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



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2022-23

STUDENT PROGRESSION PLAN

[Kindergarten – Grade 12]

Effective July 01, 2022

Revised December 13, 2022

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

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1 **I. INTRODUCTION**
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3 In compliance with *Section 1008.25 – Public school student progression; remedial instruction;*
4 *reporting requirements, Florida Statutes; State Board of Education Rule 6A-1.09401 – Student*
5 *Performance Standards; and Osceola County School Board Rule 4.11 – Student Progression Plan,*
6 *the School District of Osceola County , Florida, (SDOC) Student Progression Plan* establishes the
7 policies that determine each student's progression from one grade level to the next, in part based
8 upon the student's proficiency of the state standards required for each grade level, content area,
9 and/ or course.

10
11 The *SDOC Student Progression Plan* shall be adopted by the Osceola County School Board and
12 revised periodically thereafter in order to comply with changes in state law and to address needs of
13 our students and community.

14
15 The *SDOC Student Progression Plan* shall contain five (5) separate but comprehensive sections.
16 Each section is intended to contain all of the required elements of student progression and applicable
17 statutes for use at the school level. These sections are:

- 18
- 19 • Entry, Attendance, and Withdrawal
- 20
- 21 • Program Description
- 22
- 23 • Promotion/ Grade Level Classification
- 24
- 25 • Graduation Requirements
- 26
- 27 • Reporting Student Progress
- 28

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

3 All children who have attained the age of six (6) years or who shall 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 [Section 1003.21, Florida Statutes (FS)]**
9

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

13 **1. Evidence of Age**
14

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

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

22 **a) Maximum Age Limit for Attendance**
23

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

1 **2. Health Requirements – Initial Entry**
2

3 **a) Proof of Physical Examination**
4

5 Pursuant to State Board of Education Rule 6A-6.024 FAC, proof shall be presented that
6 the student has received within the last twelve months prior to the anticipated day of
7 enrollment a physical examination by a health professional who is licensed in Florida or in
8 the state where the student resided at the time of the examination.
9

10 If the student has ever been enrolled in a Florida school, that student is exempt, if there is
11 documented evidence of a physical examination from that Florida school.
12

13 Students entering Kindergarten from the School District of Osceola County Voluntary Pre-
14 Kindergarten (VPK) program shall have already met the school entry physical
15 requirement.
16

17 If, when requested records are received, or upon other verification as documented, no
18 valid physical examination documentation is presented, the student shall be required to
19 submit to a physical examination.
20

21 **b) Immunization**
22

23 Each student who is otherwise entitled to admittance to an Osceola County school shall
24 be required to present a certificate of immunization on a Florida form, showing that the
25 student has received inoculations for those communicable diseases for which
26 immunization is required by the Division of Health, and Section 1003.22, FS.
27

28 Students who have not received the required immunizations as stipulated by state law and
29 who have not received a statutory exemption shall be temporarily excluded from school
30 until such immunizations have been administered.
31

32 **(1) Required Immunizations (Pre-Kindergarten through 12)**

- 33 • five (5) DTP's (Diphtheria-Tetanus-Pertussis)
 - 34 ✓ If the fourth primary dose is on or after the fourth birthday, the fifth dose is not
 - 35 required. DTaP (Diphtheria-Tetanus-Acellular Pertussis) is acceptable for one
 - 36 or more DTP's. DT (pediatric Diphtheria-Tetanus) is acceptable if Pertussis
 - 37 vaccine is medically contraindicated.
- 38 • four (4) Polio
 - 39 ✓ If the third dose is on or after the fourth birthday, the fourth dose is not required.
 - 40 IPV (Inactivated Polio Vaccine) is an acceptable alternative for one or more
 - 41 doses of OPV (Oral Polio Vaccine).
- 42 • two (2) MMR's (Measles-Mumps-Rubella)
 - 43 ✓ First dose is valid if given on or after first birthday. Second dose is valid if given
 - 44 at least one month after the first dose.
- 45 • Hepatitis B Series of three
 - 46 ✓ A student may enter school if the first dose has been administered prior to initial
 - 47 entry; or series of two for students who are ages 11-15, minimum four (4)
 - 48 months apart with a valid expiration date.
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(2) Grade-Level Specific Required Immunizations

Pre-Kindergarten (Pre-K)

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

Kindergarten through Grade 5

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

Grade 6

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

Grade 7-8

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

Grades 9-12

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

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

Exceptions may be granted as follows:

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

1 **3. Residency Requirements**
2

3 Pursuant to *Section 1002.31 -- Controlled open enrollment; Public school parental choice,*
4 *Florida Statutes*, the School District of Osceola County provides a policy of school choice for
5 parents and students. To clarify, the requirements below are for the purposes of establishing
6 residency in the state of Florida and recording parent contact information in the Student
7 Information System.
8

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

11 **Category 1**

- 12 ▪ mortgage document
- 13 ▪ rental or lease agreement
- 14 ▪ property tax records

15 **Category 2**

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

19 If the parent or guardian is not the leaseholder or property owner, then the following is
20 required:

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

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

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

33 Any person knowingly providing false and/ or misleading information may be liable for criminal
34 charges under Florida Statutes.
35
36
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1 **B. School Admissions [Section 1003.21, FS]**
2

3 **1. Admission to Kindergarten**
4

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

19 **2. Admission to First Grade**
20

- 21 • Children must attain the age of six (6) years on or before September 1 of the school year
22 for which admission to first grade is sought or at any time thereafter, provided the child
23 has demonstrated a readiness to enter the first grade in accordance with rules adopted
24 by the State Board of Education.
25
- 26 • No student shall be admitted to the first grade who has not attended Kindergarten in a
27 public school or satisfactorily completed Kindergarten in a non-public school from which
28 the district School Board accepts transfer of academic credit.
29
- 30 • However, for the 2021-22 school year, if a student who was eligible to attend but did not
31 attend Kindergarten for the 2020-21 school year due to the parent's concerns about the
32 Coronavirus/ COVID-19 pandemic, then the student may be assigned to the School
33 District's transitional Kindergarten program. If the school principal determines that the
34 student meets specific criteria mid-year, then the student's parents shall be consulted, and
35 the student may be promoted to Grade 1 mid-year.
36
- 37 • Any student presented for Grade 1 enrollment who has successfully completed
38 Kindergarten in a non-public school which permitted entry earlier than the state minimum
39 requirement (5 years old on or before September 1 of the school year) shall be enrolled in
40 Kindergarten until the student has demonstrated a readiness to enter the first grade.
41

1 **C. Transfer Students [Section 1003.25(3), FS; State Board of Education Rule 6A-1.0955]**

2
3 **1. General Transfer Information**

- 4
5 • The school principal or designee shall determine placement of a student who transfers
6 from other countries, counties, states, private schools or from a home education program.
7 If a student transfers from a school or program other than a regionally accredited institution
8 or with inadequate or incomplete records, placement shall 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); and/ or
 - 19 ○ teacher judgment of classroom performance during a probationary period to be
20 established by the principal.
- 21
- 22 • **The procedures for the acceptance of transfer work and credit for students entering**
23 **Osceola County's public high schools shall be as follows:**
- 24 ○ Credits and grades earned and offered for acceptance shall be based on official
25 transcripts, when available, and shall be accepted at face value subject to validation if
26 required by the receiving school's accreditation. All out of state credits shall be
27 accepted as regular level credits unless specifically designated otherwise. If validation
28 of the official transcript is deemed necessary, or if the student is unable to obtain an
29 official transcript or is a home education student, credits shall be validated through
30 performance during the first grading period as outlined in subsection B.1.(2). However,
31 schools shall make every appropriate effort to assist the student in obtaining an official
32 transcript.
 - 33 ○ Validation of credits shall be based on performance in classes at the receiving school.
34 A student transferring into a school shall be placed at the appropriate sequential
35 course level and should have a minimum grade point average of 2.0 at the end of the
36 first grading period. Students who do not meet this requirement shall have credits
37 validated using the Alternative Validation Procedure, as outlined in subsection (3).
 - 38 ○ Alternative Validation Procedure. If validation based on performance as described
39 above is not satisfactory, then any one of the following alternatives shall be used for
40 validation purposes as determined by the teacher, principal, and parent:
 - 41 ▪ Portfolio evaluation by the superintendent or designee;
 - 42 ▪ Written recommendation by a Florida certified teacher selected by the parent and
43 approved by the principal;
 - 44 ▪ Demonstrated performance in courses taken through dual enrollment or at other
45 public or private accredited schools;
 - 46 ▪ Demonstrated proficiencies on nationally-normed standardized subject area
47 assessments;
 - 48 ▪ Demonstrated proficiencies on the FSA; or
 - 49 ▪ Demonstrated proficiencies on the FSA; or
 - 50 ▪ Demonstrated proficiencies on the FSA; or
 - 51 ▪ Demonstrated proficiencies on the FSA; or
 - 52 ▪ Demonstrated proficiencies on the FSA; or

- Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in subsection I.B.1.(3)(d) and (3)(e) if required.

2. Placement of Transfer Kindergarten and First Grade Students

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

3. Placement of Transfer Students – Grades 2-5

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

4. Placement of Transfer Students – Grades 6-8

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

Grades shall be transferred as follows:

- A = 100
- B = 89
- C = 79
- D = 69
- F = 59

In the event percentages are provided, percentages shall be used.

5. Placement of Transfer Students – Grades 9-12

- Students who transfer into Osceola County from public schools shall be classified according to their grade placement at the school from which they transfer. If a student is unable to obtain an official transcript after receiving assistance from the school, students may be placed at an appropriate sequential course level and may validate their placement through performance during the first grading period as outlined in subsection B.1.(2). Thereafter, students shall follow classification as set up by Osceola County except for those students who transfer as seniors.
- Requirements of the School Board shall not be retroactive for transfer students provided the student has met all requirements of the school, school district, or state from which he/she is transferring (6A-1.095). However, in order to receive a diploma from a Florida school, the student must take and pass the state assessments required by state law.

- 1 • In the year of their transfer, all transfer students shall be expected to attempt to earn a
2 minimum of three and one-half (3 ½) credits per semester. However, no requirement for
3 specific course work shall be retroactive except as stated above.
4
- 5 • Work or credits from state or regionally accredited SACS/ CITA public or private schools
6 or institutions shall be accepted at face value, subject to validation if deemed necessary.
7
- 8 • Graduation with a diploma from any school system in the United States or any other
9 country, regardless of age, fulfills a student's compulsory public education required by
10 state law.
11
- 12 • Schools may inform parents and students that transferring from a school with a six period
13 schedule to a school with a different schedule, or vice versa, may delay graduation and/
14 or result in lower grades or loss of credits.
15

16 **6. Students Who Are Not Residing with Their Natural Parents or Legal Guardians**

- 17 • In order to enroll any student who is not residing with his or her natural parent or legal
18 guardian, the responsible adult shall sign a Temporary Educational Guardianship for
19 Student form available through the Department of Student Services at the District Office.
20 Temporary Educational Guardianship for Student shall only be given in the event of:
21
22
 - 23 ○ Hospitalization
 - 24 ○ Incarceration
 - 25 ○ Death
 - 26 ○ Foreign Exchange Student (per School Board Rule 5.25)
 - 27 ○ Parent unable to care for child
 - 28 ○ Foster parent
- 29 • All of the events listed above require appropriate legal documentation, which the
30 responsible adult shall provide to Student Services. The Temporary Educational
31 Guardianship for Student form shall apply for the school year in which it is completed,
32 filed, and approved by Student Services.
33
34

35 **7. Student Custody**

- 36 • Any person or agency who has been given exclusive care, custody, or control over any
37 student by order of any court having jurisdiction to enter such order, may provide a certified
38 or otherwise authenticated copy of such order, Marriage Certificate, or other extraneous
39 criteria not covered by specific rule, to the principal of the school in which each student is
40 enrolled. The order shall be placed in the student's official records, and thereafter, such
41 person or agency shall be recognized for all purposes as the sole parent or guardian of
42 the student until such time as subsequent or additional orders changing such status are
43 likewise provided.
44

45
46 Implementation: Sections 320.38, 322.031, 1000.01, 1000.04, 1001.42(5), 1003.21,
47 1003.22, Florida Statutes; State Board of Education Rule 6A-6.311, 6A-6.341, and 6A-
48 198, Florida Administrative Code (FAC)
49

1 **8. 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
6 or agency with an active 504 plan and who is enrolling in a Florida school district.
7 Upon notification that a transferring student is one with an active 504 Plan, the
8 receiving school 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/ EP) shall 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/ EP as necessary.
22
23 • An ESE student who is transferring from an out-of-state public school with ESE
24 documentation shall be placed immediately in the appropriate educational program(s).
25 A permanent placement may be made for the student if the student has an IEP/ EP
26 and 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.
29

30 **9. 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 **a) 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
42 • A student with any YES response is referred for additional English language
43 proficiency assessment.
44
45 • A student with a YES response to question #1 only is **temporarily** placed in general
46 education classes until English proficiency assessment occurs.
47
48 • A student with more than one YES response is temporarily placed in basic ESOL
49 classes until English language proficiency assessment occurs.
50
51 • The state-approved grade-appropriate Individual Developmental English Activities
52 (IDEA) Language Proficiency Test is used to assess oral/ aural English proficiency
53 and is to be administered within the first 20 days after the enrollment date.

1 **10. 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.
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 in 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 shall attend. Full-time students shall be given priority in
10 course registration. Home education students who are excluded from a class/ course at
11 their zoned school due to space limitations may attend another school if space in that
12 class/ course is available.
13
14 • The Board is not responsible for the transportation of students in a home education
15 program to or from the school. The school principal shall establish the time and place for
16 arrival and departure of home education students. Students who attend school on a part-
17 time basis are subject to all applicable rules and regulations pertaining to full-time
18 students.
19
20 • Home education students are eligible to participate in interscholastic extracurricular
21 student activities pursuant to Section 1006.15, FS.
22

1 **D. Attendance Guidelines [Section 1003.24, FS]**
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 • Beginning the 2014-15 school year, students shall no longer be eligible for exemptions to
9 course exams.

10
11 **1. Responsibility for Attendance**

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

27 **2. Reporting Procedures**
28

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

1 **3. Student Absences**
2

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

8 **a) Excused Absences**
9

- 10 • Absences shall be excused for the following reasons:
11
12 ○ illness or injury of the student;
13 ○ illness, injury, or death in the immediate family of the student (The immediate
14 family shall be defined as listed in the United States Internal Revenue Service
15 guidelines.);
16 ○ educational opportunities which are age appropriate for the student as deemed by
17 the principal or his/ her designee; or
18 ○ therapy services for the treatment of autism spectrum disorder [Parent(s) must
19 complete and submit the appropriate form to the school administrator.]; or
20 ○ religious holidays (see also Paragraph I.C.6.)
21
22 • If a parent reports a student's absence due to illness for ten (10) days or more during
23 the school year or for five (5) days or more during a semester, or if there is a
24 reasonable doubt concerning the illness claimed, then the principal shall be authorized
25 to require a statement from an accepted medical authority. Failure to comply with this
26 requirement shall result in the absence being "unexcused."
27
28 • The Principal of a school shall have sole discretion as to how absences shall be
29 reported to the school. The parent or legal guardian shall report absences through a
30 telephone call, a handwritten note, or both as determined by the Principal.
31
32 • In cases of excused absences, the student shall be allowed to make up the work, and
33 teachers of the students shall give every reasonable assistance.
34

35 **(1) Grading of Make-up Work**
36

- 37 • Make-up work shall be completed for all absences during a period of time equal to
38 at least twice the number of days for which the student is absent from the class,
39 unless the teacher allows more time.
40

41 Authorization: Section 1001.41, Florida Statutes (FS); Implementation: Section
42 1003.21, FS and Chapter 75-130, Laws of Florida; Sections 1006.09, 1001.42,
43 1003.25, 1001.54, 1212.28, 1012.53, 1011.61, 1003.26, FS, and State Board of
44 Education 6A-1.451, Florida Administrative Code (FAC)
45

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

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

24 **c) Unexcused Absences**
25

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

1 Problem Solving Team or attendance committee are appropriate, and the parent,
2 guardian, or other person in charge of the child still refuses to cooperate, the
3 Superintendent may seek criminal prosecution for noncompliance with compulsory
4 school attendance.

- 5
6 • If a child subject to compulsory attendance does not comply with attempts to enforce
7 school attendance, then the parent, guardian or Superintendent or his designee shall
8 refer the case to the case staffing committee pursuant to Florida Statutes, and the
9 Superintendent or his designee may file a truancy petition pursuant to procedures
10 outlined in Florida Statutes. (Section 984.151, FS)

11 (1) Tardies

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

17 (2) Early Departures

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

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

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

- 29 ○ appointments for medical, legal, or counseling purposes;
- 30 ○ funerals;
- 31 ○ family emergencies, etc.

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

- 33 ○ parent's convenience;
- 34 ○ personal reasons;
- 35 ○ shopping trips, etc.

36 (3) Partial Absences

37 Students who are tardy or late arriving to school more than two (2) hours and/or depart
38 early more than two (2) hours shall be marked as a Partial Absence. Three (3)
39 unexcused Partial Absences shall count as one (1) day unexcused and shall be
40 considered for Truancy purposes.

1 **4. Students with Disabilities**
2

3 **a) 504 Students**
4

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

15 **b) ESE Students**
16

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

30 **5. Hospital/ Homebound Program**

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 fifteen (15) school
34 days, which need not run consecutively.
35

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

- 3 • Students shall 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 shall 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 shall
12 not be required upon return to school and no adverse or prejudicial effects shall result for
13 any student availing herself/ himself of this provision. Students shall 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 shall be accepted. Parent(s)/ guardian(s)
19 may appeal the principal's decision to the Superintendent should a conflict arise.
20

21 **7. 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, FS]. Students in grades K-3 must attend
25 at least 720 hours (4 hours per day) of instruction. Students in grades 4-12 must attend
26 at least 900 hours (5 hours per day) of instruction.
27

1 **E. Student Withdrawals [Section 1003.24, FS]**
2

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

10
11 **1. Student Withdrawals for Enrollment in Home Education Programs**
12

- 13 • Section 1002.41, FS, permits parents to choose to place their children in a home education
14 program in lieu of public school. The requirements of the law shall be monitored through
15 Charter Schools and Educational Choices.
16
17 • To withdraw a student for enrollment in a home education program, parent(s)/ guardian(s)
18 must initiate the withdrawal process at the school and notify the Superintendent of Schools
19 in writing of the intent to provide home education for the student.
20

21 **2. Student Withdrawals -- Exceptional Student Education (ESE)**
22

- 23 • A child who is receiving services through Exceptional Student Education (ESE) shall not
24 be administratively withdrawn without prior parental notification, an IEP staffing meeting
25 with parents or guardians to discuss the educational impact of such a decision for the
26 student to withdraw, and all requirements relative to due process have been completed.
27
28 • In cases where at least two (2) good faith, but unsuccessful attempts to notify parents or
29 guardians of the student have been documented, the student may be withdrawn by the
30 school.
31

32 **3. Student Withdrawals -- Alternative Programs**
33

- 34 • A child who has been placed at a district alternative school or second chance school in
35 lieu of expulsion shall not be withdrawn without prior parental notification and a meeting
36 with parents or guardians to discuss the educational impact of such a decision and the
37 implications regarding the probability of going forward with the recommendation for
38 expulsion.
39

40 **4. Student Withdrawals for Non-Attendance**
41

- 42 • Students who have recorded ten (10) or more unexcused absences consecutively may be
43 withdrawn as provided for in the Attendance Procedures, which include documented
44 contact attempts.
45

1 **III. PROGRAM DESCRIPTION**

2
3 **A. Curriculum and Instruction [Section 1003.41, FS]**

4
5 **1. Student Performance – Florida’s K-20 Education Priorities**

- 6
7 • Section 1000.03, Florida Statutes (FS), establishes the priorities of Florida’s K-20
8 education system, which include:
9
- 10 ○ Learning and completion at all levels, including increased high school graduation rate
11 and readiness for postsecondary education without remediation: All students
12 demonstrate increased learning and completion at all levels, graduate from high
13 school, and are prepared to enter postsecondary education without remediation.
14
 - 15 ○ Student performance: Students demonstrate that they meet the expected academic
16 standards consistently at all levels of their education.
17
 - 18 ○ Civic literacy: Students are prepared to become civically engaged and knowledgeable
19 adults who make positive contributions to their communities.
20
 - 21 ○ Alignment of standards and resources: Academic standards for every level of the K-
22 20 education system are aligned, and education financial resources are aligned with
23 student performance expectations at each level of the K-20 education system.
24
 - 25 ○ Educational leadership: The quality of educational leadership at all levels of K-20
26 education is improved.
27
 - 28 ○ Workforce education: Workforce education is appropriately aligned with the skills
29 required by the new global economy.
30
 - 31 ○ Parental, student, family, educational institution, and community involvement:
32 Parents, students, families, educational institutions, and communities are collaborative
33 partners in education, and each plays an important role in the success of individual
34 students. Therefore, the State of Florida cannot be the guarantor of each individual
35 student’s success. The goals of Florida’s K-20 education system are not guarantees
36 that each individual student shall succeed or that each individual school shall perform
37 at the level indicated in the goals.
38
 - 39 ○ Comprehensive K-20 career and education planning: It is essential that Florida’s K-
40 20 education system better prepare all students at every level for the transition from
41 school to postsecondary education or work by providing information regarding:
42
 - 43 ▪ Career opportunities, educational requirements associated with each career,
44 educational institutions that prepare students to enter each career, and student
45 financial aid available to pursue postsecondary instruction required to enter each
46 career;
 - 47
 - 48 ▪ How to make informed decisions about the program of study that best addresses
49 the students’ interests and abilities while preparing them to enter postsecondary
50 education or the workforce;
 - 51
 - 52 ▪ Recommended coursework and programs that prepare students for success in
53 their areas of interest and ability;
54

- 1 ○ This information shall be provided to students and parents through websites,
2 handbooks, manuals, or other regularly provided communications.
- 3
- 4 ● The School District’s Curriculum Guides or equivalent documents shall reflect the priorities
5 of the Florida K-20 education system.
- 6
- 7 ● The School District shall assist schools and teachers in the implementation of research-
8 based reading activities, pursuant to Section 1008.25(4)(b), FS.
- 9

10 **2. Student Performance Standards**

- 11
- 12 ● Student Performance Standards in Florida (State Board of Education Rule 6A-1.09401,
13 FAC) are benchmark standards that describe what students should know and be able to
14 do at all Grades Kindergarten through 12 in the content areas of:
 - 15 ○ Reading/ English Language Arts;
 - 16 ○ Mathematics;
 - 17 ○ Science;
 - 18 ○ Social Studies;
 - 19 ○ World Languages;
 - 20 ○ Health Education;
 - 21 ○ Fine and Performing Arts;
 - 22 ○ Physical Education; and
 - 23 ○ Career and Technical Education
- 24
- 25 ● All current Florida state standards may be found on the FDOE C-PALMS (Collaborate,
26 Plan, Align, Learn, Motivate, Share) website at: <http://www.cpalms.org/Public/>
- 27
- 28 ● Osceola District Schools shall provide appropriate instruction to assist students in the
29 achievement of these standards. Florida’s state standards have been incorporated within
30 the Osceola County Curriculum Guides, are on file in the District Administrative Center,
31 and are in use at each school.
- 32
- 33 ● Students must show mastery of the performance standards before credit for a high school
34 course is awarded. Upon successful completion of the course, with a minimum course
35 grade of a “D” and/or at least sixty percent (60%) proficiency, students shall have
36 demonstrated mastery. Student mastery shall be assessed through the use of teacher
37 observation, classroom assignments, and examinations. (For ELL students, see also
38 below.) Students must also meet the attendance requirement as set forth in I.C. and III.G.
39 of this Student Progression Plan.
- 40

1 **3. Lesson Plans**
2

- 3 • Instructional employees are responsible for planning and knowing the lessons that they
4 teach.
5
6 • Instructional employees must keep a copy of lessons taught and are required to submit
7 lesson plans to their administrator.
8
9 • Administrators shall also comply with the appropriate collective bargaining agreements
10 that address guidelines for lesson plans.
11
12 • Lesson plans shall meet federal and state requirements for classroom instruction.
13
14 ○ *Section 1003.41 -- Next Generation Sunshine State Standards (Florida Standards),*
15 *Florida Statutes*
16
17 ○ *Section 1003.42 – Required Instruction, Florida Statutes*
18
19 ○ *State Board of Education Rule 6A-5.065 -- The Educator Accomplished Practices.*

20
21 (2) *The Educator Accomplished Practices.*

22 (a) *Quality of Instruction.*

23 1. *Instructional Design and Lesson Planning. Applying concepts from human*
24 *development and learning theories, the effective educator consistently:*

- 25 a. *Aligns instruction with state-adopted standards at the appropriate level of rigor;*
26 b. *Sequences lessons and concepts to ensure coherence and required prior*
27 *knowledge;*
28 c. *Designs instruction for students to achieve mastery;*
29 d. *Selects appropriate formative assessments to monitor learning;*
30 e. *Uses diagnostic student data to plan lessons; and*
31 f. *Develops learning experiences that require students to demonstrate a variety*
32 *of applicable skills and competencies.*

33
34 ○ Accommodations for:

- 35 ▪ Exceptional Student Education (ESE) students
36 ▪ Gifted students
37 ▪ Section 504 students
38 ▪ English Language Learner (ELL) students
39

40 ○ Differentiated instruction modifications for students in Tier 2 or Tier 3 of Multi-
41 Tiered Systems of Support/ Problem Solving (MTSS/ PS)
42

43 *NOTE: A list of appropriate instructional strategies that will be used for a group of*
44 *ESE, ELL, or MTSS/ PS students shall meet this requirement for lesson plans.*
45

- 46 • Lesson plans shall address Florida Standards.
47 ○ <http://www.cpalms.org/Public/search/Standard>
48
49 • Florida Course Descriptions shall guide lesson plans.
50 ○ <http://www.cpalms.org/Public/search/course>
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- In general, lesson plans may include, but shall not be limited to:
 - Learning Goals (or Objectives or Essential Questions)
 - Methods or Procedures
 - Resources or Materials Used
 - Assessment or Evaluation
- A unit plan may fulfill the lesson plan requirement for the defined duration of the unit if the unit plan contains sufficient information that complies with these guiding principles. However, administrators shall not require instructional employees to submit both a unit plan and a lesson plan for the same instructional content.
- Certain instructional programs or grants may require that lesson plans include additional elements and/ or different timelines for submission in order to meet specific program or grant criteria.
 - The school principal shall receive written approval of the appropriate Assistant Superintendent of Curriculum and Instruction prior to implementing these requirements.
 - School principals shall share these requirements with instructional employees in advance.
- In general, instructional employees shall submit lesson plans to the appropriate designated administrator on a weekly basis within one week prior to the actual classroom instruction of the content within the lesson plan.
 - Administrators shall permit instructional employees the flexibility to amend lesson plans when:
 - Data supports that students require differentiated instruction; or
 - Changes to the regular classroom schedule occur that are beyond the instructional employee's control (e.g., schoolwide testing, required professional development, school activities, fire or tornado drills, etc.).

1 **4. Required Instruction**
2

3 In addition, *Section 1003.42, FS*, requires that members of the instructional staff of the public
4 schools, subject to the rules of the State Board of Education and the district school board,
5 shall teach efficiently and faithfully, using the books and materials required that meet the
6 highest standards for professionalism and historic accuracy, following the prescribed courses
7 of study, and employing approved methods of instruction, the following:
8

- 9 ○ The history and content of the Declaration of Independence, including national
10 sovereignty, natural law, self-evident truth, equality of all persons, limited government,
11 popular sovereignty, and inalienable rights of life, liberty, and property, and how they form
12 the philosophical foundation of our government;
- 13 ○ The history, meaning, significance, and effect of the provisions of the Constitution of the
14 United States and amendments thereto, with emphasis on each of the 10 amendments
15 that make up the Bill of Rights and how the constitution provides the structure of our
16 government;
- 17 ○ The arguments in support of adopting our republican form of government, as they are
18 embodied in the most important of the Federalist Papers;
- 19 ○ Flag education, including proper flag display and flag salute;
- 20 ○ The elements of civil government, including the primary functions of and interrelationships
21 between the Federal Government, the state, and its counties, municipalities, school
22 districts, and special districts;
- 23 ○ The history of the United States, including the period of discovery, early colonies, the War
24 for Independence, the Civil War, the expansion of the United States to its present
25 boundaries, the world wars, and the civil rights movement to the present. United States
26 history shall be viewed as factual, not as constructed, shall be viewed as knowable,
27 teachable, and testable, and shall be defined as the creation of a new nation based largely
28 on the universal principles stated in the Declaration of Independence;
- 29 ○ The history of the Holocaust (1933-1945), the systematic, planned annihilation of
30 European Jews and other groups by Nazi Germany, a watershed event in the history of
31 humanity, to be taught in a manner that leads to an investigation of human behavior, an
32 understanding of the ramifications of prejudice, racism, and stereotyping, and an
33 examination of what it means to be a responsible and respectful person, for the purposes
34 of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting
35 democratic values and institutions;
- 36 ○ The history of African Americans, including the history of African peoples before the
37 political conflicts that led to the development of slavery, the passage to America, the
38 enslavement experience, abolition, and the history and contributions of Americans of the
39 African diaspora to society;
 - 40 ▪ Students shall develop an understanding of the ramifications of prejudice, racism, and
41 stereotyping on individual freedoms, and examine what it means to be a responsible
42 and respectful person, for the purpose of encouraging tolerance of diversity in a
43 pluralistic society and for nurturing and protecting democratic values and institutions.
44 Instruction shall include the roles and contributions of individuals from all walks of life
45 and their endeavors to learn and thrive throughout history as artists, scientists,
46 educators, businesspeople, influential thinkers, members of the faith community, and
47

1 political and governmental leaders and the courageous steps they took to fulfill the
2 promise of democracy and unity the nation.

- 3
4
- 5 ■ Instructional materials shall include the vital contributions of African Americans to build
6 and strengthen American society and celebrate the inspirational stories of African
7 Americans who prospered, even in the most difficult circumstances. Instructional
8 personnel may facilitate discussions and use curricula to address, in an age-
9 appropriate manner, how the individual freedoms of persons have been infringed by
10 slavery, racial oppression, racial segregation, and racial discrimination, as well as
11 topics relating to the enactment and enforcement of laws resulting in racial oppression,
12 racial segregation, and racial discrimination and how recognition of these freedoms
13 had overturned these unjust laws. However, classroom instruction and curriculum
14 may not be used to indoctrinate or persuade students to a particular point of view
15 inconsistent with the principles enumerated in subsection (3) or the state academic
16 standards. The Florida Department of Education shall prepare and offer standards
17 and curriculum for the instruction required by this paragraph and may seek input from
18 the Florida Commissioner of Education’s African American History Task Force.

- 19
- 20 ○ The elementary principles of agriculture;
 - 21 ○ The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon
22 the human body and mind;
 - 23
 - 24 ○ Kindness to animals;
 - 25
 - 26 ○ The history of the state;
 - 27
 - 28 ○ The conservation of natural resources;
 - 29
 - 30 ○ Comprehensive age-appropriate and developmentally appropriate K-12 instruction on:
31
- 32 1. Health education that addresses concepts of community health, consumer health,
33 environmental health, and family life, including:
 - 34 ■ Injury prevention and safety;
 - 35 ■ Internet safety;
 - 36 ■ Nutrition;
 - 37 ■ Personal health;
 - 38 ■ Prevention and control of disease;
 - 39 ■ Substance use and abuse; and
 - 40 ■ Prevention of child sexual abuse, exploitation, and human trafficking.
 - 41
 - 42 2. For students in grades 7 through 12, shall include a teen dating violence and abuse:
 - 43 ■ This component must include, but not be limited to, the definition of dating violence
44 and abuse, the warning signs of dating violence and abusive behavior, the
45 characteristics of healthy relationships, measures to prevent and stop dating
46 violence and abuse, and community resources available to victims of dating
47 violence and abuse;
 - 48
 - 49 3. For students in grades 6 through 12, an awareness of the benefits of sexual abstinence
50 as the expected standard and the consequences of teenage pregnancy;
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- 4. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:
 - Self-awareness and self-management;
 - Responsible decision-making;
 - Resiliency;
 - Relationship skills and conflict resolution;
 - Understanding and respecting other viewpoints and backgrounds;
 - For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation;
 - Health education and life skills instruction and materials may not contradict Florida’s Principles of Individual Freedom enumerated below;
 - Per *State Board of Education Rule 6A-1.094124 – Required Instruction Planning and Reporting [Florida Administrative Code (FAC)]*, “life skills education” is incorporated into “resiliency education” (see below);
- Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law;
- The study of Hispanic contributions to the United States;
- The study of women's contributions to the United States;
- The nature and importance of free enterprise to the United States economy;
- Civic and character education on the qualities and responsibilities of patriotism and citizenship including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; cooperation; and for grades 11 and 12, voting using the uniform primary and general election ballot described in *Section 101.151(9), FS*. Per *State Board of Education Rule 6A-1.094124 – Required Instruction Planning and Reporting [Florida Administrative Code (FAC)]*, “civic and character education” is incorporated into “resiliency education” (see below);
- In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide (Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable. The State Board of Education may adopt standards and pursue assessment of the requirements of this subsection. Instructional programming that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other schoolwide character building and veteran awareness initiative meets the requirements of paragraph);

1 ○ **Resiliency Education: Civic and Character Education and Life Skills Education**
2

- 3 ▪ Civic and character education, and life skills education that builds confidence and
4 supports mental health, are combined to develop and prepare more resilient students.
5 The purpose of aligning these two (2) components of statutorily required instruction is
6 to initiate a first in the nation approach to connecting the concepts of students'
7 readiness, resiliency and, when necessary, response and recovery.
8
- 9 ▪ Schools shall provide annually a minimum of five (5) hours of data-driven instruction
10 to students in Grades 6 through 12 related to civic and character education and life
11 skills education through resiliency education using the health education standards
12 adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards. The instruction
13 shall advance each year through developmentally appropriate instruction and skill
14 building and must address, at a minimum, the following topics:
15
- 16 1. Strategies specific to demonstrating resiliency through adversity, including the
17 benefits of service to the community through volunteerism;
 - 18 2. Strategies to develop healthy characteristics that reinforce positive core values and
19 foster resiliency, such as:
 - 20 ✓ Empathy, perseverance, grit, gratitude, and responsibility;
 - 21 ✓ Critical thinking, problem solving and responsible decision-making;
 - 22 ✓ Self-awareness and self-management;
 - 23 ✓ Mentorship and citizenship; and
 - 24 ✓ Honesty.
 - 25 3. Recognition of signs and symptoms of mental health concerns;
 - 26 4. Promotion of resiliency to empower youth to persevere and reverse the harmful
27 stigma of mental health by reframing the approach from mental health education
28 to resiliency education;
 - 29 5. Strategies to support a peer, friend, or family member through adversity;
 - 30 6. Prevention of suicide;
 - 31 7. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs; and
 - 32 8. Awareness of local school and community resources and the process for
33 accessing assistance.
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- **Florida’s Principles of Individual Freedom**

The Florida Legislature acknowledges the fundamental truth that all persons are equal before the law and have inalienable rights. Accordingly, instruction and supporting materials on the topics enumerated in this section must be consistent with the following principles of individual freedom:

- No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
- No race is inherently superior to another race.
- No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.
- Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
- A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
- A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.

Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination, including how recognition of these freedoms have overturned these unjust laws.

However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles of this subsection or state academic standards.

The State Board of Education shall develop or adopt a curriculum to inspire future generations through motivating stories of American history that demonstrate important life skills and the principles of individual freedom that enabled persons to prosper even in the most difficult circumstances. This curriculum shall be known as “Stories of Inspiration” and made available to schools to implement the requirements of this subsection; and

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4
- In addition, all curriculum and instruction within the School District of Osceola County and its schools shall comply with requirements within state law, including, but not limited to, the following:

- 5
6
7
- **Florida’s State Board of Education Rule 6A-1.094124 – Required Instruction Planning and Reporting**, which states in part:

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11

(3) As provided in Section 1003.42(2), F.S., members of instructional staff in public schools must teach the required instruction topics efficiently and faithfully, using materials that meet the highest standards of professionalism and historical accuracy.

12
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15

(a) Efficient and faithful teaching of the required topics must be consistent with the state academic standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

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(b) Instruction on the required topics must be factual and objective, and may not suppress or distort significant historical events, such as the Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement and the contributions of women, African American and Hispanic people to our country, as already provided in Section 1003.42(2), F.S. Examples of theories that distort historical events and are inconsistent with State Board approved standards include the denial or minimization of the Holocaust, and the teaching of Critical Race Theory, meaning the theory that racism is not merely the product of prejudice, but that racism is embedded in American society and its legal systems in order to uphold the supremacy of white persons. Instruction may not utilize material from the 1619 Project and may not define American history as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence. Instruction must include the U.S. Constitution, the Bill of Rights and subsequent amendments.

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(c) Efficient and faithful teaching further means that any discussion is appropriate for the age and maturity level of the students, and teachers serve as facilitators for student discussion and do not share their personal views or attempt to indoctrinate or persuade students to a particular point of view that is inconsistent with the state academic standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

1 **5. Computer Science and Technology Instruction**
2

3 Per Section 1007.2616, FS, students at all grade levels shall be afforded the opportunity to
4 enroll in a computer science course. Courses that may be offered are those included in the
5 approved Course Code Directory.
6

7 **6. Florida Career and Professional Education Act (CAPE) Digital Tool Certificates**
8

9 Per Section 1003.4203, FS, elementary and middle school students shall be provided the
10 opportunity to earn CAPE Digital Tool certificates in order to attain digital skills as determined
11 by the Florida Department of Education in conjunction with CareerSource Florida.
12

13 **7. Elementary School General Academic Requirements**
14

- 15 ○ The following areas of study are required for each student, Kindergarten through Grade
16 5: language arts, mathematics, science/ health, and social studies.
17
 - 18 ○ Section 1003.42, FS, requires each elementary school to provide instructional programs
19 in character development.
20
 - 21 ○ Section 1003.455, FS, requires each elementary school to provide 150 minutes of physical
22 education each week for students in Kindergarten through Grade 5 and for students in
23 Grade 6 who are enrolled in a school that contains one or more elementary grades so that
24 on any day during which physical education instruction is conducted, there are at least 30
25 consecutive minutes per day. This requirement shall be waived for any student who meets
26 one of the following criteria:
27
 - 28 ▪ The student is enrolled or required to enroll in a remedial course.
 - 29 ▪ The student's parent indicates in writing to the school that:
30
 - 31 ✓ the parent requests that the student enroll in another course from among those
32 offered as options by the School Board; or
 - 33 ✓ the student participates in physical activities outside the school day that are equal
34 to or in excess of the mandated requirement.
 - 35 ○ Additional courses of studies may include, but shall not be limited to:
36
 - 37 ▪ Art
 - 38 ▪ Career Education
 - 39 ▪ Computers
 - 40 ▪ Developmental Physical Education
 - 41 ▪ Foreign Language
 - 42 ▪ Library Science
 - 43 ▪ Metric Education
 - 44 ▪ Music
 - 45 ▪ Safety
 - 46 ▪ School Police Liaison Program
- 47
48
49

1 **8. Elementary School Recess Plan**

2
3 **a) Vision**

- 4
5 • Osceola County School District shall guarantee consistent recess to all elementary
6 students in a safe and respectful environment to ensure whole child development.

7
8 **b) Guidelines**

- 9
10 • Recess shall include supervised, safe, and unstructured free play.
11
12 • Recess may be held in various locations with the understanding that an outside
13 location is the priority, weather, and space permitting.
14
15 • Recess shall not replace physical education instructional time.
16
17 • Recess shall not be withheld for punitive or academic reasons. However, misbehavior
18 during recess shall be subject to the appropriate consequences per Code of Student
19 Conduct.
20
21 • Pursuant to Section 1003.455, Florida Statutes, students in Kindergarten through
22 Grade 5 shall receive a minimum of 20 consecutive minutes of supervised, safe and
23 unstructured free-play recess each school day for a total of 100 minutes of recess
24 each regular five-day school week.
25
26 • The school principal shall implement recess at each school site with the development
27 of master schedules that include established time for recess, designation of spaces
28 for recess, and the establishment of school site guidelines to ensure student safety in
29 regard to weather and other factors.
30

1 **9. Middle School General Academic Requirements**

2
3 The following areas of study are required for each student, Grades 6-8:

4
5 **Grade 6**

- 6 ○ Language Arts (or Language Arts through ESOL) 1 year
7 ○ Mathematics 1 year
8 ○ Life Science 1 year
9 ○ World History 1 year

10 Electives as offered by each school*

11
12 **Grade 7**

- 13 ○ Language Arts (or Language Arts through ESOL) 1 year
14 ○ Mathematics 1 year
15 ○ Earth/Space Science 1 year
16 ○ United States History, including Florida History 1 year

17 Electives as offered by each school*+

18
19 **Grade 8**

- 20 ○ Language Arts (or Language Arts through ESOL) 1 year
21 ○ Mathematics 1 year
22 ○ Physical Science 1 year
23 ○ Civics 1 year

24 Electives as offered by each school*+

25
26 *Intensive Reading for eligible students replaces an elective course opportunity.

27
28 +Career and Educational Planning is required for all middle school students and may be
29 completed in either Grade 7 or 8 within an eligible existing course (or as an elective course
30 by itself).

31
32 **10. Middle School Electives**

33
34 Additional courses of studies may include, but shall not be limited to:

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

42
43 **11. Middle School Health/ Personal Development Requirement**

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

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

1 **12. Middle School Physical Education**
2

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

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

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

17
18 (Section 1003.455, FS)

19
20 **13. Middle School Computer Literacy**
21

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

24
25 **14. Middle School Civics**
26

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

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

36
37 Each student’s performance on the statewide, standardized end-of-course assessment in
38 civics education must constitute 30% of the student’s final course grade.

1 **15. Middle School Career and Education Planning**
2

- 3 • Pursuant to *Section 1003.4156 – General Requirements, Florida Statutes*, one course in
4 career and education planning **shall** be completed in Grades 6, 7, or 8.
5
6 • The course **may** be:
7 ○ taught by any member of the instructional staff; and/ or
8 ○ implemented as a stand-alone course or integrated into another course or courses.
9
10 • The course **shall** be:
11 ○ Internet-based;
12 ○ customizable to each student; and
13 ○ include research-based assessments to assist students in determining educational
14 and career options and goals.
15
16 • The course **shall** result in a completed personalized academic and career plan for the
17 student.
18
19 • The required personalized academic and career plan:
20
21 ○ **may** be revised as the student progresses through middle school and high school;
22
23 ○ **shall** emphasize the importance of entrepreneurship and employability skills;
24
25 ○ **shall** include information from the Department of Economic Opportunity's economic
26 security report under *Section 445.07, Florida Statutes*;
27
28 ○ **shall** inform students of high school graduation requirements, including:
29
30 ▪ a detailed explanation of the requirements for earning a high school diploma
31 designation under *Section 1003.4285, Florida Statutes*;
32
33 ▪ the requirements for each scholarship in the Florida Bright Futures Scholarship
34 Program; state university and Florida College System institution admission
35 requirements; and
36
37 ▪ available opportunities to earn college credit in high school, including Advanced
38 Placement courses; the International Baccalaureate Program; the Advanced
39 International Certificate of Education Program; dual enrollment, including career
40 dual enrollment; and career education courses, including career-themed courses,
41 pre-apprenticeship and apprenticeship programs, and course sequences that lead
42 to industry certification pursuant to *Sections 1003.492 or 1008.44, Florida Statutes*.
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16. 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.
 - 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.

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17. High School Curriculum Frameworks: Basic and Adult Education

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

1 **B. Differentiated Student Programs [Chapter 1003, FS]**
2

3 **1. English Language Learner (ELL)**
4

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

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

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

26 Preschool Education Evaluation Program (PEEP) Pre-K students with any YES responses
27 are considered ELL until the English language assessment is administered in
28 Kindergarten.
29

- 30 • Students in Grades 3 through 12 found to be fluent English speaking shall be given a
31 nationally- normed, standardized reading and writing test, within 20 days from their date
32 of enrollment for further assessment of their English proficiency.
33 • Exceptional students (ESE) with any YES response shall be reviewed by a joint ESE/ ELL
34 committee to determine appropriate ESOL assessment and placement.
35 • Every English Language Learner student is entitled to equal access to all academic,
36 categorical, and federal programs offered by the School District of Osceola County. The
37 amount of time the ELL student is assigned to the program(s) shall be comparable to the
38 time assigned to a non-ELL student under similar conditions. An updated ELL student's
39 class schedule must be maintained in the ELL Student Plan as part of the student
40 permanent record.
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- 1 • English Language Learner students are taught by subject area teachers following the
2 corresponding district curriculum. The instructional personnel provide appropriate
3 individualized and differentiated instruction to students through the use of ESOL teaching
4 strategies, appropriate instructional materials, curriculum accommodations, and testing
5 accommodations. The ESOL strategies and accommodations are documented in the
6 teacher’s lesson plans as evidence that understandable instruction is being provided.
7
- 8 • Schools with fifteen (15) or more ELL students who speak the same home language shall
9 provide at least one bilingual teacher assistant or bilingual teacher proficient in English
10 and the home language of the students. The ESOL teacher assistant’s (or bilingual
11 teacher’s) primary assignment is to offer the ELL students additional help in the basic
12 content areas under the supervision of the basic subject area teacher.
13

14 **2. Dropout Prevention and Retention Programs (DOP)**

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

1 **a) Zenith Accelerated Learning Academy- Grade Levels 9-12**
2

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

20 **3. Gifted Education**
21

- 22 • For a student enrolled in the gifted program, a qualitatively different curriculum consists of
23 carefully planned, coordinated learning experiences that extend beyond the basic
24 curriculum to meet the specific learning needs of the student.
25
- 26 • Students identified as Gifted have an Educational Plan (EP) that outlines goals and
27 strengths, and provides direction for the instructional program. The differentiated
28 instructional program includes advanced-level content, acceleration, and enrichment that
29 incorporate the student's special abilities and interests.
30

31 **4. Students with Disabilities**
32

33 **a) 504 Students**
34

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

45 **b) Exceptional Education Students**
46

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

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(1) ESE Curriculum

- The curriculum for Exceptional Student Education students shall follow the Florida Standards with appropriate accommodations.
- For students with disabilities identified as ESE students, their Individual Educational Plans (IEP's) specify the appropriate goals and benchmarks and unique aspects of their programs.
- For some ESE students with significant cognitive disabilities, Access Points Curriculum for Florida Standards in the academic areas of English language arts, math, social studies, and science at their grade level may be more appropriate. The decision to place a student with a disability on Access Points shall be made through an IEP team meeting and with parent consent.
- For some students enrolled in ESE programs, the IEP team determines that participation in the Florida Standards Alternate Assessment is the most appropriate measure of the student skills. For these students, instruction in the Access Points is the most appropriate means of providing access to the general curriculum. Such students shall be promoted based on the acquisition of skills in accordance with the student's IEP and the grade level Access Points for Florida Standards in English language arts, math, social studies, and science.
- The IEP developed by the team specifies the level of services for specific content areas. The IEP also addresses annual goals and short-term objectives to meet the unique needs of the student as well as appropriate classroom accommodations. Accommodations may be embedded in the areas of curriculum, instruction, and assessment. Accommodations may include specialized presentation formats, specialized assessment/ response formats, setting, and/ or scheduling. Accommodations listed on the IEP must be implemented as indicated.

1 **C. Multi-Tiered System of Supports (MTSS) and Problem Solving/ Response to Intervention**
2 **(PS/ Rtl) [Section 1008.25(4)(b), FS]**
3

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

27 **D. Acceleration Plan [Section 1002.3105, FS]**
28

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

1 **E. Advanced Placement Program [Section 1007.27(6), FS]**
2

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

33 **F. International Baccalaureate (IB) Diploma Program [Section 1007.27(8), FS]**
34

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

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

- 3 • IB diploma candidates are required to select one subject from each of six subject groups
4 (e.g., Studies in Language and Literature, Language Acquisition, Individuals and
5 Societies, Sciences, Mathematics, Arts). At least three, and not more than four, are taken
6 at higher level (HL), the others at standard level (SL). HL courses represent 240 teaching
7 hours; SL courses cover 150 hours. By arranging work in this fashion, students are able
8 to explore some subjects in depth and some more broadly over the two-year period. IB
9 diploma candidates must also demonstrate their mastery of the coursework by passing a
10 battery of comprehensive written, and in some cases oral, examinations in the subject
11 areas. The required curriculum for the School District of Osceola IB Diploma Program
12 shall include:

- 13
- 14 ○ Successful completion of all prerequisite courses, or those deemed as equivalent, by
15 the school’s IB program;
 - 16
 - 17 ○ Successful completion of a minimum of thirteen (13) credits in courses identified by
18 the IB Organization, or equivalent courses as selected by the school from the Florida
19 Course Code Directory, in grades 11-12 as follows:
 - 20
 - 21 ▪ Two (2) credits* in each of the following subjects: Language Arts, World
22 Language, Social Studies, Science, Mathematics, and Arts/ Electives.
 - 23
 - 24 ▪ Theory of Knowledge [one to two (1-2) credits depending on length of course of
25 study offered at the school]
 - 26
 - 27 ○ Successful completion of all requirements of Creativity, Action and Service (CAS) as
28 defined by the IBO to include a minimum of one hundred (100) hours of community
29 service completed in grades 9-12;
 - 30
 - 31 ○ Completion of an Extended Essay; and
 - 32
 - 33 ○ Completion of all IB required Internal Assessments, Written Tasks (Groups 1 & 2), and
34 the Group 4 project
 - 35

36 *Some IB Standard Level courses may be offered over one (1) year rather than two (2),
37 and therefore, a student would earn only one (1) credit in a subject rather than two (2).
38 The two (2) credit requirement is satisfied by successfully completing the curriculum for
39 each course and taking the IB exam in that subject area. In these cases, students may
40 finish with fewer than the minimum thirteen (13) credits defined above.
41

1 **G. Advanced International Certificate of Education (AICE) Diploma Program [Section**
2 **1007.27(9), FS]**
3

4 **1. Cambridge AICE Diploma Description**
5

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

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

- 14 • Mathematics and Sciences
- 15 • Languages
- 16 • Arts and Humanities
- 17 • Global Perspectives (effective spring 2017, Cambridge Global Perspectives shall be
18 required as a seventh credit for the Cambridge AICE Diploma).
19

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

31 **2. AICE Exams and College Credits**
32

33 The State Board of Education has established rules that specify the passing cutoff scores on
34 AICE Examinations that are used to grant post-secondary credit at Florida's state colleges
35 and universities. Both Cambridge International AS and A Levels are considered college-level
36 courses of study, and students passing these examinations with a Cambridge grade of E (or
37 e) or higher may receive up to 45 hours of college credit or advanced standing based on their
38 scores in these examinations from universities throughout the United States and all public
39 universities and colleges in Florida.
40

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

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

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

- 10 • Two (2) credits* from Group A – Mathematics and Sciences
- 11 • Two (2) credits* from Group B – Languages
- 12 • Two (2) credits* from Group C – Arts and Humanities
- 13 • Six (6) additional credits* in any combination from the above three Groups or from Global
14 Perspectives

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

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

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

1 **H. Career and Technical Education (CTE) Programs [Section 1003.491, FS]**
2

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

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

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

30 **2. Career Pathways**
31

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

39 **3. Cooperative Education and On-the-Job Training (OJT)**
40

- 41 • High school cooperative (co-op) education is an academic program that combines a
42 comprehensive classroom curriculum with work experience in the business community.
43 Cooperative education gives the student an opportunity to gain professional job
44 experience related to a career goal. The Florida Department of Education provides a way
45 for schools to offer students a variety of business-based On-the-Job Training (OJT) and
46 co-op programs in Career and Technical Education cluster areas.
47
48 • Cooperative education permits career and technical education students to earn high
49 school elective credit. Cooperative education involves paid, supervised, concurrent
50 employment that is directly related to the student's in-school training. The coordinator
51 must approve all cooperative education job sites. Students shall not be employed by
52 members of the immediate family.
53

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- Benefits for the student include opportunities to:
 - learn useful career technology skills in the classroom and on the job;
 - develop an appreciation and respect for work;
 - receive assistance in obtaining gainful employment leading to enhanced career opportunities and economic responsibility; and
 - develop useful leadership skills.

1 **I. Dual Enrollment [Section 1007.271, FS]**
2

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

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

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

14 **2. Dual Enrollment**

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

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

32 **J. Early Admission for Advanced Studies [Section 1007.27(5), FS]**
33

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

1 **K. College Course Credit [Section 1002.3105, FS]**
2

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

8 **L. Credit from Correspondence [Section 1002.3105, FS]**
9

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

15 **M. Credit from Florida Virtual School (FLVS) [Section 1002.45, FS]**
16

- 17 • Credits earned from FLVS shall transfer as public high school credits at face value for students
18 enrolled in any Florida public high school or registered home education program.
19
- 20 • Students who complete and earn all credits required by state law for graduation through a
21 combination of any virtual education courses and regular public high school courses may be
22 eligible to receive a District diploma:
23
- 24 ○ In order for a FLVS student to earn a regular high school diploma from the District, the
25 student must be enrolled in at least one (1) course for the entire semester at a district high
26 school prior to the expected date of graduation and have successfully completed all other
27 graduation requirements as outlined in school Board policy. (See subsection IV.)
28
 - 29 ○ In order to be eligible to take the appropriate form of the Florida Standards Assessment
30 (FSA) or Florida End of Course Assessment (EOC) required for graduation, a student must
31 be enrolled in a Florida public high school.
32
- 33 • Registered home education students who complete and earn all credits required by state law
34 for graduation through FLVS courses may be eligible to receive a District diploma:
35
- 36 ○ In order for a registered home education student to earn a regular high school diploma
37 from the District, the student must be enrolled in at least one (1) course for the entire
38 semester at a district high school prior to the expected date of graduation and have
39 successfully completed all other graduation requirements as outlined in School Board
40 policy. (See subsection IV.)
41
 - 42 ○ In order to be eligible to take the appropriate form of the Florida Standards Assessment
43 (FSA) or Florida EOC required for graduation, a student must be enrolled in a Florida
44 public high school.
45
 - 46 ○ Beginning the 2009-10 school year, the Osceola Virtual School shall be a school of choice,
47 and students may earn a diploma from the Osceola Virtual School if they are eligible to
48 enroll in and complete all requirements for this program.
49

1 **N. Credit Acceleration Program [Section 1003.4295, FS]**
2

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

18
19 *(3) The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to*
20 *earn high school credit in courses required for high school graduation through passage of an*
21 *end-of-course assessment administered under s. 1008.22, an Advanced Placement*
22 *Examination, or a College Level Examination Program (CLEP). Notwithstanding s. 1003.436,*
23 *a school district shall award course credit to a student who is not enrolled in the course, or*
24 *who has not completed the course, if the student attains a passing score on the corresponding*
25 *end-of-course assessment, Advanced Placement Examination, or CLEP. The school district*
26 *shall permit a public school or home education student who is not enrolled in the course, or*
27 *who has not completed the course, to take the assessment or examination during the regular*
28 *administration of the assessment or examination if the student pays for the assessment.*
29

30 **O. Course Substitutions [Section 1011.62, FS]**
31

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

1 **P. Home Education [Section 1007.27(4), FS]**
2

- 3 • Section 1002.41, Florida Statutes, permits parents to choose to place their children in a home
4 education program in lieu of public school. The requirements of the law shall be monitored
5 through the School District's Department of Educational Choices and Innovation.
6
- 7 • Section 1002.41, Florida Statutes, specifies the responsibilities of parents who establish a
8 home education program as listed in this subsection. The enrolling parent shall:
9
- 10 ○ Send a written notice of intent to the school district superintendent. The notice must be
11 filed within thirty (30) days of beginning the home education program and must include the
12 following information for each home education student:
13
 - 14 ▪ Name;
 - 15 ▪ Birthdate;
 - 16 ▪ Address; and
 - 17 ▪ Parent's signature
 - 18 ○ Maintain a portfolio of educational records. State law defines a portfolio as:
19
 - 20 ▪ A log of educational activities which is made contemporaneously with the instruction
21 and which designates by title any reading materials used, and
 - 22 ▪ Samples of any writings, worksheets, workbooks, or creative materials used or
23 developed by the student.
 - 24 ○ Make the portfolio available for inspection by the superintendent or designee upon fifteen
25 day (15) written notice. (State law does not require the superintendent to inspect all
26 portfolios.)
 - 27 ○ Preserve each student's portfolio for two (2) years.
 - 28 ○ Provide an annual educational evaluation of the student's educational progress to the
29 superintendent. The evaluation must consist of one (1) of the following:
30
 - 31 ▪ A Florida certified teacher chosen by the parent may evaluate the child's progress
32 based on a review of the portfolio and discussion with the student;
 - 33 ▪ The student may take any nationally-normed student achievement test administered
34 by a certified teacher;
 - 35 ▪ The student may take a state student assessment test at a location and under testing
36 conditions approved by the school district;
 - 37 ▪ The student maybe evaluated by a psychologist holding a valid, active license
38 pursuant to Section 490.003 (7) or (8), FS; or
 - 39 ▪ The student may be evaluated with any other valid measurement tool as mutually
40 agreed upon by the parent and the superintendent.
- 41
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53

- 1 • With respect to the awarding of high school credit, the student’s parent must present to the
2 school principal a listing of the specific courses for which credit is requested. Credits earned
3 through institutions affiliated with the following accrediting agencies shall be accepted at face
4 value as long as those courses can be aligned with the Florida Course Code Directory:
5

- 6 ○ The Southern Association of Colleges and Schools
7 ○ The Middle States Association of Colleges and Schools
8 ○ The New England Association of Colleges and Schools
9 ○ The North Central Association of Colleges and Schools
10 ○ The Northwest Association of Colleges and Schools
11 ○ The Western Association of Colleges and Schools
12

13 Such affiliation must be validated through appropriate documentation, which shall remain on
14 file with Charter Schools and Educational Choices.
15

- 16 • Credits earned from an institution not accredited by the accrediting agencies listed in
17 subsection II.N.1 above may be granted under the following conditions:
18

- 19 ○ Courses can be aligned with the Florida Course Code Directory.
20
21 ○ Student must produce a portfolio for the course in which student is requesting credit which
22 has been reviewed by a Florida certified teacher in that subject area.
23
24 ○ The student must pass a comprehensive subject level examination with a minimum grade
25 of a “D” and/or .score of 60%.
26
27 ▪ In cases where there is no corresponding subject level examination, the student must
28 pass an appropriate high school level final examination with a minimum score of 60%.
29 The final examination must be prepared by a Florida certified teacher currently
30 employed by the Osceola County School Board and teaching said course at the high
31 school level.
32
33 ▪ It shall be the responsibility of the student’s parents or guardians to procure, schedule,
34 and locate qualified teachers to conduct evaluations for home education courses for
35 which credit is requested.
36
37 ▪ Examinations for the purpose of earning credit may be attempted two (2) times.
38 Failure to pass an examination for a second time shall require the student to enroll in
39 his home-zoned school and to complete the course for which credit was requested.
40
41 ▪ A student enrolling in an Osceola County high school from home education cannot
42 transfer earned credits in excess of the number of credits that student could normally
43 earn per year in the student’s home-zoned school.
44
45 ▪ The School District of Osceola County is not authorized to provide regular high school
46 diplomas to students who complete a high school course of study as a home education
47 student. In order for home education students to earn a regular high school diploma
48 from the District, the student must be enrolled as a full-time student for the entire
49 semester prior to the expected date of graduation and have successfully completed all
50 other graduation requirements as outlined in school Board policy.
51

- 52 • Students who request credit according to the above stipulations shall be classified according
53 to age/ grade appropriate placement. Any courses requested for credit must align with the

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graduation requirements and be contained within the maximum number of credits allowable under the School Board-adopted Student Progression Plan.

- Home education students may participate in academic dual enrollment, career and technical education program, and early admission. Credit by examination is available through approved correspondence courses. The home education student is responsible for his/ her instructional materials and transportation unless provided for otherwise. The enrollment shall be in accordance with the guidelines established by the Community Colleges and State Universities.

1 **IV. PROMOTION OR GRADE LEVEL CLASSIFICATION**
2

- 3 • The purpose of the instructional program in the schools of Osceola County is to provide
4 appropriate instructional and selected services to enable students to perform at or above their
5 grade level academically.
6
- 7 • Promotion or grade level classification, however, is based upon student achievement of
8 proficiency in reading, writing, mathematics, social studies, and science and/ or academic course
9 credits, and is not automatic.
10
- 11 • Decisions regarding a student's promotion/ grade level classification, retention, and/ or good
12 cause placement are primarily the responsibility of the individual school's professional staff,
13 subject to review and approval of the principal.
14
- 15 • The final decision concerning grade placement or classification is the responsibility of the
16 principal.
17

18 **A. Attendance for Promotion, Grades K-5 [Sections 1001.41; 1003.21, FS]**
19

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

33 **B. Attendance for Promotion and/ or Credit, Grades 6 through 12 [Sections 1001.41; 1003.22,
34 FS]**
35

- 36 • In order to receive full semester credit, a student must be enrolled in any school a minimum
37 of forty-five school days. Loss of credits shall be kept to a minimum.
38
- 39 • Students who enroll in school or class late shall be allowed to make up the class work.
40
- 41 • School activities shall not be counted as absences. Assigned work shall be turned in on the
42 date indicated by the teacher.
43

1 **C. Grading of Make-up Work [Section 1001.41; 1003.23, FS]**
2

- 3 • Make-up work shall be completed during a period of time equal to at least twice the time for
4 which the absence is excused, unless the teacher allows more time.
5
6 • Students whose absences have been approved as "excused" or "permitted", and who
7 complete the make-up assignments as required by school policy, shall receive grades for the
8 periods of such absences in the same manner as if not absent from school. Each school shall
9 establish procedures to ensure good attendance in each grading period.

10
11 Authorization: Section 1001.41, FS; Implementation: Section 1003.21, FS, and Chapter 75-130,
12 Laws of Florida; Sections 1006.09, 1001.42, 1003.25, 1001.54, 1212.28, 1012.53, 1011.61,
13 1003.26, FS, and State Board of Education Rule 6A-1.451 (FAC)
14

15 **D. Middle School General Requirements for Promotion [Section 1003.4156, FS]**
16

- 17 • In order to be promoted to the next grade level, students in Grades 6-8 must meet the following
18 criteria:
19
20 ○ Pass each of the core subjects of mathematics, language arts, science, and social studies.
21 The district-adopted grading scale (see IV.D.) shall determine a passing grade for each
22 course.
23
24 ○ Pass at least one elective course each semester.
25
26 ▪ Schools may require students to pass reading as a fifth core subject in lieu of the
27 elective course requirement.
28
29 • Final grades are awarded on a yearly basis in middle school.
30
31 ○ When two nine weeks are used to determine a final grade (e.g., a semester course), each
32 nine weeks shall count 50% of the final grade. The total shall be divided by two (2).
33
34 ○ If a semester exam is given, each nine weeks grade and final exam grade shall count 20%
35 of the final grade, and the total shall be divided by five (5).
36
37 • If the resulting average is not a whole number, the number is rounded to the nearest whole
38 number as follows:
39
40 ○ If the decimal is equal to or greater than 0.5, then the number is rounded up to the nearest
41 whole number.
42
43 ○ If the decimal is less than 0.5, then the number is rounded down to the nearest whole
44 number.
45
46 • In Grades 6-8, the grade percentage values of the grading period and exam grade are
47 averaged to determine the final grade. No grade percentage below 60% shall be considered
48 passing for that subject. Grades in high school dual enrollment classes taught in Grades 7
49 and 8 must be determined following the high school academic policy.
50
51 • Students not meeting the above criteria for promotion may earn promotion by successfully
52 completing a summer remediation or testing program as provided at their school. Students
53 who are not successful with the provided opportunity are to be retained.

1 **E. High School General Requirements for Grade Level Classification [Section 1003.436(2),**
2 **FS]**
3

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

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

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

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

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

- 16
- 17 • Students who earn 24 or more credits prior to graduation shall be encouraged to pursue
18 advanced academic or vocational opportunities such as Advanced Placement, Dual
19 Enrollment, International Baccalaureate, Advanced International Certificate of Education, or
20 Industry Certification programs.
- 21

22 **F. High School General Requirements – Alternative Education Programs [Section** 23 **1003.436(2), FS]**

- 24
- 25 • Students enrolled in alternative education programs may be promoted to the next grade:
26 based on the student’s Grade 9 cohort year. For example,
 - 27
 - 28 ○ Grade 9 = 2020-21 cohort
 - 29 ○ Grade 10 = 2019-20 cohort
 - 30 ○ Grade 11 = 2018-19 cohort
 - 31 ○ Grade 12 = 2017-18 cohort and prior
 - 32

33 **G. Student Performance Levels for English Language Arts, Mathematics, and Science** 34 **[Section 1008.25, FS]**

- 35
- 36 • Florida Statute 1008.25 requires that the district define specific levels of performance in
37 English language arts, mathematics, and science for each grade level. These levels of
38 performance shall be used to identify students who **must** receive remediation or be retained
39 within an intensive program that is different from the previous year’s program and takes into
40 account the student’s learning style.
- 41
- 42 • In compliance with Section 1008.25, FS, students shall be identified as performing at one of
43 three levels which indicates a student’s achievement:
 - 44
 - 45 ○ above grade level,
 - 46 ○ at grade level, or
 - 47 ○ below grade level.
 - 48
- 49 • Performance levels are determined by various indicators that shall include, but are not limited
50 to, multiple measures using appropriate grade-level assessments as well as teacher
51 judgment.
- 52
- 53

1 **1. Required Program of Study**
2

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

10
11 **2. Possible Assessments**
12

13 The School District shall maintain on its website the list of specific state and district assessments
14 that may be administered to students at each grade level and in each content area to obtain data
15 that informs and improves instruction.
16

17 Diagnostic assessments may also be included in order to determine the nature and extent of a
18 student's specific areas of academic need.
19

20 **3. Promotion of ESE Students**
21

22 • **Elementary and Middle School**

- 23 ○ For some elementary and middle school students enrolled in Exceptional Student
24 Education programs, the Individual Education Plan (IEP) team determines that
25 participation in the Florida Standards Alternate Assessment is the most appropriate
26 measure of the student skills. For these students, instruction in the Access Points is
27 the most appropriate means of providing access to the general curriculum. Such
28 students shall be promoted based on the acquisition of skills in accordance with the
29 student's IEP and the grade level Access Points for Florida Standards in English
30 language arts, math, social studies, and science.
31

32 • **High School**

- 33 ○ High school students enrolled in ESE programs shall be promoted based on the
34 acquisition of credits. Credits are earned through the successful completion of the
35 Florida Standards or Access Points to the Florida Standards in reading/ language arts,
36 math, social studies, and science.
37

1 **H. Middle School Promotion to a Higher Grade Level [Section 1003.4156, FS]**
2

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

1 **I. Progress Monitoring Plan (PMP)/ Multi-Tiered System of Supports (MTSS) Process**
2 **[1008.25(4)(b)]**
3

- 4 • Florida Statute 1008.25 (4)(b) requires that students that do not achieve level 3 or above on
5 statewide standardized English Language Arts assessment, or the statewide standardized
6 mathematics assessment must have an Individualized Education Plan (IEP), be part of a
7 schoolwide system of progress monitoring for all students or have an individualized progress
8 monitoring plan.
9
- 10 • All schools shall have an established Multi-Tiered System of Supports (MTSS) system in place
11 that shall monitor the progress of all students.
12
- 13 • Students identified, through the MTSS system, with significant English Language Arts or
14 Mathematics deficiencies shall be provided additional instructional supports as documented
15 on the MTSS Intervention Documentation form.
16
- 17 • Florida Statute 1008.25 (5)(c) requires parent notification for students who exhibit substantial
18 deficiencies in reading. When a student is identified with a significant reading deficiency,
19 through the MTSS team, a district notification letter and MTSS parent brochure shall be sent
20 home. The notification letter includes an invitation for parents to meet with the school to:
21 provide input on the intervention plan and to learn strategies parents may use at home to help
22 the student succeed in reading proficiency.
23

24 **1. ELL Students – PMP/ MTSS Process**
25

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

1 conditions exist such that retention would be more adverse for the student than
2 promotion.

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

11

12 **2. Gifted Students**

- 13
- 14 • For a gifted student who is performing below grade level, it is appropriate to develop a
15 PMP through the MTSS process. Accommodations and/ or interventions are to be
16 addressed through the gifted Educational Plan (EP) process.

17

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

19

20 **a) 504 Students**

21

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

24

25 **b) ESE Students – PMP/ MTSS Process**

26

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

- 30
- 31 • If the student's IEP does not address the student's deficiency in English Language
32 Arts or mathematics as required by Florida law, then the school must address these
33 deficits in either a schoolwide progress monitoring system or an individual progress-
34 monitoring plan.
 - 35 • When an ESE student is determined to be performing below grade level in English
36 language arts, or mathematics, the ESE/ Regular Education Teacher should write a
37 PMP/ MTSS to address the student's educational needs. The PMP/ MTSS should be
38 developed with the involvement of the parent/ guardian.
- 39
- 40

1 **J. Retention [Section 1008.25(6)(a), FS]**
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 shall not be made on a single test score.**
7
8 • Students in Kindergarten or Grade 1, Grade 2, or Grade 3 who exhibit a substantial deficiency
9 in reading must be given intensive reading instruction. The student's reading proficiency must
10 be monitored and the intensive instruction must continue until the student demonstrates grade
11 level proficiency. [Section 1008.25(5)(a), FS]
12
13 • Students in Grades 4 through Grade 12 who are identified as being considerably or
14 substantially below grade level in English language arts, mathematics, and/ or science **must**
15 receive remediation and require a PMP.
16
17 • The following options are available for students who have not met the levels of performance
18 for student progression:
19 ○ remediate before the beginning of the next school year and promote;
20 ○ promote and remediate during the following year with more intensive intervention and
21 remediation strategies identified in the revised PMP/ MTSS; or
22 ○ retain and remediate using an alternative program of instructional delivery.
23

24 An appropriate placement, which differs from the present placement, must be considered for
25 a student who has been retained two or more years, Section 1008.25(2)(b), FS.
26

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

1 **1. Mandatory Retention, Grade 3**
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 • Beginning with the 2002-2003 school year, students who do not score at Level 2 or higher
7 on the statewide assessment test in reading for Grade 3 **must** be retained unless he or
8 she is exempt from mandatory retention for good cause. [See *Exemption from Mandatory*
9 *Retention (Good Cause) in Grade 3.*] [Section 1008.25 (5)(b), FS]
10
11 • If a student transfers after the administration of the FSA in Grade 3, it is up to the district
12 to assess the student’s reading proficiency at the end of the year to determine if the
13 student needs to repeat Grade 3.
14
15 • Retention decisions shall not be made on a single test score.

16 **2. Special Program Considerations for ELL Students**

- 17 • An ELL student who has received more than two (2) years of instruction in an approved
18 ESOL program, according to the date the student entered a US school, may be retained
19 when there is lack of academic progress in grade level concepts.
20
21 • The ELL committee shall meet to document the evidence indicating lack of academic
22 progress and to recommend retention. The parent/ guardian shall be invited to attend.
23
24 • The teacher(s) must show extensive documentation of the ESOL strategies used to
25 provide the student with understandable instruction.
26
27 • The reason for retention **must not imply** the student needs an extra year to learn English
28 or that the under-performance is due to the child’s limited English proficiency.
29
30

31 **3. Retention Considerations for Students with Disabilities**

32 **a) 504 Students**

- 33 • A student with a 504 Plan must meet the district and state levels of proficiency.
34

35 **b) ESE Students**

- 36 • A student enrolled in ESE **must** demonstrate proficiency in the Florida Standards or
37 the Access Points for the Florida Standards in English language arts, math, social
38 studies, and science.
39
40
41
42

1 **K. Exemption from Mandatory Retention in Grade 3 (Good Cause) [Section 1008.25(6)(b), FS]**

2
3 **1. Good Cause Exemptions**

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

34
35 **2. Requests for Good Cause Exemptions**

- 36
37 • Requests for good cause exemptions for students from the mandatory retention
38 requirement shall be made consistent with the following:
- 39
40 ○ Documentation through a Grade 3 portfolio shall be submitted from the student's
41 teacher to the school principal that indicates that the promotion of the student is
42 appropriate and is based upon the student's academic record.
 - 43
44 ○ The State Board of Education adopted the following student portfolio guidelines on
45 January 21, 2003. To be accepted as meeting the portfolio option for demonstrating
46 mastery of the required reading skills, the student portfolio contents must:
 - 47
48 ▪ be selected by the student's teacher;
 - 49
50 ▪ be an accurate picture of the student's ability and only include work that has been
51 independently produced in the classroom;
 - 52
53 ▪ include evidence that the benchmarks assessed by Grade 3 FSA English
Language Arts have been met:

- ✓ be an organized collection of evidence of the student’s mastery of the Florida Standards Benchmarks for language arts that are assessed by Grade 3 FSA English Language Arts; and
- ✓ be signed by the teacher and the principal as an accurate assessment of the required reading skills.

- The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the District Superintendent or designee. The District Superintendent or designee shall accept or reject the school principal's recommendation in writing. [Section 1008.25 (6)(c)2, FS]
- Each school shall provide written notification to the parent of any Grade 3 student who is retained that his or her child has not met requirements for promotion and the reasons the child is not eligible for a good cause exemption. The notification must include a description of proposed interventions and supports that shall be provided to the child. [Section 1008.25 (7)(b)3, FS]
- Third grade students who are retained must be provided intensive interventions in reading to ameliorate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include: effective instructional practices; participation in the District’s summer camp; and appropriate teaching methodologies. [Section 1008.25 (7)(a), FS]
- A student portfolio shall be completed for each retained Grade 3 student. [Section 1008.25 (7)(b)1, FS]
- Retained Grade 3 students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency, including participation in the school district’s summer reading camp, a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include, but not limited to: small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing third and fourth grade students; extended school day, week, or year; and/ or summer reading camps. [Section 1008.25 (7)(b)2, FS]
- Retained Grade 3 students, including students participating in the School District’s summer reading camps, shall be provided with a highly effective teacher as determined by the teacher’s performance evaluation under Section 1012.34, Florida Statutes, and beginning July 01, 2020, the teacher must also be certified or endorsed in reading. [Section 1008.25 (7)(b)3, FS]

1 **3. Mid-Year Promotion**
2

3 **a) Before November 1 of the school year:**
4

- 5 • Current Student Progression Plan Guidelines for Promotion shall be followed:
6
- 7 • Student promotion in the Osceola County schools is based upon an evaluation of each
8 student’s achievement in terms of appropriate instructional goals. The determination
9 should reflect the recommendation of the school-based placement committee based
10 upon the student’s successful progress toward achievement of the Florida Standards.
11 The primary responsibility for using evidence to determine each student’s level of
12 performance and ability to perform academically, socially, and emotionally at the next
13 grade level is that of the classroom teacher, subject to review and approval of the
14 principal.
15
- 16 • Retained Grade 3 students who can demonstrate that he or she is a successful
17 independent reader, reading at or above grade level, and ready to be promoted to
18 Grade 4 may be promoted mid-year after careful evaluation by the principal.
19 Evaluating any retained Grade 3 student may include subsequent assessments,
20 alternative assessments, and portfolio reviews in accordance with rules of the State
21 Board of Education. Students promoted during the school year after November 1 must
22 demonstrate proficiency levels in reading equivalent to the level necessary for the
23 beginning of Grade 4 as determined by State Board of Education rules. Section
24 1008.25 (7)(b)2, Florida Statutes
25
- 26 • The school-based placement committee, principal and parent/ guardian shall meet and
27 be in agreement as to the mid-year promotion.
28
- 29 • Decisions regarding student promotion, and retention and good cause placement are
30 primarily the responsibility of the school-based placement committee. The final
31 decision concerning grade placement is the responsibility of the principal.
32
- 33 • The Superintendent or designee should be notified in writing and authorize the
34 assignment.
35
- 36 • If an ELL student is involved, the ELL committee shall meet to document the change
37 in the ELL Student Plan.
38
- 39 • After agreement has been reached regarding an exceptional student, an Individual
40 Education Plan meeting must be held prior to placement in the new assignment. The
41 long-range academic, social, and emotional effect of the decision shall be considered.
42
- 43 • The student’s cumulative record and report card must indicate “mid-year grade
44 placement.”
45
- 46 • The parent notification letter of the mid-year promotion should be placed in the
47 student’s cumulative folder.
48

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

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

1 L. Remediation [State Board Rule (SBR) 6A-6.054, Florida Administrative Code (FAC)]
2

- 3
- 4 • A PMP/ MTSS must be provided to all students:
 - 5 ○ who scored Level 1 or Level 2 on FSA English Language Arts or Math,
 - 6 ○ substantially behind in credits, and
 - 7 ○ with a GPA less than 2.0.
 - 8 • Remediation must be based on the results of diagnostic assessment(s) and it must be
9 systematically embedded in the total educational program for the student. The daily
10 instruction for the student shall be modified based on both the diagnosis and the contents of
11 the PMP/ MTSS or other educational plan(s) (e.g., IEP, ELL Student Plan).
 - 12
 - 13 • The PMP must include Tier 1, Tier 2, or Tier 3 supports.
 - 14
 - 15 • The School District shall allocate remedial and supplemental instruction resources to students
16 in the following priority: Students in kindergarten through grade 3 who have a substantial
17 deficiency in reading as determined in Section 1008.25(5)(a), FS.
 - 18
 - 19 • Parents of students who have been retained or identified as needing remediation may contract
20 with state certified teachers or enroll students in an approved remedial program to teach
21 individual students in lieu of attendance in a remedial school program. However, if the parent
22 chooses this option, he or she must notify the child's school principal in writing within fifteen
23 (15) days after the PMP conference. Such students shall be required to pass a school-
24 approved exam.
 - 25

1 **M. Extended School Year [Sections 1003.56; 1007.02, FS]**
2

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

6 **1. ELL Students**
7

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

16 **2. Students with Disabilities**
17

18 **a) 504 Students**
19

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

25 **b) ESE Students**
26

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

39 **3. Home Education Students**
40

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

1 **N. Miscellaneous Reading Instruction Requirements [Section 1011.62, FS]**
2

- 3 • Beginning with the 2018-19 school year, the state’s list of the 300 lowest-performing
4 elementary schools shall be based on a three-year average of state reading assessment data.
5 These schools must provide an additional hour per day of intensive reading instruction to all
6 students in each school, which may be provided within the school day. Students enrolled in
7 such schools who earned a Level 4 or 5 score on the statewide, standardized English
8 Language Arts (ELA) assessment for the previous school year may participate in the extra
9 hour of instruction.
- 10
- 11 • Beginning with the 2020-21 school year, intensive reading interventions must be provided by
12 a teacher who is certified or endorsed in reading.
13

1 **V. GRADUATION REQUIREMENTS**
2

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

8 **A. Course Credit Requirements [Section 1003.436(2), FS]**
9

- 10 • Beginning with the 2003-2004 school year, all students scheduled to graduate in 2004 and
11 thereafter may select one of the graduation options listed on the following charts that applies
12 to the year of the student’s enrollment as a Grade 9 student.
13
- 14 • Beginning with the 2019-20 school year, pursuant to *Section 1003.4282 – Requirements for*
15 *a standard high school diploma, Florida Statutes*, the School District shall offer as a new one-
16 half credit elective, a financial literacy course.
17

18 **B. Graduation Requirements Charts [Section 1003.4282, FS]**
19

- 20 • Students must successfully complete one of the following diploma options:
21 ○ 24-credit standard diploma
22 ○ 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
23 ○ Advanced International Certificate of Education (AICE) curriculum
24 ○ International Baccalaureate (IB) Diploma curriculum
25
- 26 • Students must pass the following statewide assessments. The results constitute thirty (30)
27 percent of the final course grade* or a comparative score on the Postsecondary Education
28 Readiness Test (PERT).
29 ○ Grade 10 ELA (or ACT/SAT concordant score)
30 ○ Algebra I end-of-course (EOC)
31
- 32 • Students must participate in the following EOC assessments, and the results constitute thirty
33 (30) percent of the final course grade*. These assessments are in the following subjects:
34 ○ Biology I
35 ○ Geometry
36 ○ US History
37

38 *Special Note: Thirty (30) percent is not applicable if not enrolled in the course but passed
39 the EOC.
40

Students Entering Grade Nine in the 2013-2014 School Year and Subsequent School Years
Requirements for a 24 Credit Standard Diploma
4 Credits English Language Arts (ELA)
ELA 1, 2, 3, 4 ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
4 Credits Mathematics
One of which must be Algebra 1 and one of which must be Geometry <ul style="list-style-type: none"> ▪ Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits (except for Algebra and Geometry)
3 Credits Science
One of which must be Biology 1 and two of which must be in equally rigorous science courses <ul style="list-style-type: none"> ▪ 2 of the 3 required science credits must have a laboratory component ▪ Industry certification courses that lead to college credit may substitute for up to 1 science credit (except Biology 1) ▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).
3 Credits Social Studies
1 credit in World History, 1 credit in U.S. History, 0.5 credit in U.S. Government and 0.5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate or Practical Arts
Eligible courses are specified in the Florida Course Code Directory http://www.fldoe.org/articulation/CCD/default.asp
1 Credit Physical Education
To include the integration of health
Beginning 2017-18 school year, as part of the physical education curriculum or any other required curriculum that a school district may designate, each school shall provide training in cardiopulmonary resuscitation (CPR) which is based on an instructional program established by the American Heart Association, the American Red Cross, or another nationally recognized program that uses the most current evidence-based emergency cardiovascular care guidelines and incorporates the development of psychomotor skills in the program. Students shall study and practice the psychomotor skills associated with performing CPR and study the appropriate use of an automated external defibrillator (AED).
8 Elective Credits
Note: 2 credits in the same world language are required for admission into state universities <ul style="list-style-type: none"> • Beginning with the 2019-20 school year, pursuant to <i>Section 1003.4282 – Requirements for a standard high school diploma, Florida Statutes</i>, the School District shall offer as a new one-half credit elective, a financial literacy course.
1 Online Course

Requirements for Diploma Designations

Scholar Diploma Designation 2013-2014

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

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

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

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

Merit Diploma Designation

In addition to meeting the standard high school diploma requirements:

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

1

Requirements for Diploma Designations

Scholar Diploma Designation 2014-2015 and Subsequent School Years

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

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

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

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

Merit Diploma Designation

In addition to meeting the standard high school diploma requirements:

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

2

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

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- Level 1 courses. For students with an individual educational plan (IEP) who entered the 9th grade prior to the 2013-14 school year, if the IEP team determined and documented, in accordance with Section 1003.43(7)(d), F.S., that a rigorous course of study would be inappropriate, the student may be granted core academic credit toward a standard high school diploma for any Level 1 course taken prior to the 2013-14 school year. Any student taking a Level 1 course in the 2013-14 school year or later, may not earn credit towards a standard diploma (including an elective credit).
 - *Section 1003.438, Florida Statutes, [2015]* Special high school graduation requirements for certain exceptional students.—A student who has been identified, in accordance with rules established by the State Board of Education, as a student with disabilities who has an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; another health impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; or students who are deaf or hard of hearing or dual sensory impaired shall not be required to meet all requirements of s. [1002.3105\(5\)](#), s. [1003.4281](#), or s. [1003.4282](#) and shall, upon meeting all applicable requirements prescribed by the district school board pursuant to s. [1008.25](#), be awarded a special diploma in a form prescribed by the commissioner; however, such special graduation requirements prescribed by the district school board must include minimum graduation requirements as prescribed by the commissioner. Any such student who meets all special requirements of the district school board, but is unable to meet the appropriate special state minimum requirements, shall be awarded a special certificate of completion in a form prescribed by the commissioner. However, this section does not limit or restrict the right of an exceptional student solely to a special diploma or special certificate of completion. Any such student shall, upon proper request, be afforded the opportunity to meet fully all requirements of s. [1002.3105\(5\)](#), s. [1003.4281](#), or s. [1003.4282](#) through the standard procedures established therein and thereby to qualify for a standard diploma upon graduation.

1 **1. Career and Technical Education (CTE) Graduation Pathway Option [2020]**
2

- 3 ○ Pursuant to *Section 1003.4282 – Requirements for a standard high school diploma,*
4 *Florida Statutes*, beginning with the 2019-2020 school year, a student may complete an
5 alternative pathway to earning a standard high school diploma through the Career and
6 Technical Education (CTE) graduation pathway option.
7
8 ○ Receipt of a standard high school diploma awarded through the CTE graduation pathway
9 option requires successful completion of:
10
11 ▪ At least eighteen (18) credits;
12
13 ▪ At least a cumulative grade point average (GPA) of 2.0 on a 4.0 scale;
14
15 ▪ All standard course requirements within *Section 1003.4282, (3)(a) through (3)(d),*
16 *Florida Statutes*;
17
18 ▪ At least two (2) credits in career and technical education (CTE) [The courses must
19 result in a program completion and an industry certification.]; and
20
21 ▪ At least two (2) credits in work-based learning programs [A student may substitute up
22 to two (2) credits of electives, including one-half credit in financial literacy, for work-
23 based learning program courses to fulfill this requirement.].
24
25 ○ Adjunct educators certified pursuant to *Section 1012.57, Florida Statutes*, may teach
26 courses in the CTE graduation pathway option.
27

1 **C. Cumulative Grade Point Average (GPA) Requirements [Section 1003.4282(6)(a), FS]**
2

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

12
13 **1. Grade Forgiveness Policy**

- 14 ○ Students who earn a grade of “D” or “F” may retake a course to improve their skills,
15 grade, and GPA.
 - 16 ○ The grade forgiveness policy for **required courses** shall be limited to replacing a
17 grade of “D” or “F,” or the equivalent of a grade of “D” or “F,” with a grade of “C” or
18 higher, or the equivalent of a grade of “C” or higher, earned subsequently in the **same**
19 **or comparable course**.
 - 20 ○ The grade forgiveness policies for **elective courses** shall be limited to replacing a
21 grade of “D” or “F,” or the equivalent of a grade of “D” or “F,” with a grade of “C” or
22 higher, or the equivalent of a grade of “C” or higher, earned subsequently in **another**
23 **course**.
 - 24 ○ The only exception to these forgiveness policies shall be made for a **student in the**
25 **middle grades who takes any high school course for high school credit** and
26 earns a grade of “C,” “D,” or “F” or the equivalent of a grade of “C,” “D,” or “F.” In such
27 case, the grade forgiveness policy shall allow the replacement of the grade with a
28 grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned
29 subsequently in the **same or comparable course**.
 - 30 ○ In all cases of grade forgiveness, only the new grade shall be used in the calculation
31 of the student’s grade point average or athletic eligibility. Any course grade not
32 replaced according to a district school board forgiveness policy shall be included in
33 the calculation of the cumulative grade point average required for graduation. [Florida
34 Statute 1003.4282(5)]
- 35 • Students who have not attained the required grade point average are eligible for an extended
36 school year in an attempt to raise the cumulative grade point average.
37
38
39
40
41
42

1 **D. Statewide Assessment Requirement [Sections 1008.22; 1003.4282, FS]**

2
3 **1. Graduation Requirements**

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

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

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

12
13 **Grade 10 English Language Arts**

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

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

School Year When Assessment Requirements Began for Students Entering Grade 9	Assessment that Students Must Pass in Order to Graduate	Passing Score for the Required Assessment
2014-15 and beyond	Grade 10 FSA ELA	350

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

1 **Algebra 1 EOC Assessment**

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

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

10

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

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

1 **2. Graduation Options**

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

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

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

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

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

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

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

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

35
36 *administered prior to March 2016
37 **administered in March 2016 or beyond, either the 430 score on Evidence-Based
38 Reading and Writing OR the 24 score on Reading may be used.
39

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

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

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

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

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

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

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

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

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

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

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

f) **Alternate Assessment Graduation Pathways for English Language Learners (ELL)**

Pursuant to *Section 1003.433(3) – Learning opportunities for out-of-state and out-of-country transfer students and students needing additional instruction to meet high school graduation requirements, Florida Statutes*, and *State Board of Education Rule 6A-1.09422 – Statewide, Standardized Assessment Program Requirements*, beginning with the 2022-23 school year, students who have been enrolled in an English Speakers of Other Languages (ESOL) program for less than two (2) school years and have met all requirements for the standard high school diploma except for passage of any assessment required for graduation as specified by *Sections 1003.4282 or 1008.22, Florida Statutes*, or alternate assessment, is eligible for a standard high school diploma if the student achieves the following defined proficiency levels on the following assessment options for the appropriate grade level:

• **Grade 11**

Assessment Tool	Proficiency Level
<i>Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs)</i>	At least a 4 in the Reading Domain <u>AND</u> at least a 4 overall
<i>Northwest Education Assessment – English Language Arts (NWEA – ELA)</i>	Rasch Unit Scale (RIT) Score of 208+
<i>Achieve3000</i>	Lexile Level 1080
<i>StudySync Benchmark (Form 1, 2, or 3)</i>	Passing Score of 70% or higher
<i>McGraw Hill End of Unit (EOU) Assessments (Grade 10 <u>or</u> 11)</i>	Passing Score of 70% or higher on each EOU assessment

• **Grade 12**

Assessment Tool	Proficiency Level
<i>ACCESS for ELLs</i>	At least a 4 in the Reading Domain <u>AND</u> at least a 4 overall
<i>NWEA – ELA</i>	RIT Score of 208+
<i>Achieve3000</i>	Lexile Level 1080
<i>StudySync Benchmark (Form 1, 2, or 3)</i>	Passing Score of 70% or higher
<i>McGraw Hill End of Unit Assessments (Grades 10, 11, <u>or</u> 12)</i>	Passing Score of 70% or higher on each EOU assessment

This section shall not preclude native language support from being provided as needed and beneficial to students' access to English Language Arts (ELA) curriculum and accelerating their English language learning.

1 **3. ESE Students**
2

- 3 • The Individual Education Plan (IEP) team may waive the state assessment score as a
4 requirement for graduation with a standard high school diploma for students with
5 disabilities whose abilities cannot accurately be measured by the statewide assessment
6 test. This provision applies to seniors beginning with the class of 2003.
7
- 8 • In order to be considered for the statewide, standardized assessment results waiver, the
9 student must:
- 10 ○ be identified as a student with a disability, as defined in Section 1007.02, FS;
11 ▪ The term “student with a disability” means a student who is documented as having
12 an intellectual disability; a hearing impairment, including deafness; a speech or
13 language impairment; a visual impairment, including blindness; an emotional or
14 behavioral disability; an orthopedic or other health impairment; an autism spectrum
15 disorder; a traumatic brain injury; or a specific learning disability, including, but not
16 limited to, dyslexia, dyscalculia, or developmental aphasia.
 - 17 ○ have an IEP;
 - 18 ○ have taken the statewide, standardized assessment with appropriate allowable
19 accommodations at least once; and
 - 20 ○ In accordance with Section 1008.22(3)(c)2., FS, the IEP team must make a
21 determination of whether a statewide, standardized assessment accurately measures
22 the student’s abilities, taking into consideration all allowable accommodations for
23 students with disabilities.
24

1 **E. End-of-Course Assessment Requirements [Section 1008.22(3)(b), FS]**
2

- 3 • Beginning in the 2011-2012 school year, in order to earn course credit, students must earn a
4 passing score on the statewide, standardized end-of-course assessment (EOC) for:
5 ○ Algebra I
6
- 7 • A minimum of 30% of the student's course grade must be comprised of performance on the
8 statewide, standardized assessment if one is required for that course.
9
- 10 • A student with a disability, as defined in Section 1007.02(2), Florida Statutes, for whom the
11 IEP committee determines that an end-of-course assessment cannot accurately measure the
12 student's abilities, taking into consideration all allowable accommodations, shall have the end-
13 of-course assessment results waived for the purpose of determining the student's course
14 grade and credit if the student meets all of the following criteria. The student:
15
- 16 ○ is identified as a student with a disability as defined in Section 1007.02 (2), Florida
17 Statutes;
18
- 19 ○ has an active Individual Education Plan (IEP);
20
- 21 ○ has taken the EOC assessment with appropriate allowable accommodations at least once,
22 and
23
- 24 ○ has demonstrated, as determined by the IEP team, achievement of the course standards
25
- 26 • If a student transfers into an Osceola high school from out of country, out of state, a private
27 school, or a home school, and the student's transcript, or equivalent document required for
28 official decision-making for EOC assessments and course credits, shows credit received in
29 any course for which the state administers an EOC assessment for eligible credit, then the
30 student shall be exempt from the EOC course requirement.
31

1 **F. Student Standards for Participation in Extracurricular Activities [Section 1006.15, FS]**
2

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

29 **1. Academic Performance Contract**
30

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

36 **2. Home Education Students**
37

38 An individual home education student is eligible to participate in extracurricular student
39 activities at the public school to which the student would be assigned according to School
40 District school attendance area policies or which the student could choose to attend pursuant
41 to School District or inter-district controlled open enrollment provisions. Such a student may
42 also develop an agreement to participate at a nonpublic school provided the following
43 conditions are met:
44

- 45 ○ The home education student must meet the requirements of the home education program
46 pursuant to Section 1002.41, FS.
47
- 48 ○ During the period of participation at school, the home education student must demonstrate
49 educational progress as required in all subjects taken in home education by a method of
50 evaluation agreed on by the parent or guardian and the principal.
51
- 52 ○ The home education student must meet the same residency requirements as other
53 students in the school at which he or she participates

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- The home education student must meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities.
- The student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for the activity in which he or she wishes to participate. A home education student must be able to participate in curricular activities if that is a requirement for the extracurricular activity.
- A home education student who transfers from a home education program during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous school year.
- The student shall also be progressing satisfactorily toward graduation as provided in the Student Progression Plan for Osceola County.
- The principal or his designee may suspend a student from participation in an activity for Level I - Level III offenses as outlined in the Osceola County School District Code of Student Conduct.
- Those students unable to meet the criteria because of extenuating circumstances may appeal to the school activities committee, a standing committee whose membership shall include, but not be limited to, representatives from extracurricular sponsors, classroom teachers, the guidance department, administration, exceptional student education, and the school advisory committee.

Authorization: Section 1001.41, Florida Statutes; Implementation: Section 1006.21, Florida Statutes

1 **G. Graduation Requirements for ESE Students Prior to the 2014-2015 School Year [SBR 6A-**
2 **6.0312, FAC; Section 1003.438, FS (2015)]**
3

- 4 • Florida State Board of Education Rule 6A-6.0312 provides that accommodations to basic and
5 career and technical education courses are allowable for all exceptional students to meet the
6 requirements for a regular or special diploma as follows (for potential ELL students, see
7 above):
8

9 **1. Accommodations to Basic Courses**

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

21 **2. Standard Diploma**

22 **a) Requirements**

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

42 **b) Attendance**

- 43 • Meet attendance requirements.
44

45 **c) Curriculum**

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

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

a) Requirements

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

- Complete course requirements as outlined below:

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

Total: 22 Credits (11 required, 11 elective)

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

b) Attendance

- Meet attendance requirements.

c) Curriculum

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

Authorization: 6A-1.095, FAC

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4. Special Diploma Option 2

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

a) Requirements

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

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

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

b) Attendance

- Meet attendance requirements.

c) Curriculum

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

1 **5. Certificate of Completion**
2

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

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

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

18 **7. Changing Diploma Options**
19

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

25 **8. Transfers**
26

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

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

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

1 **H. Graduation Requirements for ESE Students During and After the 2014-2015 School Year**
2 **[SBR 6A-6.0312, FAC; Section 1003.4282, FS]**
3

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

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

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

21
22 **2. Standard Diploma**
23

- 24 • The requirements for the Standard Diploma are defined in Section 1003.4282(1),
25 Florida Statutes, and Paragraph IV.B. of this document.
26

27 **3. Standard Diploma – Access Points/ Florida Alternate Assessment**
28

29 The Standard Diploma – Access Points/ Florida Alternate Assessment is designed for ESE
30 students with significant cognitive disabilities for whom the Individual Educational Plan
31 (IEP) Team has determined that Access Points and the Florida Alternate Assessment are
32 the most appropriate means of providing the student access to the general curriculum
33 [Section 1008.22(3)(c)4, Florida Statutes].
34

35 In general, the requirements for this diploma option are:
36

- 37 • A combination of course substitutions, assessments, industry certifications, other
38 acceleration options, or occupational completion points appropriate to the student's
39 unique skills and abilities that meet the criteria that State Board of Education rules
40 establish
41
- 42 • A portfolio of quantifiable evidence that documents a student's mastery of academic
43 standards through rigorous metrics that State Board of Education rules establish. A
44 portfolio may include, but is not limited to, documentation of work experience,
45 internships, community service, and postsecondary credit.
46

47 Specifically, in order to earn a Standard Diploma – Access Points/ Florida Alternate
48 Assessment, an ESE student must meet all of the requirements listed in the following
49 chart:
50

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

4 Credits English Language Arts

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

4 Credits Mathematics

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

3 Credits in Science

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

3 Credits Social Studies

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

1 Credit Physical Education

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

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

8 Credits Electives

1 Course Online

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

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

4. Standard Diploma – Academic and Employment

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

In general, the requirements for this diploma option are:

- Documented completion of the minimum high school graduation requirements, including the number of course credits that State Board of Education rules establish
- Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student’s transition plan. The documentation must be verified by the IEP team.
- Documented successful employment for the number of hours per week specified in the student’s transition plan, for the equivalent of 1 semester, and payment of a minimum wage in compliance with the requirements of the federal Fair Labor Standards Act.
- Documented mastery of the academic and employment competencies, industry certifications, and occupational completion points specified in the student’s transition plan. The documentation must be verified by the IEP team, the employer, and the teacher. The transition plan must be developed and signed by the student, parent, teacher, and employer before placement in employment and must identify the following:
 - The expected academic and employment competencies, industry certifications, and occupational completion points;
 - The criteria for determining and certifying mastery of the competencies;
 - The work schedule and the minimum number of hours to be worked per week; and
 - A description of the supervision to be provided by the school district.

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Specifically, in order to earn a Standard Diploma – Academic and Employment, an ESE student must meet all of the requirements listed in the following chart:

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

4

8 Credits Electives, including:

.5 Credit in an Employment-Based Course

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

1 Course Online

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

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

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

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

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

2
3 An ESE student who meets the requirements for a Standard Diploma may defer the receipt
4 of the diploma and continue to receive services if he or she meets the following general
5 requirements.

- 6
7
- 8 • has an individual education plan that prescribes special education, transition planning,
9 transition services, or related services through age 21; and
 - 10 • is enrolled in accelerated college credit instruction pursuant to s. 1007.27, industry
11 certification courses that lead to college credit, a collegiate high school program,
12 courses necessary to satisfy the Scholar designation requirements, or a structured
13 work-study, internship, or pre-apprenticeship program.
- 14

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

20
21 The IEP team must:

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

30 The School District must:

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

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

1 **6. Certificate of Completion**
2

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

9 **7. Changing Diploma Options**
10

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

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

22 **8. Transfers**
23

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

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

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

1 I. **Types of Diplomas [Sections 1003.4282; 1003.438, FS (2015)]**
2

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

5 **1. Standard Diploma**
6

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

24 **2. Academic Honors Diploma**
25

- 26 • Beginning the 2021-22 school year, in lieu of the designation of a valedictorian and
27 salutatorian, students enrolled at NeoCity Academy, the Osceola County School for the
28 Arts (OCSA), and Professional and Technical High School (PATHS) shall be eligible to
29 participate in the Merit Diploma program.
30
- 31 • A student who is enrolled at any of these specific schools and who earns a cumulative
32 weighted grade point average (not rounded) that meets the criteria established below shall
33 qualify for the respective Merit Diploma:
34
- 35 ○ Summa Cum Laude (“With Highest Honor”) = Cumulative Weighted GPA greater than
36 or equal to 4.2
 - 37
 - 38 ○ Magna Cum Laude (“With High Honor”) = Cumulative Weighted GPA greater than or
39 equal to 4.0 but less than or equal to 4.199
 - 40
 - 41 ○ Cum Laude (“With Honor”) = Cumulative Weighted GPA greater than or equal to 3.8
42 but less than or equal to 3.999
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3. Special Diploma (See also Subsection IV.G.)

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

a) Option 1

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

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

b) Option 2

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

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

4. Certificate of Completion

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

5. Special Certificate of Completion

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

1 **J. Participation in Graduation Ceremonies [Section 1003.4282, FS]**
2

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

13 **K. Florida Bright Futures Scholarship Program [Section 1009.53, FS]**
14

- 15 • The Florida Bright Futures Scholarship Program (Section 1009.531, Florida Statutes) provides
16 for tuition and fee reimbursement for undergraduate studies at a public or private university,
17 community college, or Career and Technical school. The three scholarship awards within the
18 Bright Futures Scholarship Program are the Florida Academic Scholars Award, Florida Merit
19 Scholars Award, and Florida Gold Seal Career and Technical Scholars Award. Each has
20 specific criteria that must be met. Schools may refer parents and students to the Florida
21 Department of Education website for the most current criteria.
22
23
24

1 **VI. REPORTING STUDENT PROGRESS**

2
3 **A. Parent(s)/ Guardian(s) – Written Notification Requirements [Section 1008.25(7)(a), FS]**

- 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, mathematics, and science, including the
8 student’s results on each statewide assessment test. The evaluation of each student’s
9 progress must be based upon the student’s classroom work, observations, tests, district and
10 state assessments, and other relevant information. Progress reporting must be provided to
11 the parent in writing in the format adopted by the district school board. Progress reports for
12 ELL students shall be provided in the parent’s native language when feasible. No one test
13 with a single administration should determine promotion for retention. The preponderance of
14 evidence from evaluations should be used to determine if a student is ready for the work of
15 the next grade.

16
17 **B. Report Cards [Section 1003.33(1), FS]**

- 18
19 • Section 1003.33 (1), FS, requires that district report cards for all students must clearly grade
20 or mark:
21 ○ the student's academic performance in each class or course (based upon examinations
22 as well as written papers, class participation, and other academic 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
31 9-12) 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
35 standard report card.
36
37 ○ Report cards shall be issued for all students at the close of each grading period.
38
39 ○ Progress Reports may be issued at the end of the extended year programs and services,
40 i.e., extended school year, Saturday school, before and after school programs.
41
42 ○ Parents are to be notified in writing at any time during a grading period when it is apparent
43 that the student may not pass or is performing unsatisfactorily in any course or grade level.
44 The School District’s Deficiency/ Progress Report and/ or approved electronic Progress
45 Report form shall be used for this notification.
46
47 ○ Report cards for English Language Learner (ELL) students must be in the primary
48 language of the parent/ guardian, whenever feasible. These primary language report
49 cards are to be attached to the English report card.
50
51 ○ Adult Education students shall be issued a Certificate of Attendance or a Certificate of
52 Program Completion upon request.
53

1 **C. General Rules of Marking or Awarding Grades and Credit [Section 1003.33(1), FS]**
2

3 **1. Report Card Grades**
4

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

- To receive a report card a student shall have been enrolled in school at least one-half (1/2) of the forty-five day grading period as established by the official school calendar. The report card needs to reflect the date of entry and attendance record. If a student withdraws, the student shall be issued a grade on the withdrawal form as of the date of withdrawal.
- Students are to receive grades in all subjects in which they have received instruction that grading period.

2. Change of Grades

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

a) Request by Teacher for Change of Grade

- If the teacher who has made, entered or reported the grade feels it necessary to change the grade, he or she must submit a request in writing to the principal for a grade change.
- Whether the basis for the change is a mistake at the time of entry, or reconsideration of the assessment materials and evaluative sources, the teacher shall demonstrate in the writing the rationale, basis and support for the grade as intended to be entered on the change.
- The principal shall consider the request made by the teacher, meet with the teacher, as the principal deems necessary, and determine whether to make the change as requested.
- The principal shall determine the request in writing and provide a written explanation as to the basis for the determination to the requesting teacher.
- Following the direction of the principal, the grade may be changed or left unchanged. Only if directed by the written notification of the principal, may the teacher-entered grade be changed.
- If a change in grade be directed after the student and parent(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.

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

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

28 **3. Dual Language (One Way and Two Way) Considerations - Language Arts and Reading**
29 **Classes**
30

- 31 • Elementary students enrolled in a dual language program shall receive two (2) grades for
32 both Language Arts and Reading classes.
33 ○ The Language Arts class taught in English shall be the one (1) recorded on the
34 student's report card, and the Reading class taught in English shall be the one (1)
35 recorded on the student's report card.
36 ○ In addition, the Language Arts class and the Reading class taught in the target
37 language (e.g., Spanish) shall be treated together as a single special area and
38 recorded on the student's report card as a single special area grade (e.g., Spanish
39 Language Arts/ Reading).
40
41 • Other core subjects shall be taught in either English or the target language and shall be
42 recorded on the student's report card as a single grade by the appropriate teacher.
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4. Final Course Grades

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

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

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

1 **D. Description and Definition of Marks [Section 1003.33(1), FS]**
2

3 Schools shall adhere to the following evaluation plan for grading and reporting student progress.
4 (For ELL, see subsection V.E. below.)
5

6 **1. Kindergarten and Grade 1**
7

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

12
13 **2. Grades 2 through 5**
14

15 Effective July 1, 2009, Grades 2-5 shall be given corresponding letter grades using the scale
16 below:
17

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

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

- 20 ○ O Outstanding
 - 21 ○ S Satisfactory
 - 22 ○ N Not Demonstrating Consistently
 - 23 ○ U Unsatisfactory/ Needs Attention
- 24
25

1 **3. Grades 6 through 8**

2
3 **a) Grades 6-8 Percentage Value Definition**

- 4
5 • Students in Grades 6 through 8 shall be given corresponding letter grades using the
6 criteria in the chart below.

7

<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

- 8
9 • If the resulting average is not a whole number, the number is rounded to the nearest
10 whole number as follows:
- 11 ○ If the decimal is equal to or greater than 0.5, then the number is rounded up to the
12 nearest whole number.
- 13 ○ If the decimal is less than 0.5, then the number is rounded down to the nearest
14 whole number.
- 15 • If an “I” (incomplete) is recorded on a report card, the requirements for which the
16 incomplete was assigned must be satisfied within two weeks of the issuance of report
17 cards or the “I” becomes “F.” At the teacher’s discretion, a longer period of time may
18 be allowed for makeup work.
- 19 • If a middle school student enrolls in a high school-level course for the purposes of
20 acceleration and earning high school credit, then the *Grades 9-12 Percent Point Value*
21 *Definition* shall apply for the high-school level course.
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4. Grades 9 through 12

a) Grades 9-12 Percent Point Value Definition

- Students in Grades 9 through 12 shall be given corresponding letter grades using the criteria in the chart below.
- For high school students who enrolled in Grade 9 during and after the 2009-2010 school year, the criteria in the chart below shall also apply.

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

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- Level 3 courses are defined in the Florida Course Code Directory.
 - **NOTE:** If an honors course from the list below is paired with a similar AP course in a student's schedule, then the student shall be awarded course weight on a 5.0 scale for the honors course.
 - Genetics Honors,
 - Biology 2 Honors,
 - Chemistry 2 Honors, and
 - Physics 2 Honors.
 - If the resulting average is not a whole number, the number is rounded to the nearest whole number as follows:
 - If the decimal is equal to or greater than 0.5, then the number is rounded up to the nearest whole number.
 - If the decimal is less than 0.5, then the number is rounded down to the nearest whole number.
 - If an "I" (incomplete) is recorded on a report card, the requirements for which the incomplete was assigned must be satisfied within two weeks of the issuance of report cards or the "I" becomes "F." At the teacher's discretion, a longer period of time may be allowed for makeup work.

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

- 4 • All high schools shall utilize a weighted scale for academically rigorous courses for the
5 purpose of determining senior class rank, valedictorian/ salutatorian selections,
6 academic awards/ honors, Academic Honors Diploma status (e.g., see also V.I.2),
7 etc., as appropriate for the specific programs offered at each high school. These
8 determinations shall be made by the end of the second semester of the student's fourth
9 or senior year and shall include all high school courses taken. The weighted scale
10 shall be assigned based upon the Grading Scale and as defined in the chart under
11 subsection V.D.2.a. adopted by the School Board. The weights for Advanced
12 Placement, International Baccalaureate, Dual Enrollment, and Advanced International
13 Certificate of Education courses shall be one-half (0.5) weight greater than those for
14 Honors and other Level 3 courses as defined in the Florida Course Code Directory.
15 Level 3 courses in physical education are not eligible for weights. The unweighted
16 grade point average shall be used when determining the 2.0 grade point average
17 required for graduation, or the final grade point average.
18
- 19 • In order to validate the student's class rank, schools shall verify the student's transfer
20 of credits by the end of the student's third or junior year but no later than the first ten
21 (10) days of the student's fourth or senior year. Transfer credits received after this
22 date shall not count in the calculation of the student's class rank but shall be used to
23 determine credits earned for graduation.
24
- 25 • A student who participates in an accelerated graduation option that requires fewer than
26 24 credits for graduation shall declare his or her intent to graduate by the beginning of
27 his or her third or junior year.
28
- 29 • The calculation of the student's Grade Point Average (GPA) and class rank shall occur
30 by the end of the second semester of the student's fourth or senior year. The
31 calculation shall be a decimal and rounded to the nearest thousandth place at least.
32
- 33 • In the event of a dispute, the student's parent shall submit the formal complaint in
34 writing to the principal, and the principal shall submit the complaint to the District
35 Committee, which shall include the Deputy Superintendent, the Assistant
36 Superintendent of High School Curriculum and Instruction, the District Coordinator of
37 Guidance Services, the Director of Student Services, and the school principal.
38
- 39 • See also V.I.2. regarding the Academic Honors Diploma program eligibility
40 requirements.
41

1 **E. Guidelines for Grading and Reporting Academic Progress of ELL Students [Section**
2 **1003.56, FS]**
3

- 4
- 5 • The course grade and academic progress of ELL students shall be based on the results of
6 teacher observation, alternative assessments, and modified tests used to assess the
7 understandable instruction provided through the use of ESOL teaching strategies, appropriate
8 instructional materials, and curriculum accommodations.

 - 9 • If there is a continued pattern of academic underperformance and assessments, the ELL
10 committee shall meet to review the reasons for the student's lack of progress. The reason(s)
11 documented for the academic under-performance of an ELL student **cannot imply** that he/
12 she needs an extra year to learn English or that it is due to the student's lack of English
13 proficiency.

 - 14 • The following documentation needs to be in the student's permanent records:
 - 15 ○ Documentation of the ESOL strategies used by the ESOL language arts and basic content
16 area teacher(s) to provide understandable instruction, including the alternative
17 assessment instruments and test accommodations used to evaluate the student's
18 academic progress.
 - 19 ○ The records of parental contacts or attempts made to inform the parent/ guardian of the
20 student's under-performance. When applicable, copies of the deficiency reports signed
21 by the student and parent/ guardian. Notices to parent/ guardian of ELL students must be
22 provided in the home/ native language, whenever feasible.
 - 23 ○ The instructional support requested by the teacher(s) to provide additional assistance for
24 the student from the ESOL Assistant, Title III Specialist (if available), or ESOL Educational
25 Specialist available at the school.
26
27
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1 **F. District/ State Assessment Programs [Sections 1008.22; 1008.25(4)(a), FS]**
2

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

1 **G. Accommodations of District/ State Assessments for Special Program Students [Section**
2 **1008.22(3)(c)3, FS]**

3
4 **1. ELL Students**

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

15 **2. Students with Disabilities**

16
17 **a) 504 Students**

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

28
29 **b) ESE Students**

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

1 **H. Exemptions from District/ State Assessments for Special Program Students [Section**
2 **1008.22(3)(c)2, FS]**

3
4 **1. ELL Students**

- 5
6 • All ELL students are expected to participate in the FSA English Language Arts tests.
7 However, ELL students who have received 12 months or less of instruction in an approved
8 ESOL program (according to the date entered the US school) can be exempt from taking
9 FSA English Language Arts tests if an ELL Committee decides it is appropriate. The
10 alternate assessment to be used is the ACCESS 2.0, which shall be given at the
11 appropriate grade level. All ELL students, regardless of years of instruction, are expected
12 to participate in the FSA Mathematics and Science tests.
13

14 **2. Students with Disabilities**

15
16 **a) 504 Students**

17
18 Students with 504 plans **may not** be exempted from state assessments.
19

20 **b) ESE Students**

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

33 **I. Annual Report in Local Newspaper [Sections 1008.25(6)(b) and (8)(a), FS]**

- 34
35 • Beginning with the 2002-2003 school year, each district school board must annually publish
36 in the local newspaper, and report in writing to the State Board of Education by September 1
37 of each year, the following information on the prior school year:
38
39 ○ the provisions of the law relating to public school student progression and the district
40 school board's policies and procedures on student retention and promotion;
41
42 ○ by grade, the number and percentage of all students in Grades 3 through 10 performing
43 at levels 1 and 2 on FSA English Language Arts;
44
45 ○ by grade, the number and percentage of all students retained in Grades 3 through 10;
46
47 ○ information on the total number of Grade 3 students who were promoted for good cause
48 by each category of good cause as specified in Section 1008.25 (6)(b), FS; and
49
50 ○ any revisions to the district school board's policy on student retention and promotion from
51 the prior year. Section 1008.25 (8)(b), FS.
52

1
2
3 **VII. NON-DISCRIMINATION NOTICE**

4 The School District of Osceola County, Florida, does not discriminate on the basis of sex, race, color,
5 ethnic or national origin, religion, marital status, disability, age, political beliefs, sexual orientation, gender,
6 gender identification, social and family background, linguistic preference, pregnancy, or any other basis
7 prohibited by law in its educational programs, services or activities or in its hiring or employment practices.
8 Retaliation against an employee for engaging in a protected activity is prohibited.

9 The School District also provides access to its facilities to the Boy Scouts and other patriotic youth groups,
10 as required by the Boy Scouts of America Equal Access Act.

11
12 Applicants/ individuals with disabilities requesting accommodations under the Americans with Disabilities
13 Act (ADA) may call the District's ADA Office at 407-870-4800 for assistance.

14
15 Questions, complaints, or requests for additional information regarding discrimination or harassment may
16 be sent to:

17
18 Tammy Cope-Otterson, Chief Human Resources Officer
19 The School District of Osceola County
20 Department of Human Resources Administrative Services
21 799 Bill Beck Boulevard
22 Kissimmee, FL 34744
23 Phone: 407-870-4800
24 Email: Tammy.Otterson@osceolaschools.net
25

26
27 **Principles of Professional Conduct for the Education Profession in Florida**

28
29 **Florida Education Standards Commission**

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31 ***Professionalism through Integrity***

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33 ***Available on-line at the following website:***

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35 **<http://www.fldoe.org/teaching/professional-practices/code-of-ethics-principles-of-professio.stml>**
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