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



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

Grades 6-8

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

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

3
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5
6 **CHAIR**

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8
9 Kelvin Soto
10 Clarence Thacker
11 Tim Weisheyer
12 Jay Wheeler

13
14
15 **SUPERINTENDENT**

16 Dr. Debra Pace

17
18 **CHIEF OF STAFF**

19 Dr. Ronald Scott Fritz

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22 **STUDENT PROGRESSION PLAN TASK FORCE**

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30
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Table of Contents

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

1	2.	Dropout Prevention Program (DOP).....	29
2	3.	Gifted Education	29
3	4.	Students with Disabilities.....	30
4	a)	504 Students.....	30
5	b)	Exceptional Education Students	30
6	5.	Home Education.....	31
7	C.	Multi-Tiered Systems of Support (MTSS) and Problem Solving/ Response to Intervention (PS/ Rtl)	
8		32	
9	D.	Acceleration Plan	32
10	III.	PROMOTION.....	33
11	A.	Attendance for Promotion, Grades 6-8	33
12	A.	General Promotion Requirements – Grades 6-8.....	34
13	B.	Student Performance Levels for Reading, Writing, Mathematics, and Science.....	35
14	1.	Required Program of Study – Grades 6-8.....	35
15	2.	Possible Middle School Assessments	35
16	C.	Promotion of ESE Students	36
17	D.	Promotion to a Higher Grade Level.....	36
18	E.	Progress Monitoring Plan (PMP)/ Multi-Tiered Systems of Support (MTSS) Process.....	37
19	1.	ELL Students – PMP/ MTSS Process	37
20	2.	Gifted Students.....	38
21	3.	Students with Disabilities –PMP/ MTSS Process	38
22	a)	504 Students.....	38
23	b)	ESE Students – PMP/ MTSS Process.....	38
24	F.	Retention.....	39
25	1.	Special Program Considerations	40
26	a)	ELL Students	40
27	b)	Students with Disabilities	40
28	(1)	504 Students.....	40
29	(2)	ESE Students	40
30	G.	Remediation.....	40
31	H.	Extended School Year	41
32	1.	ELL Students.....	41
33	2.	Students with Disabilities.....	41
34	a)	504 Students.....	41
35	b)	ESE Students	41
36	3.	Home Education Students.....	41
37	IV.	REPORTING STUDENT PROGRESS.....	42
38	A.	Parent(s)/ Guardian(s) – Written Notification Requirements.....	42
39	B.	Report Cards.....	42
40	C.	General Rules of Marking or Awarding Grades	43
41	1.	Report Card Grades	43
42	2.	Change of Grades	44
43	a)	Request by Teacher for Change of Grade.....	44
44	b)	Change of Grade without Teacher Request	45
45	D.	Description and Definition of Marks	46
46	1.	Grades 6-12 Percentage Value Definition.....	46
47	E.	Guidelines for Grading and Reporting Academic Progress of ELL Students.....	47
48	F.	District/ State Assessment Programs.....	47
49	G.	Accommodations of District/ State Assessments for Special Program Students.....	48
50	1.	ELL Students.....	48
51	2.	Students with Disabilities.....	48
52	a)	504 Students.....	48

1 b) ESE Students48
2 H. Exemptions from District/ State Assessments for Special Program Students49
3 1. ELL Students49
4 2. Students With Disabilities49
5 a) 504 Students.....49
6 b) ESE Students49
7 H. Annual Report in Local Newspaper50
8
9

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

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

7
8 **A. Initial Entry Requirements**

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

12
13 **1. Evidence of Age**

14 Amended

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

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

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

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

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

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

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

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

41
42 **b) Immunization**

43
44 Each student who is otherwise entitled to admittance to an Osceola County school shall
45 be required to present a certificate of immunization on a Florida form, showing that the
46 student has received inoculations for those communicable diseases for which
47 immunization is required by the Division of Health, and Section 1003.22, FS.

48
49 Students who have not received the required immunizations as stipulated by state law and
50 who have not received a statutory exemption will be temporarily excluded from school until
51 such immunizations have been administered.

1 **Required Immunizations:**
2

- 3 • five (5) DTP's (Diphtheria-Tetanus-Pertussis)
4 o If the fourth primary dose is on or after the fourth birthday, the fifth dose is not
5 required. DTaP (Diphtheria-Tetanus-Acellular Pertussis) is acceptable for one or
6 more DTP's. DT (pediatric Diphtheria-Tetanus) is acceptable if Pertussis vaccine
7 is medically contraindicated.
8 • four (4) Polio
9 o If the third dose is on or after the fourth birthday, the fourth dose is not required.
10 IPV (Inactivated Polio Vaccine) is an acceptable alternative for one or more doses
11 of OPV (Oral Polio Vaccine).
12 • two (2) MMR's (Measles-Mumps-Rubella)
13 o First dose is valid if given on or after first birthday. Second dose is valid if given at
14 least one month after the first dose.
15 • Hepatitis B Series of three
16 o A student may enter school if the first dose has been administered prior to initial
17 entry; or series of two for students ages 11-15, minimum four (4) months apart.
18

19 **Grade 6**

- 20 • All required immunizations, including two (2) doses of Measles-Mumps-Rubella
21 (MMR) and two (2) doses of Varicella (chickenpox). Varicella vaccine is not required
22 if child has documentation of Varicella disease as documented by the healthcare
23 provider.
24

25 **Grade 7-8**

- 26 • All required immunizations, including two (2) doses of Measles-Mumps-Rubella
27 (MMR), two (2) doses of Varicella, and one (1) Tetanus-Diphtheria (Tdap) booster.
28 Students thirteen (13) years of age or older who have never had chickenpox and who
29 receive the chickenpox vaccine on or after the age of thirteen (13) are required to have
30 two (2) doses at least twenty-eight (28) days apart.
31

32 The Centers for Disease Control and Prevention recommends that a dose of
33 Meningococcal Conjugate Vaccine 4 (MCV4) be administered to children and adolescents
34 eleven (11) through eighteen (18) years of age. This vaccine is **NOT** a requirement for
35 enrollment. Adopted 07-01-08
36

37 **Exceptions may be granted as follows:**

- 38 • parental objections on religious grounds documented on Florida Department of Health
39 Form 681 or
40 • written certification for exemption for medical reasons by a licensed medical provider
41
42

1 **3. Residency Requirements**
2

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

6 **Category 1**

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

10 **Category 2**

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

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

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

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

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

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

1 **B. Transfer Students**

2
3 **1. General Transfer Information**

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

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

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

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

28
29 Grades will be transferred as follows:

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

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

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

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

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

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

19 **4. Student Custody**
20

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

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

1 **5. Student with Disabilities**

2
3 **a) 504 Students**

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

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

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

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

31

32 For a student identified as English Language Learner (ELL) and transferring from a school in

33 another country, placement must comply with appropriate procedures for students in the

34 English for Speakers of Other Languages (ESOL) programs found in the ESOL District ELL

35 Plan.

36

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

- 38
- 39 • A student with all NO responses on the HLS is considered non-English Language
- 40 Learner (ELL).
- 41 • A student with any YES response is referred for additional English language
- 42 proficiency assessment.
- 43 • A student with a YES response to question #1 only is **temporarily** placed in general
- 44 education classes until English proficiency assessment occurs.
- 45 • A student with more than one YES response is temporarily placed in basic ESOL
- 46 classes until English language proficiency assessment occurs.
- 47 • The state-approved grade-appropriate Individual Developmental English Activities
- 48 (IDEA) Language Proficiency Test is used to assess oral/ aural English proficiency
- 49 and is to be administered within the first 20 days after the enrollment date. Amended
- 50 07-01-09
- 51

1 **7. Home Education**
2

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

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

1 **C. Attendance Guidelines**
2

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

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

13 **1. Student Absences**
14

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

20 **a) Excused Absences**
21

22 Absences shall be excused for the following reasons:
23

- 24 • illness or injury of the student;
- 25 • illness, injury, or death in the immediate family of the student. (The immediate family
26 shall be defined as listed in the United States Internal Revenue Service guidelines.);
- 27 • educational opportunities which are age appropriate for the student as deemed by the
28 principal or his/ her designee; or
- 29 • religious holidays (see also Paragraph I.C.4.)
30

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

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

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

44 Make-up work shall be completed for all absences during a period equal to at least twice
45 the number of days for which the student is absent from the class, unless the teacher
46 allows more time.
47
48

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

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

24 **c) Unexcused Absences**
25

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

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

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

13 **d) 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, this
17 unexcused absence is for referral purposes, and the electronic record is not to be altered.
18 Actual presence or absence on campus must be accurately reflected in the electronic
19 record.
20

21 **e) Early Departures**

22
23 For truancy purposes, five (5) early departures, or a combination of tardies *to school* and
24 early departures that equals five (5), shall equal one unexcused absence. However, this
25 unexcused absence is for referral purposes, and the electronic record is not to be altered.
26 Actual presence or absence on campus must be accurately reflected in the electronic
27 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 an
33 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; funerals, family
37 emergencies, etc.
38
- 39 • Examples of unexcused early departures include, but are not limited to: parent's
40 convenience, personal reasons, shopping trips, etc.
41
42

1 **2. Students with Disabilities**
2

3 **a) 504 Students**
4

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

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

15 **b) ESE Students**

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

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

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

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

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

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

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

21 **5. Virtual Instruction Program**
22

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

1 **D. Student Withdrawals**

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

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

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

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

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

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

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

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

1 **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 describe
6 what students should know and be able to do at all Grades Kindergarten through 12 in the subjects
7 of:

- 8
9 -- language arts -- mathematics
10 -- science -- social studies
11 -- world language -- health education
12 -- fine arts -- physical education.

13
14 All current Florida state standards may be found on the FDOE C-PALMS (Collaborate, Plan, Align,
15 Learn, Motivate, Share) website at: <http://www.cpalms.org/Public/>

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

21
22 District Grade Level Expectations are based upon the Florida Standards and identify what each
23 student should know and be able to do by the end of each grade.

24
25 In addition, Section 1003.42, FS, requires that members of the instructional staff of the public
26 schools, subject to the rules of the State Board of Education and the district school board, shall
27 teach efficiently and faithfully, using the books and materials required that meet the highest
28 standards for professionalism and historic accuracy, following the prescribed courses of study,
29 and employing approved methods of instruction, the following:

- 30
31 1. The history and content of the Declaration of Independence, including national sovereignty,
32 natural law, self-evident truth, equality of all persons, limited government, popular sovereignty,
33 and inalienable rights of life, liberty, and property, and how they form the philosophical
34 foundation of our government.
35
36 2. The history, meaning, significance, and effect of the provisions of the Constitution of the
37 United States and amendments thereto, with emphasis on each of the 10 amendments that
38 make up the Bill of Rights and how the constitution provides the structure of our government.
39
40 3. The arguments in support of adopting our republican form of government, as they are
41 embodied in the most important of the Federalist Papers.
42
43 4. Flag education, including proper flag display and flag salute.
44
45 5. The elements of civil government, including the primary functions of and interrelationships
46 between the Federal Government, the state, and its counties, municipalities, school districts,
47 and special districts.
48
49

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

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

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

9 **1. General Academic Requirements**

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

11 **Grade 6**

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

17 **Grade 7**

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

23 **Grade 8**

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

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

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

34 **2. Electives**

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

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

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

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

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

11 **4. Physical Education**
12

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

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

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

27
28 (Section 1003.455, FS)
29

30 **5. Computer Literacy**
31

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

35 **6. Civics**
36

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

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

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

7. Career and Education Planning

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

- At a minimum, the course must be:
 - internet-based, easy to use, and customizable to each student
 - include research-based assessments to assist students in determining educational and career options and goals
- The course must:
 - result in a completed personalized academic and career plan for the student
 - emphasize the importance of entrepreneurship skills
 - emphasize technology or the application of technology in career fields
- Beginning in the 2014-2015 academic year, the course must include information from the Department of Economic Opportunity's economic security report as described in s. [445.07](#).
- The required personalized academic and career plan must:
 - inform students of high school graduation requirements, including a detailed explanation of the diploma designation options provided under s. [1003.4285](#);
 - include high school assessment and college entrance test requirements
 - include Florida Bright Futures Scholarship Program requirements
 - inform students of state university and Florida College System institution admission requirements
 - explain available opportunities to earn college credit in high school
 - include information on Advanced Placement courses
 - include information on the International Baccalaureate Program
 - include information on the Advanced International Certificate of Education Program
 - inform students of dual enrollment opportunities, including career dual enrollment
 - Provide information on career education courses, including career-themed courses and courses that lead to industry certification pursuant to s. [1003.492](#) or s. [1008.44](#).

8. Middle School Acceleration for High School Credit

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

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

9. Student Performance - State K-20 Education Priorities

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

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

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

1 **B. Special Programs**

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

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

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

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

- 23 • Students in Grades 3-12 found to be fluent English speaking will be given a nationally
- 24 normed, standardized reading and writing test, within 20 days from their date of
- 25 enrollment for further assessment of their English proficiency.
- 26 • Exceptional students (ESE) with any YES response shall be reviewed by a joint ESE/
- 27 ELL committee to determine appropriate ESOL assessment and placement.
- 28 • Every English Language Learner student is entitled to equal access to all academic,
- 29 categorical, and federal programs offered by the School District of Osceola County.
- 30 The amount of time the ELL student is assigned to the program(s) shall be comparable
- 31 to the time assigned to a non-ELL student under similar conditions. An updated ELL
- 32 student's class schedule must be maintained in the ELL Student Plan as part of the
- 33 student permanent record.
- 34 • English Language Learner students are taught by subject area teachers following the
- 35 corresponding district curriculum. The instructional personnel provide appropriate and
- 36 differentiated instruction to students through the use of ESOL teaching strategies,
- 37 appropriate instructional materials, curriculum accommodations, and testing
- 38 accommodations. The ESOL strategies and accommodations are documented in the
- 39 teacher's lesson plans as evidence that understandable instruction is being provided.
- 40 • Schools with fifteen (15) or more ELL students who speak the same home language
- 41 shall provide at least one bilingual teacher assistant or bilingual teacher proficient in
- 42 English and the home language of the students. The ESOL teacher assistant's (or
- 43 bilingual teacher's) primary assignment is to offer the ELL students additional help in
- 44 the basic content areas under the supervision of the basic subject area teacher.
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2. Dropout Prevention Program (DOP)

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

3. Gifted Education

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

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

1 **4. Students with Disabilities**
2

3 **a) 504 Students**
4

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

15 **b) Exceptional Education Students**
16

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

25 **ESE Curriculum**
26

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

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5. Home Education

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

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

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

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

26 **D. Acceleration Plan**
27

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

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

1 **III. PROMOTION**

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

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

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

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

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

30 **Grading of Make-up Work**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

14 **2. Possible Middle School Assessments**

15 **Potential Assessments**

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

1 **C. Promotion of ESE Students**

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

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

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

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

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

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

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

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

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

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

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

24

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

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

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

28 in accordance with the following guidelines and procedures:

29

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

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

2. Gifted Students

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

3. Students with Disabilities –PMP/ MTSS Process

a) 504 Students

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

b) ESE Students – PMP/ MTSS Process

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

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

1 **F. Retention**

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

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

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

24

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

1 **1. Special Program Considerations**
2

3 **a) ELL Students**

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

17 **b) Students with Disabilities**

18 **(1) 504 Students**

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

22 **(2) ESE Students**

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

27 **G. Remediation**

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

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

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

1 **H. Extended School Year**

2
3 **1. ELL Students**

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

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

14
15 **2. Students with Disabilities**

16
17 **a) 504 Students**

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

23
24 **b) ESE Students**

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

36 **3. Home Education Students**

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

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

1 **IV. REPORTING STUDENT PROGRESS**

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

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

15
16 **B. Report Cards**

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

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

4 **1. Report Card Grades**
5

- 6 • Teachers shall determine report card grades that provide the student and the student's
7 parents(s)/ guardians(s) with an objective evaluation of the student's mastery of state
8 standards. Students and parents are to be advised of the grading criteria for each course
9 at the time of enrollment.

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

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

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

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

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

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

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

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- 1 • To receive a report card a student shall have been enrolled in school at least one-half (1/
2 2) of the forty-five day grading period as established by the official school calendar. The
3 report card needs to reflect the date of entry and attendance record. If a student
4 withdraws, he shall be issued a grade on the withdrawal form as of the date of withdrawal.
5 Amended 07-02-96, 06-27-00, and 07-01-06
6
- 7 • Students are to receive grades in all subjects in which they have received instruction that
8 grading period.
9

10 **2. Change of Grades**

11
12 Once a grade has been entered into a report card or electronically entered into a system for
13 the preparation of report cards, then any and all grade changes should be made as follows:
14

15 **a) Request by Teacher for Change of Grade**

- 16 • If the teacher who has made, entered or reported the grade feels it necessary to
17 change the grade, he or she must submit a request in writing to the principal for a
18 grade change.
19
- 20 • Whether the basis for the change is a mistake at the time of entry, or reconsideration
21 of the assessment materials and evaluative sources, the teacher shall demonstrate in
22 the writing the rationale, basis and support for the grade as intended to be entered on
23 the change.
24
- 25 • The principal shall consider the request made by the teacher, and meet with the
26 teacher, as the principal deems necessary, and determine whether to make the
27 change as requested.
28
- 29 • The principal shall determine the request in writing and provide a written explanation
30 as to the basis for the determination to the requesting teacher.
31
- 32 • Following the direction of the principal, the grade may be changed or left unchanged.
33 Only if directed by the written notification of the principal, may the teacher-entered
34 grade be changed.
35
- 36 • If a change in grade be directed after the student and parent(s)/ or parent(s) have been
37 first notified of the grade, then the grade change shall be made on an official
38 notification form to the parents, which shall contain the reasons and methodology for
39 the change.
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b) Change of Grade without Teacher Request

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

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

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

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

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

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

13

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

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

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

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

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

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

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

2
3 **1. ELL Students**

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

13
14 **2. Students with Disabilities**

15
16 **a) 504 Students**

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

27
28 **b) ESE Students**

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

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

2
3 **1. ELL Students**

- 4
5 • All ELL students are expected to participate in the FSA English Language Arts tests.
6 However, ELL students who have received 12 months, according to the date entered to a
7 United States school, or less of instruction in an approved ESOL program can be exempt
8 from taking FSA English Language Arts tests if an ELL Committee decides it is
9 appropriate. The alternate assessment to be used is the CELLA, which will be given at
10 the appropriate grade level. All ELL students, regardless of years of instruction, are
11 expected to participate in the FSA Mathematics and Science tests.
12

13 **2. Students With Disabilities**

14
15 **a) 504 Students**

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

19 **b) ESE Students**

20
21 The IEP team determines whether and how a student with a disability participates in
22 School District and statewide standardized assessments. Under certain conditions, the
23 IEP team can seek exemptions from the Florida Standards Assessment.

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

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

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