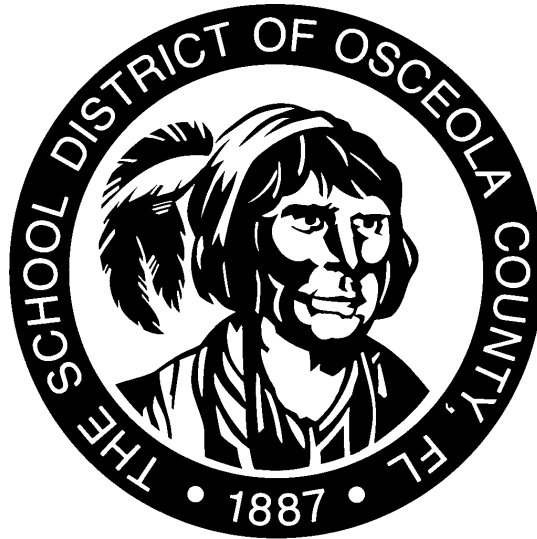


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**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**



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**2011-2012  
MIDDLE SCHOOL  
STUDENT PROGRESSION PLAN**

**Grades 6-8**

**Effective July 01, 2011**

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

**SCHOOL BOARD MEMBERS**

**CHAIRMAN**

Cindy Lou Hartig

Barbara Horn

Tom Long

Julius Melendez

Jay Wheeler

**SUPERINTENDENT**

Terry Andrews

**STUDENT PROGRESSION PLAN TASK FORCE**

Pam Tapley, Assistant Superintendent

**SECONDARY EDUCATION**

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**SCHOOL SUPPORT SERVICES**

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

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

7  
8 **A. Initial Entry Requirements**

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

12  
13 **1. Evidence of Age** Amended 06-27-95, 07-15-03

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

18  
19  
20 \*If a passport or immigration document is used as evidence of age, it may not be  
21 duplicated. Only a notation may be placed in the student's record. Adopted 06-  
22 27-00

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

26  
27 **a. Certificate of Physical Examination** Amended 06-30-92, 07-01-08

28  
29 A certificate of a physical examination within the twelve-month period  
30 immediately preceding enrollment shall be presented before a child is allowed  
31 to attend classes. The certificate shall be signed by a licensed practicing  
32 physician, or an Advanced Registered Nurse Practitioner certifying that the  
33 student has no contagious or communicable disease which would warrant the  
34 student's exclusion from public schools. A Physician's Assistant operating  
35 under the supervision of Osceola County Public Health Director may also  
36 sign the certificate. Amended 06-27-95

37  
38 Students, other than children of military personnel, transferring from a foreign  
39 country must possess an examination certificate issued within the United  
40 States.

41  
42 **Exception:**

- 43
  - The student was previously enrolled in a Florida school.

44  
45 **b. Immunization** Amended 07-21-98, 07-15-03

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

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

Adopted 9/ 7/ 99

**Required Immunizations:**

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

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

**Grade 6**

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

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

**Grade 7-8**

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

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

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

**Exceptions may be granted as follows:**

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

### 6                                   3. Residency Requirements

7                                   Amended 06-29-93, 07-21-98, 06-27-95

8  
9                                   A resident parent or guardian admitting a student to an Osceola County School  
10 shall produce **two (2) documents from the following categories:**

- 11                                   ▪ mortgage document, rental or lease agreement, property tax records;
- 12                                   ▪ notarized statement signed by the owner of the home in which the parent
- 13                                    resides with supporting documents from the owner such as a mortgage,
- 14                                    rental or lease agreement, or property tax records;
- 15                                   ▪ current utility bill;
- 16                                   ▪ income tax records;
- 17                                   ▪ proof of receipt of government benefits.

18  
19                                   If false and/ or misleading information is presented in order to meet residency  
20 requirements, the child falsely registered shall be subject to immediate  
21 withdrawal from Osceola District Schools and required to register in the school in  
22 the assigned attendance zone or in the case of an out-of-district child, a school in  
23 the district of residence.

24  
25                                   Any person knowingly providing false and/ or misleading information may be  
26 liable for criminal charges under Florida Statutes.

## 27 28                                   B. Transfer Students

### 29 30                                   1. General Transfer Information

31  
32                                   The school principal or designee will determine placement of a student who  
33 transfers from other countries, counties, states, private schools or from a home  
34 education program. If a student transfers from a school or program other than a  
35 regionally accredited institution or with inadequate or incomplete records,  
36 placement will be based upon the information available, including any or all of the  
37 following:

- 38                                   ▪ student's age,
- 39                                   ▪ a review of all existing school records and home education records (e.g.,
- 40                                    student portfolio, annual evaluations),
- 41                                   ▪ a review of the previous educational program including, but not limited to,
- 42                                    time spent in a program and curriculum requirements of the program,
- 43                                   ▪ a test on grade level or individual subject-area objectives or competencies to
- 44                                    be identified by the principal,
- 45                                   ▪ an interview with the student and/ or the parent(s)/ guardian(s) by the
- 46                                    principal or designee(s),
- 47                                   ▪ teacher judgment of classroom performance during a probationary period to
- 48                                    be established by the principal.

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

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

A student in Grades 6-8 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 will be transferred as follows:

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

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

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

Any student wishing to enroll in school who is not residing with his or her natural parent or legal guardian shall have the responsible adult with whom the student is living sign an Affidavit of Responsibility form available through the school or Student Services at the District Office. The responsible adult shall present proof that he or she has parental consent or legal right to accept responsibility. Parental consent shall be notarized.

**4. Student Custody**

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

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

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

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

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

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

**6. Student with Disabilities****a. 504 Students**

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

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

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

## 7. Home Education

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

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

### C. Attendance Guidelines

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

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

#### 1. Student Absences

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

1                   **a. Excused Absences**  
 2

3                   Absences shall be excused for the following reasons:

- 4                   ▪ illness or injury of the student,  
 5                   ▪ illness, injury, or death in the immediate family of the student. The  
 6                   immediate family shall be defined as listed in the United States Internal  
 7                   Revenue Service guidelines.  
 8

9                   If there is a reasonable doubt concerning the illness claimed, the principal  
 10                  shall be authorized to require a statement from an accepted medical  
 11                  authority. Failure to comply with this requirement shall result in the absence  
 12                  being “unexcused.”  
 13

14                  The Principal of a school shall have sole discretion as to how absences shall  
 15                  be reported to the school. The parent or legal guardian shall report absences  
 16                  through a telephone call, a handwritten note, or both as determined by the  
 17                  Principal. Adopted 06-19-01  
 18

19                  In cases of excused absences, the student shall be allowed to make up the  
 20                  work, and teachers of the students shall give every reasonable assistance.  
 21

22                  Make-up work shall be completed during a period of time equal to at least  
 23                  twice the time for which the absence is excused, unless the teacher allows  
 24                  more time.  
 25

26                  Students whose absences have been approved as "excused" or "permitted",  
 27                  and who complete the make-up assignments as required by school policy,  
 28                  shall receive grades for the periods of such absences in the same manner as  
 29                  if not absent from school. Each school shall establish procedures to ensure  
 30                  good attendance in each grading period. Amended 07-01-06  
 31

32                   **b. Permitted Absences**  
 33

34                  “Permitted” absences may be granted. Only the principal shall have the  
 35                  authority to grant “permitted” absences and then only after he or she has  
 36                  considered the merits of each case. It shall be the principal’s responsibility to  
 37                  give to the parents a copy of the School Board rules pertaining to permitted  
 38                  absences.  
 39

40                  Arrangements for make-up work shall be made in advance with the instructor  
 41                  of classes to be missed. The student shall assume complete responsibility  
 42                  for the make-up work. The teachers shall cooperate by making assignments,  
 43                  grading materials, and recording grades. The teacher shall set a timeline for  
 44                  receiving the student’s work for credit, and this timeline will not exceed twice  
 45                  the number of days of absence.  
 46

47                  **Examples of situations warranting “permitted” absences include:**

- 48                  ▪ attendance at an important public function,  
 49                  ▪ attendance at church meetings, or observances of religious holidays,  
 50                  ▪ travel with parents in urgent circumstances,  
 51                  ▪ attendance at non-school conventions or conferences,

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- other situations with parental permission and the approval of the principal, or
- participation in a non-instructional activity.

**A student who wishes to participate in a non-instructional activity must:**

- meet the academic requirements as set forth by the School Board,
- make arrangements, in advance, with the teacher for missing classes, and
- accept the responsibility for making up time and work.

**c. Unexcused Absences**

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

- Upon each unexcused absence, the Principal or designee shall contact the student’s parent or guardian to determine the reason for the absence.
- If a student has had at least five (5) unexcused absences within a calendar month or ten (10) unexcused absences within a ninety (90) day calendar period, the student’s primary teacher shall report to the principal or designee that the student may be exhibiting a pattern of non-attendance. Unless there is clear evidence that the absences are not a pattern of non-attendance, the case shall be referred to the Early Truancy Intervention Team to determine if early patterns of truancy are developing. If the Early Truancy Intervention Team finds that a pattern of non-attendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify potential remedies.
- If the initial meeting with the parent does not resolve the problem, the Early Truancy Intervention Team shall implement specific interventions that best address the problem.

The Early Truancy Intervention Team shall be diligent in facilitating intervention services and shall report the case to the Superintendent or his designee only after all reasonable efforts to resolve the problem have been exhausted.

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## 2. Students with Disabilities

### a. 504 Students Amended 07-01-04

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

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

### b. ESE Students

All exceptional students will follow regular education attendance procedures.

In the case of an ESE Student with excessive absences, an IEP team meeting must be conducted to determine whether or not the absences are related to the student's disability. If the IEP team determines that the excessive absences **are** related to the student's disability, the IEP team must determine a reasonable course of action which may include the possible waiver of the attendance guidelines in determining grades as well as a change of placement.

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

1                   **3. Hospital/ Homebound Program**

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

7  
8                   **4. Student Absences for Religious Reasons**

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

17  
18                  If questions arise regarding this rule, principals will grant the parent(s)/  
19                  guardian(s) a conference. Parent(s)/ guardian(s) may appeal the principal's  
20                  decision to the Superintendent should a conflict arise.

21  
22                  **D. Student Withdrawals**

23  
24                  **1. Student Withdrawals During the Last Two Weeks**  
25                  **of the School Year**

26  
27                  The parent(s)/ guardians(s) of a student who leaves school **during** the last  
28                  two weeks of the school year must show evidence that the withdrawal is  
29                  necessary and the student must successfully complete assigned class work.  
30                  Principals are authorized to make arrangements for the administration of any  
31                  tests if appropriate.

32  
33                  Principals may waive the requirements for early withdrawal when unusual/  
34                  extenuating circumstances require it.

35  
36                  **2. Student Withdrawals for Enrollment in Home Education Programs**

37  
38                  FS 1002.41 permits parents to choose to place their children in a home  
39                  education program in lieu of public school. The requirements of the law will  
40                  be monitored through Charter Schools and Educational Choices. Amended  
41                  7/ 23/ 91, 07-21-98, 06-27-00, 07-15-03, 02-05-08

42  
43                  To withdraw a student for enrollment in a home education program, parent(s)/  
44                  guardian(s) must initiate the withdrawal process at the school and notify the  
45                  Superintendent of Schools in writing of the intent to provide home education  
46                  for the student.

1                   **3. Student Withdrawals, Exceptional Student Education (ESE)**  
2                   (Adopted 07-01-05 and 07-01-06)  
3

4                   A child who is receiving services through Exceptional Student Education  
5                   (ESE) shall not be administratively withdrawn without prior parental  
6                   notification, a staffing meeting with parents or guardians to discuss the  
7                   educational impact of such a decision for the student to withdraw, and all  
8                   requirements relative to due process have been completed.  
9

10                  In cases where at least two (2) good faith, but unsuccessful attempts to notify  
11                  parents or guardians of the student have been documented, and with the  
12                  approval of the Director of Exceptional Student Education, the student maybe  
13                  withdrawn by the school.  
14

1           **II. PROGRAM DESCRIPTION**

2

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

4           Amended 07-01-09

5

6           The Sunshine State Standards/ Next Generation Sunshine State Standards

7           (6A-1.09401 State Board Rules) are benchmark standards that describe what

8           students should know and be able to do at all Grades Kindergarten through

9           12 in the subjects of:

- 10
- |  |   |
|--|---|
| 11                   -- language arts    | 11                   -- mathematics         |
| 12                   -- science          | 12                   -- social studies      |
| 13                   -- foreign language | 13                   -- health education    |
| 14                   -- the arts         | 14                   -- physical education. |

15

16           Osceola District Schools shall provide appropriate instruction to assist

17           students in the achievement of these standards. The Sunshine State

18           Standards/ Next Generation Sunshine State Standards have been

19           incorporated within the Osceola County Curriculum Frameworks and are on

20           file in the Administrative Center and are in use at each school.     Adopted

21           09-17-96, Amended 06-15-99

22

23           District Grade Level Expectations are based upon the Sunshine State

24           Standards/ Next Generation Sunshine State Standards and identify what

25           each student should know and be able to do by the end of each grade.

26

27           In addition, FS 1003.42 requires that members of the instructional staff of the

28           public schools, subject to the rules of the State Board of Education and the

29           district school board, shall teach efficiently and faithfully, using the books and

30           materials required that meet the highest standards for professionalism and

31           historic accuracy, following the prescribed courses of study, and employing

32           approved methods of instruction, the following:

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

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6. The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. United States history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.
7. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
8. The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.
9. The elementary principles of agriculture.
10. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
11. Kindness to animals.
12. The history of the state.
13. The conservation of natural resources.
14. Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal health; prevention and control of disease; and substance use and abuse.
15. 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.
16. The study of Hispanic contributions to the United States.
17. The study of women's contributions to the United States.
18. The nature and importance of free enterprise to the United States economy.
19. A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in Kindergarten through Grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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

Amended 07-01-06

**1. General Academic Requirements**

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

**Grade 6**

Language Arts (or Language Arts through ESOL)	1 year
Mathematics	1 year
Comprehensive Science	1 year
Geography: Africa, Oceania, and Asia	1 year
Electives as offered by each school*	

**Grade 7**

Language Arts (or Language Arts through ESOL)	1 year
Mathematics	1 year
Earth and Space Science (Comprehensive Science, 2009-10)	1 year
Geography: Europe and the Americas and Civics	1 year
Electives as offered by each school*+	

**Grade 8**

Language Arts (or Language Arts through ESOL)	1 year
Mathematics	1 year
Physical Science (Comprehensive Science, 2010-11)	1 year
United States History, including Florida History	1 year
Electives as offered by each school*+	

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

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

**2. Electives**

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

Art	Band
Career and Technical Education	Foreign Language
Music	Reading
Writing Skills	

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

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

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

13  
14                   **4. Physical Education**

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

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

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

29  
30                  (Section 1003.455, Florida Statutes)      Adopted 07-01-08

31  
32                   **5. Computer Literacy**

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

35  
36                   **6. Civics** Adopted 07-01-10

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

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

48  
49                  During the 2013-2014 school year, each student's performance on the  
50                  statewide, standardized end-of-course assessment in civics education  
51                  must constitute 30% of the student's final course grade.

Beginning with the 2014-2015 school year, a student must earn a passing score on the statewide, standardized end-of-course assessment in civics education in order to pass the course and receive course credit.

**7. Career and Education Planning** Adopted 07-01-10

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

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

**8. Middle School Dual Enrollment in High School Courses**

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

Middle school students in Grades 7 or 8 may elect to enroll in high school (dual enrollment) 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.
- In order to receive high school credit, the student must earn a final grade of an "A," "B," or "C."
- Students will be limited to the transfer of no more than four high school academic *whole, not half*, credits and four Career and Technical elective *whole, not half*, credits earned prior to entry into the ninth grade.
- Students who earn credit through middle school dual enrollment 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.

- 1 • If a student does not earn an average course grade of a “C” or  
2 higher by the time of the progress report at the midpoint of the  
3 second, third, or fourth nine weeks, then the student shall be  
4 scheduled into the appropriate middle school level course, and the  
5 average course grade earned in the high school level course shall  
6 apply toward the middle school level course grade with the weight  
7 of one letter grade higher. To accomplish this task, the teacher of  
8 the appropriate middle school level course in which the student is  
9 rescheduled shall augment the student’s nine weeks average by  
10 ten (10) percentage points.
- 11 • The student’s transcript shall include grades for all middle school  
12 dual enrollment in high school courses, and these course grades  
13 shall be used to calculate their high school grade point average  
14 and class rank.
- 15 • Successful completion of a high school level Algebra I, Geometry,  
16 or Biology I course is not contingent upon the student’s  
17 performance on the statewide, standardized end-of-course  
18 assessment required under Section 1008.22(3)(c)2.a., Florida  
19 Statutes. However, the following conditions apply in order to earn  
20 high school credit.
  - 21 ○ Beginning with the 2011-2012 school year, to earn high school  
22 credit for an Algebra I course, a middle school student must  
23 pass the Algebra I statewide, standardized end-of-course  
24 assessment.
  - 25 ○ Beginning with the 2012-2013 school year, to earn high school  
26 credit for a Geometry course, a middle school student must  
27 pass the Geometry statewide, standardized end-of-course  
28 assessment.
  - 29 ○ Beginning with the 2012-2013 school year, to earn high school  
30 credit for a Biology I course, a middle school student must  
31 pass the Biology I statewide, standardized end-of-course  
32 assessment.

### 33 **Student Performance - State K-20 Education Priorities**

34 Amended 07-15-03

35  
36  
37 A comprehensive program of general education when implemented  
38 effectively enables students to make maximum use of their educational  
39 opportunities and to function effectively as productive individuals.

40  
41 The District School Board shall assist schools and teachers in the  
42 implementation of research-based reading activities, FS 1008.25 (4)(b).

43  
44 The School District of Osceola County Curriculum Guidelines also reflect the  
45 priorities of the Florida K-20 education system.  
46  
47

1           **B. Special Programs**

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

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

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

14  
15          **Home Language Survey (HLS) and Identification Criteria**

16          Amended 06-27-00

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

31  
32          Students in Grades 3-12 found to be fluent English speaking will be given a  
33          nationally-normed, standardized reading and writing test, within 20 days from  
34          their date of enrollment for further assessment of their English proficiency.

- 35  
36                   ▪ Exceptional students (ESE) with any YES response shall be  
37                   reviewed by a joint ESE/ ELL committee to determine appropriate  
38                   ESOL assessment and placement.

39  
40          Every English Language Learner student is entitled to equal access to all  
41          academic, categorical, and federal programs offered by the School District of  
42          Osceola County. The amount of time the ELL student is assigned to the  
43          program(s) shall be comparable to the time assigned to a non-ELL student  
44          under similar conditions. An updated ELL student's class schedule must be  
45          maintained in the ELL Student Plan as part of the student permanent record.  
46          Adopted 06-27-00

47  
48          English Language Learner students are taught by subject area teachers  
49          following the corresponding district curriculum. The instructional personnel  
50          provide appropriate and individualized instruction to students through the use  
51          of ESOL teaching strategies, appropriate instructional materials, curriculum  
52          accommodations, and testing accommodations. The ESOL strategies and

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accommodations are documented in the teacher’s lesson plans as evidence that understandable instruction is being provided. Adopted 06-27-00

Schools with fifteen (15) or more ELL students who speak the same home language shall provide at least one bilingual teacher assistant or bilingual teacher proficient in English and the home language of the students. The ESOL teacher assistant’s (or bilingual teacher’s) primary assignment is to offer the ELL students additional help in the basic content areas under the supervision of the basic subject area teacher. Adopted 06-27-00

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

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

**3. Gifted Education**

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

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

**4. Students with Disabilities**

**a. 504 Students** Amended 07-01-04, 07-01-09

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

1                   **b. Exceptional Education Students**  
 2

3                   **Exceptionalities include:** Intellectual Disabilities, Speech and/ or  
 4                   Language Impaired, Deaf or Hard of Hearing, Visually Impaired,  
 5                   Physically Impaired with Other Health Impaired, Physically Impaired with  
 6                   Orthopedically Impaired, Physically Impaired with Traumatic Brain Injury,  
 7                   Emotional/ Behavioral Disabilities, Specific Learning Disabled, Gifted,  
 8                   Homebound or Hospitalized, Dual Sensory Impaired, and Autism  
 9                   Spectrum Disorder. Amended 7/ 23/ 91, 07-21-98, 06-27-00, 07-01-05,  
 10                   07-01-06, and 07-01-08

11                   **ESE Curriculum**

12                   Adopted 06-30-92 and Amended 06-27-95, 07-21-98, 06-27-00, 07-01-  
 13                   05, 07-01-06, 07-01-08, 07-01-09

14                   The curriculum for the middle school Exceptional Student Education  
 15                   students will follow the Florida Sunshine State Standards/ Next  
 16                   Generation Sunshine State Standards with appropriate accommodations.  
 17                   Moderately and severely disabled students with Intellectual Disabilities  
 18                   and Autism Spectrum Disorder will use a curriculum appropriate for the  
 19                   developmental level of the students.  
 20

21                   For students with disabilities enrolled in ESE, their Individual Educational  
 22                   Plans (IEP's) specify the appropriate goals and benchmarks and unique  
 23                   aspects of their programs.  
 24

25                   For some students, Access Points for Sunshine State Standards/ Next  
 26                   Generation Sunshine State Standards in reading/ language arts, math,  
 27                   and science at the Independent, Supportive, or Participatory Levels or  
 28                   Sunshine State Standards/ Next Generation Sunshine State Standards  
 29                   for Special Diploma in social studies may be appropriate.  
 30

31                   The IEP developed by the team specifies the level of services for specific  
 32                   content areas. The IEP also addresses annual goals and short-term  
 33                   objectives to meet the unique needs of the student as well as appropriate  
 34                   classroom accommodations. Accommodations may be in the areas of  
 35                   curriculum, instruction, and assessment. Accommodations listed on the  
 36                   IEP must be implemented as indicated. Amended 07-01-05  
 37

38                   **5. Home Education**

39                   FS 1002.41 permits parents to choose to place their children in a home  
 40                   education program in lieu of public school. The requirements of the law will  
 41                   be monitored through Charter Schools and Educational Choices. Amended  
 42                   07-23-91, 07-21-98, 06-27-00, 07-01-02, 07-15-03, 02-05-08  
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**C. Response to Intervention (Rtl)**

Adopted 07-01-09

The district is committed to the implementation of a Response to Intervention (Rtl)/ intervention framework to integrate and align efforts to improve educational outcomes and to meet the academic and behavioral needs of all students. Rtl is a data-driven decision-making process applied to education. The systematic use of student assessment data at the district, school, and classroom levels will guide decisions about the allocation of resources and the intensity of the instruction and interventions needed to improve student learning or behavior. The district's schools will provide high quality instruction and intervention(s) matched to student needs and will use rate of progress and level of performance to inform instructional decisions, including but not limited to, promotion, acceleration, remediation, and retention.

Intervention Assistance Teams will identify students through the review of universal screening data and through teacher referral to determine the appropriate types and levels of interventions. Standard district protocols will establish which initial interventions to use, and diagnostic assessment will determine more intensive interventions. Teachers will consult the district Rtl Curriculum Guides for available supports. Students who receive interventions beyond the core curriculum will have their rate of progress and level of performance included in their records where appropriate.

1 **III. PROMOTION**

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

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

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

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

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

- 23  
24 1. In order to receive full semester credit, a student must be enrolled in any  
25 school a minimum of forty-five school days. Loss of credits shall be kept to a  
26 minimum.  
27  
28 2. Students who enroll in school or class late shall be allowed to make up the  
29 class work.  
30  
31  
32 3. School activities shall not be counted as absences. Assigned work shall be  
33 turned in on the day indicated by the teacher.

34  
35 **Grading of Make-up Work** Amended 07-01-06

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

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

45  
46 Authorization: FS 1001.41; Implementation: FS 1003.21 and Chapter 75-130,  
47 Laws of Florida; 1006.09, 1001.42, 1003.25, 1001.54, 1212.28, 1012.53,  
48 1011.61, 1003.26, FS and SBR 6A-1.451

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

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

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

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

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

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

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.

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

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

1           **C. Student Performance Levels for Reading, Writing, Mathematics, and Science**  
 2           Amended 07-15-03  
 3

4           FS 1008.25 requires that the district define specific levels of performance in reading,  
 5           writing, mathematics, and science for each grade level. These levels of performance  
 6           will be used to identify students who **must** receive remediation or be retained within  
 7           an intensive program that is different from the previous year's program and takes into  
 8           account the student's learning style.  
 9

10           In compliance with School Board's Objective (Improve accepted measures of  
 11           success annually) and FS 1008.25, students will be identified as performing at one of  
 12           three levels which indicates a student's achievement:  
 13

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

17  
 18           Performance levels are determined by various indicators that will include, but are not  
 19           limited to, multiple measures using appropriate grade-level assessments as well as  
 20           teacher judgment.  
 21

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

23           Grades 6-8 promotion should be based on standardized test results, daily  
 24           assignments, teacher observation, teacher made tests, satisfactory  
 25           attainment of the student performance standards in the curriculum  
 26           frameworks and other objective information. If the achievement level is not  
 27           met, the teacher shall utilize deficiency/ progress reports to communicate with  
 28           the parent during the grading period. Notices to parent/ guardian of ELL  
 29           students must be provided in the primary language, whenever feasible.  
 30           Amended 06-27-00 and 07-01-02  
 31

32           **2. Possible Grade-Level Assessments** Amended 07-01-08  
 33

34           **Sixth Grade Assessments**

- 35                   ▪ Reading Running Record(s)
  - 36                   ▪ District-adopted mathematics program assessments
  - 37                   ▪ District-adopted science program assessments
  - 38                   ▪ Basal reading program assessments
  - 39                   ▪ Stanford Diagnostic Reading Test (SDRT)
  - 40                   ▪ STAR Reading test
  - 41                   ▪ STAR Math test
  - 42                   ▪ Florida Comprehensive Assessment Test - Sunshine State Standards  
 43                   (FCAT-SSS) Reading
  - 44                   ▪ FCAT-SSS Mathematics
  - 45                   ▪ Comprehensive English Language Learning Assessment (CELLA)
  - 46                   ▪ Fitness Gram
- 47  
 48

**Seventh Grade Assessments**

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SDRT
- STAR Reading test
- STAR Math test
- FCAT-SSS Reading
- FCAT-SSS Mathematics
- CELLA
- Fitness Gram

**Eighth Grade Assessments**

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SDRT
- STAR Reading test
- STAR Math test
- FCAT-SSS Reading
- FCAT-SSS Mathematics
- FCAT Writing
- FCAT Science
- CELLA
- Fitness Gram

**Promotion of ESE Students**

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

**D. STUDENT PERFORMANCE LEVEL CHART**

Amended 07-01-09

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

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

<sup>1</sup> Progress Monitoring Plan

- \*To demonstrate annual learning gains, Grade 6 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least **134** Developmental Scale Score (DSS) points in FCAT-SSS Reading and **96** DSS points in FCAT-SSS Math.
- \*To demonstrate annual learning gains, Grade 7 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least **111** Developmental Scale Score (DSS) points in FCAT-SSS Reading and **79** DSS points in FCAT-SSS Math.
- \*To demonstrate annual learning gains, Grade 8 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least **93** Developmental Scale Score (DSS) points in FCAT-SSS Reading and **65** DSS points in FCAT-SSS Math.

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

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

7  
8 The assignment will 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. Amended 07-01-06, 07-01-08

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

15  
16 The principal has the responsibility for making such an assignment, but a student will not be  
17 accelerated without parental consent. Amended 6/ 30/ 91 and 06-27-00

18  
19 The student's cumulative record, report card, and permanent record must indicate,  
20 "accelerated grade placement" and the name of the principal who made the placement.

21 Amended 06-15-99

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

27  
28 **F. Progress Monitoring Plan (PMP) Process**

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

30  
31 As required by FS 1008.25 (4)(b), schools must develop, in consultation with the student's  
32 parent(s), a School District of Osceola County Progress Monitoring Plan(PMP) for students  
33 who do not meet district and state levels of proficiency in reading, writing, mathematics, and/  
34 or science. Each Progress Monitoring Plan must outline an intensive remedial program in  
35 the area(s) of weakness designed to assist the student in meeting state and/ or district  
36 expectations for proficiency.

37  
38 **The Progress Monitoring Plan must clearly identify the:**

- 39 1. specific, diagnosed academic needs to be remediated,
- 40 2. success-based intervention strategies to be used, and
- 41 3. the intensive variety of remedial instruction to be provided, and
- 42 4. monitoring and reevaluation activities to be employed. FS 1008.25 (4)(b)

43  
44 Each student who does **not** meet the levels of performance as determined by the district  
45 **must** be provided with additional diagnostic assessments to determine the nature of the  
46 student's difficulty and areas of academic need. FS 1008.25 (4)(a)

- 47
- 48 ■ Data from the additional assessments are to be used to formulate the student's PMP.
- 49
- 50 ■ Schools shall also provide for the frequent monitoring of the student's progress. FS
- 51 1008.25(4)(b)

- 1           ▪ Diagnosis and remediation will occur as soon as possible after a student has been  
2 identified as deficient in reading, writing, mathematics, and/ or science, FS  
3 1008.25(4)(a).  
4  
5           ▪ If the student identification occurs during the fourth marking period, the diagnosis will be  
6 made at the beginning of the following school year with remediation immediately  
7 following.  
8

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

- 13           1. A federally required student plan, such as an individual education plan, FS 1008.25  
14 (4)(b)1;  
15  
16           2. A schoolwide system of progress monitoring for all students, FS 1008.25 (4)(b)2; or  
17  
18           3. An individualized progress monitoring plan. FS 1008.25 (4)(b)3  
19

20           The plan chosen must be designed to assist the student or the school in meeting state  
21 and district expectations for proficiency. If the student has been identified as having a  
22 deficiency in reading, the K-12 comprehensive reading plan required by FS 1011.62 (8),  
23 shall include instructional and support services to be provided to meet the desired levels  
24 of performance. District school boards may require low performing students to attend  
25 remediation programs held before or after regular school hours or during summer if  
26 transportation is provided. FS 1008.25 (4)(b)3  
27

28           If the documented deficiency is not remediated according to the PMP, the student may be  
29 retained. FS 1008.25 (4)(c)  
30

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

- 32           ▪ teacher assessment  
33           ▪ text/ placement tests  
34           ▪ reading running records  
35           ▪ diagnostic software  
36           ▪ STAR Reading  
37           ▪ STAR Math.  
38

39           **Intensive instruction is usually associated with the following:**

- 40           ▪ diagnostic/ prescription  
41           ▪ targeted to specific skill development  
42           ▪ variety of opportunities for repetitions (repeated exposure)  
43           ▪ smaller chunks of text or content  
44           ▪ guided and independent practice  
45           ▪ skill development and practice integrated into all activities  
46           ▪ frequent monitoring  
47           ▪ criterion-based evaluation of success  
48

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

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

1  
2 An existing PMP is to be **closed** at the conclusion of the school year.

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

7  
8 If a student is to continue remediation during the following year, he or she is to receive a  
9 **new PMP**.

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

14  
15 Students who do not meet minimum performance expectations for the statewide  
16 assessment tests in reading, writing, mathematics, and/ or science must continue remedial  
17 instruction until expectations are met.

### 18 19 **1. ELL Students – Progress Monitoring Plan Process**

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

21  
22 English Language Learner students who are unable to demonstrate mastery in  
23 academic subject areas as described in the Student Progression Plan will be referred  
24 to a Progress Monitoring Plan/ ELL committee. This committee will develop an PMP  
25 for the student in accordance with the following guidelines and procedures:  
26 Adopted 06-27-00

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

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

**2. Gifted Students**

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

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

**a. 504 Students** Amended 07-01-04, 07-01-06, 07-01-09

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

**b. ESE Students – Progress Monitoring Plan Process** Amended 07-01-06

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

1. A federally required student plan, such as an individual education plan, FS 1008.25 (4)(b)1;
2. A schoolwide system of progress monitoring for all students, FS 1008.25 (4)(b)2; or
3. An individualized progress monitoring plan. FS 1008.25 (4)(b)3

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

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

1 **G. Middle School Success Plan** Adopted 07-01-04, Amended 07-01-06  
2

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

8 Each student's success plan must be:

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

17  
18 Each student's success plan must:

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

32  
33 **H. Retention**

34 Amended 07-21-98, 06-15-99, 06-27-00, 06-19-01, 07-01-02, 07-15-03, 07-01-06, 07-01-08,  
35 07-01-09  
36

- 37 ▪ **No student may be assigned to a grade level based solely on age or other factors**  
38 **that constitute social promotion.** FS 1008.25 (6)(a), Adopted 06-19-01
- 39
- 40 ▪ **Retention decisions will not be made on a single test score.** Adopted 06-19-01
- 41
- 42 ▪ Students in Grades 6-8 who are identified as being considerably or substantially below  
43 grade level in reading, writing, mathematics, and/ or science **must** receive remediation  
44 or be retained with an intensive program that is different from the previous year's  
45 program and takes into account the student's learning style. However, students whose  
46 test scores and classroom performance indicate that they are almost at grade level may  
47 be promoted with close monitoring or promoted with a PMP.  
48

- 1           ▪ The following options are available for students who have not met the levels of  
2 performance for student progression:
- 3           • remediate before the beginning of the next school year and promote,
  - 4           • promote and remediate during the following year with more intensive intervention  
5 and remediation strategies identified in the revised PMP,
  - 6           • retain and remediate using an alternative program of instructional delivery.

7  
8 An appropriate placement, which differs from the present placement, must be considered for  
9 a student who has been retained two or more years, FS 1008.25(2)(b).

- 10  
11           ▪ Students classified as retained after the summer programs will be eligible for such  
12 appropriate placement. Recommendation for placement is to be determined on an  
13 individual basis considering:
- 14           • Teacher recommendations
  - 15           • Parent recommendations
  - 16           • Test scores -- FCAT-SSS, SAT-9, SAT-10
  - 17           • Child study assessment
  - 18           • ELL committee recommendation for ELL students.
- 19  
20           ▪ The principal, upon written authority from the Superintendent, may promote a student  
21 who has been previously retained if the principal determines that standards have been  
22 met and the student will be able to benefit from instruction at the higher grade. If the  
23 placement involves a new school, the assignment will occur at the time agreed upon by  
24 both the sending and receiving principal.           Amended 06-15-99
- 25  
26           ▪ Eighth grade students who are placed in the ninth grade will be enrolled in a mandatory  
27 remediation program.
- 28  
29           ▪ Eighth grade students promoted to the ninth grade may take courses during an extended  
30 school year for acceleration.

### 31 32 **Special Program Considerations**

#### 33 34 **1. ELL Students** Amended 06-27-00

- 35  
36           ▪ An ELL student who has received more than two (2) years of instruction in an  
37 approved ESOL program may be retained when there is lack of academic  
38 progress in grade level concepts.
- 39  
40           ▪ The ELL committee shall meet to document the evidence indicating lack of  
41 academic progress and to recommend retention. The parent/ guardian shall be  
42 invited to attend.
- 43           ▪ The teacher(s) must show extensive documentation of the ESOL strategies used  
44 to provide the student with understandable instruction.
- 45           ▪ The reason for retention **must not imply** the student needs an extra year to  
46 learn English or that the under-performance is due to the child's limited English  
47 proficiency.
- 48  
49

1           **2. Students with Disabilities**

2  
3           **a. 504 Students** Amended 07-01-04, 07-01-09

4  
5           A student with a 504 Plan must meet the district and state levels of  
6           proficiency.

7  
8           **b. ESE Students**

9  
10           A student enrolled in ESE **must** meet either the Sunshine State Standards/  
11           Next Generation Sunshine State Standards, or the Access Points for  
12           Sunshine State Standards/ Next Generation Sunshine State Standards in  
13           reading/ language arts, math, and science at the Independent, Supported, or  
14           Participatory level, or Sunshine State Standards/ Next Generation Sunshine  
15           State Standards for Special Diploma in social studies. Amended 07-21-98,  
16           07-01-05, 07-01-06, 07-01-08, 07-01-09

17  
18       **I. Remediation** Amended 07-15-03, 07-01-06, 07-01-09

19  
20           Remediation must be based on the results of diagnostic assessment(s) and it must be  
21           systematically embedded in the total educational program for the student. The daily  
22           instruction for the student will be modified based on both the diagnosis and the contents of  
23           the PMP or other educational plan(s) (e.g., IEP, ELL Student Plan). Remediation must  
24           include an instructional program that is not identical to that provided during the previous  
25           school year.

26  
27           The PMP must include one or more of the following instructional intervention strategies:

- 28                   ▪ tutoring
- 29                   ▪ classroom organization
- 30                   ▪ instructional alternatives
- 31                   ▪ assignment alternatives-adaptations
- 32                   ▪ ESE referral
- 33                   ▪ before/ after school instruction
- 34                   ▪ extended school year
- 35                   ▪ other (see FS 1008.25).

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

43  
44           Amended 07-02-96

1 **J. Extended School Year** Amended 07-01-09

2  
3 **1. ELL Students**

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

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

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12 **2. Students with Disabilities**

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14 **a. 504 Students**

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

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20 **b. ESE Students**

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

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

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30 **3. Home Education Students**

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

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

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1 **IV. REPORTING STUDENT PROGRESS**

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

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

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

19 **B. Report Cards** Amended 07-15-03, 07-01-08

20 FS 1003.33 (1) requires that district report cards for all secondary school  
21 students must clearly grade or mark:

- 22                   ▪ the student's academic performance in each class or course in  
23                   Grades 6-8 (based upon examinations as well as written  
24                   papers, class participation and other academic performance  
25                   criteria);  
26                   ▪ the student's conduct and behavior; and  
27                   ▪ the student's attendance, including absences and tardiness.

28 The student's final report card for a school year shall contain a statement  
29 indicating end-of-year status regarding performance or nonperformance at  
30 grade level, acceptable or unacceptable behavior and attendance and  
31 promotion or nonpromotion.

- 32                   ▪ All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5,  
33                   6-8, and 9-12) as the primary means of reporting student progress.  
34  
35                   ▪ With the approval of the Superintendent and the School Board, schools may  
36                   develop additional or supplementary instruments, which may be used in  
37                   conjunction with the standard report card. Amended 07-29-97 and 06-25-99  
38  
39                   ▪ Report cards shall be issued for all students, 6-8, at the close of each grading  
40                   period. Amended 06-30-92  
41  
42                   ▪ Progress Reports may be issued at the end of the extended year programs and  
43                   services, i.e., extended school year, Saturday school, before and after school  
44                   programs. Adopted 06-27-00, 07-01-09  
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- 1           ▪ Parents are to be notified in writing midway in a nine week grading period or at  
2           any time during a grading period when it is apparent that the student may not  
3           pass or is performing unsatisfactorily in any course or grade level. The county  
4           Deficiency/ Progress Report and/ or approved electronic Progress Report form  
5           will be used for this notification.

6           Amended 06-15-99 and 06-27-00

- 8           ▪ Report cards for English Language Learner (ELL) students must be in the  
9           primary language of the parent/ guardian, whenever feasible. These primary  
10          language report cards are to be attached to the English report card. Adopted 06-  
11          27-00

### 12           **C. General Rules of Marking**

#### 13           **Report Card Grades** Amended 07-01-04, 07-01-09

- 14           1. Teachers will determine report card grades that provide the student and the  
15           student's parents(s)/ guardians(s) with an objective evaluation of the  
16           student's scholastic achievement, and effort.  
17
  - 18           ▪ Marks are based on the quality of student performance relative to  
19           expected levels of achievement of the Sunshine State Standards/  
20           Next Generation Sunshine State Standards that the teacher observes  
21           and evaluates.
  - 22           ▪ The student's academic grades are to reflect academic achievement.  
23           The quality of the work will be assessed by multiple measures that  
24           include, but not limited to:  
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    - 26           ▪ teacher observations (oral presentations or reports, speeches,  
27           recitations, impromptu speaking, student participation and  
28           demonstrations);
    - 29           ▪ classroom assignments (reports, term or research papers,  
30           models, projects, exhibits, posters, computer programs and  
31           homework);
    - 32           ▪ examinations (essay, multiple-choice and completion tests,  
33           oral tests and skill tests requiring demonstrations);
    - 34           ▪ weekly core curriculum benchmark assessments;
    - 35           ▪ alternative methods (portfolios and performance assessment).
- 36           2. The teacher will record a sufficient number of grades/ marks, as defined in  
37           subsection IV.C.1. in this section, to justify the marking-period grade/ mark.  
38           A marking-period grade is not based solely on a single project. Passing  
39           grades on report cards indicate that the student is working within a range  
40           acceptable for the grade or subject, unless the subject is clearly identified as  
41           remedial.
- 42           3. To receive a report card a student shall have been enrolled in school at least  
43           one-half (1/ 2) of the forty-five day grading period as established by the  
44           official school calendar. If a middle school student is enrolled for less than  
45           one-half (1/ 2) of the forty-five day grading period, a report card shall be  
46           issued, but a grade is not required. The report card needs to reflect the date  
47           of entry and attendance record. If a student withdraws, he shall be issued a  
48           grade on the withdrawal form as of the date of withdrawal. Amended 07-02-  
49           96, 06-27-00, and 07-01-06

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4. Students are to receive grades in all subjects in which they have received instruction that grading period.

5. 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:

REQUEST BY TEACHER FOR GRADE CHANGE:

- 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, and 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.
- Should 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.

CHANGE OF GRADE WITHOUT TEACHER REQUEST:

- If a Principal considers changing a report card grade made, entered, or reported by a teacher, he or she must report in writing to the teacher that he or she is considering a student report card grade change.
- The teacher will be afforded an opportunity in writing to present the rationale, basis, and explanation for the grade as was entered.
- The principal shall consider the teacher’s written support in making the grade.

- If the principal should determine to leave the grade as was entered unchanged, the principal need take no further action. If the principal determines to make a grade change over the teacher’s objection, the principal shall set forth in writing the reason for the grade change, and provider therein a basis for the change of grade.
- Following the written notification of the teacher of the decision and basis for grade change, at the direction of the principal, the grade may be changed.
- Should a change in grade be directed by the principal; after the student and parents(s)/ or parent(s) have been first notified of the grade, then the grade change shall be made on an official notification form to the parents, which shall contain the reasons and methodology for the change.

Grade change documentation, including grade change forms, notices, and other relevant documents, shall be retained in the student’s cumulative record. Adopted 02-05-08

**D. Description and Definition of Marks** Amended 07-15-03

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

Amended 06-15-99, 06-27-00, 06-19-01, 07-01-02, and 07-01-06

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

**Grades 6-12 Percentage Value Definition**

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

<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

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.

Adopted 02-05-08

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

S	--	Successful Progress
N	--	Needs Improvement
U	--	Unsuccessful Progress

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

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

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

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The following documentation needs to be in the student permanent records:

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- Documentation of the ESOL strategies used by the ESOL language arts and basic content area teacher(s) to provide understandable instruction, including the alternative assessment instruments and test accommodations used to evaluate the student's academic progress.
  - The records of parental contacts or attempts made to inform the parent/ guardian of the student's under-performance. When applicable, copies of the deficiency reports signed by the student and parent/ guardian. Notices to parent/ guardian of ELL students must be provided in the home/ native language, whenever feasible.
  - The instructional support requested by the teacher(s) to provide additional assistance for the student from the ESOL Assistant, Title III Specialist (if available), or ESOL Educational Specialist available at the school.

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**F. District/ State Assessment Programs**  
Adopted 06-19-01, Amended 07-15-03

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All students must participate in all regular district and state assessments for accountability purposes [FS 1008.22, 1008.25 (4)(a)]. Each student in Grades 6-8 must participate in the Spring SAT-10 testing for Reading Comprehension and Math Problem Solving subtests.

Home education students who wish to participate in the Florida Comprehensive Assessment Test (FCAT) may do so under the following conditions:

- Home education students may take the FCAT only at the school for which they are zoned.
- Home education students must abide by all the rules of the Student Code of Conduct while on any Osceola County school campus. Failure to do so will result in the removal of the student from the campus and loss of testing privileges.
- Home education parents must notify the appropriate school(s) of their intention to participate in testing at least two weeks in advance of the scheduled assessment.

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

**1. ELL Students** Amended 07-01-08

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

**2. Students with Disabilities**

**a. 504 Students** Amended 07-01-04, 07-01-09

Students with 504 plans may receive accommodations on both district and state assessments. The student's Section 504 Plan should address the accommodations that are regularly provided for classroom activities and assessment and should guide decisions on accommodations for specific test situations. However, allowable accommodations for statewide tests are limited to those listed in the State Board Rule and the state test administration manuals.

Accommodations may include: flexible setting, flexible scheduling, flexible timing, flexible responding, flexible presentation, flexible format, and/ or assistive devices.

**b. ESE Students**

Test accommodations during district/ state testing will be implemented as specified in the student's IEP.

Statewide assessment accommodations may be used only if they do not alter the underlying content that is being measured by the assessment or negatively affect the assessment's reliability or validity.

Allowable accommodations are those that have been used by the student in classroom instruction. Such accommodations may include: presentation, responding, scheduling, setting, and/ or assistive devices.

The need for any unique accommodations for use on state assessments not outlined above must be approved by the Commissioner of Education.

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

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

Amended 07-01-08

**1. ELL Students**

All ELL students are expected to participate in the FCAT-SSS Reading and FCAT Writing tests. However, ELL students who have received 12 months or less of instruction in an approved ESOL program can be exempt from taking FCAT-SSS Reading and FCAT Writing if an ELL Committee decides it is appropriate. The alternate assessment to be used is the CELLA which will be given at the appropriate grade level. All ELL students, regardless of years of instruction, are expected to participate in the FCAT-SSS Mathematics and Science tests.

**2. Students With Disabilities**

**a. 504 Students**

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

**b. ESE Students** Amended 07-01-09

The IEP committee determines whether a student with a disability participates in state and district assessments. The decision to exclude any student with a disability must be documented by the IEP team answering “yes” to all of the following questions:

- Is the student unable to master the grade-level Sunshine State Standards/ Next Generation Sunshine State Standards, even with appropriate and allowable course accommodations?
- Is the student’s demonstrated cognitive ability the primary reason for the inability to master grade-level standards?
- Is the student participating in a modified or functional curriculum based on competencies from the Access Points for all academic areas?
- Does the student require extensive direct instruction in functional academics and Career and Technical competencies as well as domestic, community living and leisure activities?

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- Does the student have deficits in adaptive behavior, as demonstrated by the inability to function effectively and independently in everyday living skills (interpersonal and social interactions) across a variety of settings?

Students who are excluded from state and district assessment will be assessed through the Florida Alternate Assessment.

**I. Annual Report in Local Newspaper** Adopted 07-15-03, Amended 07-01-06

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Beginning with the 2002-2003 school year, each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

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- the provisions of the law relating to public school student progression and the district school board's policies and procedures on student retention and promotion;
- by grade, the number and percentage of all students in Grades 3 through 10 performing at levels 1 and 2 on the reading portion of the FCAT;
- by grade, the number and percentage of all students retained in Grades 3 through 10;
- information on the total number of Grade 3 students who were promoted for good cause by each category of good cause as specified in FS 1008.25 (6)(b);
- any revisions to the district school board's policy on student retention and promotion from the prior year. FS 1008.25 (8)(b).