for whom rights have transferred in accordance with  
19                  subsection 6A-6.03311(8), F.A.C., must sign a separate document stating the decision.  
20

21                  The IEP team must:

- 22
- 23                  • Review the benefits of deferring the Standard Diploma, including continuation of  
24                  educational and related services, and describe to the parent and the student all  
25                  services and program options available to students who defer; and  
26
- 27                  • Describe in writing to the parent and the student all services and program options  
28                  available to students who defer.  
29

30                  The School District must:

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

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

1                   **6. Certificate of Completion**  
2

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

9                   **7. Changing Diploma Options**  
10

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

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

22                   **8. Transfers**  
23

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

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

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

1 I. Types of Diplomas  
2

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

5 1. Standard Diploma  
6

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

24  
25 2. Special Diploma (See also Subsection IV.F.)  
26

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

30 a) Option1  
31

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

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



1                   **b) Option 2**  
2

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

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

16                  **3. Certificate of Completion**  
17

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

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

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

1 **J. Participation in Graduation Ceremonies**

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

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

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

1 **V. REPORTING STUDENT PROGRESS**

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

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

16  
17 **B. Report Cards**

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

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

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

1           **1. Change of Grades**  
2

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

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

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

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

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

28                  **2. Final Course Grades**  
29

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

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**Courses with State End of Course (EOC) Exams**

- A minimum of 30% of the student’s course grade must be comprised of performance on the **statewide, standardized end-of-course assessment** if one is required for that course (see IV.D.). For such a course,
  - When two semesters are used to determine a final grade, each semester shall count 35% of the final grade, and the statewide, standardized end-of-course assessment shall count 30% of the final grade.
  - When two nine weeks are used to determine a final grade, each nine weeks shall count 35% of the final grade, and the statewide, standardized end-of-course assessment shall count 30% of the final grade.
- If an “I” (incomplete) is recorded on a report card, the requirements for which the incomplete was assigned must be satisfied within two weeks of the issuance of report cards or the “I” becomes “F.” At the teacher’s discretion, a longer period of time may be allowed for makeup work. For each student granted additional time, the teacher shall complete and submit in a timely fashion a grade change form.
- Pursuant to Section 1003.436, Florida Statutes, in awarding credit for high school graduation, the district shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive:
  - **Half credit** if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and *the averaging of the grades obtained in each half would not result in a passing grade.*
  - **Full credit** if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and *the averaging of the grades obtained in each half would result in a passing grade*, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

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

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

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

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

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

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

14  
15

Grade	Percent	Point Value	Definition	Weights (AP, IB, DE, and AICE Courses)	Weights (Honors, Other Level 3 Courses)
A	90-100	4	outstanding progress	5	4.5
B	80-89	3	above average	4	3.5
C	70-79	2	average progress	3	2.5
D	60-69	1	below average progress	2	1.5
F	0-59	0	not passing	0	0
I	0	0	incomplete	0	0

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



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

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

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

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

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

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

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

2  
3 **1. ELL Students**

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

13  
14 **2. Students with Disabilities**

15  
16 **a) 504 Students**

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

27  
28 **b) ESE Students**

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

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

3 **1. ELL Students**  
4

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

13 **2. Students With Disabilities**  
14

15 **a) 504 Students**

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

18 **b) ESE Students**  
19

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

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

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