



Vision

*Achieving Excellence:
Putting Students First*

Mission

*To prepare all students
to be college and career
ready and function as
productive citizens.*

Core Values

Perseverance

Respect

Integrity

Dependability

Ethics

SCHOOL BOARD OF OKEECHOBEE COUNTY

**AGENDA FOR REGULAR MEETING AND
PUBLIC HEARING FOR ADOPTION OF TENTATIVE MILLAGE
RATES AND TENTATIVE BUDGET FOR 2019-20
AUGUST 1, 2019
6:00 P.M.**

Chairperson
Jill Holcomb
Vice Chairperson
Amanda Riedel
Members
Joe Arnold
Melisa Jahner
Malissa Morgan

I. Call to Order

- A. Prayer
- B. Pledge of Allegiance

II. Recognition Items

- A. Staff Recognition
 - Retirements
 - Theresa Forde, Second Grade Teacher, Everglades Elementary School

-----**Scheduled Recess**-----

III. Presentation

Academic Framework Forum
Cristian Rios, Massachusetts Institute of Technology

IV. Public Hearing for Adoption of Tentative Millage Rates and Tentative Budget 2019-20

| | |
|--|---|
| A. Tentative Millage Rates for 2019-20..... | 1 |
| B. Resolution to Adopt Tentative Millage Rates for 2019-20 | 2 |
| C. Tentative Budget for 2019-20..... | 3 |
| D. Resolution to Adopt Tentative Budget for 2019-20..... | 4 |

V. Approval of Minutes

- Meeting of July 9, 2019

VI. Items for Action

| | |
|---|----|
| E. Curriculum Associates Purchase of iReady..... | 5 |
| F. Curriculum Associates Purchase of Mathematic Curriculum Materials..... | 6 |
| G. Edmentum Courseware and Exact Supplemental Instructional Material Purchase | 7 |
| H. Advertisement to Amend <u>Student Progression Plan</u> – Board Policy 4.20..... | 8 |
| I. Mental Health Allocation Plan..... | 9 |
| J. DeliverEd LLC Agreement..... | 10 |
| K. Extension of Banking Services Agreement with CenterState Bank | 11 |
| L. District Plan for Services to English Language Learners..... | 12 |
| M. Appointment of Instructional Personnel on Annual Contract | 13 |
| N. Revisions to Personnel Allocations for 2019-20 | 14 |

SCHOOL BOARD OF
OKEECHOBEE COUNTY

AGENDA FOR
REGULAR MEETING
AUGUST 1, 2019

VII. Consent Agenda

| | |
|---|----|
| A. Resignation, Termination, and Suspension of Employment | 15 |
| B. Substitute Teachers for 2019-20 | 16 |
| C. Payments to Personnel..... | 17 |
| D. Appointment of Expulsion Hearing Officers for the 2019-20 School Year..... | 18 |
| E. AVID (Advancement Via Individual Determination) Agreement | 19 |
| F. Agreement with Changing Tree Wellness Center, LLC | 20 |

VIII. Information Items:

- A. Superintendent
- B. School Board Members
- C. School Board Attorney
- D. Public

The School Board will conduct a final public hearing on the 2019-20 proposed millage rates and budget on Tuesday, September 10, 2019, at 6:00 p.m. A regular School Board Meeting will follow the public hearing.

Persons are advised that if they decide to appeal any decisions made at this meeting, they will need a record of the proceedings, and for such purpose, they may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal is to be made.

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **TENTATIVE MILLAGE FOR 2019-20**
DATE: August 1, 2019

RECOMMENDATION:

That the tentative Required Local Effort millage rate of 3.839 for the 2019-20 operating budget be adopted.

RECOMMENDATION:

That the tentative Discretionary Local Effort millage rate of 0.748 for the 2019-20 operating budget be adopted.

RECOMMENDATION:

That the tentative millage rate of 1.500 for the 2019-20 Capital Outlay budget be adopted.

BACKGROUND INFORMATION:

| <u>Millage Type</u> | <u>2015-16</u> | <u>2016-17</u> | <u>2017-18</u> | <u>2018-19</u> | <u>2019-20</u> |
|-----------------------|----------------|----------------|----------------|----------------|----------------|
| Required Local Effort | 4.954 | 4.604 | 4.358 | 4.111 | 3.839 |
| Discretionary | 0.748 | 0.748 | 0.748 | 0.748 | 0.748 |
| SUBTOTAL | 5.808 | 5.352 | 5.106 | 4.876 | 4.587 |
| Capital Outlay | <u>1.500</u> | <u>1.500</u> | <u>1.500</u> | <u>1.500</u> | <u>1.500</u> |
| TOTAL MILLAGE | 7.202 | 6.852 | 6.606 | 6.359 | 6.087 |
| Millage Increase | | | | | |
| Millage Decrease | (0.189) | (0.350) | (0.246) | (0.247) | (0.272) |

RECOMMENDED BY:


 Ken Kenworthy
 Superintendent of Schools

To: The Okeechobee County School Board

FROM: Ken Kenworthy, Superintendent of Schools

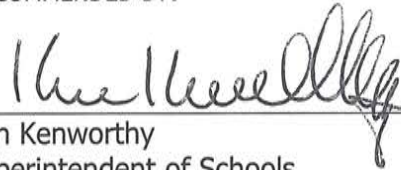
SUBJECT: **RESOLUTION TO ADOPT TENTATIVE MILLAGE RATES FOR 2019-20**

DATE: August 1, 2019

RECOMMENDATION:

That the attached Resolution #20-001 adopting tentative millage rates for the fiscal year July 1, 2019, to June 30, 2020, be adopted.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools



Resolution 20-001

A RESOLUTION OF THE OKEECHOBEE COUNTY SCHOOL BOARD ADOPTING TENTATIVE MILLAGE RATES FOR FISCAL YEAR 2019-20

WHEREAS, the School Board of Okeechobee County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2019, to June 30, 2020; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Okeechobee County School Board adopted tentative millage rates for the fiscal year 2019-20 in the amounts of:

| <u>Millage Type</u> | <u>Tentative Millage Levy</u> | <u>Proposed Amount To Be Raised</u> |
|-----------------------|-------------------------------|-------------------------------------|
| Required Local Effort | 3.839 | \$ 8,542,500 |
| Basic Discretionary | 0.748 | 1,664,441 |
| Capital Outlay | 1.500 | 3,337,783 |
| Additional | 0.0 | 0 |
| Debt | 0.0 | 0 |

The total millage rate to be levied is more than the roll-back rate by .90 percent.

NOW THEREFORE, BE IT RESOLVED:

That Okeechobee County School Board adopted each tentative millage rate for the fiscal year July 1, 2019, to June 30, 2020, on August 1, 2019, by separate vote prior to adopting the tentative budget.

Jill Holcomb
Chairman
Okeechobee County School Board

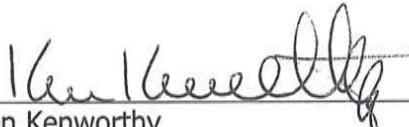
August 1, 2019
Date

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **TENTATIVE BUDGET FOR 2019-20**
DATE: August 1, 2019

RECOMMENDATION:

That the Tentative Budget in the amount of \$77,530,991 for the 2019-20 fiscal year be approved as presented.

RECOMMENDED BY:



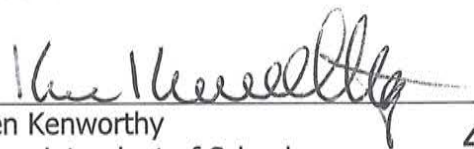
Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **RESOLUTION TO ADOPT TENTATIVE BUDGET FOR 2019-20**
DATE: August 1, 2019

RECOMMENDATION:

That the attached Resolution #20-002 adopting the tentative budget for the fiscal year July 1, 2019, to June 30, 2020, be adopted.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools



Resolution 20-002

A RESOLUTION OF THE OKEECHOBEE COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR 2019-20

WHEREAS, the School Board of Okeechobee County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2019, to June 30, 2020; and

WHEREAS, the Okeechobee County School Board set forth the appropriations and revenue estimate for the budget for fiscal year 2019-20.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Okeechobee County School Board adopted tentative millage rates and the budget in the amount of \$ 77,530,991 for the fiscal year 2019-20.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of the Okeechobee County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Okeechobee County as a tentative budget for the categories indicated for the fiscal year July 1, 2019, to June 30, 2020.

Jill Holcomb
Chairman
Okeechobee County School Board

August 1, 2019
Date

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **CURRICULUM ASSOCIATES PURCHASE OF IREADY**
DATE: August 1, 2019

RECOMMENDATION:

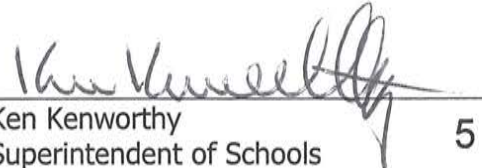
That the Board approve the purchase of the iReady software license, rights, and professional development for web-based, computer-based curriculum at all elementary schools at the cost of \$120,367.50 for one year for grades K-5.

BACKGROUND INFORMATION:

This is a continuation of services for iReady supplemental computer-based instruction, diagnostic assessment and individualized lessons, and professional development.

The order form is included in Board member agendas and is available upon request in the office of the Assistant Superintendent for Instructional Services.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **CURRICULUM ASSOCIATES PURCHASE OF MATHEMATIC CURRICULUM MATERIALS**
DATE: August 1, 2019

RECOMMENDATION:

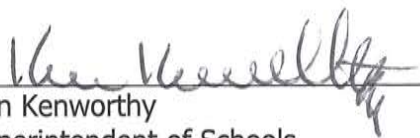
That the Board approve the purchase of the Ready Classroom Florida Mathematics Curriculum for grades K-5. This purchase will provide materials for three years.

BACKGROUND INFORMATION:

A committee of teachers, coaches and administrators participated in four days of rigorous textbook review and ranking in cooperation with other HEC districts. This process was facilitated by Instruction Partners. The committee trained district teachers in the use of a textbook evaluation rubric. Teachers reviewed the highest ranked materials and submitted 75 evaluations electronically for comparisons with other HEC districts. The committee reviewed all of the evaluations and determined the top two programs based on teacher evaluation, and Ed Reports evaluations. For final input, a survey was sent to all math teachers in the district to determine the necessity of adopting new material and preference of the top two programs. Ready Classroom Mathematics was the highest rated and most preferred choice. The Board approved the adoption of these instruction materials on June 11, 2019.

The order form is included in Board member agendas and is available upon request in the office of the Assistant Superintendent for Instructional Services.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **EDMENTUM COURSEWARE AND EXACT PATH SUPPLEMENTAL INSTRUCTIONAL MATERIAL PURCHASE**
DATE: August 1, 2019

RECOMMENDATION:


That the Board approve the purchase of software license rights and professional development for web-based, computer-based curriculum at all secondary schools at the cost of \$82,528.70 for one year for grades 6-12.

BACKGROUND INFORMATION:

This is a continuation of services for Courseware for credit recovery and supplemental computer-based instruction, a new purchase of Edmentum Exact Path which includes a diagnostic assessment and individualized lessons, and professional development.

The order form is included in Board member agendas and is available upon request in the office of the Assistant superintendent for Instructional Services.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board

FROM: Ken Kenworthy, Superintendent of Schools

SUBJECT: **ADVERTISEMENT TO AMEND *STUDENT PROGRESSION PLAN*- BOARD POLICY 4.20**

DATE: August 01, 2019

RECOMMENDATION:

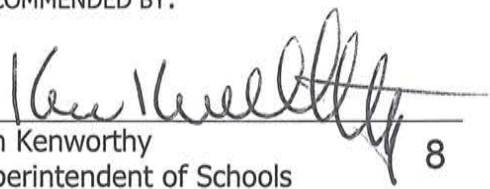
That the Board approve advertisement to amend the *Student Progression Plan* as included in School Board Policy 4.20.

BACKGROUND INFORMATION:

Revisions to the *Student Progression Plan* are required to comply with current legislation, State Board rules, and updates from the Florida Department of Education. Revisions are outlined in the attached Executive Summary. The Student Progression Plan with proposed revisions is available upon request from the Assistant Superintendent for Instructional Services.

The plan is attached and is available upon request in the office of the Assistant Superintendent for Instructional Services.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

2019-20 Student Progression Changes Executive Summary

Spacing, TOC, and hyperlinks will be resolved when Track Changes is removed.

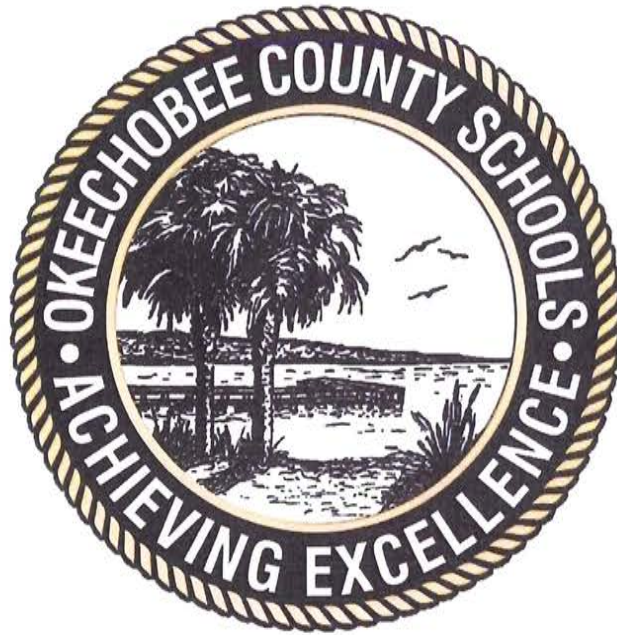
| Page | Item | Action | Description |
|--|-----------------|------------|---|
| Cover 2 | | Change | Name change |
| Cover 2 | | Addition | Link to FS 1002.20 K-12 student and parental rights |
| Elementary Education (Grades K-5) | | | |
| 1 | I | Correction | "Art." for article changed throughout document to "A." for consistency |
| 6 | I.B.9. | Deletion | Aligns with notice sent to parents; No change to content |
| 7 | I.B.10 | Correction | Revises statement to people first language throughout document; <i>English Language Learner students to Students who are English Language Learners</i> |
| 7 | I.B.11. | Addition | Family Empowerment Scholarship SB 7070 |
| 8 | I.C. | Correction | Revises statement to people first language throughout document; <i>Homeless students to students who are homeless</i> |
| 8 | I.C. | Correction | Removes "homeless" from statement "All students are eligible for free breakfast and lunch" |
| 9 | I.D.1. | Addition | Hyperlink to District Policy 5.20 Controlled Open Enrollment |
| 9 | I.D.4. a. | Correction | Changes "state" to "says" |
| 9 | I.D.4.b. (3) | Addition | ... "against communicable diseases" |
| 10 | I.D.5. | Addition | Hyperlink to District Policy 5.20 Controlled Open Enrollment |
| 10 | I.D.7 | Addition | <i>Classroom Placement of Multiple Birth Siblings</i> FS 1003.06 These procedures are in the District's current practice, but not listed in Student Progression |
| 16 | II.B.1. | Addition | Clarifying language "As required by <i>Florida Statutes 1001.42 (18)</i> an early warning system (EWS) for students in grades K-8 is used to identify students who need additional support to improve academic performance and stay engaged in school." |
| 16 | II.C. | Addition | "Credit acceleration" |
| 17 | II.C. | Addition | Explanation of CAP "The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment administered under s. 1008.22 , an Advanced Placement Examination, or a College Level Examination Program (CLEP). Notwithstanding s. 1003.436 , a school district shall |

| | | | |
|---|-----------|------------|---|
| | | | <i>award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding end-of-course assessment, Advanced Placement Examination, or CLEP. The school district shall permit a public school or home education student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment or examination"</i> |
| 19 | III.C. | Correction | Changed location of Rubric Conversion Chart for Writing; No change in content |
| 19 | III.C. | Addition | Change examples within grading categories for mathematics to align with language of <i>Ready Math Classroom</i> ; <i>"Each lesson quiz will be recorded as a grade. Lesson quiz grades should not be double as a quiz and a test."</i> |
| 19 | III.C. | Deletion | Standards Mastery requirement for mathematics |
| 20 | III.C. | Addition | Grades for Science and Grades for Social Studies charts |
| 20 | III.C. | Addition | Hyperlink Kindergarten detail report |
| 21 | III.C. | Addition | Clarifying language- <i>"Because of the limited amount of class time each week, no grades will be given in music or media."</i> |
| 25 | V.B.2. | Addition | Clarify- <i>"...90 minutes of daily, uninterrupted literacy instruction, plus an additional 30 of intervention..."</i> |
| 28 | VI.C. | Addition | <i>"consultative"</i> |
| 28 | VI.C. | Deletion | <i>"Gifted students..."</i> not current practice |
| Secondary Education (Grade 6-8) | | | |
| 32 | I.A.7. | Addition | <i>"consultative"</i> |
| 34 | I.B.9 | Addition | Family Empowerment Scholarship SB 7070 |
| 39 | II.A.1.f. | Addition | <i>"one course in career and education planning. Students will complete a personalized academic and career plan based on research-based assessment results which will assist students in determining educational and career options/goals."</i> SB 7070 |
| 41 | II.C. | Addition | EWS acronym for Early Warning System |
| 42 | III. | Deletion | From chart "Middle School State Standard Assessments" <i>"...OR Algebra 1 End of Course Assessments"</i> |
| 44 | V.B.2. | Deletion | <i>"mid quarter and end of quarter exams"</i> |
| 44 | V.B.2. | Addition | <i>"...unit assessment which are common across the District"</i> |
| 45 | V.B.7. | Correction | <i>"For English Language Arts, Skyward gradebook will be divided into four</i> |

| | | | |
|--|---------|------------|--|
| | | | <i>categories as follows: reading (50%), writing (25%), grammar/language (15%), spelling (10%).” This is not a change in practice for middle school.</i> |
| 49 | IX.9. | Addition | <i>Students who have previously been enrolled in virtual courses and did not complete the course will not be permitted by the principal to enroll in new courses. The guidance counselor will notify the Director of Student Services that the principal has approved the student to enroll in the course.</i> |
| Secondary Education (Grades 9-12) | | | |
| 53 | I.A.8. | Correction | Delete “home” |
| 55 | I.B.8. | Addition | Family Empowerment Scholarship SB 7070 |
| 59 | I.C.6.h | Addition | <i>...if requirements are met and ...if there are seats available in the course(s) requested</i> |
| 61 | II.B. | Addition | <i>A student may earn two mathematics credit by taking Algebra I in two full-year courses. SB 7070</i> |
| 61 | II.B. | Addition | <i>A computer science credit, if identified as equivalent in rigor by the commission of education, may be substituted for one mathematics requirement except for Algebra 1 and Geometry. A computer science credit may only substitute for one course (either mathematics or science). SB7070</i> |
| 62 | II.B. | Deletion | AND Algebra II EOC |
| 64 | II.B. | Addition | Career and Technical Education (CTE) pathway option SB 7070 |
| 65 | II.B. | Addition | “or earn a concordant score on the PSAT, SAT, or ACT.” |
| 73 | II.F.3. | Correction | College Ready Scores updated for SAT |
| 73 | II.F.5. | Addition | <i>“requires schools to provide a student whose cumulative grade point average drops below 2.0 with in-person academic advising that includes information on career education programs by a certified school counselor or the school principal or his or her designee during any semester the student is at risk of dropping out or has a cumulative grade point average below 2.0.” SB 7070</i> |
| 74 | II.H.2 | Deletion | <i>Summer school acceleration opportunities are available through virtual school.</i> |
| Virtual Education | | | |
| 82 | I.A.2. | Deletion | <i>“...in conjunction with flexible student scheduling, blended schedules (combinations of virtual and brick and mortar courses)”</i> |
| 83 | I.B.2. | Deletion | <i>“Okeechobee Virtual Instructional Program (OVIP 7004) was created on 4/1/14 in accordance with F.S. 1002.45 of the Florida Statutes. OVIP is a fully online program for students in grades K through 12th. OVIP is a franchise of the Northeast Florida Educational Consortium (NEFEC) which has contracted with Florida Virtual School (FLVS), K-12, APEX to offer part and full-time</i> |

| | | | |
|--------------------------------------|-----------|------------|--|
| | | | <i>courses. All instructors are employed by NEFEC and are highly qualified, Florida certified teachers who have undergone a background check."</i> |
| 84 | II.A.1.b. | Deletion | "Or OVIP(7004)" |
| 85 | III.A. | Addition | <i>"Any students who are enrolled full-time in Okeechobee County Virtual School (7023) and meet the high school graduation requirements in the High School section of this document, must be enrolled at a brick-and-mortar school as a public school student for the entire final semester to earn a diploma from Okeechobee High School." Update practices</i> |
| 85 | III.B. | Addition | <i>..."for the entire semester prior to graduation "</i> |
| 85 | IV.A. | Addition | <i>"To qualify for enrollment, a student must maintain satisfactory attendance as measured by course pacing and/or the district attendance policy, not have been retained in the previous school year, and earn a Level 3 or higher for scores on FSA English Language Arts and/or FSA/EOC Mathematics and Science (at or above grade level on district assessment or equivalent exam for grades K-2). "</i> |
| 85 | IV.C. | Addition | <i>"To qualify for enrollment, a student must maintain satisfactory attendance as measured by course pacing and/or the district attendance policy, not have been retained in the previous school year, and earn a Level 3 or higher for scores on FSA English Language Arts and/or FSA/EOC Mathematics and Science (at or above grade level on district assessment or equivalent exam for grades K-2)."</i> |
| 87 | V. | Addition | <i>"and/or the district attendance policy, not have been retained in the previous school year, and earn a Level 3 or higher for scores on FSA English Language Arts and/or FSA/EOC Mathematics and Science (at or above grade level on district assessment or equivalent exam for grades K-2)."</i> |
| Exceptional Student Education | | | |
| 88 | I. | Deletion | <i>Children with vision and hearing disabilities from birth to 2</i> |
| 89 | II. | Correction | <i>15 consecutive days instead of three weeks</i> |
| 89 | II | Correction | <i>IEP instead of Student Study</i> |
| 94 | VII. | Deletion | <i>Options</i> |
| 94 | VII.A, | Addition | <i>The Individuals with Disabilities Education Act (IDEA), requires that school Districts provide students with disabilities who have an individual education plan (IEP a free appropriate public education (FAPE). During the 2014 legislative session, section 1003.4282, Florida Statutes, (F.S) was amended and the opportunity for certain student with disabilities to defer receipt of their standard high school diploma in order to continue to receive services was added. <i>The statute allows a student to defer the receipt of a standard high school diploma if they have an IEP that prescribes special education, transition planning, transition services, or related services through age 21 and are enrolled in an accelerated college credit instruction, industry certification</i></i> |

| | | | |
|----|--------|----------|--|
| | | | <p><i>course that leads to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.</i></p> <p><i>The IEP team will determine eligibility for deferral. The benefits of deferring receipt of the high school diploma and the programs available to students who defer will be reviewed with eligible students and their parents during an IEP meeting. This information will also be provided in writing.</i></p> <p><i>The decision to accept or defer the standard high school diploma must be made by May 15 of each school year. The parent (or the student if over 18 years of age and to whom rights have transferred), must sign a document stating whether or not they wish to defer. Please note that failure to attend the graduation ceremony does not constitute a deferral of the diploma.</i></p> |
| 94 | VII.A. | Deletion | Special Diploma Chart Rule; 6A-1.09963, Florida Administrative Code |
| 97 | VII.B. | Deletion | Special Diploma Option Rule; 6A-1.09963, Florida Administrative Code |



The School District
of
Okeechobee County

STUDENT PROGRESSION PLAN

20198-
202019

The School District of Okeechobee
County

STUDENT PROGRESSION PLAN

School Board Members

Joe Arnold

Melisa
JahnerDixie-
Ball

Amanda Riedel

Jill Holcomb

Malissa
Morgan

Superintendent

Ken Kenworthy

K-12 student and parent rights.—Parents of public school students must receive accurate and timely information regarding their child's academic progress and must be informed of ways they can help their child to succeed in school. K-12 students and their parents are afforded numerous statutory rights. Florida Statute 1002.20

Okeechobee County School Board Offices
700 S.W. Second Street
Okeechobee, FL 34974
863-462-5000

TABLE OF CONTENTS

ELEMENTARY EDUCATION (GRADES K-5)

| | | |
|-------------|---|----|
| I. | ADMISSION, ENROLLMENT, AND TRANSFERS | |
| | A. ADMISSION | 1 |
| | B. ENROLLMENT GUIDELINES | 4 |
| | C. HOMELESS STUDENTS/FAMILIES IN TRANSITION (FIT) | 5 |
| | D. TRANSFERS/WITHDRAWALS | 6 |
| II. | ELEMENTARY SCHOOL INSTRUCTION | |
| | A. REGULAR PROGRAM -- GENERAL PROGRAM REQUIREMENTS | 8 |
| | B. SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT | 12 |
| | C. ACCELERATION | 13 |
| III. | REPORTING STUDENT PROGRESS | |
| | A. REPORT PROCESS | 14 |
| | B. REPORT SYSTEM | 15 |
| | C. GRADING CODE | 15 |
| | D. DEPARTMENT OF EDUCATION (DOE) PUBLIC REPORTING | 15 |
| IV. | ELEMENTARY GRADE PLACEMENT | |
| | A. PROMOTION | 16 |
| | B. RETENTION | 16 |
| V. | PROMOTION TO GRADE FOUR | 17 |
| | A. GOOD CAUSE EXEMPTIONS FROM MANDATORY GRADE THREE RETENTION | 17 |
| | B. SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE STUDENTS | 19 |
| | C. STANDARDS FOR MID-YEAR PROMOTION OF RETAINED THIRD GRADERS | 20 |
| VI. | SPECIAL PROGRAMS | |
| | A. TITLE I (PART A) | 21 |
| | B. ENGLISH LANGUAGE LEARNERS PLAN | 21 |
| | C. EXCEPTIONAL STUDENT EDUCATION | 22 |

SECONDARY EDUCATION MIDDLE SCHOOL (GRADES 6-8)

| | | |
|------------|---|----|
| I. | ADMISSION, ENROLLMENT, AND TRANSFERS | |
| | A. ADMISSION | 24 |
| | B. ENROLLMENT GUIDELINES | 27 |
| | C. HOMELESS STUDENTS/FAMILIES IN TRANSITION (FIT) | 28 |
| | D. TRANSFERS | 29 |
| II. | MIDDLE SCHOOL INSTRUCTION | |
| | A. REGULAR PROGRAM -- GENERAL PROGRAM REQUIREMENTS | 31 |
| | B. ADVANCED COURSES | 33 |
| | C. MONITORING STUDENT PROGRESS | 33 |
| | D. SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT | 33 |
| | E. ACADEMICALLY CHALLENGING CURRICULUM, TO ENHANCE LEARNING/VERTICAL ACCELERATION | 34 |

**SECONDARY EDUCATION cont.
MIDDLE SCHOOL (GRADES 6-8)**

| | |
|--|----|
| III. MIDDLE SCHOOL ASSESSMENT _____ | 34 |
| IV. SPECIAL PROGRAMS | |
| A. ENGLISH LANGUAGE LEARNERS PLAN (ESOL) _____ | 35 |
| B. EXCEPTIONAL STUDENT EDUCATION _____ | 35 |
| V. GRADING PROCEDURES | |
| A. REPORTING STUDENT PROGRESS _____ | 36 |
| B. SECONDARY GRADING -- MIDDLE SCHOOL _____ | 36 |
| VI. MAKE-UP ASSIGNMENTS AND ASSESSMENTS FOR ABSENCES _____ | 38 |
| VII. LATE WORK _____ | 39 |
| VIII. MIDDLE SCHOOL GRADE PLACEMENT | |
| A. PROMOTION _____ | 39 |
| B. ASSIGNMENT _____ | 39 |
| C. RETENTION _____ | 40 |
| D. PUBLIC REPORTING _____ | 40 |
| IX. HIGH SCHOOL CREDIT _____ | 40 |
| X. EXCEPTIONS _____ | 41 |

**SECONDARY EDUCATION HIGH SCHOOL
(GRADES 9-12)**

| | |
|---|----|
| I. ADMISSION, ENROLLMENT, AND TRANSFERS | |
| A. ADMISSION _____ | 42 |
| B. ENROLLMENT GUIDELINES _____ | 45 |
| C. HOMELESS STUDENTS/FAMILIES IN TRANSITION (FIT) _____ | 47 |
| D. TRANSFERS _____ | 47 |
| II. COURSE OF STUDY | |
| A. STUDENT PERFORMANCE STANDARDS _____ | 50 |
| B. REQUIREMENTS FOR GRADUATION _____ | 51 |
| C. DEFINITION OF A HIGH SCHOOL CREDIT _____ | 59 |
| D. GRADE CLASSIFICATION OF STUDENTS _____ | 60 |
| E. ASSESSMENT AND REMEDIATION _____ | 61 |
| F. INTENSIVE INSTRUCTIONAL SUPPORT _____ | 62 |
| G. TESTING EXEMPTIONS _____ | 63 |
| H. EARNING ADDITIONAL CREDIT TOWARD GRADUATION _____ | 63 |
| I. EARNING COLLEGE CREDIT IN HIGH SCHOOL _____ | 64 |
| J. ALTERNATIVE TO EARNING A HIGH SCHOOL DIPLOMA _____ | 66 |
| K. ENGLISH LANGUAGE LEARNERS PLAN (ESOL) _____ | 66 |
| L. EXCEPTIONAL STUDENT EDUCATION _____ | 67 |
| M. TRANSCRIPT INTEGRITY – COURSE CHANGES (DROP/ADD) AND WITHDRAWALS _____ | 67 |
| III. GRADING PROCEDURES | |
| A. REPORTING STUDENT PROGRESS _____ | 67 |
| B. SECONDARY GRADING -- HIGH SCHOOL _____ | 68 |
| C. GRADE WEIGHTING _____ | 69 |
| D. GRADE FORGIVENESS _____ | 69 |
| E. HIGH SCHOOL COURSES _____ | 69 |
| F. PUBLIC REPORTING _____ | 69 |
| G. FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM _____ | 70 |
| H. RECOGNITION OF STUDENTS AT GRADUATION _____ | 70 |
| IV. MAKE-UP ASSIGNMENTS AND ASSESSMENTS FOR ABSENCES _____ | 70 |
| V. LATE WORK _____ | 71 |

VIRTUAL SCHOOL OPTIONS

| | |
|--------------------------------------|----|
| I. OVERVIEW _____ | 72 |
| II. STUDENT CLASSIFICATION _____ | 73 |
| III. HIGH SCHOOL GRADUATION _____ | 74 |
| IV. ENROLLMENT AND ELIGIBILITY _____ | 74 |
| V. ANNUAL RE-ENROLLMENT POLICY _____ | 75 |
| VI. PACE AND PERFORMANCE _____ | 75 |

EXCEPTIONAL STUDENT EDUCATION (GRADES K-12)

| | |
|---|----|
| I. ADMISSION AND PLACEMENT OF STUDENTS _____ | 77 |
| II. HOME / HOSPITAL _____ | 77 |
| III. CURRICULUM AND INSTRUCTION | |
| A. NEXT GENERATION SUNSHINE STATE STANDARDS FOR REGULAR EDUCATION _____ | 77 |
| B. NEXT GENERATION SUNSHINE STATE STANDARDS/FLORIDA STANDARDS ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES _____ | 77 |
| IV. REPORTING STUDENT PROGRESS _____ | 78 |
| V. STATEWIDE ASSESSMENT FOR STUDENTS WITH DISABILITIES | |
| A. GUIDELINES FOR DETERMINING APPROPRIATE ACCOMMODATIONS _____ | 78 |
| B. STATEWIDE ASSESSMENT WAIVER _____ | 79 |
| VI. GRADE PLACEMENT OF EXCEPTIONAL EDUCATION STUDENTS | |
| A. PROMOTION AND RETENTION OF ELEMENTARY AND SECONDARY EXCEPTIONAL STUDENTS IN NEXT GENERATION SUNSHINE STATE STANDARDS FOR STANDARD DIPLOMA _____ | 79 |
| B. MANDATORY GRADE THREE RETENTION TIER 2 & TIER 3 _____ | 80 |
| C. EXEMPTION FROM MANDATORY GRADE THREE RETENTION _____ | 80 |
| D. GRADE PLACEMENT OF EXCEPTIONAL EDUCATION STUDENTS IN NEXT GENERATION SUNSHINE STATE/FLORIDA STANDARDS – ACCESS POINTS _____ | 80 |
| E. SUMMER SCHOOL _____ | 80 |
| F. EXTENDED SCHOOL YEAR _____ | 80 |
| G. TRANSITION PLANNING _____ | 81 |
| VII. GRADUATION OPTIONS FOR EXCEPTIONAL EDUCATION STUDENTS | |
| A. STANDARD DIPLOMA, SCHOLARS PATHWAY, MERIT PATHWAY, SCHOLAR W/DISTINCTION PATHWAY _____ | 82 |
| B. CERTIFICATE OF COMPLETION _____ | 84 |
| C. SPECIAL DIPLOMA OPTION I _____ | 84 |
| D. SPECIAL DIPLOMA OPTION II _____ | 85 |
| E. MOVING BETWEEN DIPLOMA OPTIONS _____ | 85 |
| F. GRADUATION FROM HIGH SCHOOL AS RELATED TO FREE AND APPROPRIATE PUBLIC EDUCATION _____ | 85 |

APPENDIX

| | |
|--|----|
| ADDENDUM – INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN _____ | 87 |
| EDUCATIONAL EQUITY _____ | 89 |

**ELEMENTARY EDUCATION
(GRADES K-5)**

I. ADMISSION, ENROLLMENT, AND TRANSFERS

[Florida Statutes 1003.03](#) requires all districts to meet class size. A parent of a student under the age of eighteen(18) or an eligible student who lives in the District or in another school district in the State of Florida who is not subject to a current expulsion or suspension may seek to enroll in a public school in the District that has not reached capacity, subject to the maximum class size pursuant to F.F. 1003.03 and Section 1, ~~Art. A.~~ IX of the Florida Constitution.

A. ADMISSION

The following policies for admission to The School District of Okeechobee County are in effect for all students in Okeechobee County.

1. First Entry to the State of Florida Schools:

Before admitting a student to Florida schools for the first time, the school must have received the following documents as required by Florida Statutes:

- a. proof of date of birth for students; (For acceptable alternates to birth certificates see [Florida Statutes 1003.21\(4\)](#).)
- b. a certificate showing a physical examination performed within one year prior to enrollment (height, weight, blood pressure, etc.)
- c. a valid Florida Certificate of Immunization (DH680) transcribed by a health professional.
- d. Kindergarten through 6th grade immunizations required for entry:
 - (1) 4-5 doses of DTP or DTaP (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
 - (2) 3-5 doses of polio final dose must be administered after 4th birthday
 - (3) 2 doses of MMR;
 - (4) 2 doses of Varivax or documentation of chicken pox disease;
 - (5) 3 doses of Hepatitis B.
- e. 7th through 12th grade:
 - (1) 4-5 doses of DTP or DTaP (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
 - (2) 3-4 doses of polio (according to age at time of final dose);
 - (3) 2 doses of MMR;
 - (4) 2-3 doses of Hepatitis B (according to age of administration);
 - (5) 1 dose of Varivax or documentation of chicken pox disease;
 - (6) 7th and 8th graders – 2 doses of Varivax;
 - (7) Tdap booster.

Any student transferring from another school in the United States may be given a 30-day temporary exemption until the certification of a school entry physical examination can be obtained from the previous school. If the record cannot be obtained from the previous school within this time frame, it is the parent's responsibility to provide such a copy. Any student from out-of-state must present an up-to-date Form 680 at the time of enrollment.

2. **Upon initial admission** evidence of residence must be presented to the receiving school. All addresses are subject to verification by the School Board. The following documents shall be required:

a. owned residence:

- (1) copy of the recorded deed (or agreement for deed), or a certified copy of the declaration of homestead exemption, and
- (2) a copy of a **current** electric bill or initial order for service; and
- (3) one of the following **current** documents:
 - (a) auto registration
 - (b) driver's license
 - (c) voter's registration
 - (d) Florida ID

b. rented or leased residence:

- (1) copy of **current** lease, rental agreement, or a notarized letter from the landlord, and
- (2) a copy of a **current** electric bill or initial order for service; and
- (3) one of the following **current** documents:
 - (a) auto registration
 - (b) driver's license
 - (c) voter's registration
 - (d) Florida ID

c. if applicable, legal documents, i.e. a copy of current judgment of divorce (dissolution of marriage) or other court order establishing the right of custody should be presented at time of enrollment.

3. **Verifying Residence:**

All addresses and changes of address are subject to verification by the School Board. All student residence addresses and all documents submitted for verification are subject to validation by district staff. When a change of address occurs after initial enrollment, verification of the new residence is required.

The School Board reserves the authority to verify enrollment information provided by a parent or parents and to reassign a student on the basis of its investigative determination. A student who is found to be attending an out-of-zone in-county school as the result of giving false or misleading information at registration, shall immediately be transferred to the school serving the student's residential attendance zone or withdrawn and advised to enroll in the appropriate school in their county of legal residence.

Any disagreement regarding the investigative finding will be reviewed by the Director of Student Services. Any disagreement regarding a determination that a student is a bona fide resident of a county other than Okeechobee may be contested as provided by law.

[Florida Statutes 837.06](#) provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his or her official duty shall be guilty of a misdemeanor of the second degree.

4. Divorced/Separated Parents:

a. divorced parents:

ONE or more of the following documents:

- (1) certified copy of final judgment of divorce
- (2) court custody order/parenting plan
- (3) court guardianship order
- (4) other such document establishing the right of custody

b. separated parents:

A notarized statement that the child actually lives in the home of the parent designated in the child's school records as the residential parent or parent with whom the student resides.

5. Entry to The School District of Okeechobee County from Public or Private Schools

Within the State:

Before admission to The School District of Okeechobee County from other Florida counties, a student must have a current Florida Certificate of Immunization on file in the Okeechobee County school in which they are enrolling. If a student has ever been in a Florida public or private school anytime throughout his/her school career, a new physical exam is not required for entry.

6. Admission of Part-time Students enrolled in a Home Education Program:

Students who are participating in a home education program in accordance with section [1002.41 Florida Statutes](#), may be admitted to the public schools in this district on a part-time basis. The child seeking entry must meet the same registration requirements as full-time students. Such students must register for all classes offered to home education students prior to the start of the grading period they will attend. Home education students and private school students who are excluded from a class at their zoned school due to space limitations may be assigned to another school if space in that class is available. Students who are participating in a home education program in accordance with [1002.20\(b\) Florida Statutes](#), may participate in extracurricular activities. Participation is on a space available basis and students must meet the same registration requirements as full-time students.

Exceptional students will be provided special education services determined appropriate by the school-based student study team, including the parent, using a Services Plan, not an Individual Education Plan (IEP). (K-12 only) The Board is not responsible for the transportation of students in a home education program/private school to or from the school. The school principal will establish the time and place for arrival and departure of these students. Students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students.

7. Admission of Part-time Students enrolled in a Private School:

Students who are enrolled in a private school may be admitted to the public schools in this district on a part-time basis in order to receive certain education services. The child seeking entry must meet the same registration requirements as full-time students.

Exceptional education students will be provided special education services determined appropriate by the school-based student study team, including parent(s), using a Services Plan, not an Individual Education Plan (IEP). (K-12 only)

B. ENROLLMENT GUIDELINES

A minor child's residence is that of the child's parent or parents. A child residing in Okeechobee County, Florida must be enrolled in and attend the public school that serves the child's residential attendance zone, unless otherwise authorized by participation in Controlled Open Enrollment, ESE school assignment, the appropriate district level administrator, disciplinary assignment under the Student Conduct and Discipline Code, assignment by the School Board "in lieu of expulsion," a "no contact order" entered by a court of competent jurisdiction, or assignment by the Superintendent/designee.

The following guidelines govern the enrollment of students into the elementary schools of Okeechobee County, Florida:

1. Kindergarten:

Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year.

2. First Grade:

Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed.

Successful completion of kindergarten will be defined as:

- a. regular attendance in a 180-day instructional program.
- b. regular attendance in a three-hour-net instructional day.
- c. attaining the age of five (5) on or before September 1 – required for legal entry into kindergarten.
- d. an official letter or transcript from a proper school authority (to include home education) which shows records of attendance, academic information, and grade placement of the student.

3. Both parents residing in Okeechobee County but in different school zones:

If a child's parents physically reside in separate residences located in different residential attendance zones or the child's parents are divorced or otherwise living separate and apart under court order and the child rotates between the parents' residences, the child shall be enrolled in and attend the school zoned for the residence of the parent in which the child physically resides (stays) for 51% or more of the time. If the actual physical rotation is 50/50 and the parents reside in separate residential attendance zones, the school of enrollment shall be selected by the parents. If there is no court order, the parents' declaration of primary residence should be accepted.

For Enrollment: *The parent with whom the student is going to be residing during the school year shall show proof of residency along with the other items required for registration.*

- 4. A legal parent not living in Okeechobee County (resides in another county, out of state, or out of the country) requesting that the student reside with a parent living in Okeechobee County:**

The parent residing in Okeechobee County shall show proof of residency along with the other items required for registration.

- 5. A parent residing in Okeechobee County relinquishing formal legal custody of his/her student to someone (i.e., aunt, friend, grandparent, etc.) residing in a different school zone:**

For Enrollment: This requires the person with whom the parents request the student to live with to obtain temporary custody. A notarized letter from the parents stating the extenuating circumstances, which, by ordinary and reasonable standards, precludes the parent from actually caring for the student must accompany this request. *The person accepting responsibility for the student must also submit a letter stating he/she accepts responsibility of care for this student. This acceptance letter must be witnessed by an employee of the receiving school*

- 6. A parent NOT residing in Okeechobee County requesting that his/her student reside with someone other than a parent, (i.e., aunt, friend, grandparent, etc.), and there is no parent living in the district:**

For Enrollment: *This requires the person with whom the parents request the student to live with to obtain temporary custody. A notarized letter from the parents stating the extenuating circumstances, which, by ordinary and reasonable standards, precludes the parent from actually caring for the student must accompany this request. The person accepting responsibility for the student must also submit a letter stating he/she accepts responsibility of care for this student. This acceptance letter must be witnessed by an employee of the receiving school*

- 7. Students who have been expelled or recommended for expulsion in another school district:**

The Okeechobee County School Board will uphold the expulsion of a student from another school district.

- 8. Students who have been assigned to or recommended for assignment to an alternative school in another school district:**

The Superintendent has the authority to assign a student to an alternative educational placement when such placement has been made or recommended in another school district.

- 9. Enrollment in Hope Scholarship Program (Section 16):**

STUDENT PROGRESSION PLAN

Section 1002.40, Florida Statutes (F.S.), provides the parent of a public school student who was subjected to an incident of bullying or violence (a complete list of incidents is found in section 1002.40(3), F.S.), an opportunity to transfer to another public school, or request a scholarship for the student to enroll in and attend a participating private school. The law states in part, "Upon receipt of a report of an incident, the school principal, or his or her designee, shall provide a copy of the report to the parent and investigate the incident to determine if the incident must be reported as required by s. 1006.09(6). Within 24 hours after receipt of the report, the principal or his or her designee shall provide a copy of the report to the parent of the alleged offender and to the superintendent. Upon conclusion of the investigation or within 15 days after the incident was reported, whichever occurs first, the school district shall notify the parent of the program and offer the parent an opportunity to enroll his or her student in another public school that has capacity or to request and receive a scholarship to attend an eligible private school, subject to available funding." ~~Beginning with the 2018-2019 school year, contingent upon available funds, and on a first-come, first-served basis, a K-12 student enrolled in a Florida public school is eligible for a scholarship under this program if the student reported an~~

~~incident of battery; harassment; hazing; bullying; kidnapping; physical attack; robbery; sexual offenses, harassment, assault or battery; threat or intimidation; or fighting at school.~~

~~Upon receipt of a report of an incident, the school principal or designee must provide a copy of the report to the parent and investigate the incident to determine if the incident must be reported as required by section (s.) 1006.09(6), Florida Statutes (F.S.). The principal or designee shall also provide a copy of the report to the parent of the alleged offender and superintendent within 24 hours after receipt of the report. Upon conclusion of the investigation or within 15 days after the incident was reported, whichever occurs first, the school district shall notify the parent of the student, providing said parents with the option of enrolling his or her child in another public school that has capacity or requesting and receiving a scholarship for the child to attend an eligible private school, subject to available funding.~~

The school district in which the student resides must notify each student (and parent) participating in the program in an eligible private school of the location and times to take all statewide assessments.

10. Enrollment in Reading Scholarship Accounts (Section 17):

Reading Scholarship Accounts are established, contingent upon available funds, and on a first-come, first-served basis, for students in grades 3 through 5 who are enrolled in a Florida public school and scored below a Level 3 on the grade 3 or grade 4

STUDENT PROGRESSION PLAN

statewide, standardized English Language Arts (ELA) assessment in the prior school year.

An eligible student who is classified as an English Language Learner and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of students who are English Language Learner ~~students~~ shall receive priority for this funding.

School districts must notify the parents of eligible students by September 30 of the process to request and receive a reading scholarship, subject to available funds. Parents must submit application to an eligible scholarship funding organization for reimbursement of qualifying expenditures (e.g., instructional materials, curriculum, part-time tutoring, summer programs, after-school programs).

11. Enrollment in Family Empowerment Scholarship

The Family Empowerment Scholarship (FES) Program was established during the 2019 Legislative Session to enhance Florida's menu of education options. It will provide children whose families have limited financial resources with the opportunity to attend the school that best meets their needs and enables them to reach their academic goals. The FES provides eligible students a scholarship to attend a private school selected by the parent. A student is eligible for the FES if the student meets the following criteria:

- The student's household income does not exceed 300% of the federal poverty level (\$77,250 for a family of four) or the students on the direct certification list (list of children who qualify for the food assistance program, the Temporary Assistance to Needy Families Program, or the Food Distribution on Indian Reservations program); or
- The student is currently placed, or during the previous state fiscal year was placed, in foster care or in out-of-home care as defined in section 39.01, Florida Statutes; and
- The student is eligible to enroll in kindergarten or has spent the prior school year (2018-19) in attendance at a Florida public school. Prior attendance means the student was enrolled in and in attendance at a Florida public school during both the October and February student counts;

and

- Prior to scholarship funds being awarded, the student must be accepted and enrolled in a participating private school. For a list of eligible schools, please view the Department's Private School Directory. A private school that is currently eligible to participate in any of the scholarship programs is eligible to participate in the FES; however, parents should contact the school to inquire as to whether the private school will participate in the program.

Parents who meet the eligibility requirements above and are interested in applying for the FES should first contact one of Florida's two approved scholarship funding organizations (contact information below) to complete the income verification process. Students who have already applied for the Florida Tax Credit (FTC) Scholarship program may be determined to meet the income eligibility without resubmitting household income documentation to the Scholarship Funding Organization.

For more information, please visit the Department of Education website at www.Fidoe.org/FES.

STUDENT PROGRESSION PLAN

[Scholarship Funding Organizations \(SFOs\) AAA Scholarship Foundation](http://www.aaascholarships.org/)
[http://www.aaascholarships.org/ 888-707-2465 info@aaascholarships.org](http://www.aaascholarships.org/)

[Step Up for Students](https://www.stepupforstudents.org/) <https://www.stepupforstudents.org/> 877-735-7837
info@stepupforstudents.org

C. HOMELESS STUDENTS/FAMILIES IN NEED (FIN)

~~SHomeless~~ students [who are homeless](#), including homeless unaccompanied youth, are permitted to enroll in The School District of Okeechobee County and must not be placed in a separate school or program within a school based on their homeless status.

Homeless children and youth are provided services comparable to those offered to other students enrolled in OCSB to ensure they have an equal opportunity to meet student academic achievement standards. All ~~homeless~~ students are eligible for free breakfast and lunch.

~~SHomeless~~ students [who are homeless](#) may choose to attend the school they attended at the time they became homeless. Those students who elect to do this shall be provided transportation if needed. As an alternative, ~~homeless~~ students [who are homeless](#) may choose to

enroll in the school zoned for the attendance area where they reside.

Regardless of which school a homeless student chooses to attend, he/she shall be permitted to immediately enroll, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as: previous academic records, immunizations, medical records, and proof of residency.

The enrolling school must immediately contact the school last attended by the homeless student to obtain relevant records. The student has 30 days to produce these documents after enrollment. If the student needs immunization records, the enrolling school shall immediately refer the student to the school nurse or school social worker for assistance.

For Enrollment: Refer to OCSB Homeless Students (Families in Need) Policy found under [Chapter 5.00: Students 5.27](#).

D. TRANSFERS/WITHDRAWALS

1. Within Okeechobee County Schools:

Parents will be expected to formally withdraw their child from a previous school before enrolling at another Okeechobee County public school.

For Enrollment: The Student Services Office must approve all zone waiver forms.

STUDENT PROGRESSION PLAN

[District Policy 5.20 Controlled Open Enrollment outlines the component of the Controlled Open Enrollment procedures.](#)

2. In-State Transfers from Nonpublic Schools to Kindergarten:

Students transferring from a nonpublic Florida kindergarten to The School District of Okeechobee County must be five years of age on or before September 1 and provide proof of immunization and meet first entry to the State of Florida criteria.

3. In-State Transfers from Nonpublic Schools to First Grade:

A child must have successfully completed kindergarten in a nonpublic Florida school, must be six years of age on or before September 1 of the school year in which admission to the first grade is being sought, and meet first entry to the State of Florida criteria.

Students transferring to first grade from a nonpublic kindergarten program will need written verification of successful completion of kindergarten from the nonpublic school attended. Students not meeting the above requirements for grade one will be enrolled in kindergarten.

4. Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Nonpublic Schools:

- a. entry into kindergarten and first grade by out-of-state transfer students who do not meet regular age requirements for admission to Florida public schools shall be based on their previous state's age requirements and shall be in accordance with [Florida Administrative Rule 6 A.1.0985](#) which [says](#)~~states~~:
- b. any student who transfers from an out-of-state public or nonpublic school shall be admitted upon presentation of the following data:
 - (1) official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
 - (2) an official letter or transcript from a proper school authority which shows records of attendance, academic information, and grade placement of the student;
 - (3) proof of immunization [against communicable diseases](#);
 - (4) proof of date of birth; and
 - (5) proof of a medical examination completed within the last twelve months (first time entry into Florida public schools only)

5. Neither the student nor parent(s) reside within Okeechobee County and the student wishes to transfer into ~~an~~ The School District of Okeechobee County while maintaining residence outside of the county:

A parent of a student under the age of eighteen (18) or an eligible student who lives in the District or in another school district in the State of Florida who is not subject to a current expulsion or suspension may seek to enroll in a public school in the District that has not reached capacity, subject to the maximum class size pursuant to F.F. 1003.03 and Section 1, ~~Art.A.~~ IX of the Florida Constitution [and District Policy 5.20 Controlled Open Enrollment.](#)–

For Enrollment: *The Student Services Office must approve all zone waiver requests.*

6. Grade Placement:

When a student transfers into the School District of Okeechobee County from an out of district public or nonpublic school, the student may be academically screened as per Section II.A.1 (b). Testing results will be shared with the

parent. **The principal shall have the final decision regarding student placement.**

When a student transfers from a home education program, it will be the responsibility of the principal or principal's designee to assess the student's achievement level. The following will be considered by principals for placement of home education students:

- a. review of the required home education annual evaluation (acceptable options include student portfolio, nationally normed achievement test, state student assessment test, psychological evaluation, or other approved valid measurement tool)
- b. site based assessment (as per Section II.A.1 (b). Students should be given a site based assessment after enrollment).

7. Classroom Placement of Multiple Birth Siblings

- a. The parent of multiple birth siblings who are assigned to the same grade level and school may request in writing that the school place the siblings in the same classroom or in separate classrooms. The request must be made no later than 5 days before the first day of each school year or 5 days after the first day of attendance of students during the school year if the students are enrolled in the school after the school year commences.
- b. The school may recommend to the parent the appropriate classroom placement for multiple birth siblings and may provide professional educational advice to assist the parent with the decision regarding appropriate classroom placement.
- c. A school is not required to place multiple birth siblings in the same classroom

STUDENT PROGRESSION PLAN

- if factual evidence of performance shows proof that the multiple birth siblings should be separated.
- d. A school is not required to place multiple birth siblings in separate classrooms if the request would require the school district to add an additional class to the grade level of the multiple birth siblings.
 - e. At the end of the first grading period following the multiple birth siblings' enrollment in the school, if the principal of the school, in consultation with the teacher of each classroom in which the multiple birth siblings are placed, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings.
 - f. A parent may appeal the principal's classroom placement of multiple birth siblings in the manner provided by school district policy. During an appeal, the multiple birth siblings shall remain in the classroom chosen by the parent.

The principal shall have the final decision regarding student placement.

II. ELEMENTARY SCHOOL INSTRUCTION

A. REGULAR PROGRAM – GENERAL PROGRAM REQUIREMENTS

1. Student Performance:

The School District of Okeechobee County provides instruction in all required course standards and has instructional plans aligned to the course standards in the areas of English language arts, mathematics, science, and social studies. Teachers instruct using the instructional plans, and a school wide system of progress monitoring is used to support students with identified deficiencies. Student progression is based upon mastering the standards in each course as evidenced by student grades on the student's report card as well as formative data obtained from progress monitoring and summative data obtained from a student's performance on the statewide, standardized assessments.

- a. for grades and subjects in which no current state assessments are administered, school districts must establish and assess expected levels of performance for student progression using district-selected assessments such as students' class work, observations, tests, district and other assessments, or other relevant information.
- b. it is the responsibility of the classroom teacher to screen, instruct, assess, and monitor the progress of student proficiency on all Florida Standards/Next Generation Sunshine State Standards. Each teacher shall develop daily lesson plans for all subjects taught. Plans should reflect the teaching of Florida Standards/Next Generation Sunshine State Standards for K-5, including English Language Learners' and Exceptional Education Student modifications, when necessary. Lesson plans shall be checked regularly by the principal or principal

STUDENT PROGRESSION PLAN

designee. Standards will be consistently taught and assessed throughout the

year. Assessment of proficiency will be based on Florida Standards/Next Generation Sunshine State Standards, Decision Trees located in the K-12 Comprehensive Reading Plan, supplemental materials, student work samples, observation of the student's performance, and student self-assessment.

- c. each elementary school shall regularly assess the reading ability of each K-5 student. Reading assessment tools listed on the K-5 Reading Decision Trees are required (See K-12 Comprehensive Reading Plan). State and district diagnostic assessment tools will be used to identify a student's area of academic need. It is the responsibility of the classroom teacher to screen all The School District of Okeechobee County' students within 30 school days of entry. The parent of any K-5 student who exhibits a reading deficiency shall be immediately notified of the student's deficiency with a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.

- d. the district's comprehensive program for student progression uses assessment data, including universal screening and ongoing progress monitoring, to evaluate the effectiveness of instruction, identify students needing more intensive instructional support, and monitor each student's response to implemented interventions.

Students who do not meet grade level expectations receive increasingly intense intervention services. The areas of academic need and intervention strategies are defined through a problem-solving/Multi-Tiered System of Supports (MTSS) process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency. Students are matched to strategic and intensive interventions based on data from multiple assessment sources. Student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based interventions. Interventions for academics and/or behavioral deficiencies will be provided through the School District of Okeechobee County Multi- Tiered System of Supports (MTSS) process.

Parents may not refuse remedial/intervention services. A school district has the authority and responsibility to design the student's course of study. It is the school that is held accountable for the student's progress.

- e. student satisfactory achievement is defined by The School District of Okeechobee County as the on-going demonstration and application of Florida Standards/Next Generation Sunshine State Standards. Satisfactory achievement on statewide, standardized assessment is defined as scoring at level 3 or above. **Each student must participate in assessments as required by [Florida Statutes](#)**

Students must demonstrate a satisfactory level of achievement in English ~~language arts~~ English language arts, mathematics, science and social studies at each grade level as determined by state/district levels of achievement on state assessments and/or local levels of achievement on district assessments. The independent work of the student will be considered as a criterion in the student's placement decision.

- f. all parents will be notified regularly of their child's achievement during the school year. The School District of Okeechobee County will report to the parent of

each student the progress of the student toward achieving state and district expectations for satisfactory achievement in English ~~language arts~~ English language arts, mathematics, science, and social studies. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. The final report card will indicate performance or non-performance at grade level, acceptable or unacceptable behavior, attendance, and promotion or retention.

Students with report card grades of "D's", "F's", or "N's" in ~~English language arts~~ English language arts, mathematics, or science should be monitored closely and may be considered for diagnostic assessment. If needed, remediation will be provided through the MTSS process or an Individual Education Plan. These students will be considered for possible retention.

English Language Learners, two years or less in the program, will not be marked below grade level.

(Note: see English Language Learners Plan)

- g. students working below grade level (working on curriculum standards below his/her current grade level) must be diagnostically assessed and provided remediation through the Multi-Tiered System of Supports (MTSS) and *considered* for possible retention. Students marked below level for English language arts on the report card must:
1. be diagnosed and provided remediation through intensive reading instruction as required by the K-12 Comprehensive Reading Plan
 2. based on diagnoses, have his/her individual areas of deficiency in phonemic awareness, phonics, fluency, comprehension and/or vocabulary identified, addressed, and monitored frequently
 3. be considered for possible retention and have this marked in the comment section
 4. be reassessed by locally determined assessments and through teacher observation at the beginning of the grade following the intensive reading instruction
 5. continue to be provided intensive reading instruction until the reading deficiency is remedied.

2. Curriculum and Instruction

Each student in grades K-5 will receive regularly scheduled instruction using an integrated approach based on the district adopted curriculum program which includes state/district approved materials and/or textbooks for the assigned grade level and Florida Standards/Next Generation Sunshine State Standards (refer to OCSB Curriculum Maps). English language arts instruction will follow the K-12 Comprehensive Reading Plan and the District Curriculum Maps. Mathematics instruction will follow the District's Mathematics Curriculum Maps. Science and

Social Studies instruction will follow the Next Generation Sunshine State Standards.

The physical education program stresses physical fitness and encourages healthful, active lifestyles and participation by all students. Physical education shall consist of physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit to students subject to the differing capabilities of students. Each student, grades K-5, shall receive at least 30 consecutive minutes of physical education each day on which physical education is offered with a cumulative total of 150 minutes of physical education each week as required by section [1003.455 Florida Statutes](#).

The requirement shall be waived for a student who meets one of the following criteria:

- (1) The student is enrolled or required to enroll in a remedial course;
- (2) The parent requests in writing by completing the waiver request form and submitting to the principal that the student enroll in another enrichment or elective course; or
- (3) The parent indicates in writing by completing the waiver request form and submitting to the principal that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Students who waive the physical education requirement will be enrolled in an enrichment or elective course offered by the school. Placement will be made at the discretion of the principal and on a space available basis. Parents will be advised of these options before scheduling the student to participate in physical education. This type of exception must be renewed annually.

3. School Schedules

Flexibility in designing school schedules is permissible; however the daily schedule must include a minimum of the following:

- 90 minutes of uninterrupted literacy instruction;
- 30 minutes of intervention instruction to support students with identified deficiencies;
- 55 minutes of mathematics instruction (50 mins. K-2);
- 30 minutes of science instruction (20 mins. K-2);
- 25 minutes of social studies instruction
- 20 minutes of unstructured recess,

Additionally, the schedule will include a minimum of 150 minutes of physical education per week, with a minimum of 30 consecutive minutes per day on days that physical education is provided.

School schedules may reflect the integration of subjects, including science, social studies, writing, technology skills, career education, comprehensive health education, creative/critical thinking skills, character education, and other areas deemed necessary to provide an appropriate instructional curriculum for each school.

4. Grouping for Instruction

Providing differentiated instruction for students at all levels is a best practice to meet their needs in mastering the Florida Standards/Next Generation Sunshine State Standards. Instructionally sound strategies for grouping students will be used to enhance the academic achievement of all students. Any grouping of students shall provide opportunities for the regrouping of students during a portion of the school day (e.g. within the regular education classroom, or during specials, or lunch, or portion of the school week).

B. SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT

Students in K-5 who do not meet the district levels and or state levels of performance in English language arts, mathematics, science or social studies shall be provided remediation. Teachers provide targeted instructional support to students with identified deficiencies.

In compliance with the Department of Education (DOE), OCSB has identified the following supplemental and intensive instructional support for implementation. The parent of any K-3 student who exhibits a reading deficiency shall be immediately notified of the student's deficiency with a description and explanation of the exact nature of the student's difficulty in learning and lack of achievement in reading. The parent shall be consulted in the development of a plan, as described in [*Florida Statutes 1008.25\(4\)\(b\)*](#); and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected.

1. Progress Monitoring

[Florida Statutes 1008.25](#) requires a school-wide system of progress monitoring for all students who are deficient in English language arts, math, science and/or social studies.

Strategies to help students achieve academic success will be discussed and documented in parent conferences. [As required by Florida Statutes 1001.42 \(18\) an early warning system \(EWS\) for students in grades K-8 is used to identify students who need additional support to improve academic performance and stay engaged in school.](#)

~~Pursuant to HB 7069 an Early Warning System will be in place to identify students who need additional support.~~ Based upon assessments, the areas of deficiencies for each student will be identified and communicated to the parent within 30 days. Information regarding supplemental instructional services and supports through the MTSS process will be provided to the parent during the conference.

2. Supplemental Instructional Support Activities

Tutorial instruction/Summer Reading Camp and/or other instructional support activities may be provided to students in grades K-5 pending funding and availability of instructors. These services are provided as an opportunity for remediation of the required skills for those students who meet the following criteria:

- a. "N" (grades K), "D" or "F" (grades 1-5) in reading/literature, ~~language arts~~ [English language arts](#), math, or science during the previous grading period or progress reporting time;
- b. reading below grade level as reflected through MTSS documentation;
- c. classroom teacher recommendation; and
- d. FSA Level 1 in reading

C. ACCELERATION

Acceleration of students is a practice that covers a wide range of educational strategies. An accelerated curriculum may be provided to those students who have demonstrated a need beyond the general curriculum. The School District of Okeechobee County offers the following opportunities:-

- 1. Flexible class groups
- 2. Subject matter acceleration
- 3. Enrichment programs
- 4. Grade clustering
- 5. Virtual instruction
- 6. Whole grade promotion and mid-year promotion
- 7. [Credit acceleration](#)

STUDENT PROGRESSION PLAN

For whole grade level acceleration, the principal, in consultation with all stakeholders, will review the following eligibility criteria before any accelerated placement is considered: social/emotional needs including readiness for higher level achievement, demonstration of a high level of mastery of the current and next grade curriculum; parent input; school history; ability and aptitude for advanced work; and referral for gifted services. The student must have scored at the highest level on all subjects in the most recently completed grade, earned a grade of A or E in all core subjects in the most recently completed grade, and must have scored 95% proficiency on the end of the year assessments for the grade which the student will be skipping. Students in 4th and 5th grade that earned a Level 5 in English language arts and math on the prior year.

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

FSA are eligible to take accelerated courses using virtual school. Options may vary slightly by school and include advancing to the next grade level for some coursework in a face-to-face setting or through virtual school.

**The final decision for grade placement is the responsibility of the principal.
Principals will report all mid-year promotions to the superintendent.**

III. GRADING PROCEDURES

A. REPORT PROCESS

1. All parents will be notified regularly of their child's achievement during the 36-week school year. The reporting period is to be divided into four nine-week periods. Teachers will update grades in Skyward every week (7 days). A progress report will be sent home at the mid-point of the grading period. Every student who is enrolled at a school receives a report card, regardless of the length of the enrollment. The report card becomes a part of the school's permanent records. The report to the parent must include the student's progress toward achieving state and district expectations for satisfactory achievement in

STUDENT PROGRESSION PLAN

English language arts, science, social studies and mathematics. ([Florida Statutes 1008.25\(8\)](#)). The OCSB (School Board adopted) progress report and report card will be used. A student in attendance for fewer than 20 days does not have to receive a grade on the progress report/report card for that grading period. A comment should be included on the report card stating that the student has not been in attendance for a sufficient time to be evaluated adequately.

2. Student's Decrease in Grade

A conference with the parent will be held when there is a marked difference in student achievement from the previous reporting period, such as a decrease of more than one letter grade. Conferencing with parents is encouraged beyond the minimum conferencing provisions of this policy. Students or parents have the right and responsibility to be informed of student grades at all times. Teachers shall be given reasonable time to respond to the student or parent. The classroom or subject teacher has the initial and primary authority to assign grades.

3. Guidelines to review, modify, or to appeal a grade are listed below:

Step 1: Parents, student or both will request a conference with the teacher who assigned the grade. The teacher will explain how the grade was assigned.

Step 2: In the event satisfaction is not reached at step one, by all parties; they may appeal to the principal. Parents, student and teacher will present all information to the principal. After hearing all sides, the principal will make a decision.

Step 3: In the event satisfaction is not reached at step two by all parties, they may appeal to the Superintendent of Schools. The process in step two will be repeated. The superintendent will make a decision. The superintendent's decision will be final.

B. REPORT SYSTEM

Reporting to parents shall include:

1. progress report (midpoint of each grading period);
2. report card;
3. a minimum of one documented parent conference should be held in the first 90 days of school;
4. annual reporting of district wide state assessment results:
 - a. will be provided to parents in writing in a format adopted by the district School Board;
 - b. will be reported to the public as required by state law; and
5. parental notification of English language arts deficiencies.

C. ELEMENTARY GRADING

Grades for ELA:

| Weighting | Reading (60%) | Writing (30%) | Word Study (10%) |
|---|---|---|---|
| 4- Test 3- Quiz 2- Classwork 1- Homework | 40% of this grade must come from summative standards-based assessments designed to assess mastery of standards on the grade appropriate Curriculum Map. | 40% of this grade must come from writings based on the FSA models and scored using the Rubric Conversion Chart below. Grammar standard for the grade level must be applied. | Application of spelling rules that align with grade level appropriate standards, as measured by Spelling inventories, vocabulary, and other measures of mastery may be used for this section. |

*No one score may count for more than 20% of the grade.

*There must be a minimum of 2 tests each nine weeks.

*At least one (1) designated Standards Mastery assessment in grades 2-5 must be given before issuance of progress reports and another one (1) Standards Mastery assessment given before issuance of report cards each grading period.

Rubric Conversion Chart for Writing

| <u>Rubric Conversion</u> | <u>Grades 3-5</u> | <u>Grades K-2</u> | <u>Rubric Conversion</u> | <u>Grades 3-5</u> | <u>Grades K-2</u> |
|--------------------------|-------------------|-------------------|--------------------------|-------------------|-------------------|
| 10.0 = 100% | A | E | 4 = 60% | D | N |
| 9 = 90% | A | E | 3 = 55% | F | U |
| 8 = 80% | B | E | 2 = 55% | F | U |
| 7 = 75% | C | S | 1 = 50% | F | U |
| 6 = 70% | C | S | 0 = 50% | F | U |
| 5 = 65% | D | N | | | |

*Kindergarten students will receive grades in writing beginning in the second semester. The 6 point district rubric will be used for Kindergarten writing grading. Grades 1-5 will use the 10 point (FSA) rubric for grading writing.

Grades for Mathematics:

| Homework (10%) | Classwork (20%) | Quiz (30%) | Test (40%) |
|---|---|--|---|
| Work that is sent home as review or practice work over a standard or skill that has been taught in class. | <u>Apply It, Practice or Refine work</u> On Your Own, Problem Solving , or other short assignments to determine a student's progress toward mastery. | <u>Lesson quizzes</u> , Benchmark Mini-Assessments, Minute Math, Teacher-created quizzes. A minimum of 2 quiz grades per nine weeks. | <u>Unit Assessments</u> , Standards-based assessments used to determine mastery of standards on the Curriculum Map. There must be a minimum of 2 each nine weeks. |

*No grades should be taken on Beginning, Middle, and End of Year Tests (Interim Assessments)

*There must be a minimum of 2 test grades each grading period. Each lesson quiz will be recorded as a grade. Lesson quiz grades should not be double as a quiz and a test.

*~~At least one (1) designated Standards Mastery assessment in grades 2-5 must be given before issuance of progress reports and another one (1) Standards Mastery assessment given before issuance of report cards each grading period.~~

Rubric Conversion Chart for Writing

| Rubric-Conversion | Grades 3-5 | Grades K-2 | Rubric-Conversion | Grades 3-5 | Grades K-2 |
|-------------------|------------|------------|-------------------|------------|------------|
| 10.0 = 100% | A | E | 4 = 60% | D | N |
| 9 = 90% | A | E | 3 = 55% | F | U |
| 8 = 80% | B | E | 2 = 55% | F | U |
| 7 = 75% | C | S | 1 = 50% | F | U |
| 6 = 70% | C | S | 0 = 50% | F | U |
| 5 = 65% | D | N | | | |

~~Kindergarten students will receive grades in writing beginning in the second semester. The 6 point district rubric will be used for Kindergarten writing grading. Grades 1-5 will use the 10 point (FSA) rubric for grading writing.~~

Grades for Science:

| Homework (10%) | Classwork (20%) | Quiz (30%) | Test (40%) |
|--|--|---|--|
| <u>Work that is sent home as review or practice work over a standard or skill that has been taught in class.</u> | <u>Short assignments to determine a student's progress toward mastery.</u> | <u>Lesson quizzes, Benchmark Mini-Assessments, Teacher-created quizzes.</u> | <u>Unit Assessments, Standards-based assessments used to determine mastery of standards on the Curriculum Map.</u> |

*Grades for 1st and 2nd grades in science and social studies: There must be a grade for each subject each week. Assessments should cover the grade appropriate standards. Teacher observation and participation grades are appropriate for quiz or classwork grades. Grades could be taken from reading, if the passage is an informational passage aligned with a grade level appropriate standard in the science or social studies curriculum.

Grades for Social Studies:

| Homework (10%) | Classwork (20%) | Quiz (30%) | Test (40%) |
|--|--|---|--|
| <u>Work that is sent home as review or practice work over a standard or skill that has been taught in class.</u> | <u>Other short assignments to determine a student's progress toward mastery.</u> | <u>Lesson quizzes, Benchmark Mini-Assessments, Teacher-created quizzes.</u> | <u>Unit Assessments, Standards-based assessments used to determine mastery of standards.</u> |

Kindergarten teachers will attach the detailed report to report cards to provide parents with information. The detailed report may be completed by hand or electronically, at the option of the teacher. A copy, either paper or electronic, of the completed detailed report must be maintained for each student and filed with the final report card at the end of the school year.

| Grades 1-12 | Description of Grade | Kindergarten and Select Subjects Grades 1-5 |
|---------------|----------------------------|---|
| A = 90 - 100% | A = Excellent Progress | E = Excellent |
| B = 80 - 89 % | B = Above Average Progress | S = Satisfactory |

STUDENT PROGRESSION PLAN

| | | |
|---------------|---------------------------------|-----------------------|
| C = 70 - 79 % | C = Satisfactory Progress | N = Needs Improvement |
| D = 60 - 69 % | D = Lowest Acceptable Progress | U = Unsatisfactory |
| F = 0 - 59 % | F = Unsatisfactory Progress | |
| I = 0% | I = Incomplete | |
| | NA = Not Applicable this period | |

All students in grades K-5 will receive an E,S,N,or U in the area of physical education. Because of the limited amount of class time each week, no grades will be given in music or media.

D. DEPARTMENT OF EDUCATION (DOE) PUBLIC REPORTING

(Florida Statues 1002.20 and 1008.25)

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:

1. The provisions of this section relating to public school student progression and the district School Board's policies and procedures on student retention and promotion;
2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the English Language Arts portion of the FSA;
3. By grade, the number and percentage of all students retained in grades 3 through 10;
4. Information on the total number of students who were promoted for good cause, by each category of good cause.
5. Any revisions to the district School Board's policy on student retention and promotion from the prior year.

These requirements are subject to change pending updates from the Florida Department of Education.

IV. ELEMENTARY GRADE PLACEMENT (K-5)

The primary responsibility for determining each student's performance and ability to function academically, socially, and emotionally in the next grade is that of the classroom teacher in conjunction with the principal. School personnel will use all available resources to achieve parental understanding and cooperation regarding a student's grade placement including the use of the school-based Multi-Tiered System of Supports (MTSS) Team. **The final decision for grade placement is the responsibility of the principal.**

The OCSB district adopted curriculum program includes state/district approved materials and/or textbooks for the assigned grade level Florida Standards/Next Generation Sunshine State Standards as defined by English language arts, mathematics, social studies, and science. Using the district adopted textbooks and supplemental materials, the classroom teacher will provide instruction, as well as assessment, of skills for each area. Assessment of satisfactory achievement may include but not be limited to teacher observation,

STUDENT PROGRESSION PLAN

classroom assignments, classroom participation, common assessments, alternative assessments, examinations, work sample reviews, and completion of English language arts, mathematics, social studies, and science grade level Florida Standards/Next Generation Sunshine State Standards.

A. PROMOTION

Promotion is based on criteria as defined in Section 11.A.1(e). No student may be assigned to a grade level based solely upon the student's age or other factors that constitute social promotion. Social promotion is defined as the promotion of a student based on factors other than the student achieving the district and state levels of performance for student progress. A student promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that includes specialized diagnostic information and strategies. Other options for promotion may occur at varying times during the school year. (Note: See Exceptional Student Education Section for ESE students.)

B. RETENTION

After consultation with the school administration, a student will be recommended for retention by the school-based Multi-Tiered System of Supports (MTSS) Team or school designated team based on the criteria listed in Section 11.A.1(e).. A student who is retained must be in or placed in the MTSS process. Retention decisions are based on more than a single test score.

Additional evaluations, portfolio reviews, and assessments are available to assist parents and the school personnel in knowing when a child is academically performing at or above grade level and ready for grade promotion. Students who are retained must continue to be monitored closely through the MTSS process. The final decision for grade placement **is the responsibility of the principal.**

Retention of students who are English Language Learners (ELLs)/Limited English Proficient (LEP) ~~students~~ must be determined by a school's ELL/LEP Committee except in the case of mandatory retention for reading deficiencies in grade 3.

V. PROMOTION TO GRADE FOUR ([Florida Statutes 1008.25](#))

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English language arts assessment required under [Florida Statutes 1008.22](#) for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under [Florida Statutes. 1008.22](#) for grade 3, the student must be retained. The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade 3, the

STUDENT PROGRESSION PLAN

child must be retained unless he or she is exempt from mandatory retention for good cause.

5. Strategies for parents to use in helping their child succeed in reading proficiency.
6. That the statewide, standardized English language arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English language arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
8. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

A. GOOD CAUSE EXEMPTIONS FROM MANDATORY GRADE THREE RETENTION ([Florida Statutes 1008.25](#)) ELIMINATION OF SOCIAL PROMOTION

1. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
2. The district school board may only exempt students from mandatory retention, as provided in [Florida Statutes 1008.25 paragraph \(5\)\(b\)](#), for good cause. A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic

information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of reading strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. Good cause exemptions are limited to the following:

- a. [Students who are](#) Limited English proficient ~~and students~~ who have had less than 2 years of instruction in an English Language Learners Plan program based on the initial date of entry into a school in the United States.
- b. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of [Florida Statutes 1008.212](#).
- c. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English language arts assessment approved by the State Board of Education.
- d. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language arts assessment.
- e. Students with disabilities who take the statewide, standardized English Language arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English language arts for more than 2 years but still

STUDENT PROGRESSION PLAN

- demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
- f. Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.
 - g. Students who have received intensive remediation in reading or English Language arts for 2 or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.
3. Requests for good cause exemptions for students from the mandatory retention requirement as described in [Florida Statutes 1008.25 \(b\)3 and 4](#) shall be made consistent with the following:
 - a. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress monitoring plan, individual educational plan, if applicable, report card, or student portfolio.
 - b. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

B. SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE STUDENTS

(Florida Statutes 1008.25)

1. Students retained under the provisions of paragraph(5)(b) must be provided intensive interventions in reading to improve the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the school district's summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.
2. Each school district shall:
 - a. Provided 3rd grade students who are retained under the provisions of paragraph(5)(b) with intensive instructional services and supports to remediate

STUDENT PROGRESSION PLAN

the identified areas of reading deficiency, including participation in the school district's summer reading camp as required under paragraph (a) and a minimum of 90 minutes of daily, uninterrupted literacy instruction ~~-(120 and~~ **plus** an additional 30 minutes of intervention instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district, which may include, but are not limited to:

- a. Integration of science and social studies content within the 90-minute block;
 - b. Small group instruction;
 - c. Reduced teacher-student ratios;
 - d. More frequent progress monitoring;
 - e. Tutoring or mentoring;
 - f. Transition classes containing 3rd and 4th grade students;
 - g. Extended school day, week, or year.
3. Provide written notification to the parent of a student who is retained under the provisions of paragraph (5)(b) that his or her child has not met the achievement level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in paragraph (6)(b). The notification must comply with the provisions of [Florida Statutes 1002.20\(15\)](#) and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.
 4. Implement a policy for the midyear promotion of a student retained under the provisions of paragraph (5)(b) who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading or, upon implementation of English language arts assessments, performing at or above grade level in English language arts. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate satisfactory achievement levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills.
 5. Provide students who are retained under the provisions of paragraph (5)(b) with a highly effective teacher as determined by the teacher's performance evaluation under [Florida Statutes 1012.34](#).
 6. Establish at each school, when applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score Level 1 on the required statewide, standardized assessment identified in [Florida Statutes 1008.22](#). The focus of the Intensive Acceleration Class shall be to increase a child's reading and English Language arts skill level at least two grade levels in one school year. The Intensive Acceleration Class shall:
 1. Be provided to a student in grade 3 who scores Level 1 on the statewide ,

STUDENT PROGRESSION PLAN

- standardized English Language arts assessment and who was previously retained in grade 3 the prior year.
2. Have a reduced teacher-student ratio.
3. Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade four Florida Standards in other core subject areas.
4. Use a reading program that is scientifically research- based and has proven results in accelerating student reading achievement within the same school year.
5. Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist.

C. STANDARDS FOR MID-YEAR PROMOTION OF RETAINED THIRD GRADERS ([Florida Statutes 1008.25](#))

1. As required by [Rule 6A-1.094222](#), the district has adopted a policy for the mid-year promotion of a student retained in third grade due to a reading deficiency.
To be eligible for mid-year promotion, a student must demonstrate that he or she:
 - a. is a successful and independent reader as demonstrated by reading at or above grade level;
 - b. has progressed sufficiently to master appropriate third grade reading skills;
 - c. has met any additional requirements, such as satisfactory achievement in

other curriculum areas, as determined by the policies of the district School Board; and
 - d. demonstrate satisfactory performance on a locally-selected state approved standardized assessment.

VI. SPECIAL PROGRAMS

A. TITLE I (PART A)

Title I is a federally funded program that provides supplemental resources to high-poverty schools to improve the educational outcomes of children in such schools and enable them to meet challenging academic content and performance standards. Eligible schools receive an annual Title I allocation that is used to provide additional supports aligned with the academic achievement needs of each school. In OCSB' Title I schools, all children benefit from Title I resources, which may include additional interventions, supplemental instructional materials, teacher training, extended day/year, and family engagement.

B. ENGLISH LANGUAGE LEARNERS PLAN (ESOL)

The ESOL program is designed to meet the immediate linguistic needs of the English Language Learner (ELL), as well as the academic needs of students whose native language is other than English and who are not proficient in the English language. The instruction shall be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing as rapidly as possible. The students are served by the program as determined by the established criteria,

STUDENT PROGRESSION PLAN

receiving instruction as described by the English Language Learners Plan Procedural Handbook which is approved by the Florida Department of Education and the

School Board of Okeechobee County.

1. Equal access to appropriate programming shall include both access to intensive English language instruction and instruction in basic subject areas of math, science, social studies, and computer literacy which is:
 - a. Understandable to the ELL student given his or her level of English language proficiency and school shall be equal and comparable in amount, scope and sequence and quality to that provided to English proficient students.
 - b. Equal and comparable in amount, scope and sequence and quality to that provided to English proficient students.
 - c. Recommendations for such programming shall be documented in the form of an ELL student plan, which shall be in conformity with this agreement.

2. English Language Learners with special needs such as compensatory, remedial, or exceptional education, and who are at greater risk for under-achievement and/or dropping out, and in need of additional services, shall be provided equal and comparable services to those provided to English proficient students. ELL students shall receive needed services on a timely basis, and the services provided shall be appropriate for their level of English proficiency as set forth above.

3. Assignment of Grades: English Language Learners

The district grading policy will be applied for each subject for English Language Learners (ESOL – LY). Students served in ESOL must receive services, including ESOL instructional strategies, according to the district ELL Plan. If an ELL student is not performing on grade level in the subject area, the student will receive appropriate accommodations and/or modifications indicated by the student's English language proficiency.

In order for a grade of "F" to be given to an ELL student, the following factors must be reviewed by the school

ELL committee prior to the end of the current grading period:

1. Has an unsatisfactory progress report been sent to the parent or guardian in the parent's heritage language?
2. Have the student's parents been officially notified and involved in documented conferences (with translation) regarding the student's problems?
3. Are the instructional strategies, techniques and classroom assignments appropriate to the student's level of English language proficiency?
4. Is the student receiving appropriate programs and services in accordance with the district ELL plan?

The ELL committee will review and/or revise the student's ELL plan to develop and implement appropriate instructional services that are indicated for student success.

When an ELL student enrolls, the principal shall place him/her at the most appropriate grade level, based on age and maturity. ELL student achievement shall be assessed through a combination of ESOL, standardized and district tests. ELL students shall not be retained solely on the basis of their limited English proficiency

STUDENT PROGRESSION PLAN

Students currently enrolled in an approved ELL program less than one year may be exempt from taking the state mandated assessments. Exempted students must be assessed through other means determined by the district and school personnel.

Students currently classified as LF (Limited former ESOL in monitoring stage) or LZ (Limited previously beyond monitoring stage) may not be exempted from taking required state mandated assessments.

Students cannot be awarded a standard high school diploma until the required State Assessments are passed.

All ELL students must meet state requirements (*Rule 6A-6.903*) to be exited from the program. If a student has been exited from the ESOL program and is not performing satisfactory in the regular classes, he/she may be re-classified and placed back into the ESOL program within the two year monitoring period.

C. EXCEPTIONAL STUDENT EDUCATION (ESE)

Services are available for children with vision and hearing disabilities from birth to age 2 and all students with disabilities ages 3 through the semester in which they turn 22. Students who are gifted may receive services from kindergarten through grade 12. These services are described in the Exceptional Student Education Policies and Procedures ([SP&P Manual](#)) which is approved by the Florida Department of Education and the School Board of Okeechobee County. Refer to the Exceptional Student Education Section of the Student Progression Plan for further information.

Exceptional education students who are parentally placed in a private school within Okeechobee County may receive ESE [consultative](#) services based on a Services Plan even if they do not reside in Okeechobee County. This does not include gifted students who do not reside in Okeechobee County. ~~Gifted students who attend private schools and reside in Okeechobee County may be co-enrolled in their zone school with an Educational Plan (EP).~~

**SECONDARY EDUCATION
MIDDLE SCHOOL
(GRADES 6-8)**

I. ADMISSION, ENROLLMENT, AND TRANSFERS

A. ADMISSION

The following policies for admission to The School District of Okeechobee County are in effect for all students in Okeechobee County.

1. First Entry to the State of Florida Schools:

Before admitting a student to Florida schools for the first time, the school must have received the following documents as required by *Florida Statutes*:

- a. proof of date of birth for students; (For acceptable alternates to birth certificates see [Florida Statutes 1003.21\(4\)](#).)
- b. a certificate showing a physical examination with at least three components performed within one year prior to enrollment (height, weight, blood pressure, etc.)
- c. a valid Florida Certificate of Immunization (DH680) transcribed by a health professional.

STUDENT PROGRESSION PLAN

- d. kindergarten through 6th grade immunizations required for entry:
 - (1) 4-5 doses of DTP or DTap (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
 - (2) 3-5 doses of polio (final dose must be administered after 4th birthday)
 - (3) 2 doses of MMR;
 - (4) 2 doses of Varivax or documentation of chicken pox disease;
 - (5) 3 doses of Hepatitis B.
- e. 7th through 12th grade:
 - (1) 4-5 doses of DTP or DTap (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
 - (2) 3-4 doses of Polio (according to age at time of final dose);
 - (3) 2 doses of MMR;
 - (4) 2-3 dose series of Hepatitis B (according to age of administration);
 - (5) 1 dose of Varivax or documentation of chicken pox disease
 - (6) 7th and 8th graders – 2 doses of Varivax
 - (7) Tdap booster

Any student transferring from another school in the United States may be given a 30-day temporary exemption until the certification of a school entry physical examination can be obtained from the previous school. If the record cannot be obtained from the previous school within this time frame, it is the parent's responsibility to provide such a copy. Any student from out-of-state must present an up-to-date Form 680 at the time of enrollment

2. Upon initial admission or entry from one attendance zone to another in The School District of Okeechobee County, evidence of residence and date of birth must be presented to the receiving school. All addresses are subject to verification by the School Board. The following documents shall be required:

- a. owned residence:
 - (1) copy of the recorded deed (or agreement for deed), or a certified copy of the declaration of homestead exemption, and
 - (2) a copy of a **current** electric bill or initial order for service; and
 - (3) one of the following **current** documents:
 - (a) auto registration
 - (b) driver's license
 - (c) voter's registration
 - (d) Florida ID
- b. rented or leased residence:
 - (1) copy of **current** lease, rental agreement, or a notarized letter from the landlord, and
 - (2) a copy of a **current** electric bill or initial order for service; and
 - (3) one of the following **current** documents:
 - (a) auto registration
 - (b) driver's license
 - (c) voter's registration
 - (d) Florida ID

STUDENT PROGRESSION PLAN

- c. non-primary owner or renter (families living with families):
A Verification of Residency Form must be completed by primary and non-primary owner or renter. This form is for one school year only.
- d. if applicable, legal documents, i.e. a copy of current judgment of divorce (dissolution of marriage) or other court order establishing the right of custody should be presented at time of enrollment.

3. Verifying Residence:

All addresses and changes of address are subject to verification by the School Board. All student residence addresses and all documents submitted for verification are subject to validation by district staff. When a change of address occurs after initial enrollment, verification of the new residence is required. Students who are suspected of residing outside of Okeechobee County, Florida, or in an attendance zone other than the student attendance zone for the school they are attending, will be reported to the district investigator for a residency determination investigation.

The School Board reserves the authority to verify enrollment information provided by a parent or parents and to reassign a student on the basis of its investigative determination.

A student who is found to be attending an out-of-zone in-county school as the result of giving false or misleading information at registration, shall immediately be transferred to the school serving the student's residential attendance zone or withdrawn and advised to enroll in the appropriate school in their county of legal residence. Any disagreement regarding the investigative finding will be reviewed by the Director of Student Services.

[Florida Statutes 837.06](#) provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree.

4. Divorced/Separated Parents:

- a. divorced parents:
ONE or more of the following documents:
 - (1) certified copy of final judgment of divorce
 - (2) court custody order/parenting plan
 - (3) court guardianship order
 - (4) other such document establishing the right of custody
- b. separated parents:
A notarized statement that the child actually lives in the home of the parent designated in the child's school records as the residential parent or parent with whom the student resides.

5. Entry to The School District of Okeechobee County from Public or Private Schools within the State:

Before admission to Okeechobee County schools from other Florida counties, a

STUDENT PROGRESSION PLAN

student must have a current Florida Certificate of Immunization on file in the Okeechobee County school in which they are enrolling. If a student has ever been in a Florida public school anytime throughout his/her school career, a new physical exam is not required for entry.

6. Admission of Home Education Students for Co-Enrollment in a Secondary School:

Students who are participating in a home education program in accordance with section [1002.41, Florida Statutes](#), may be admitted to the public schools in this district on a part-time basis. The child seeking entry must meet the same registration requirements as full-time students, and enroll for and attend at least one regularly scheduled class period at the zoned school. Such students must register for all classes 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 be assigned to another school if space in that class/course is available. Exceptional students will be provided special education services determined appropriate by the school-based MTSS team, including the parent, using a Services Plan, not an Individual Education Plan (IEP). (K-12 only)

Students who are participating in a home education program in accordance with [Florida Statutes 1002.20\(b\)](#), may participate in extracurricular activities. Participation is on a space available basis and students must meet the same registration requirements as full-time students.

The Board is not responsible for the transportation of students in a home education program/private school to or from the school. The school principal will establish the time and place for arrival and departure of these students. Students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students.

7. Admission of Private School Students for Co-Enrollment in a Secondary School:

Students who are enrolled in a private school may be admitted to the public schools in this district on a part-time basis in order to receive certain education services.

The child seeking entry must meet the same registration requirements as full-time students. Exceptional education students will be provided special education [consultative](#) services

determined appropriate by the MTSS team, including parent, using a Services Plan, not an Individual Education Plan (IEP). (K-12 only)

B. ENROLLMENT GUIDELINES

A minor child's residence is that of the child's parent or parents. A child residing in Okeechobee County, Florida must be enrolled in and attend the public school that serves the child's residential attendance zone, unless otherwise authorized by the participation in Controlled Open Enrollment, ESE school assignment, the appropriate district level administrator, disciplinary assignment under the Student Conduct and Discipline Code, assignment by the School Board "in lieu of expulsion", a "no contact order" entered by a court of competent jurisdiction, or assignment by the

STUDENT PROGRESSION PLAN

Superintendent/designee.

The following guidelines govern the enrollment of students into the middle schools of Okeechobee County, Florida:

- 1. Any child who has been promoted or assigned to grades 6, 7, or 8 will be admitted to middle school.**
- 2. Both parents residing in Okeechobee County but in different school zones:**

If a child's parents physically reside in separate residences located in different residential attendance zones or the child's parents are divorced or otherwise living separate and apart under court order and the child rotates between the parents' residences, the child shall be enrolled in and attend the school zoned for the residence of the parent in which the child physically resides (stays) for 51% or more of the time. If the actual physical rotation is 50/50 and the parents reside in separate residential attendance zones, the school of enrollment shall be selected by the parents. If there is no court order, the parents' declaration of primary residence should be accepted.

For Enrollment: The parent with whom the student is going to be residing during the school year shall show proof of residency along with the other items required for registration.

- 3. A legal parent not living in Okeechobee County (resides in another county, out of state, or out of the country) requesting that the student reside with a parent living in Okeechobee County:**

The parent residing in Okeechobee County shall show proof of residency along with the other items required for registration.

- 4. A parent residing in Okeechobee County relinquishing formal legal custody of his/her student to someone (i.e., aunt, friend, grandparent, etc.) residing in a different school zone:**

For Enrollment: This requires the person with whom the parents request the student to live with obtain temporary custody. A notarized letter from the parents stating the extenuating circumstances, which, by ordinary and reasonable standards, precludes the parent from actually caring for the student must accompany this request. The person accepting responsibility for the student must also submit a letter stating he/she accepts responsibility of care for this student. This acceptance letter must be witnessed by an employee of the receiving school.

- 5. A parent NOT residing in Okeechobee County requesting that his/her student reside with someone other than a parent, (i.e., aunt, friend, grandparent, etc.) and there is no parent living in the district:**

For Enrollment: *This requires the person with whom the parents request the student to live with obtain temporary custody. A notarized letter from the parents stating the extenuating circumstances, which, by ordinary and reasonable standards, precludes the parent from actually caring for the student must accompany this request. The person accepting responsibility for the student must also submit a letter stating he/she accepts responsibility of care for this student. This acceptance letter must be witnessed by an employee of the receiving school.*

6. Students who have been expelled or recommended for expulsion in another school district:

The Okeechobee County School Board will uphold the expulsion of a student from another school district.

7. Students who have been assigned to or recommended for assignment to an alternative school in another school district:

The Superintendent has the authority to assign a student to an alternative educational placement when such placement has been made or recommended in another school district.

8. Enrollment in Hope Scholarship Program:

Beginning with the 2018-2019 school year, contingent upon available funds, and on a first-come, first-served basis, a K-12 student enrolled in a Florida public school is eligible for a scholarship under this program if the student reported an incident of battery; harassment; hazing; bullying; kidnapping; physical attack; robbery; sexual offenses, harassment, assault or battery; threat or intimidation; or fighting at school.

Upon receipt of a report of an incident, the school principal or designee must provide a copy of the report to the parent and investigate the incident to determine if the incident must be reported as required by section (s.) 1006.09(6), Florida Statutes (F.S.). The principal or designee shall also provide a copy of the report to the parent of the alleged offender and superintendent within 24 hours after receipt of the report. Upon conclusion of the investigation or within 15 days after the incident was reported, whichever occurs first, the school district shall notify the parent of the student, providing said parents with the option of enrolling his or her child in another public school that has capacity or requesting and receiving a scholarship for the child to attend an eligible private school, subject to available funding.

The school district in which the student resides must notify each student (and parent) participating in the program in an eligible private school of the location and times to take all statewide assessments.

[9. Enrollment in Family Empowerment Scholarship](#)

[The Family Empowerment Scholarship \(FES\) Program was established during the 2019 Legislative Session to enhance Florida's menu of education options. It will provide](#)

STUDENT PROGRESSION PLAN

children whose families have limited financial resources with the opportunity to attend the school that best meets their needs and enables them to reach their academic goals. The FES provides eligible students a scholarship to attend a private school selected by the parent. A student is eligible for the FES if the student meets the following criteria:

- The student's household income does not exceed 300% of the federal poverty level (\$77,250 for a family of four) or the students on the direct certification list (list of children who qualify for the food assistance program, the Temporary Assistance to Needy Families Program, or the Food Distribution on Indian Reservations program); or
- The student is currently placed, or during the previous state fiscal year was placed, in foster care or in out-of-home care as defined in section 39.01, Florida Statutes; and
- The student is eligible to enroll in kindergarten or has spent the prior school year (2018-19) in attendance at a Florida public school. Prior attendance means the student was enrolled in and in attendance at a Florida public school during both the October and February student counts;

and

- Prior to scholarship funds being awarded, the student must be accepted and enrolled in a participating private school. For a list of eligible schools, please view the Department's Private School Directory. A private school that is currently eligible to participate in any of the scholarship programs is eligible to participate in the FES; however, parents should contact the school to inquire as to whether the private school will participate in the program.

Parents who meet the eligibility requirements above and are interested in applying for the FES should first contact one of Florida's two approved scholarship funding organizations (contact information below) to complete the income verification process. Students who have already applied for the Florida Tax Credit (FTC) Scholarship program may be determined to meet the income eligibility without resubmitting household income documentation to the Scholarship Funding Organization.

For more information, please visit the Department of Education website at www.Fidoe.org/FES.

Scholarship Funding Organizations (SFOs) AAA Scholarship Foundation
<http://www.aaascholarships.org/> 888-707-2465 info@aaascholarships.org

Step Up for Students <https://www.stepupforstudents.org/> 877-735-7837
info@stepupforstudents.org

C. HOMELESS STUDENTS/FAMILIES IN NEED (FIN)

Students who are hHomeless students, including homeless unaccompanied youth are permitted to enroll in The School District of Okeechobee County and must not be placed in a separate school or program within a school based on their homeless status. Homeless children and youth are provided services comparable to those offered to other students enrolled in OCSB to ensure they have an equal opportunity to meet student academic

achievement standards. All ~~homeless~~ students who are homeless are eligible for free breakfast and lunch. ~~Homeless~~ Students who are homeless may choose to attend the school they attended at the time they became homeless. Those students who elect to do this shall be provided transportation if needed. As an alternative, ~~homeless~~ students who are homeless may choose to enroll in the school zoned for the attendance area where they reside.

Regardless of which school a homeless student chooses to attend, he/she shall be permitted to immediately enroll, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as: previous academic records, immunizations, medical records, and proof of residency. The enrolling school must immediately contact the school last attended by the homeless student to obtain relevant records. The student has 30 days to produce these documents after enrollment. If the student needs immunization records, the enrolling school shall immediately refer the student to the school nurse or school social worker for assistance.

For Enrollment: Refer to *OCSB Homeless Students (Families in Need) Policy found under Chapter 5.00: Students 5.27.*

D. TRANSFERS/WITHDRAWALS

1. Within Okeechobee County Schools:

Parents will be expected to formally withdraw their child from a previous school before enrolling at another Okeechobee County public school. The sending school will provide the parent with a copy of the DH680/immunization record from the Student Information System, withdrawal form, report card copy, and transcript. If there are extenuating circumstances, the principal may deal with this process on an

individual basis.

For Enrollment: *The Student Services Office must approve all zone waiver requests.*

2. In-State/Out-of-State Transfers:

Any student who transfers from an in-state public or nonpublic school or out-of-state public or nonpublic school shall be admitted upon presentation of the following data:

- a. an official letter or transcript from a proper school authority which shows a record of attendance, academic information, and grade placement of the student;
- b. proof of immunization;
- c. proof of date of birth; and
- d. proof of a medical examination completed within the last twelve months (first time entry to Florida Public Schools only).

3. State Uniform Transfer of Students in the Middle Grades 6A-1.09942

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country. The procedures shall be as follows:

- a. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (b) of this rule.
- b. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection (c) of this rule.
- c. Alternative Validation Procedure – If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal, and parent:
 - 1) Portfolio evaluation by the superintendent or designee;
 - 2) Demonstrated performance in courses taken at other public or private accredited schools;
 - 3) Demonstrated proficiencies on nationally-normed standardized subject
 - 4) area assessments;
 - 5) Demonstrated satisfactory achievement proficiencies on the FSA; or
 - 6) Written review of the criteria used for a given subject provided by the former school .

Students must be provided at least ninety (90) days from date of transfer to

prepare for assessments outlined in paragraphs c (3) and (4) of this rule if required.

4. Neither the student nor parent(s) reside within Okeechobee County and the student wishes to transfer into a The School District of Okeechobee County while maintaining residence outside of the county:

Any student transferring from another school in the United States may be given a 30-day temporary exemption until the certification of a school entry physical examination can be obtained from the previous school. If the record cannot be obtained from the previous school within this time frame, it is the parent's responsibility to provide such a copy. Any student from out-of-state must present an up-to-date Form 680 at the time of enrollment

5. Grade Placement:

When a student transfers into a The School District of Okeechobee County from a public or nonpublic school, it will be the responsibility of the principal of the previous school to determine grade level placement. From a home education program it will be the responsibility of the principal or the principal's designee of the receiving school to assess the student's achievement level.

II. MIDDLE SCHOOL INSTRUCTION

Secondary schools are primarily designed to serve students in grades 6-12. Students promoted from the 8th grade will have the necessary academic skills for success in high school, and students graduating from high school will have the necessary skills for success in the workplace and postsecondary education. The mission of the middle grades is to prepare students for successful completion of rigorous courses in high school.

A. REGULAR PROGRAM - GENERAL PROGRAM REQUIREMENTS**Student Performance Standards**

The School District of Okeechobee County provides instruction in all required course standards and has instructional plans aligned to the course standards in the areas of English language arts, mathematics, science, and social studies. Teachers instruct using the instructional plans and a school wide system of progress monitoring is used to support students with identified deficiencies. Student progression is based upon mastering the standards in each course as evidenced by student grades on the student's report card as well as formative data obtained from progress monitoring and summative data obtained from a student's performance on the statewide, standardized assessment program.

1. Middle school students in The School District of Okeechobee County shall receive instruction in the following subjects:

- a. three middle grades or higher courses in mathematics; each middle school shall offer an accelerated math curriculum that includes Algebra I, and Geometry for high school credit. Middle grades students enrolled in Algebra I or Geometry must take the EOC assessment which constitutes 30% of the student's semester grades in the course. Students must earn a satisfactory score on the Algebra I EOC in order to earn a standard high school diploma. Beginning in the 2014-2015 school year, students who select the Scholar's diploma pathway must earn a satisfactory level or above on the Geometry EOC assessment. High school credit will be determined by the semester grades earned in the course.
- b. three middle grades or higher courses in English language arts (ELA) which shall include experiences in reading, writing, speaking, listening and language.
- c. three middle grades or higher courses in science which shall include instruction in life science, earth science, and physical science.
- d. three middle grades or higher courses in social studies which shall include the study of government, economics, geography, and history (including world, United States and Florida history). Middle school students are required to take at least a civics education course that includes roles and responsibilities

STUDENT PROGRESSION PLAN

of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historical documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. Middle grades students enrolled in Civics must take the Civics EOC assessment, which constitutes 30% of the student's semester grades in the course.

Students that transfer into a public middle school from out of county, out of state, private school or a home education program after the start of the second semester of 8th grade are exempt from the Civics requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two yearlong courses in social studies that include coverage of Civics education.

e. the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to [Florida Statutes 1010.305](#). Such instruction may be provided by any instructional personnel as defined in [Florida Statutes 1012.01\(2\)](#), regardless of certification, who are designated by the school principal. The requirement in subsection II. A.6 (f) shall be waived for a student who meets one of the following criteria:

- (1) The student is enrolled or required to enroll in a remedial course;
- (2) The parent requests in writing by completing the waiver request form and submitting to the principal that the student enroll in another enrichment or elective course; or
- (3) The parent indicates in writing by completing the waiver request form and submitting to the principal that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Students who waive the physical education requirement will be enrolled in an enrichment or elective course offered by the school. Placement will be made at the discretion of the principal and on a space available basis. Parents will be advised of these options before scheduling the student to participate in physical education. This type of exception must be renewed annually.

[f. one course in career and education planning. Students will complete a personalized academic and career plan based on research-based assessment results which will assist students in determining educational and career options/goals. SB 7070](#)

2. Scheduling Practices

Design of the school's master schedule reflects flexible options based upon

STUDENT PROGRESSION PLAN

student course requests. Students who demonstrate academic needs in the areas of English language arts (ELA) and mathematics may be provided support classes to accelerate student growth. Determination of student needs will be done on a case-by-case basis by the principal to best meet the academic learning needs of the student. For exceptional education students, other than gifted, the IEP team will determine remediation strategies to meet the individual needs of the student.

3. Student Support Opportunities

The district's comprehensive program for student progression uses multiple data sources, including, student grades, teacher input, ongoing progress monitoring and state assessment results to monitor each student's response to implemented interventions. The areas of academic need and intervention strategies are defined through a Multi-Tiered Systems of Support (MTSS) process.

B. ADVANCED COURSES

Advanced course work at the middle grades level is offered in mathematics (grades 6, 7, and 8). Advanced courses are open for enrollment to any student who desires to self-select a more rigorous and challenging curriculum. Students who choose to enroll in advanced classes must commit, in writing, to doing the additional tasks and assignments associated with the more intensive curriculum. Students who fail to maintain a 2.0 average over two consecutive nine-week grading periods in an advanced course may be exited from that course.

Each middle school will provide additional academic support to assist students who are in jeopardy of being exited from an advanced class for failure to sustain the minimum performance expectations.

C. MONITORING STUDENT PROGRESS

Each student must participate in the statewide, standardized assessment program required by [Florida Statutes 1008.22](#). Each student who does not achieve a Level 3 or above on the statewide, standardized English language arts assessment, or on the statewide, standardized mathematics assessment, or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

A student who is not meeting the school district or state requirements for satisfactory performance in English language arts and mathematics must be covered by one of the following plans:

1. A federally required student plan such as an individual education plan;
2. A school wide system of progress monitoring for all students. A student who scores Level 4 or above on the English language arts and mathematics assessments may be exempted from participation by the principal.
3. An individualized progress monitoring plan. As required by the district reading plan, MTSS teams will systematically monitor and review student data in order to make decisions about interventions and instruction.

STUDENT PROGRESSION PLAN

As required by [Florida Statutes 1001.42](#) (18) an early warning system ([EWS](#)) for student in grades K-8 is used to identify students who need additional support to improve academic performance and stay engaged in school.

D. SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT

Students in grades 6 through 8 who are not demonstrating satisfactory progress

may be enrolled in an acceleration support program during the school day for the purpose of providing immediate instructional support. Principals may assign students to any one or all of the following acceleration support programs. Students assigned to these programs will remain in placement until they have demonstrated satisfactory performance as determined by a school wide system of progress monitoring.

1. Intensive Reading

Students who do not meet the requirements for satisfactory performance in English language arts, may be enrolled the following year in an accelerated reading support program. Middle grades students two or more years below grade level may be enrolled into a double block of reading to accelerate foundational skills.

2. Intensive Mathematics

Students who do not meet the requirements for satisfactory performance in mathematics, may be enrolled the following year in an accelerated mathematics support program designed to develop a deeper understanding of math concepts and to advance student learning.

E. ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)/ VERTICAL ACCELERATION

Each school must offer the following ACCEL options: whole-grade and midyear promotion; subject matter acceleration and virtual instruction in higher grade-level subjects. Additional ACCEL options may include, but are not limited to enriched

science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses, combined classes; self-paced instruction and advanced-content instruction. The principal, after consultation with the parent/guardian, guidance counselors, teachers and the Assistant Superintendent for Instructional Services shall determine if placement in an above-grade level course offered by The School District of Okeechobee County or grade level acceleration is appropriate. Factors considered in making this placement decision shall include, but not be limited to, the student's academic history, standardized test performance, current nine weeks exam performance, the student's attendance and conduct record.

Placement decisions shall be made on a case-by-case basis and the decision of the principal is final. All placement decisions shall be made on an annual basis and

STUDENT PROGRESSION PLAN

students shall be required to petition the principal each year they wish to enroll in above grade level courses

If a student participates in an ACCEL option pursuant to a parent's request, a performance contract must be executed by the student, the parent, and the principal.

If a principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal.

III. MIDDLE SCHOOL ASSESSMENT

All students must participate in the statewide assessment tests required by [Florida Statutes 1008.22](#). For exceptional education students, other than gifted, the IEP team will make recommendations for accommodations students are to receive as part of regular classroom instruction on the statewide assessment.

| Middle School State Standardized Assessments | | |
|--|---|--|
| Grade 6 | Grade 7 | Grade 8 |
| Grade 6 - English Language Arts Florida Standards Assessment | Grade 7 - English Language Arts Florida Standards Assessment | Grade 8 - English Language Arts Florida Standards Assessment |
| Grade 6 - Math Florida Standards Assessment | Grade 7 - Math Florida Standards Assessment OR Algebra 1 End of Course Assessment | Grade 8 - Math Florida Standards Assessment OR Algebra 1 End of Course Assessment OR Geometry End of Course Assessment |
| | Civics End of Course Assessment | Grade 8 - Statewide Science Assessment |

Parents will receive an annual report of their student's progress toward achieving state and district expectations for satisfactory achievement levels on standardized state assessments.

IV. SPECIAL PROGRAMS

A. ENGLISH LANGUAGE LEARNERS PLAN (ESOL)

The ESOL program is designed to meet the immediate linguistic needs, of the English Language Learner (ELL), as well as the academic needs of students whose native

STUDENT PROGRESSION PLAN

language is other than English and who are not proficient in the English language. The instruction shall be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing as rapidly as possible. The students are served by the program as determined by the established criteria, receiving instruction as described by the English Language Learners Plan which is approved by the Florida Department of Education and the School Board of Okeechobee County.

All ELL students must meet state requirements (*Rule 6A-6.903*) to be exited from the program. If a student has been exited from the ESOL program and is not performing satisfactory in the regular classes, he/she may be re-classified and placed back into the ESOL program within the two year monitoring period.

B. EXCEPTIONAL STUDENT EDUCATION

Services are available for children with vision and hearing disabilities from birth to age 2 and all students with disabilities ages 3 through the semester in which they turn 22. Students who are gifted may receive services from kindergarten through grade 12. These services are described in the Exceptional Student Education Policies and Procedures (SP&P) which is approved by the Florida Department of Education and the School Board of Okeechobee County. Refer to the Exceptional Student Education Section of the Student Progression Plan for further information.

V. GRADING PROCEDURES

A. REPORTING STUDENT PROGRESS

1. All parents will be notified regularly of their child's achievement during the 36 week school year. Teachers will update grades in Skyward every week (7 days). The school year is divided into four nine-week grading periods. A progress report will be available for each student in all subjects at the mid-point of each nine-week grading period. Thereafter, until the end of each grading period, teachers will notify parents/guardians if the student's performance drops by more than one letter grade..
2. **Student's Decrease in Grade**
A conference with the parent will be held when there is a marked difference in student achievement from the previous reporting period, such as a decrease of more than one letter grade. Conferencing with parents is encouraged beyond the minimum conferencing provisions of this policy. Students or parents have the right and responsibility to be informed of student grades at all times. Teachers shall be given reasonable time to respond to the student or parent. The classroom or subject teacher has the initial and primary authority to assign grades.
3. Guidelines to review, modify, or to appeal a grade are listed below:
Step 1: Parents, student or both will request a conference with the teacher who assigned the grade. The teacher will explain how the grade was assigned.
Step 2: In the event satisfaction is not reached at step one, by all parties; they may appeal to the principal. Parents, student and teacher will present all information to the principal. After hearing all sides, the principal will make a decision.
4. **Step 3:** In the event satisfaction is not reached at step two by all parties, they may

STUDENT PROGRESSION PLAN

appeal to the Superintendent of Schools. The process in step two will be repeated. The superintendent will make a decision. The superintendent's decision will be final.

B. SECONDARY GRADING -- MIDDLE SCHOOL

1. Upon completion of each nine-week grading period, a report card will be issued.
 - The report card will depict the student's grade that is based on his/her academic performance in each class that reflects examinations as well as written papers, class participation, and other academic performance criteria, the student's performance or nonperformance at his/her grade level. The report card will

include information about the student's conduct and attendance. The final report card will contain a statement indicating promotion, assignment, or retention. [Florida Statutes 1003.437](#) requires the grading system and interpretation of letter grades used in grades 6 through 12 be as follows:

The following is the grading system for The School District of Okeechobee County, grades 6-12.

| Letter Grade | Percentage Range | GPA Value | Definition |
|--------------|------------------|-----------|----------------------|
| A | 90-100 | 4 | Outstanding Progress |
| B | 80-89 | 3 | Above Average |
| C | 70-79 | 2 | Average Progress |
| D | 60-69 | 1 | Lowest Acceptable |
| F | 0-59 | 0 | Failure |
| I | | | Incomplete |
| NG | | | No Grade |

*GPA Value=Grade Point Average (GPA) Value

No plus or minus marks will appear on the report card.

2. As part of a district wide system of monitoring student progress, ~~mid-quarter and end-of-quarter exams~~ unit assessment which are common across the District will be administered to students enrolled in ~~language arts~~ English language arts and mathematics. The nine-week grade in all other courses will be determined by the work completed by the student during that grading period.
3. Middle school students enrolled in courses for high school credit shall be graded in accordance with the provisions of Section III.B. of the High School Student Progression Plan (Secondary Grading-High School) Each nine-week course grade will be counted as 50% of the semester grade. The student's semester grades in courses with state mandated End of Course assessments will be calculated as follows: 70% based on student course work and 30% based on the EOC score. The grading plan will be communicated to the student and parent at the beginning of the course.
4. The cumulative year-to-date GPA is determined by averaging the semester grade

STUDENT PROGRESSION PLAN

for each course.

5. All courses taken in a middle grades student's schedule, including courses taken for high school credit, shall be calculated into the student's cumulative year-to-date GPA.
6. Virtual School course grades shall be included in the calculation of a middle grades student's cumulative year-to-date GPA. Courses taken with My District Virtual School must be completed by the end of the academic year to be included in the student's year-to-date cumulative GPA.

—For English language arts, mMathematics, social studies and science at middle school, Skyward gradebook will be divided into four categories, weighted as follows: Tests (40%), Quizzes (30%), Classwork (20%) and Homework (10%).
~~For English Language Arts, Skyward gradebook will be divided into four categories as follows: reading (50%), writing (25%), grammar/language (15%), spelling (10%).~~

7.

8. Grade Weighting: High school honors courses taken during middle grades shall be weighted for the purpose of calculating middle grades GPA's. Grade weighted high school credit honors courses taken at the middle grades level shall also have the weighted grade applied to the calculation of the high school GPA when the student enters high school.

VI. MAKE-UP ASSIGNMENTS AND ASSESSMENTS FOR ABSENCES

Regardless of whether an absence is excused or unexcused, students are required to make up all coursework and assessments missed during the period of nonattendance. Immediately upon returning to class, it is the responsibility of the student to obtain missed coursework, confirm corresponding dates for completion, and schedule missed assessments. Students shall earn full credit for all short-term assignments, long-term assignments, tests, and quizzes made up within the reasonable time limits established by the teacher.

Partial credit shall be given for assignments not completed within the time limits established by the teacher.

1. Short-Term Assignments
 - a. Short-term assignments are those assignments given less than five (5) school days in advance of a student's absence.
 - b. Full credit will be given for those short-term assignments turned in within the reasonable time limits set by the teacher, which shall be no less than the number of days the student was absent, plus one (1) additional day
 - c. Partial credit will be given for those short-term assignments turned in after the due date. The teacher will grade short-term assignments turned in late. After the letter grade for the assignment has been determined, the teacher may reduce it by no more than one (1) letter grade for every day the assignment was turned in late.

2. Long-Term Assignments
 - a. Long-term assignments are those assignments given five (5) or more school days in advance of a student's absence.
 - b. Unless exempted from this requirement by the principal or the principal's designee, in consultation with the teacher, long-term assignments are due on the assigned date for full credit.
 - c. Partial credit will be given for those long-term assignments turned in after the due date. The teacher will grade long-term assignments turned in late. After the letter grade for the assignment has been determined, the grade shall be reduced by one letter grade for every day the assignment was turned in late.

3. Tests and Quizzes
 - a. Students are required to make-up tests and quizzes missed during an absence. At a minimum, students have no less than the number of days they were absent, plus one (1) additional day, to make-up tests and quizzes missed during an absence. The time and place for the make-up is the decision of the teacher. The teacher's decision on make-up schedules shall be final.

 - b. The teacher may administer an alternate form test or quiz to assess competency or mastery of subject matter. There shall be no academic penalty imposed for tests and quizzes completed within the reasonable time period set by the teacher. However, if a student fails to make up the test or quiz within the reasonable time period established by the teacher, then the teacher may impose a reasonable academic penalty as approved by the principal.

VII. Late Work

Late work is defined as work that was not turned in on time even though the student was present when the assignment was due. Late work shall not be granted full credit. Late work shall be accepted for one day from the due date unless otherwise extended by the teacher or by accommodations of the student's IEP. The student will receive no less than 75% of the earned credit for the assignment. Honors and Advanced Placement courses that have a contract that includes a policy regarding late work will be exempt from the Late Work section of Student Progression. Parents and students will be required to review and sign the contract prior to placement in these courses. Dual Enrollment courses are also exempt from this section and the policies and procedures dictated by the postsecondary institution where they are enrolled will be followed. This deadline may be extended with the approval of the teacher or principal.

VIII. MIDDLE SCHOOL GRADE PLACEMENT

Promotion, assignment, or retention will occur at the completion of the regular school year, or after the completion of a grading period in the subsequent school year, when appropriate. Student progression from one grade to another is based on mastery of standards in English language arts, mathematics, science, and social studies. The final decision for grade placement is the responsibility of the principal. For exceptional students with disabilities on Alternate Assessment, refer to Section V. in the Exceptional Education section of the Student Progression Plan.

A. PROMOTION

Middle grades students must earn passing grades in ELA, math, science, and social

STUDENT PROGRESSION PLAN

studies for three grading periods of the school year (three out of four quarters per course).

Students who do not pass three grading periods of two or more courses shall be retained.

Supplemental and accelerated instructional support can be provided in the next grade level to students who did not demonstrate satisfactory performance.

B. ASSIGNMENT

Students may not be assigned to a grade level based solely on age or other factors that constitute social promotion. Students who do not meet the criteria for promotion may be assigned to the next higher grade by the principal after due consideration of relevant factors which may include but are not limited to:

1. input from the student's parent, teachers, and counselor;
2. successful student participation in supplemental or accelerated instruction;
3. other planned interventions.

Information will be placed in the student's cumulative folder by the principal supporting the rationale for a student's assignment to the next grade level.

C. RETENTION

A student who has not been promoted or assigned is retained. A student who is retained must be in or placed in the MTSS process.

D. PUBLIC REPORTING ([Florida Statutes 1002.20](#) and [1008.25](#))

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:

1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in grades 3 through 10 performing at levels 1 and 2 on the English language arts portion of the standardized state assessment.
3. By grade, the number and percentage of all students retained in grades 3 through 10.
4. Information on the total number of students who were promoted for good cause, by each category of good cause.
5. Any revisions to the district school board's policy on student retention and promotion from the prior year.

These requirements are subject to change pending updates from the Florida Department of Education.

IX. HIGH SCHOOL CREDIT

1. Middle school students may enroll in courses for high school credit on a space available basis when the courses are offered at their middle school.
2. Middle school students enrolled in a high school credit course may not drop the course or transfer into a lower level course after the completion of the first nine-weeks grading period.

STUDENT PROGRESSION PLAN

3. **Grade Forgiveness** – Middle school students who take any high school course for high school credit and earn a grade of “C”, “D”, or “F” or the equivalent of “C”, “D”, or “F”, shall be allowed to retake the same or a comparable course and replace the grade with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned in the course.

Middle school students who earn a grade of “A” or “B” in a high school credit course are not eligible for grade forgiveness.

Middle school students who earn a grade of “C” in Algebra I Honors may retake the same course for the purpose of grade forgiveness and, at the same time, enroll in the Geometry Honors course for high school credit.

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. However, all courses completed by a student remain a part of the student’s cumulative record and will appear on the high school transcript. Any course not replaced according to this forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

4. **Grade Weighting** – High school honors courses taken during middle school shall be weighted. Grade weighted high school credit courses taken at the middle school level shall also have the weighted grade applied to the calculation of the high school GPA when the student enters high school and will receive the same weighting as courses taken on a high school campus.
5. High School courses taken prior to the 9th grade may be used to meet the core course requirement for the National Collegiate Athletic Association (NCAA) if the course appears on the high school transcript with a grade and a credit and the course is on the high school’s approved list of NCAA courses.
6. High school credit for courses successfully completed by middle school students shall be awarded upon completion of middle school and official entry into high school.
7. All courses taken at the middle grades level for high school credit shall be graded in accordance with the provisions of Section III.B. of the High School Student Progression Plan (Secondary Grading-High School). Each nine-week grade will be counted as 50% of the semester grade. The student’s semester grades in courses with state mandated End of Course assessments will be calculated as follows: 70% based on student course work and 30% based on the EOC score. The grading plan will be communicated to the student and parent at the beginning of the course.
8. Credits are recorded on an official high school transcript from where the student was officially enrolled.
9. Virtual Courses for High School Credit - Parents of middle school students who want their child to take a high school credited course via virtual school shall

STUDENT PROGRESSION PLAN

inform the guidance counselor at the middle school the student attends and be approved by the middle school principal. ~~and~~ Students who have previously been enrolled in virtual courses and did not complete the course will not be permitted by the principal to enroll in new courses. The guidance counselor will notify the Director of Student Services ~~Services that the principal has approved the student to enroll in the course.~~

10. Information concerning the three-year and four-year high school graduation options will be provided to middle school students and parents so they may select the program that best fits their needs.

X. EXCEPTIONS

Individual student exceptions (under highly unusual circumstances) can be made to the Middle School Student Progression Plan. These exceptions will be made only with the approval of the principal and the Assistant Superintendent for Instructional Services.

SECONDARY EDUCATION
HIGH SCHOOL
(GRADES 9-12)

I. ADMISSION, ENROLLMENT, AND TRANSFERS

A. ADMISSION

The following policies for admission to The School District of Okeechobee County are in effect for all students in Okeechobee County.

1. First Entry to the State of Florida Schools:

Before admitting a student to Florida schools for the first time, the school must have received the following documents as required by *Florida Statutes*:

- a. proof of date of birth for students; (For acceptable alternates to birth certificates see [Florida Statutes 1003.21\(4\)](#).)
- b. a certificate showing a physical examination with at least three components performed within one year prior to enrollment (height, weight, blood pressure, etc.)
- c. a valid Florida Certificate of Immunization (DH680) transcribed by a health professional.
- d. kindergarten through 6th grade immunizations required for entry:
 - (1) 4-5 doses of DTP or DTap (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
 - (2) 3-5 doses of Polio (according to age at time of final dose);
 - (3) 2 doses of MMR;
 - (4) 2 doses of Varivax or documentation of chicken pox disease;
 - (5) 3 doses of Hepatitis B.
- e. 7th through 12th grade:
 - (1) 4-5 doses of DTP or DTap (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
 - (2) 3-4 doses of Polio (final dose must be administered after 4th birthday)
 - (3) 2 doses of MMR;
 - (4) 2-3 dose series of Hepatitis B (according to age of administration);
 - (5) 1 dose of Varivax or documentation of chicken pox disease
 - (6) 7th and 8th graders – 2 doses of Varivax
 - (7) Tdap booster.

Any student transferring from another school in the United States may be given a 30-day temporary exemption until the certification of a school entry physical examination can be obtained from the previous school. If the record cannot be obtained from the previous school within this time frame, it is the parent's responsibility to provide such a copy. Any student from out-of-state must present an up-to-date Form 680 at the time of enrollment

- f. the Superintendent may require evidence of the age of any child whom he or she believes not to be within the limits of compulsory attendance as provided for by law ([Florida Statutes 1003.21](#)) such as:
 - (1) a valid/official birth record
 - (2) Social Security card
 - (3) copy of final transcript

2. Upon initial admission or entry from one attendance zone to another in The School District of Okeechobee County, evidence of residence and date of birth must be presented to the receiving school. All addresses are subject to verification by the School Board. The following documents shall be required:

- a. owned residence
 - (1) copy of the recorded deed (or agreement for deed), or a certified copy of the declaration of homestead exemption, and
 - (2) a copy of a **current** electric bill or initial order for service; and
 - (3) one of the following current documents:
 - (a) auto registration
 - (b) driver's license
 - (c) voter's registration
 - (d) Florida ID

- b. rented or leased residence:
 - (1) copy of **current** lease, rental agreement, or a notarized letter from the landlord, and
 - (2) copy of a **current** electric bill or initial order for service; and
 - (3) one of the following **current** documents:
 - (a) auto registration
 - (b) driver's license
 - (c) voter's registration
 - (d) Florida ID

- c. non-primary owner or renter (families living with families):
A Verification of Residency Form must be completed by primary and non- primary owner or renter. This form is for one school year only.

- d. if applicable, legal documents, i.e. a copy of current judgment of divorce (dissolution of marriage) or other court order establishing the right of custody should be presented at time of enrollment.

3. Verifying Residence

All addresses and changes of addresses are subject to verification by the School Board. All student residence addresses and all documents submitted for verification are subject to validation by district staff. When a change of address occurs after initial enrollment, verification of the new residence is required. Changing high school attendance zones may affect athletic eligibility according to the rules and regulations of the FHSAA.

The School Board reserves the authority to verify enrollment information provided by a parent or parents and to reassign a student on the basis of its investigative determination. A student who is found to be attending an out-of-zone in-county school as the result of giving false or misleading information at registration, shall immediately be transferred to the school serving the student's residential attendance zone or withdrawn and advised to enroll in the appropriate school in their county of legal residence. Any disagreement regarding the investigative finding will be reviewed by the Director of Student Services. Any disagreement regarding a determination that a student is a bona fide resident of a county other than Okeechobee may be contested as provided by law.

[Florida Statutes 837.06](#) provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree.

4. Divorced/Separated Parents:

a. divorced parents:

ONE or more of the following documents:

- (1) certified copy of final judgment of divorce
- (2) court custody order/parenting plan
- (3) court guardianship order
- (4) other such document establishing the right of custody

b. separated parents:

A notarized statement that the child actually lives in the home of the parent designated in the child's school records as the residential parent or parent with whom the student resides.

5. Entry to OCSB from Public or Private Schools within the State

Before admission to Okeechobee County schools from other Florida counties, a student must have a current Florida Certificate of Immunization on file in the Okeechobee County school in which they are enrolling. If a student has ever been in a Florida public or private school anytime throughout his/her school career, a new physical exam is not required for entry.

7. Denial of Admission or Continued Enrollment with Reference to Appropriate Alternative(s)

The School District of Okeechobee County is committed to provide students with appropriate educational services through thirteen years from the date of their kindergarten entrance. Services may be provided at the discretion of the principal for a student who is on schedule to graduate by the end of an additional (fourteenth) year. Students who are 18 years old, or older, at the time of enrollment must have earned a minimum 12 high school credits and have a GPA of no less than 1.50. Any full time Exceptional Education student may be exempt from this policy. All Exceptional Education students are to be regulated by the existing state statutes.

Services are available for exceptional education students through the semester in which they turn 22 or they earn a standard diploma. In any instance consistent with the previous provision that admission or continued enrollment is denied, school personnel

STUDENT PROGRESSION PLAN

shall make recommendations for appropriate alternatives that would provide the student with a means to continue his/her education.

8. Admission of Home Education or Private School Students for Co-Enrollment in a Secondary School

Students who are participating in a home education program in accordance with section 1002.41 Florida Statutes, or who are enrolled in a private school may be admitted to the public schools in this district on a space available basis. The child seeking entry must meet the same registration requirements as full-time students.

Such students must register for all classes prior to the start of the semester they will attend. Full-time students will be given priority in course registration. Home education/private school students who are excluded from a class/course at their zoned school due to space limitations may be assigned to another school within the district transfer guidelines if space in that class/course is available. Students who are participating in a home education program in accordance with [1002.20\(b\) Florida Statutes](#), may participate in extracurricular activities. Participation is on a space available basis and students must meet the same registration requirements as full-time students.

Exceptional students will be provided services as required by law. Students with disabilities who are parentally placed in a ~~home~~ private school in Okeechobee County may receive ESE services based on a Service Plan, not an IEP (Individual Education Plan), developed by the serving school. (K-12 only)

The Board is not responsible for the transportation of students in a home education program/private school to or from the school. The school principal will establish the time and place for arrival and departure of these students. Students who are co-enrolled are subject to all applicable rules and regulations pertaining to full-time students.

B. ENROLLMENT GUIDELINES

A minor child's residence is that of the child's parent or parents. A child residing in Okeechobee County, Florida must be enrolled in and attend the public school that serves the child's residential attendance zone, unless otherwise authorized by participation in Controlled Open Enrollment, ESE school assignment, the appropriate district level administrator, disciplinary assignment under the Student Conduct and Discipline Code, assignment by the School Board "in lieu of expulsion", a "no contact order" entered by a court of competent jurisdiction, or assignment by the Superintendent/designee.

The following guidelines govern the enrollment of students into the high schools of Okeechobee County, Florida:

- 1. Any student who has been officially promoted or assigned to grade 9 will be admitted to high school.**
- 2. Both parents residing in Okeechobee County but in different school zones:**
If a child's parents physically reside in separate residences located in different residential attendance zones or the child's parents are divorced or otherwise living separate and apart under court order and the child rotates between the parents'

STUDENT PROGRESSION PLAN

residences, the child shall be enrolled in and attend the school zoned for the residence of the parent in which the child physically resides (stays) for 51% or more of the time. If the actual physical rotation is 50/50 and the parents reside in separate residential attendance zones, the school of enrollment shall be selected by the parents. If there is no court order, the parents' declaration of primary residence should be accepted.

For Enrollment: The parent with whom the student is going to be residing during the school year shall show proof of residency along with the other items required for registration.

3. A legal parent not living in Okeechobee County (resides in another county, out of state, or out of the country) requesting that the student reside with a parent living in Okeechobee County

The parent residing in Okeechobee County shall show proof of residency along with the other items required for registration.

4. A parent residing in Okeechobee County relinquishing formal legal custody of his/her student to someone other than the parent (i.e., aunt, friend, grandparent, etc.) residing in a different school zone.

For Enrollment: This requires the person with whom the parents request the student to live with to obtain temporary custody. A notarized letter from the parents stating the extenuating circumstances, which, by ordinary and reasonable standards, precludes the parent from actually caring for the student must accompany this request.

5. A parent NOT residing in Okeechobee County requesting that his/her student reside with someone other than a parent, (i.e., aunt, friend, grandparent, etc.), and there is no parent living in the district

For Enrollment: This requires the person with whom the parents request the student to live with to obtain temporary custody. A notarized letter from the parents stating the extenuating circumstances, which, by ordinary and reasonable standards, precludes the parent from actually caring for the student must accompany this request.

6. Students who have been expelled or recommended for expulsion in another school district

The Okeechobee County School Board will uphold the expulsion of a student from another school district.

Students who have been assigned to or recommended for assignment to and alternative school in another school district

The Superintendent has the authority to assign a student to alternative educational placement when such placement has been made or recommended in another school district.

For Enrollment: The student must apply to Director of Student Services for entry into the School District of Okeechobee County.

7. Enrollment in Hope Scholarship Program:

Beginning with the 2018-2019 school year, contingent upon available funds, and on a first-come, first-served basis, a K-12 student enrolled in a Florida public school is eligible for a scholarship under this program if the student reported an incident of battery; harassment; hazing; bullying; kidnapping; physical attack; robbery; sexual offenses, harassment, assault or battery; threat or intimidation; or fighting at school.

Upon receipt of a report of an incident, the school principal or designee must provide a copy of the report to the parent and investigate the incident to determine if the incident must be reported as required by section 1006.09(6), Florida Statutes (F.S.). The principal or designee shall also provide a copy of the report to the parent of the alleged offender and superintendent within 24 hours after receipt of the report. Upon conclusion of the investigation or within 15 days after the incident was reported, whichever occurs first, the school district shall notify the parent of the student, providing said parents with the option of enrolling his or her child in another public school that has capacity or requesting and receiving a scholarship for the child to attend an eligible private school, subject to available funding.

The school district in which the student resides must notify each student (and parent) participating in the program in an eligible private school of the location and times to take all statewide assessments.

8. Enrollment in Family Empowerment Scholarship

The Family Empowerment Scholarship (FES) Program was established during the 2019 Legislative Session to enhance Florida's menu of education options. It will provide children whose families have limited financial resources with the opportunity to attend the school that best meets their needs and enables them to reach their academic goals. The FES provides eligible students a scholarship to attend a private school selected by the parent. A student is eligible for the FES if the student meets the following criteria:

- The student's household income does not exceed 300% of the federal poverty level (\$77,250 for a family of four) or the students on the direct certification list (list of children who qualify for the food assistance program, the Temporary Assistance to Needy Families Program, or the Food Distribution on Indian Reservations program); or
- The student is currently placed, or during the previous state fiscal year was placed, in foster care or in out-of-home care as defined in section 39.01, Florida Statutes; and
- The student is eligible to enroll in kindergarten or has spent the prior school year (2018-19) in attendance at a Florida public school. Prior attendance means the student was enrolled in and in attendance at a Florida public school during both the October and February student counts;

and

- Prior to scholarship funds being awarded, the student must be accepted and enrolled in a participating private school. For a list of eligible schools, please view the Department's

STUDENT PROGRESSION PLAN

Private School Directory. A private school that is currently eligible to participate in any of the scholarship programs is eligible to participate in the FES; however, parents should contact the school to inquire as to whether the private school will participate in the program.

Parents who meet the eligibility requirements above and are interested in applying for the FES should first contact one of Florida's two approved scholarship funding organizations (contact information below) to complete the income verification process. Students who have already applied for the Florida Tax Credit (FTC) Scholarship program may be determined to meet the income eligibility without resubmitting household income documentation to the Scholarship Funding Organization.

For more information, please visit the Department of Education website at www.Fidoe.org/FES.

Scholarship Funding Organizations (SFOs) AAA Scholarship Foundation
<http://www.aaascholarships.org> 888-707-2465 info@aaascholarships.org

Step Up for Students <https://www.stepupforstudents.org/> 877-735-7837
info@stepupforstudents.org

C. HOMELESS STUDENTS/FAMILIES IN NEED (FIN)

~~Homeless~~ students who are homeless, including homeless unaccompanied youth, are permitted to enroll in the School District of Okeechobee County. and must not be placed in a separate school or program within a school based on their homeless status.

Homeless children and youth are be provided services comparable to those offered to other students enrolled in OCSB to ensure they have an equal opportunity to meet student academic achievement standards. All ~~homeless~~ students who are homeless are eligible for free breakfast and lunch.

~~Homeless~~ students who are homeless may choose to attend the school they attended at the time they became homeless. Those students who elect to do this shall be provided transportation if needed. As an alternative, ~~homeless~~ students who are homeless may choose to enroll in the school zoned for the attendance area where they reside.

Regardless of which school a ~~homeless~~ student who is homeless chooses to attend, he/she shall be permitted to immediately enroll, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as: previous academic records, immunizations, medical records, and proof of residency. The enrolling school must immediately contact the school last attended by the homeless student to obtain relevant records. The student has 30 days to produce these documents after enrollment. If the student needs immunization records, the enrolling school shall immediately refer the student to the school nurse or school social worker for assistance.

For Enrollment: Refer to OCSB Homeless Students (Families in Need) Policy found under Chapter 5.00: Students 5.18.

D. TRANSFERS

1. Within Okeechobee County Schools

Parents will be expected to formally withdraw their child from a previous school before enrolling at another Okeechobee County public school.

2. In-State/Out-of-State Transfers

Any student who transfers from an in-state public or nonpublic school or out-of-state public or nonpublic school shall be admitted upon presentation of the following data:

- a. an official letter or transcript from a proper school authority which shows a record of attendance, academic information, and grade placement of the student;
- b. proof of immunization;
- c. proof of date of birth; and
- d. proof of a medical examination completed within the last twelve months (first time entry into Florida Public Schools only).

3. Neither the student nor parent(s) reside within Okeechobee County and the student wishes to transfer into a The School District of Okeechobee County while maintaining residence outside of the county

Any student transferring from another school in the United States may be given a 30-day temporary exemption until the certification of a school entry physical examination can be obtained from the previous school. If the record cannot be obtained from the previous school within this time frame, it is the parent's responsibility to provide such a copy. Any student from out-of-state must present an up-to-date Form 680 at the time of enrollment.

For Enrollment: The Director of Student Services must approve all zone waiver requests.

4. Grade Placement

When a student transfers into a The School District of Okeechobee County from a public or nonpublic school, it will be the responsibility of the principal of the previous school to determine grade level placement. From a home education program, it will be the responsibility of the principal or principal's designee of the receiving school to assess the student's achievement level. **The principal shall have the final decision regarding student placement.**

5. Transfer of High School Credits

- a. All evidence of work or credits earned at another school, community college, or university offered for acceptance will be based on an official transcript authenticated by the proper school authority.
- b. Work or credits from all schools or institutions will be accepted at face value, subject to validation if required by the receiving schools accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall

STUDENT PROGRESSION PLAN

be validated through performance during the first grading period.

- c. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Credits and grades earned from unaccredited schools shall be accepted at face value if submitted on an official transcript. An official transcript is sent directly from the past administrator to the present administrator and should clearly identify the school, the student, the course number, date the course was taken, credit earned and grade in each course. The transcript should be on official school letterhead and/or be embossed with the school seal. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.
- c. Alternative Validation Procedure - If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
 - (1) Portfolio evaluation by the superintendent or designee;
 - (2) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - (3) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - (4) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - (5) Demonstrated satisfactory achievement on the 10th grade state standardized reading assessment and/or End-of-Course Exams (EOC);
 - (6) Written review of the criteria used for a given subject provided by the former school. Students must be provided at least 90 days from date of transfer to prepare for assessments outlined in paragraphs (d) (4) and (d) (5) if required.
- d. The requirements of the School Board will not negatively affect transfer students provided the student has met all requirements of the school district or state from which he/she is transferring and provided that the student was enrolled elsewhere for at least one (1) grading period. A student must meet The School District of Okeechobee County' graduation requirements for the grading periods including passing scores on required tests, 10th grade state standardized English language arts assessment and/or End-of-Course Exams.
- e. In cases where students are unable to provide an official letter or transcript, it will be the responsibility of the principal to assign credit. Comprehensive tests may be required.

6. Home Education

- a. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Credits and grades earned from unaccredited schools shall be accepted at face value if submitted on an official transcript. An official transcript is sent directly from the past administrator to the present administrator and should clearly identify the school, the student, the

STUDENT PROGRESSION PLAN

course number, date the course was taken, credit earned and grade in each course. The transcript should be on official school letterhead and/or be embossed with the school seal. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.

- b. In order to receive credit for any course completed within the past year, a student shall pass a school-based competency exam if an examination is available for the subject. For those subjects where a test is not available, a curriculum outline, materials used, samples of work generated, and an indication of time devoted to study of the course shall be required.
- c. In order to receive credit for any course completed prior to the past year, the principal/designee shall use discretion in determining whether a final examination shall be required.
- d. Credit granted for courses shall receive Pass/Fail grades only.
- e. Credit for courses shall not carry the Honors designation. However, should a student earn an "A" or "B" on a school-based competency exam in an honors course, the honors designation will be provided. (The student would receive a "Pass" grade). The Advanced Placement designation will only be provided if the student has taken the relevant Advanced Placement examination and had earned a score of 3 or higher on that exam.
- f. Home education students transferring into The School District of Okeechobee County (OCSB) during their last academic year prior to graduation must be co-enrolled in a minimum of 4 OCSB courses and earn a minimum of 4 OCSB credits in order to receive a diploma from the district.
- g. Students with credit awarded for home education programs shall be eligible to be ranked in their graduation class only if enrolled by the fall semester of their senior year.
- h. Home education students may participate in dual enrollment, Okeechobee County Virtual School (OVIP) [\(if requirements are met\)](#), Florida Virtual School (FLVS), career and technical courses [\(if there are seats available in the course\(s\) requested\)](#), early admission, and credit by examination/Credit Acceleration Program (CAP). Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of [Florida Statutes 1002.41](#).
- i. A home education student is eligible to participate in the interscholastic extracurricular activities at the public school that he or she would be assigned to attend based on the district's attendance area policy and provided the student meets the requirements of the home education program. [Florida Statutes 1002.41](#).

II. COURSE OF STUDY

A. STUDENT PERFORMANCE STANDARDS

The School District of Okeechobee County provides instruction in all required course standards and has instructional plans aligned to the course standards in the areas of English language arts, mathematics, science, and social studies. Teachers instruct using the instructional plans and a school wide system of progress monitoring is used to support students with identified deficiencies. Student progression is based upon mastering the standards in each course as evidenced by student grades on the student's report card as well as formative data obtained from progress monitoring and summative data obtained from a student's performance in the statewide, standardized assessment program.

The term "extracurricular" means any school-authorized or education-related activity occurring during or outside the regular instructional school day. In order to participate in interscholastic, extracurricular student activities, a student must maintain a cumulative grade point average of 2.0 or above on a 4.0 scale in the courses required by statute for high school graduation [Florida Statutes 1003.4282](#) And Florida High School Athletic Association (FHSAA). Per FHSAA policy, athletic eligibility is determined at the end of each semester.

High school courses taken prior to the ninth grade may be used to meet the core course requirement for the National Collegiate Athletic Association (NCAA) if the course appears on the high school transcript with a grade and a credit and the course is on the high school's approved list of NCAA courses.

B. REQUIREMENTS FOR GRADUATION

Students receiving a Standard High School Diploma from Okeechobee County Public Schools must meet the following requirements: (**Table continued on next page**)

Standard Diploma Requirements

| SUBJECT | CREDITS | DESCRIPTION |
|----------------------|------------|--|
| English | 4 credits | English I, II, III, IV or higher level courses AND a satisfactory score or above on the 10 th grade state standardized ELA/Reading assessment |
| Mathematics | 4 credits | To include Algebra 1, Geometry AND a satisfactory score on the Algebra 1 EOC. Four math credits must be earned in 9 th -12 th grade. A student may earn two mathematics credit by taking Algebra I in two full-year courses.(SB 7070) Industry certification that leads to college credit may be substituted for up to 2 math credits. (excluding Algebra 1 and Geometry). A computer science credit, if identified as equivalent in rigor by the commission of education, may be substituted for one mathematics requirement except for Algebra 1 and Geometry. A computer science credit may only substitute for one course (either mathematics or science). (SB7070) |
| Science | 3 credits | Three credits must be earned in courses with a lab component one of which must include Biology. Industry certification that leads to college credit may be substituted for up to 1 science credit (excluding Biology). A computer science credit, if identified as equivalent in rigor by the commission of education, may be substituted for one science credit except for Biology I. A computer science credit may only substitute for one course (either mathematics or science). (SB 7070) |
| Social Studies | 3 credits | To include World History, American History, American Govt. (1/2) and Economics with Financial Literacy (1/2) |
| Physical Education | 1 credit | To include Personal Fitness (1/2) and PE elective (1/2 credit). See Waiver Section for course substitutions. |
| Fine/Performing Arts | 1 credit | |
| On-Line Course | 1 course | To be completed through online learning; high school credited courses taken in grades 6-8 fulfill this requirement; OR completion of a course that leads to nationally recognized industry certification in information technology that leads to college credit or the passage of an information technology certification exam without enrollment in the course meets this requirement; or passage of an online content assessment by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes without enrollment or completion of the course meets this requirement, if the student has not been previously enrolled in Intro to Informational Technology course or taken the Intro to Informational Technology exam; or completing a blended learning course. |
| Electives | 8 credits | College bound students are highly recommended to complete a minimum of two credits in the same world language |
| Total | 24 credits | |

Students choosing the **Scholar's Pathway Diploma** must meet the following **additional** requirements:

| SUBJECT | DESCRIPTION |
|--|---|
| English | Standard Diploma requirements including a satisfactory score or above on the 10 th grade state standardized ELA/reading assessment |
| Math | Standard Diploma requirements including a satisfactory score or above on the Algebra I EOC AND Algebra II EOC AND Geometry EOC for students in Grad Base Year 2018 and after. Earn 1 credit in statistics or equally rigorous math course |
| Science | Standard Diploma requirements Chemistry or Physics, and one credit equally rigorous to Chemistry or Physics AND a satisfactory score or above on the Biology EOC assessment. |
| Social Studies | Standard Diploma requirements AND a satisfactory score or above on the US History EOC assessment. |
| Foreign Language | Students must earn two credits in the same world language |
| Electives | Students must earn one credit in an AP, or dual enrollment course |
| Fine/Performing Arts Physical Education Online Course Additional Electives | Students must meet all standard diploma requirements in these areas. |

Students choosing the **Merit Pathway Diploma** must meet the following requirements:

| SUBJECT | CREDITS | DESCRIPTION |
|------------------------|----------------|---|
| English | 4 credits | Standard Diploma requirements including a satisfactory score or above on the 10 th grade state standardized ELA/reading assessment |
| Mathematics | 4 credits | Standard Diploma requirements including a satisfactory score or above on the Algebra 1 EOC. Industry certification that leads to college credit may be substituted for up to 2 math credits (excluding Algebra 1 and Geometry). |
| Science | 3 credits | Standard Diploma requirements Industry certification that leads to college credit may be substituted for up to 1 science credit (excluding Biology). An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except Biology). |
| Social Studies | 3 credits | Standard Diploma requirements. |
| Physical Education | 1 credit | Standard Diploma requirements. |
| Fine/Performing Arts | 1 credit | Standard Diploma requirements. |
| On-Line Course | 1 course | Standard Diploma requirements. |
| Electives | 8 credits | College bound students are highly recommended to complete a minimum of two credits in the same world language |
| Industry Certification | | One or more industry certification is required for the Merit Diploma Path. |

Students choosing the **Career and Technical Education (CTE) pathway option** must earn at least 18 credits and meet the following requirements:

| <u>SUBJECT</u> | <u>CREDITS</u> | <u>DESCRIPTION</u> |
|---|------------------|---|
| <u>English</u> | <u>4 credits</u> | <u>These requirements are the same for any standard diploma.</u> |
| <u>Mathematics</u> | <u>4 credits</u> | <u>These requirements are the same for any standard diploma.</u> |
| <u>Science</u> | <u>3 credits</u> | <u>These requirements are the same for any standard diploma.</u> |
| <u>Social Studies</u> | <u>3 credits</u> | <u>Standard Diploma requirements.</u> |
| <u>Career and Technical Education Courses (CTE)</u> | <u>4 credits</u> | <u>Must complete 2 credits in CTE courses and earn program completion and an industry certification.</u> <u>Must complete 2 credits in work-based learning program.</u> <u>A student may substitute up to two credits of electives, including one-half credit of financial literacy, for work-based learning program courses to fulfill this requirement.</u> |

FLORIDA SEAL OF BILITERACY

The Florida Seal of Biliteracy Program recognizes a high school graduate who has attained a high level of competency in one or more world languages in addition to English. Beginning with the 2016-2017 school year, the Gold Seal/Silver Seal of Biliteracy will be awarded to high school students who earn a standard diploma and who earn four world language course credits in the same world language with a cumulative grade point average of 3.0 or higher on a 4.0 scale and achieve a qualifying score on a world language assessment (pending State Board of Education rule making) defined as a passing score on an International Baccalaureate exam in the world language or Advanced Placement exam in the world language or SAT Subject Test in the world language or Advanced International Certificate of Education

STUDENT PROGRESSION PLAN

examination in the world language or satisfy an alternative requirement as determined by the State Board of Education for a student to demonstrate equivalent competency in a world language, including requirements a student whose native language is not English may satisfy to demonstrate competency in his or her native language.

The State Board of Education will determine a process to award world language course credits to a student who was not enrolled in world language or who did not complete the course but has demonstrated competency in a world language.

DIPLOMAS AND CERTIFICATES OF COMPLETION

In order to receive a standard diploma, a student must satisfy the state and school graduation requirements as prescribed in [Florida Statutes 1003.4282](#) (1), (2), and (3); accumulate a 2.0 GPA on a 4.0 scale; and demonstrate mastery of the 10th grade state standardized ELA/reading assessment or earn a concordant score on the ACT or SAT; demonstrate satisfactory performance on the state mandated Algebra I EOC or earn a concordant score on the PSAT, SAT, or ACT.

If, at the time of graduation, the student earns the appropriate credits but does not meet the testing requirements, he/she will receive a certificate of completion in lieu of a standard diploma.

Explanatory Note: A student who has received a certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard diploma whenever the requirements are completed. Additionally, the awarding of a certificate of completion is limited to those students choosing to meet their school's graduation requirements and is not applicable to the three-year graduation programs.

Any student who is entitled to a certificate of completion may elect to remain in the secondary school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

Student with a certificate of completion due to a deficiency on the tenth grade state standardized ELA/reading assessment and/or the Algebra I EOC may retake the assessments at scheduled administrations during the year.

At the time that a student with a certificate of completion earns a passing score on the 10th grade state standardized ELA/reading assessment, Algebra I EOC or concordant score on PSAT, ACT, or SAT, the student may be awarded a diploma with the current year's graduating class based upon meeting graduation requirements specific to the student's graduation base year. <http://www.fldoe.org/fileparse.php/5663/urlt/Rule6Aloq422Ann-FAQ.pdf>
In order to participate in the graduation ceremony, seniors must have earned all required credits.

REQUIRED STATE STANDARDIZED ASSESSMENTS

STUDENT PROGRESSION PLAN

| English Language Arts | Math | Science | Social Studies |
|---|---|--|---|
| <p>9th grade state standardized ELA assessment</p> <p>10th grade state standardized ELA assessment satisfactory score required for graduation</p> | <p>Algebra 1 EOC (30%) of course grade and satisfactory score required for graduation</p> <p>Geometry EOC (30%) of course grade</p> | <p>Biology EOC (30%) of course grade</p> | <p>US History EOC (30%) of course grade</p> |

EOC assessments were not calculated as 30% of the course grade for students taking Algebra 1, Geometry and Algebra 2 in the 14-15 school year.

1. Course Waivers/Substitutions

- a. Please see high school guidance counselor regarding the waiver/substitution options.
- b. Students using a waiver or substitution may need to substitute other courses to meet the required number of credits for graduation.

| Course | Waiver/ Substitution applies to |
|--------|---------------------------------|
|--------|---------------------------------|

STUDENT PROGRESSION PLAN

| | |
|---|---|
| <p>Athletic Participation: Students who participate in interscholastic sports at the junior varsity or varsity level for two years (2 full seasons) shall satisfy the ½ credit of Personal Fitness and ½ credit of elective physical education.</p> <ul style="list-style-type: none"> • Students must <u>not</u> have taken or be enrolled in the Personal Fitness course to be eligible for the waiver. | <p>Physical Education graduation requirement including Personal Fitness</p> |
| <p>Marching Band: Completion with a grade of "C" or better of one semester in an official marching band class (Band I – VI) or in a physical activity class that requires participation in marching band activities as an extracurricular activity shall satisfy the ½ credit of elective PE credit. The student must still take Personal Fitness.</p> <ul style="list-style-type: none"> • This waiver may <u>not</u> be combined with the waiver for Personal Fitness through athletic participation. • Marching band season is the first semester of the year only. | <p>Physical Education graduation requirement but <u>not</u> Personal Fitness</p> |
| <p>JROTC/Performing Fine Arts/Physical Education: Completion of two years in a JROTC class, a significant component of which is drills, shall satisfy the ½ credit requirement in physical education (<u>not</u> Personal Fitness) and the one credit requirement in performing arts.</p> | <p>Physical Education graduation requirement (<u>not</u> Personal Fitness) and Performing Fine Arts</p> |
| <p>JROTC/Physical Education: A grade of "C" or better in a JROTC class, a significant component of which is drills, shall satisfy the ½ credit requirement in physical education. This may <u>not</u> be used to satisfy the Personal Fitness requirement or the requirement for adapted physical education under an IEP or 504 Plan.</p> | <p>Physical Education graduation requirement but <u>not</u> Personal Fitness</p> |
| <p>Industry Certification – Math: Industry certification courses that lead to college credit may substitute for up to two (2) math credits.</p> | <p>Math graduation requirement (excluding Algebra 1 and Geometry)</p> |
| <p>Industry Certification – Science: Industry certification courses that lead to college credit may substitute for up to one (1) science credit.</p> | <p>Science graduation requirement (excluding Biology)</p> |
| <p>Industry Certification – Computer Science: - An identified rigorous Computer Science course with a related industry certification may substitute for up to one (1) science credit.</p> | <p>Science graduation requirement (excluding Biology)</p> |
| <p>Apprenticeship or Pre-apprenticeship: Completion of a DOE- registered apprenticeship or pre-apprenticeship program shall satisfy the one (1) credit requirement for fine or performing arts.</p> | <p>Fine Arts requirement</p> |

2. Transfer Students from Out-of-State and Out-of-Country

Students who enter 11th or 12th grade from out-of-state or out of country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. To receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet the requirements under [Florida Statutes 1008.22](#).

3. Graduation Options

Students who enter grade 9 may select one of the following TWO HIGH SCHOOL GRADUATION OPTIONS:

- 1) Completion of the general requirements for high school graduation pursuant to [Florida Statutes 1003.4282 \(IIB1\)](#);
- (2) Completion of the 18 credit Academically Challenging Curriculum to Enhance

The 18 primary credits required for completion of this program shall be distributed as follows:

Requirements for the 18 credit ACCEL Diploma

| SUBJECT | CREDITS | DESCRIPTION |
|-------------------------------|---------|---|
| English | 4 | English I, II, III, IV or ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB), and dual enrollment courses may satisfy this requirement. |
| Mathematics | 4 | Algebra I and Geometry, Algebra 1 EOC and Geometry EOC assessment will constitute 30% of final course grades EOC assessments were not calculated as 30% of the course grade for students taking Algebra 1, Geometry and Algebra 2 in the 14-15 school year. Industry certifications that lead to college credit may substitute for up to 2 math credits, except for Algebra 1 and Geometry |
| Natural Science | 3 | Two must have a laboratory component, one must be Biology 1 and EOC assessment will constitute 30% of final course grade. Chemistry, physics or equally rigorous courses are required. Industry certifications that lead to college credit may substitute for up to 1 science credit, except for Biology 1. An identified rigorous computer science course with a related industry certification substitutes for up to 1 science credit except for Biology 1. |
| Social Science | 3 | World History (1), American History (1), American Government (1/2), Economics with Financial Literacy (1/2), US History EOC assessment will constitute 30% of final course grade. |
| Fine/Performing Art | 1 | |
| Electives | 3 | |
| State Assessment Requirements | | <ul style="list-style-type: none"> Satisfactory score on the Grade 10 required state assessment for reading/ELA or a concordant score Satisfactory score on the Algebra I End-of-Course Exam or a concordant score. |

Students participating in the 18 credit ACCEL diploma program are not required to meet the physical education or on-line course graduation requirements.

Prior to selecting a program, the following requirements must be met:

- Designated school personnel shall meet with the student and student's parent to give an explanation of the relative requirements, advantages, and disadvantages of each graduation option.
- Participation in the 18 credit ACCEL diploma program can be principal initiated or parent initiated.

Selection of one of the graduation options may be completed by the student at any time and is

STUDENT PROGRESSION PLAN

exclusively up to the student and parent. If the student and parent fail to select a graduation option, the student shall be considered to have selected the general graduation option (II.B.1) in accordance with state and school graduation requirements.

4. Early High School Graduation

A student who earns the required number of credits and meets the high school graduation requirements as specified in the Student Progression Plan in less than 8 semesters or the equivalent, may elect early graduation. The school shall provide notification of this option to the parent/guardian of the student who is eligible for early graduation.

A student who completes all of their graduation requirements in less than 8 semesters or the equivalent and does not return as a student the following semester, will have a graduation date on his/her transcript and cumulative record that will reflect the date on which he/she finished all the graduation requirements.

A student who graduates early may continue to participate in school activities and social events with the student's cohort, as if the student were still enrolled in high school. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort.

If eligible for a Florida Bright Futures Scholarship Program award under [Florida Statutes 1009.53-1009.538](#), a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation.

5. Acceleration Coursework

At the beginning of each school year and prior to ninth grade, parents of students in or entering high school will be notified of the opportunity and benefits of Advanced Placement, dual enrollment, and virtual school courses.

C. DEFINITION OF A HIGH SCHOOL CREDIT

One full credit for high school graduation is defined as a minimum of 135 hours or two semesters of sixty-seven and one half (67.5) hours (with the exception of summer school), of bona fide instruction in a designated course which contains student performance standards. Except as otherwise provided by the Credit Acceleration Program (CAP), virtual courses and identified blended courses, students must be enrolled and in attendance for the minimum hourly requirement of each course. (*Refer to Attendance Policy*) Any student who has been enrolled but not in attendance for instruction for the minimum hourly requirements may not be awarded credit. (*Refer to Attendance Policy*)

The principal shall determine credit for students who enroll after the start of the school year.

D. GRADE CLASSIFICATION OF STUDENTS

High school graduation requirements – Students will follow the requirements that were in place when they entered their high school.

A student selecting a 24-credit options must have:

STUDENT PROGRESSION PLAN

| Required Credits | End of Academic Year | *Mid-Year |
|-------------------------------|----------------------|-----------|
| Total credits to graduate | 24 | 24 |
| Credits to become a Senior | 17 | 20 ½ |
| Credits to become a Junior | 11 | 13 ½ |
| Credits to become a Sophomore | 5 | 7 ½ |

A student selecting an 18-credit option must have:

| Required Credits | End of Academic Year | *Mid-Year |
|------------------------------|----------------------|-----------|
| Total credits to graduate | 18 | |
| Credits to become a Senior | 13 | 15 1/2 |
| Credits to become Junior | 8 | 8 1/2 |
| Credit to become a Sophomore | 5 | 6 |

Mid-year promotion is permitted when students earn the appropriate number of credits to join their cohort and are in the appropriate English class for that cohort.

Students will receive one-half (½) credit for each semester course satisfactorily completed. The GPA in courses with an EOC will be finalized upon receipt of the EOC assessment results during the summer. EOC assessments were not calculated as 30% of the course grade for students taking Algebra 1, Geometry and Algebra 2 in the 14-15 school year and played no role in determining credit earned in these courses.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

No credit will be granted for non-interscholastic athletic extracurricular activities, or any course which is not listed in the Course Code Directory.

E. ASSESSMENT AND REMEDIATION

Each student must earn a satisfactory score on required state standardized assessments as defined in [Florida Statutes 1008.22\(3\)](#) or earn a concordant score.

Levels for FSA/EOC student satisfactory performance are:

STUDENT PROGRESSION PLAN

| Subject | Achievement Level |
|------------------------|-------------------|
| English Language Arts* | 3.0+ |
| Algebra I** | 3.0+ |
| Algebra II | 3.0+ |
| Biology | 3.0+ |
| Geometry | 3.0+ |
| US History | 3.0+ |

| Cohort | Scheduled Graduation Date | Concordant Scores |
|---|---|---|
| Those who entered 9 th grade in 2018-2019 and beyond | Spring 2022 and beyond | Students can <u>only</u> use newly adopted scores For Grade 10 FSA ELA: <ul style="list-style-type: none"> • 480 on SAT EBRW or • An average of 18 on ACT English and Reading For Algebra 1 EOC: <ul style="list-style-type: none"> • 430 on PSAT/NMSQT* or • 420 on SAT Math** or • 16 on ACT Math |
| Those who entered 9 th grade between 2010-2011 and 2017-2018 | Spring 2021 Spring 2020 Spring 2019 <i>Spring 2017</i> <i>Spring 2016</i> <i>Spring 2015</i> <i>Spring 2014</i> | Students can use last-adopted scores For Grade 10 FSA ELA: <ul style="list-style-type: none"> • 430 on SAT EBRW*** or • 24 on SAT Reading subtest or • 19 on ACT Reading For Algebra 1 EOC: <ul style="list-style-type: none"> • 97 on PERT Mathematics Students can also use the newly adopted scores. |

*Administered in 2015 and beyond. Students may use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

*Students who entered 9th grade in 2013-2014 (grad base year 2017) are eligible for an alternate passing/satisfactory score on the 10th grade FSA ELA assessment of a 349 scale score, achievement level 2.

**Students participating in the FSA Algebra 1 EOC assessment in 2015 are eligible for an alternate passing/satisfactory score of a 489 scale score, achievement level 2. Students taking the FSA Algebra 1 EOC in the spring of 2016 and after must earn a passing/satisfactory scale score of 497 or higher, achievement level 3 or above.

Each student must participate in the statewide, standardized assessment program required by [Florida Statutes 1008.22](#). Each student who does not achieve satisfactory performance or above on the statewide, standardized English language arts assessment, or on the statewide, standardized mathematics assessment, or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

A student who is not meeting the school district or state requirements for satisfactory performance in English language arts and mathematics must be covered by one of the following plans:

STUDENT PROGRESSION PLAN

- A federally required student plan such as an individual education plan;
 - A school wide system of progress monitoring for all students. A student who scores Level 4 or above on the English language arts and mathematics assessments may be exempted from participation by the principal. Or
 - An individualized progress monitoring plan.
1. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in English language arts and mathematics may continue to be provided with accelerated support programs until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.
 2. ESE Statewide Assessment Waiver/Test Accommodations – Students with disabilities who meet the following criteria may be considered for a waiver from passing the state standardized assessment in tenth grade ELA/reading (Florida Statutes 1003.43)
 - a. have a current individual education plan (IEP).
 - b. have taken the required state ELA/reading assessment with appropriate, allowable accommodations at least once
 - c. demonstrated mastery of Grade 10 English language arts standards
 - d. obtain the recommendation from the student's IEP team for a waiver.

The IEP team will meet and complete the state standardized reading assessment waiver process.

Students with disabilities who meet the following criteria may be considered for a waiver from state mandated End of Course assessments for the purpose of determining the student's course grade and/or standard diploma graduation requirements ([Florida Statutes 1003.43](#)):

- a. have a current individual education plan (IEP)
- b. have taken the EOC with appropriate, allowable accommodations at least once . A student is eligible for consideration for the waiver if the student has not earned a passing score on the EOC.
- c. demonstrated mastery of course standards
- d. obtain the recommendation from the student's IEP team for a waiver.

The IEP team will meet and complete the waiver process.

3. The district's comprehensive program for student progression uses multiple data sources, including, student's grades, teacher input, ongoing progress monitoring and state assessment results, to monitor each student's response to implemented interventions. The areas of academic need and intervention strategies are defined through a Multi-Tiered Systems of Support/MTSS process.
4. ~~4.~~ Accommodations for national assessments, such as but not exclusive to, SAT and ACT will require a separate parent initiated application process and are not solely determined by IEP/504 documentation.

F. INTENSIVE INSTRUCTIONAL SUPPORT

STUDENT PROGRESSION PLAN

1. Students in grades 9 and 10 who do not meet the requirements for satisfactory performance in English language arts, may be enrolled the following year in accelerated reading support program.
2. Students who do not meet the requirements for satisfactory performance in Algebra 1 or Geometry may be enrolled the following year in an accelerated mathematics support program designed to develop a deeper understanding of math concepts and to advance student learning.
3. Schools will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support for students entering their senior year who have not demonstrated college readiness on the SAT, ACT, or through mastery of standards in mathematics or English language arts courses. College ready scores are defined as follows:

| College Ready Scores | | |
|----------------------|--|-----------------------------------|
| Assessment | English Language Arts | Mathematics |
| SAT | 440+ <u>24+</u> <u>Reading</u> <u>25+</u> | <u>24+</u> <u>Math</u> 440+ |
| ACT | 19+ Reading & 17+ English | 19+ |

4. Acceleration support courses taken in grades 9-12 may be taken only as elective credits for high school graduation. Acceleration support instruction may not be in lieu of English and mathematics credits required for graduation.
5. [Florida Career and Professional Education Act Florida Statute 1003.491 requires schools to provide a student whose cumulative grade point average drops below 2.0 with in-person academic advising that includes information on career education programs by a certified school counselor or the school principal or his or her designee during any semester the student is at risk of dropping out or has a cumulative grade point average below 2.0.](#)

G. TESTING EXEMPTIONS (ESE)

See Section IV. STATEWIDE ASSESSMENT FOR STUDENTS WITH DISABILITIES – [RULE 6A-10943](#) regarding exempting students with disabilities from district and/or state testing.

H. EARNING ADDITIONAL CREDIT TOWARD GRADUATION

Students may earn additional credit toward graduation through any of the following programs for which they are eligible:

1. Earning High School Credit Prior to the Ninth Grade

Students from public schools, private schools, or home education may earn high school credit prior to their freshman year. Credits will be granted for Algebra 1 and Geometry. Credits are on an official high school transcript from where the student was officially enrolled.

2. Summer School Remediation

Students may attend summer school for remediation in 9th – 12th grades. Students who do not successfully earn ample credits to be promoted to the next grade are provided the opportunity to enroll in summer school courses to remediate deficiencies. It is the expectation that summer school students attend every day. ~~Summer school acceleration opportunities are available through virtual school.~~

3. Volunteer Service

The purpose of volunteer service is to encourage students to develop a sense of responsibility for others within their community. It helps students foster an

understanding of the value of volunteerism and the rewards of helping others. One of the requirements to receive a Bright Future Scholarship is the successful completion of volunteer service for all three Bright Futures award levels. Bright Futures Florida Academic Scholars (FAS),

Florida Medallion Scholars (FMS), and Florida Gold Seal Vocational Scholars (GSV) must complete the following hours: FAS – 100 hours, FMS – 75 hours and GSV – 30 hours Per HB 793, except for course credit earned through service-learning courses, students may not receive high school credit for performance of volunteer service work. The guidelines for volunteer service are as follows:

- a. Only approved OCSB volunteer service sites will be accepted. Qualifying sites must be a nonprofit (501-C) entity; For-profit business or sites do not qualify for volunteer service hours, even if the student does not receive pay for services.
- b. The volunteer service application should be approved by the agency site supervisor PRIOR to a student volunteering.
- c. All hours must be completed by May 1, of the student’s year of graduation.
- d. If a student wishes to complete volunteer service at their own high school a maximum of 30 hours will be accepted. Note: Hours must be earned beyond the school day and the club/organization must be listed on the volunteer service application.
- e. Volunteer service hours beyond the 100 may be self-reported on college applications or resumes.
- f. School principals have the final authority to approve student volunteer service.
- g. Volunteer hours authorized by parents will not be permitted. Students must have hours verified by a supervisor that is not an immediate family member.

For additional information on the Florida Bright Futures Scholarship go to <http://www.floridastudentfinancialaid.org/ssfad/bf/>

4. Grade/Credit Recovery

The following recovery programs have been put in place to assist students who have fallen behind their cohort due to previous retentions and/or loss of credit. The purpose of these opportunities is to give motivated students the opportunity to graduate with their cohort. The principal must approve enrollment in the programs listed below. Recovery programs are:

- a. **PLATO** Credit Recovery – PLATO course have been developed and implemented as components of the dropout prevention efforts of The School

STUDENT PROGRESSION PLAN

District of Okeechobee County. The focus of PLATO and credit recovery is on the mastery of course content objectives. Specific course credit is awarded when students demonstrate competency of the intended learning outcomes and the performance standards for the course.

- b. **Summer School** – Students who are behind in credits or have a “D” or “F” in an academic course are permitted to enroll in summer school, including virtual instruction options if available

I. EARNING COLLEGE CREDIT IN HIGH SCHOOL

Students may earn college credit in high school through any of the following programs for which they are eligible:

1. Advanced Placement

Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course may be awarded. Students should consult their college requirements/policies.

Students who are enrolled in an Advanced Placement course and earn the minimum score necessary to earn college credit are not required to take the state end-of-course assessment for that subject.

2. Credit Acceleration Program (CAP)

The purpose of the Credit Acceleration Program (CAP) is to allow a secondary student to earn high school credit in courses required for high school graduation through passage of an end of course assessment in Algebra I, Biology, Geometry, and/or United States History or an Advanced Placement or College Level Examination Program (CLEP) test. Notwithstanding [Florida Statutes 1003.436](#), definition of “credit”, a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding end of course assessment, Advanced Placement exam or CLEP test. The district shall permit a public school or home education student who is not enrolled in the course, or who has not completed the course, to take the assessment or exam during the regular administration of the assessment or exam.

3. Dual Enrollment

The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. The School District of Okeechobee County and Indian River State College operate under a Dual Enrollment Contract. College credit and vocational certificate courses may be offered to high school students pending the approval of the high school principal. Students enrolled in an approved dual enrollment course are exempt from the payment of registration, tuition, and laboratory fees

- a. Requirements for students to be admitted in a dual enrollment course:

- (1) Students must have completed at least one semester of 9th grade and have earned a minimum of 4 high school credits, and a cumulative unweighted high school grade point average of 3.0 or better and/or the approval of their high school principal.

STUDENT PROGRESSION PLAN

- (2) Students must meet the same entrance requirements as students desiring to enroll in the same courses on the college campus and have the approval of the high school principal.
- (3) Dual enrollment course offerings are limited to approved courses at Indian River State College. Students must receive prior approval from their principal to enroll. Courses not taken at IRSC are not covered by the Dual Enrollment Contract and therefore are not eligible for tuition and instructional materials reimbursement by OCSB. This includes talent identification programs, college summer programs, summer camps and courses at schools other than IRSC.
- (4) College ready scores are required for all students participating in dual enrollment. Grades earned in dual enrollment courses will carry the same grade weight as Advanced Placement courses when grade point averages are calculated.
- (5) Any college credit course comprising 3 credits or higher and/or any vocational clock hour course comprising 75 hours or higher that is listed in the State Common Course Numbering System (SCNS) for postsecondary credit can be considered for Dual Enrollment. Courses that meet high school graduation requirements are listed in the DUAL ENROLLMENT COURSE EQUIVALENCY LIST. All high schools shall accept these postsecondary courses toward meeting the requirements of Section 1003.43, F.S.

4. EARLY COLLEGE ADMISSION (FULL TIME COLLEGE)

Students may enter college full time during their senior year if the following criteria are met:

- a. The student must successfully complete the 11th grade with enough credits to be classified as a senior.
- b. The student must have achieved at least a 3.0 cumulative unweighted grade point average during his/her sophomore and junior year.
- c. The student must have the approval of the high school principal.
- d. Students must meet the same entrance requirements as students desiring to enroll in the same courses on the college campus, have earned a college-ready score as indicated above, and have the approval of the high school principal.
- e. Students entering the Early College Admission Program may earn a high school diploma to be awarded with the student's class at graduation or at a later time based on the following:
 - The student must demonstrate mastery of skills measured by state standardized assessments.
 - The student must earn sufficient college credit to fulfill the remaining high school graduation requirements (based on three semester hours equaling one-half high school credit).
 - The student must maintain at least a 2.0 GPA in college courses.

J. ALTERNATIVE TO EARNING A HIGH SCHOOL DIPLOMA

Although The School District of Okeechobee County does not recommend student

STUDENT PROGRESSION PLAN

withdrawal from the public school system, there is an alternative for that student who is eighteen or older who does not wish to pursue an education in a traditional public high school setting. Students may prepare to take the GED at Indian River State College Academic Support Center.. Additional information can be obtained from the school's guidance office and from the registrar at Indian River State College.

K. ENGLISH LANGUAGE LEARNERS PLAN (ESOL)

The ESOL program is designed to meet the immediate linguistic needs of the English Language Learner (ELL), as well as the academic needs of students whose native language is other than English and who are not proficient in the English language. The instruction shall be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing as rapidly as possible. The students are served by the program as determined by the established criteria, receiving instruction as described by the English Language Learners Plan which is approved by the Florida Department of Education and the School Board of Okeechobee County.

All ELL students must meet state requirements ([Rule 6A-6.903](#)) to be exited from the program. If a student has been exited from the ESOL program and is not performing satisfactory in the regular classes, he/she may be re-classified and placed back into the ESOL program within the two year monitoring period

L. EXCEPTIONAL STUDENT EDUCATION

Services are available for children with vision and hearing disabilities from birth to age 2 and all students with disabilities ages 3 through the semester in which they turn 22. Students who are gifted may receive services from kindergarten through grade 12. These services are described in the Exceptional Student Education Policies and Procedures ([SP&P](#)) which is approved by the Florida Department of Education and the School Board of Okeechobee County. Refer to the Exceptional Student Education Section of the Student Progression Plan for further information.

M. TRANSCRIPT INTEGRITY-COURSE CHANGES & WITHDRAWALS

Occasionally it will be necessary to reschedule a student from one course to another in the same discipline to ensure appropriate placement. When a student is rescheduled from one course and enrolled in another course, the original course will not appear on the student's official transcript. The schedule change window is typically limited to the first nine (9) days of each semester. For transfer students, principals who are in receipt of an official transcript from another school may substitute a course with another in the same discipline if appropriate.

III. GRADING PROCEDURES

A. Reporting Student Progress

All parents/guardians will be notified quarterly of their student's achievement. The grading system is divided into four quarters of nine-weeks each. Teachers will update grades in Skyward every week (7 days). A progress report will be available at the midpoint of each nine-week grading period. Upon completion of each grading period, a report card will be issued. The report card must clearly grade or mark:

STUDENT PROGRESSION PLAN

- the student's academic performance in each class or course in grades 9-12 (based upon examinations as well as written papers, class participation and other academic performance criteria);
- the student's conduct and behavior;
- the student's attendance; and
- the student's cumulative grade point average.

Each student who does not meet specific levels of performance as determined by the district or who does not meet specific levels of performance, as determined by the state on statewide assessments at selected grade levels, may be scheduled in an acceleration support program and provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. Services may include, but are not limited to:

- summer school
- special counseling
- tutorial assistance
- school-sponsored help sessions
- study skills classes

At the end of each semester, parents or guardians of each student in grades 9 -12 who does not have a cumulative grade point average of 2.5 (GPA) as required for graduation pursuant to [Florida Statutes 1003.43\(5\)](#) will be notified that the student is at risk of not meeting graduation requirement. Student's Decrease in Grade

A conference with the parent should be held when there is a marked difference in student achievement from the previous reporting period, such as a decrease of more than one letter grade.

Conferring with parents is encouraged beyond the minimum conferencing provisions of this policy. Students or parents have the right and responsibility to be informed of student grades at all times. Teachers shall be given reasonable time to respond to the student or parent. The classroom or subject teacher has the initial and primary authority to assign grades.

Guidelines to review, modify, or to appeal a grade are listed below:

Step 1: Parents, student or both will request a conference with the teacher who assigned the grade. The teacher will explain how the grade was assigned.

Step 2: In the event satisfaction is not reached at step one, by all parties; they may appeal to the principal. Parents, student and teacher will present all information to the principal. After hearing all sides, the principal will make a decision.

Step 3: In the event satisfaction is not reached at step two by all parties, they may appeal to the Superintendent of Schools. The process in step two will be repeated. The superintendent will make a decision. The superintendent's decision will be final.

B. SECONDARY GRADING -- HIGH SCHOOL

STUDENT PROGRESSION PLAN

The following is the grading system for The School District of Okeechobee County, grades 6-12:

| Letter Grade | Percentage Range | *GPA Value | Definition |
|--------------|------------------|------------|--|
| A | 90-100 | 4 | Outstanding Progress |
| B | 80-89 | 3 | Above Average Progress |
| C | 70-79 | 2 | Average Progress |
| D | 60-69 | 1 | Lowest Acceptable Progress |
| F | 0-59 | 0 | Failure |
| I | | | Incomplete an I becomes an F at the end of the next semester |

*GPA Value=Grade Point Average (GPA) Value

The student's nine-week grade will be calculated as follows: 30% will be from practice work, 30% will be from quizzes or projects and 40% will be from tests. No one assignment will be worth more than 20% of a student's overall grade for the 9 weeks. Each nine-week grade will be counted as 40% of the semester grade and 20% will be from the semester exam or Common Course Exam. The student's semester grade in courses with state mandated End of Course assessments will be calculated as follows: 30% of the semester grade will be determined by the grade earned on the End of Course assessment. EOC assessments were not calculated as 30% of the course grade for students taking Algebra 1, Geometry and Algebra 2 in the 14-15 school year and played no role in determining credit earned in these courses.

The grading plan will be communicated to the student at the beginning of the course. For the purpose of class rank and honors/awards for graduating seniors, grade point average will be calculated at the completion of the seventh semester of high school enrollment.

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

C. GRADE WEIGHTING

Grade weighting in The School District of Okeechobee County is as follows:

| Letter Grade | Quality Points for Advanced Placement, Dual Enrollment, | Quality Points for Honors and CTE Level III Courses |
|--------------|---|---|
| A | 6 | 5 |
| B | 5 | 4 |
| C | 4 | 3 |
| D | 3 | 2 |
| F | 0 | 0 |

*A student who is enrolled in an AP course must take the AP exam otherwise the course weight changes to honors course weighting.

D. GRADE FORGIVENESS

Grade forgiveness policies for required and elective courses are limited to replacing a grade of "D" or "F" with a grade of "C" or higher that is subsequently earned in the same or comparable course with principal approval. If a student has multiple prior attempts at a course resulting in multiple grades of "D" or "F" and subsequently earns a grade of "C" or higher in the course, all prior attempts at passing that course can be forgiven for graduation purposes.

Middle school students who take any high school course for high school credit and earn a grade of "C", "D", or "F" or the equivalent of "C", "D", or "F", shall be allowed to retake the same or a comparable course and replace the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned in the course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average, however all courses completed by the student will appear on the high school transcript. Any course not replaced according to this forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

E. HIGH SCHOOL COURSES

All high school courses are designated as semester courses. Students will be awarded credit in one-half (½) credit increments if the student successfully completes either the first or the second half of a full year course. Grades are based on student mastery of course standards. Students transferring credit must have at least 1 quarter credit and a semester exam, or 2 quarters of grades in order to constitute a semester credit.

F. PUBLIC REPORTING ([Florida Statutes 1002.20](#) and [1008.25](#))

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:

1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
2. By grade the number and percentage of all students retained in grades 3 through 10 performing below satisfactory on the state standardized reading/ELA assessment.
3. By grade, the number and percentage of all students retained in grade 3 through 10.
4. Any revisions to the district School Board's policy on student retention and promotion from the prior year.

These requirements are subject to change pending updates from the Florida Department of Education.

G. FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Florida Bright Futures Scholarship Program [Florida Statute 1009.531](#) provides for tuition and fee reimbursement for undergraduate studies at a public or private university, state/community college, or Career and Technical school. The three scholarship awards within the Bright Futures Scholarship Program are the Bright Futures Florida Academic Scholars Award, Florida Medallion Scholars Award, Florida Gold Seal Vocational Scholars Award and Florida Gold Seal CAPE Scholars Award.

Each has specific criteria that must be met. Refer to the Florida Department of Education website for the most current criteria. The student report card contains a disclosure that the grade point average calculated for purposes of the Florida Bright Futures Program may differ from the grade point average on the report card. Additional information can be found at <http://www.floridastudentfinancialaid.org/ssfad/bf/>

H. RECOGNITION OF STUDENTS AT GRADUATION

This ranking will be based upon a weighted ranking of all courses taken and will be done at the end of the first semester of the graduating year. The G.P.A. calculation shall be carried out to four (4) decimal places. In computing a student's rank, a student with fewer repeated courses will be ranked ahead of a student with the same weighted G.P.A. with more repeated courses. The principal may delete any student from recognition who exhibits a significant decline in performance during the final semester. Top 1%= Summa, next 2%= Magna, next 2%= Cum Laude

IV. MAKE-UP ASSIGNMENTS AND ASSESSMENTS FOR ABSENCES

Regardless of whether an absence is excused or unexcused, students are required to make up all coursework and assessments missed during the period of nonattendance. Immediately upon returning to class, it is the responsibility of the student to obtain missed coursework, confirm corresponding dates for completion, and schedule missed assessments. Students shall earn full credit for all short-term assignments, long-term assignments, tests, and quizzes made up within the reasonable time limits established by the teacher.

Partial credit shall be given for assignments not completed within the time limits established by the teacher.

1. Short-Term Assignments

- a. Short-term assignments are those assignments given less than five (5) school days in advance of a student's absence.
- b. Full credit will be given for those short-term assignments turned in within the reasonable time limits set by the teacher, which shall be no less than the number of days the student was absent, plus one (1) additional day
- c. Partial credit will be given for those short-term assignments turned in after the due date. The teacher will grade short-term assignments turned in late. After the letter grade for the assignment has been determined, the teacher may reduce it by no more than one (1) letter grade for every day the assignment was turned in late.

2. Long-Term Assignments

- a. Long-term assignments are those assignments given five (5) or more school days in advance of a student's absence.
- b. Unless exempted from this requirement by the principal or the principal's designee, in consultation with the teacher, long-term assignments are due on the assigned date for full credit.
- c. Partial credit will be given for those long-term assignments turned in after the due date. The teacher will grade long-term assignments turned in late. After the letter grade for the assignment has been determined, the grade shall be reduced by one letter grade for every day the assignment was turned in late.

3. Tests and Quizzes

- a. Students are required to make-up tests and quizzes missed during an absence. At a minimum, students have no less than the number of days they were absent, plus one (1) additional day, to make-up tests and quizzes missed during an absence. The time and place for the make-up is the decision of the teacher. The teacher's decision on make-up schedules shall be final.
- b. The teacher may administer an alternate form test or quiz to assess competency or mastery of subject matter. There shall be no academic penalty imposed for tests and quizzes completed within the reasonable time period set by the teacher. However, if a student fails to make up the test or quiz within the reasonable time period established by the teacher, then the teacher may impose a reasonable academic penalty.

4. Exams

Exams must be made up within the reasonable time limits established by the teacher, at minimum, the number of days absent plus one (1) additional day. The teacher may administer an alternate exam to assess competency or mastery of subject matter. The teacher's decision on make-up schedules shall be final.

V. Late Work

Late work is defined as work that was not turned in on time even though the student was present when the assignment was due. Late work shall not be granted full credit. Late work shall be accepted for one day from the due date unless otherwise extended by the teacher or by accommodations of the student's IEP. The student will receive no less than 75% of the earned credit for the assignment. Honors and Advanced Placement courses that have a contract that includes a policy regarding late work will be exempt from the Late Work section of Student Progression. Parents and students will be required to review and sign the contract prior to placement in these courses. Dual Enrollment courses are also exempt from this section and the policies and procedures dictated by the postsecondary institution where they are enrolled will be followed. This deadline may be extended with the approval of the teacher or principal.

**VIRTUAL
EDUCATION**

I. OVERVIEW

A. The School District of Okeechobee County offers a virtual instruction program in accordance with [Florida Statutes 1002.45\(1\)\(b\)](#) with at least two options for part-time and full-time virtual instruction.

1. The virtual instruction program is a public school choice option per [Florida Statutes 1002.20\(6\)\(a\)](#).

2. OCSB offers virtual education ~~in conjunction with flexible student scheduling, including blended schedules (combinations of virtual and brick-and-mortar courses)~~, virtual education during the school day in a computer lab or elsewhere on campus on a space-available basis, and/or virtual education from home or other off-campus location if

STUDENT PROGRESSION PLAN

authorized by the parent.

B. The following virtual education options may be available to students

1. Florida Virtual School may provide part-time and full-time virtual instruction for students in Kindergarten through grade 12. In order to be eligible for part-time instruction, students must meet at least one of the eligibility criteria in s. 1002.455. The District School Board shall provide students with access to enroll in courses available through the Florida Virtual School and award credit for successful completion of such courses.
Part-time courses:
Kindergarten through grade 5 students taking part-time courses from Florida Virtual School may not enroll in the same course concurrently and may not exceed the hours of the school day equaling 1.0 FTE.

Students enrolled in district middle schools and high schools may choose to enroll in courses available through Florida Virtual School and will receive credit for successful completion of such courses. Access shall be available to students during or after the normal school day and through summer school enrollment. However, a student may not enroll in the same course concurrently at two different public schools, such as their district school and Florida Virtual School.

Extracurricular Activities

A student of the Florida Virtual School full-time program may participate in any interscholastic extracurricular activity at the public school to which the student would be assigned according to the District School Board attendance area policies. The student must also meet the same standards of acceptance based on academic and behavior performance as required by other students in the school district. Students intending to participate must register his or her intent to participate in interscholastic extracurricular activities with the school before the beginning date of the season for the activity in which he or she wishes to participate. s. 1006.15.

Florida Virtual School will be available to students during or after the normal school day and through summer school enrollment. Student requesting to take a course offered by Florida Virtual School must have certified school counselor, principal, and parent permission. The school district will award credit for successful completion of courses taken through Florida Virtual School. Courses coded with "W/F" will be treated as a grade of "F" on the student transcript.

~~2. Okeechobee Virtual Instructional Program (OVIP 7004) was created on 4/1/14 in accordance with F.S. 1002.45 of the Florida Statutes. OVIP is a fully online program for students in grades K through 12th. OVIP is a franchise of the Northeast Florida Educational Consortium (NEFEC) which has contracted with Florida Virtual School (FLVS), K-12, APEX to offer part and full-time courses. All instructors are employed by NEFEC and are highly qualified, Florida-certified teachers who have undergone a background check.~~

Okeechobee Virtual Instruction Program (OVS 7023) is a provider-operated program contracted with NEFEC to provide part-time or full-time options for students in Kindergarten through 12th grade. All instructors are employed by NEFEC and are highly qualified, Florida certified teachers who have undergone a background check. For eligibility requirements for the OVIP programs, refer to the Enrollment in Virtual Program section.

STUDENT PROGRESSION PLAN

3. The District may offer a full-time or part-time program of core courses for students in grades 9 through 12 enrolled in dropout prevention; academic intervention; Department of Juvenile Justice (DJJ); or community colleges in order to meet class size requirements.

A student who is enrolled in a full-time or part-time Virtual Instruction Program under § 1002.45, Fla. Stat., meets the online requirement. This requirement does not apply to a student who has an individual education plan under § 1003.57, Fla. Stat., which indicates that an online course would be inappropriate or to an out-of-state transfer student who is enrolled in a Florida high school and has 1 academic year or less remaining in high school (§ 1003.4282 (4), Fla. Stat.).

- C. Students may participate in multiple virtual education options as long as enrollment and eligibility requirements are met.

II. STUDENT CLASSIFICATION

A. Public School Students

1. A student in grades K-12 entering virtual education to participate as a public school student will be classified as:
 - a. Full-time in OVIP (7023) if the student enrolls in virtual education for all core academic courses and PE, art, and music, and takes no courses in a brick-and-mortar school. However, a full-time OVIP student may take one or more courses at the student's zone school by mutual agreement of the OVIP principal or designee and the principal of the zone school or designee. In these cases, the student is co-enrolled in OVIP and the brick-and-mortar school. In this option, the student would take state assessments, take district assessments, and receive counseling and intervention services at the OVIP offices.
 - b. Part-time in OVIP (7023) ~~or OVIP (7004)~~ if the student is enrolled in a brick-and-mortar OCSB school and enrolls in at least one OVIP course. In this case, the student is co-enrolled in OVIP and the brick-and-mortar school. In this option, the student would take state assessments, take district assessments, and receive counseling and intervention services at the brick-and-mortar school. Students may not be simultaneously enrolled in the same course in a virtual school and brick-and-mortar school.

- B. Non-Public School Students: A student who is enrolled in a non-public school may also enroll in one or more virtual education courses on a part-time basis and will be assigned to a virtual school/program based on the course(s) selected in accordance with I(B) above.

- C. Home Education Students: A student who is registered in a Home Education program in Okeechobee County per [Florida Statutes 1002.41](#) may access one or more virtual education courses through OVIP on a part-time basis. Home Education students in secondary courses may not exceed six (6) half-credit courses per semester in OVIP. Even in cases where the entire home education program consists of virtual education, the parent of a Home Education student remains responsible for maintaining a Home Education program and portfolio as required in [Florida Statutes 1002.41](#).

III. HIGH SCHOOL GRADUATION

STUDENT PROGRESSION PLAN

- A. Any students who are enrolled full-time in Okeechobee County Virtual School (7023) and meet the high school graduation requirements in the High School section of this document, must be enrolled at a brick-and-mortar school as a public school student for the entire final semester to earn a diploma from Okeechobee High School. ~~Public school students who are enrolled full-time in Okeechobee County Virtual School (7004) and meet the high school graduation requirements listed in the High School section of this document will receive a diploma, with the appropriate designation if so eligible, from Okeechobee High School.~~
- B. Nonpublic school and home education students enrolled in an OCSB virtual education option who subsequently wish to enter ~~OVIP or~~ a brick-and-mortar school as a public-school student for the entire semester prior to graduation for the purpose of graduation from high school should review the Transfers provisions of the High School section of this document.

IV. ENROLLMENT AND ELIGIBILITY

- A. Public school students seeking enrollment into a full-time virtual education option must register with the Director of Student Services at the OBSB Office and meet all of the admission requirements. To qualify for enrollment, a student must maintain satisfactory attendance as measured by course pacing and/or the district attendance policy, not have been retained in the previous school year, and earn a Level 3 or higher for scores on FSA English Language Arts and/or FSA/EOC Mathematics and Science (at or above grade level on district assessment or equivalent exam for grades K-2). ~~as outlined in the grade-appropriate section of this document.~~

- ~~A.~~ B. The District must provide parents/guardians with timely written notification of a least one (1) open enrollment period for full-time students that consists of 90 days or more and ends 30 days before the first day of the school year. The VIP written notification will be distributed annually during the prior school year's third grading period to notify parents prior to the open enrollment period.

~~C.~~ Non-public school students and home education students seeking enrollment into a part-time virtual education option must register with the Director of Student Services at the OCSB Office and meet all of the admission requirements. ~~as outlined in the grade-appropriate section of this document.~~ To qualify for enrollment, a student must maintain satisfactory attendance as measured by course pacing and/or the district attendance policy, not have been retained in the previous school year, and earn a Level 3 or higher for scores on FSA English Language Arts and/or FSA/EOC Mathematics and Science (at or above grade level on district assessment or equivalent exam for grades K-2).

~~B.~~

C. OVIP Full-Time Enrollment Windows and Requirements

1. Full-time enrollment in OVIP for semester 1 will be open annually for at least 90 days ending 30 days before the first day of the school year as required by Florida Statutes 1002.45 and then continuing September 15.

STUDENT PROGRESSION PLAN

2. Full-time enrollment in OVIP for semester 2 will be open on a space-available basis beginning the Monday after Thanksgiving until January 15. 3. The enrollment period restriction may be waived for good cause (such as medical documentation, family hardship, and transfer from another virtual school) by the principal of OVIP
3. Any student entering OVIP with a prior year FSA English Language Arts or FSA/EOC Math score of Level 1 or Level 2, or with no score for the prior year, will be required to participate in an additional academic screening and may, at the discretion of the OVIP principal, be required to sign a contract as a condition of enrollment committing to progress monitoring through the OVIP office. Failure to meet the provisions of this contract will result in return to zoned school at semester or end of school year as appropriate.

A. ~~D.~~ Completion Restrictions

B.

Students have until the end date, July 15 of Survey 4 to complete a MyDistrict Virtual School course if they were enrolled and working in the course during either Survey 2 or 3.

Students that begin a MyDistrict Virtual School course after Survey 3 must finish the segment of the course by the last day of school.

Students may remain enrolled beyond the last day of school if the course is needed for credit recovery.

Students may remain enrolled beyond the amendment of the final enrollment survey (4) to complete a course needed for graduation.

Students must maintain a minimum GPA to take an AP, Honors, or additional course beyond the 6 period (300 minute) day.

- E.** For students entering virtual education with an Individual Education Plan (IEP) or Section 504 plan, an ~~Student Study~~ IEP/504 team meeting will be scheduled as appropriate, to include the parent, student as appropriate, staff from the student's zone school, virtual school, and the ESE department, to determine whether services can be delivered appropriately to the student.

F. Full Time /Part Time Virtual Education Enrollment

Students may move between a virtual or brick-and mortar classroom in a yearlong course after the end of the first semester, providing the student continues to meet the requirements for full-time enrollment. MyDistrict Virtual School and Florida Virtual School course requests that are assigned the statuses Course Requested (CR), Withdrawn, and Not Activated (NA) do not count as active courses for the purpose of establishing full-time enrollment status. Additionally, any virtual course activated prior to July 1 cannot be counted in the course schedule for the school year beginning on July 1—even if the course remains active.

Students who have previously been unsuccessful in a virtual school course (F or WF) will need to meet with their school counselor before the course request is approved.

STUDENT PROGRESSION PLAN

Students requesting to take a virtual course offered by MDVS or FLVS must have a school counselor and parent/caregiver approval [§ 1002.20(6), Fla. Stat.].

Students taking a course outside of the school day must maintain a “C” average throughout the Grace Period of 28 days for MDVS and 15 days for FLVS in order to remain enrolled in the course. Students who do not complete at least 20% (MDVS) or 10% (FLVS) of the course and have a below average “D” or “F” will be withdrawn from the course (W).

V. ANNUAL RE-ENROLLMENT POLICY

To qualify for enrollment for the following school year, a student enrolled in full-time OVIP must maintain satisfactory attendance as measured by course pacing and/or the district attendance policy, not have been retained in the previous school year, and earn a Level 3 or higher for scores on FSA English Language Arts and/or FSA/EOC Mathematics and Science (at or above grade level on district assessment or equivalent exam for grades K-2). ~~and comply with any contract(s) related to Level 1 and/or Level 2 scores on FSA English Language Arts and/or FSA/EOC Mathematics.~~

VI. PACE & PERFORMANCE

- A. During the first twenty-eight (28) days of any virtual education course, or for a shorter period of time if so established by the principal of OVIP, a student may be dropped from the course if pace expectations, which are established and published for each course by the administration of OVIP, are not met. Following an administrative withdrawal from a course, the OVIP administration may choose to allow a student to re-enroll in the course if the student and parent enter into a performance contract.
- B. The compulsory attendance requirement for full-time virtual education students is met through course pace requirements, which are established and published by the administration of OVIP. A student who falls behind pace in one or more courses will receive attendance interventions from the teacher and then be referred to the truancy process if pace remains deficient. Students in virtual courses are given a pacing guide to complete their on-line lessons and assessments. Students should stay within pace of the expectations. If students are not logging into their virtual courses and completing assignments each week, they are considered absent or truant from school. Excess unexcused absences will result in the student being removed from the Virtual Instruction Program and will need to go back to their brick and mortar school, register for the district’s Home Education Program, or report other means in which the student will attend school. Full or part time students taking a virtual course that do not follow attendance requirements could be withdrawn from the program with a “W” Withdraw, “WP” Withdraw Passing, or “WF” Withdraw Failing depending on their grade at time of withdrawal.
- C. Students in an elementary (K-5) virtual instruction program should have a legal guardian or a designated learning coach preparing daily assignments, materials and monitoring the student’s day to day progress. Students of middle and high school virtual instruction program should also be monitoring students work and progress on a regular basis.
Legal guardians are responsible for making sure the student has access to a computer and to internet service each school day. Legal guardians of students falling behind two weeks or more in pace will be contacted for a conference to discuss the student’s continued enrollment in the VIP or withdrawal.

STUDENT PROGRESSION PLAN

- D. Full-time virtual education students are expected to attend all required state and local assessment sessions at the OVIP/OVIP office. Failure to attend these assessment sessions is an indicator of inadequate pace, which may trigger the truancy process and result in loss of re-enrollment for the next school year.
- E. Full-time virtual education students will be scheduled into state assessments at the grade level for which instruction is provided, which may be a higher grade level than indicated in the school district's student information system.
- F. Virtual education students are expected to comply with the school district's rules of conduct as established in the OCSB Student Code of Conduct. In addition to the consequences listed in that document, violations of the Honor Code in virtual education courses may result in additional sanctions such as course withdraw/failure or denial of future access to virtual education courses.

VII. REPORTING STUDENT PROGRESS

Report Cards

Report cards shall be issued to students in grades K-5 each semester to inform parents of the child's progress. Grades on report cards must clearly reflect the student's level of achievement in mastery of the virtual courses. The final report card for the school year will indicate the following designations: Promoted/ Retained.

Legal guardians of students in grades 6-12 shall be able to log into their student's virtual instruction program to view current progress and completion grades. The district will obtain the completion grades and place them on the student's transcripts.

Percent Value Point Value Definition

- A= 90-100%, 4, Outstanding
B= 80- 89%, 3, Above Average
C= 70-79%, 2, Average
D= 60-69%, 1, Below Average
F= 0-59%, 0, Incomplete

EXCEPTIONAL STUDENT EDUCATION (GRADES K- 12)

I. ADMISSION AND PLACEMENT OF STUDENTS

Services are available for ~~children with vision and hearing disabilities from birth to 2 and~~ all students with disabilities ages 3 through age 22. Students who are gifted may receive services from kindergarten through grade 12. These services are described in the Exceptional Student Education Policies and Procedures ([SP&P](#) manual) which is approved

STUDENT PROGRESSION PLAN

by the Florida Department of Education and the School Board of Okeechobee County.

II. Home/Hospital

Students confined to the home/hospital for 15 consecutive days ~~three weeks~~ or more, may be eligible for Home/Hospital services under the exceptional student education program. Students grades K-12 and Pre-K students with disabilities who are determined to be eligible by IEP Student Study Team, continue their academic instruction in the home or hospital. The change of placement to and from Home/Hospital services is completed at the zone school via a IEP Student Study Team Process.

III. CURRICULUM AND INSTRUCTION

A. FLORIDA STANDARDS/NEXT GENERATION SUNSHINE STATE STANDARDS

The expectation is for students with disabilities to receive instruction in the Florida Standards/Next Generation Sunshine State. Accommodations are provided based on individual student need to support the participation of students with disabilities in the general education curriculum.

Accommodations are changes to how a student accesses information and demonstrates performance. Accommodations may change how students are instructed and how they are assessed. As permitted by state or national testing guidelines, accommodations provided in the classroom will be made accessible on standardized tests. The use of an accommodation must not change the standards, the instructional level, or the content; instead it provides the student with equal access and equal opportunity to demonstrate his/her skills and knowledge. For exceptional education students, other than gifted, who are working towards Next Generation Sunshine State/Florida Standards, the student's IEP (Individual Education Plan) will specify the student's present levels of performance, special education services, related services, and accommodations as the district's offer of a free and appropriate public education.

B. FLORIDA STANDARDS ACCESS POINTS/NEXT GENERATION SUNSHINE STATE STANDARDS ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Access Points reflect the essence or core intent of the standards that apply to all students in the same grade level but at reduced levels of complexity. Access Points are academic expectations created specifically for students with significant cognitive disabilities. Students eligible for Access Points will take the Florida Standards Alternate Assessment. All Florida students participate in the state's assessment and accountability system.

It is the responsibility of the classroom teacher to assess, instruct, and monitor progress of student proficiency on all Next Generation Sunshine State/Florida Standards Access Points using the same progress monitoring testing schedule as district-wide regular assessments for progress monitoring. Each teacher shall develop daily lesson plans for all subjects taught to be checked regularly by the principal or designee. Students will receive instruction based on the requirements of the district K-12 reading, writing, math, and science with appropriate accommodations and/or modifications. Instruction will also include social studies, physical education, and career education at appropriate levels of instruction with accommodations and/or modifications. Modifications are changes in what

STUDENT PROGRESSION PLAN

a student is expected to learn; may include changes to content, requirements, and expected level of mastery; however, should align with the grade level Access Points.

IV. REPORTING STUDENT PROGRESS

The evaluation of student progress must be based on classwork, observations, tests, district and state assessments and other relevant information. All parents/guardians will be notified regularly of their child's achievement during the school year using OCSB Report Cards and Progress Reports. The frequency of reporting will be the same as that of non-disabled peers enrolled in the same school. Nothing on the report card, progress report, or grade transcript may identify the student as a student with a disability. Progress toward IEP annual goals will be reported to the parent/guardian with the Individual Education Plan– Report Card. Progress toward Educational Plan (EP) goals for elementary students who are gifted will be reported to parents/guardians twice a year Gifted Educational Plan Evaluation – Elementary K-5. Progress towards EP goals for students who are gifted at the secondary level will be reported at the time of regular progress reporting.

V. STATEWIDE ASSESSMENT FOR STUDENTS WITH DISABILITIES– [RULE 6A-1.0943](#)

It is expected that all students participate in state and district assessments. Students with disabilities must be afforded the appropriate allowable accommodations for state and district assessments as indicated on the IEP. The IEP team decides which, if any, testing accommodations the student will receive. The team should only consider accommodations that the student receives for classroom instruction and testing and determine whether the student also needs those accommodations for state and district assessments as allowable by state and national testing guidelines. A student's IEP team may determine that a student is eligible to participate in the statewide accountability system by participating in the Florida Standards Alternate Assessment (FSAA). This decision must be made based on specific guidelines and with parental consent.

A. GUIDELINES FOR DETERMINING APPROPRIATE ACCOMMODATIONS

Determination of appropriate accommodations in assessment situations for students with disabilities shall be based on the individual needs of each student. Decisions on accommodations shall be made by the IEP team and must be documented on the IEP. Accommodations for national assessments, such as but not exclusive to, SAT and ACT will require a separate parent initiated application process and are not solely determined by IEP documentation.

Statewide/district assessment accommodations must be the same or nearly the same as the student uses in classroom instruction and assessment activities. See allowable accommodations in the most recent Department of Education Florida Standards Assessment Administration Manual and/or Guidelines for End of Course Exam. For administration of CBT (Computer Based Testing) allowable accommodations must also be considered by the IEP team and indicated on IEP.

B STATEWIDE ASSESSMENT WAIVER

Waiver of the State Assessment Graduation Requirements for Students with

STUDENT PROGRESSION PLAN

Disabilities – Students with disabilities who are working toward a standard high school diploma, including students on Access Points, are expected to participate in state assessments. Legislation provides for consideration of a waiver, with parent consent, for these assessments if specific criteria is met (refer to High School for assessment and waiver requirements).

Students with disabilities enrolled in courses for which a statewide EOC assessment is required are expected to participate in the Florida Standards or Florida Standards Alternate EOC Assessments. Waivers are available for an EOC requirement for students who have IEP's. The IEP team must determine that an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations. The student may have the EOC assessment results waived for the purpose of determining the student's course grade and credit.

In order to be considered for the waiver from the FCAT 2.0, FSA, FSAA, and/or End-of-Course (EOC) assessment requirement, the student must meet all of the following criteria:

1. Be identified as a student with a disability, as defined in [Florida Statutes 1007.02\(2\)](#)
2. Have an active individual educational plan (IEP),
3. Have taken the FCAT2.0/FSA/FSAA/EOC assessment with appropriate allowable accommodations at least once, and
4. Have demonstrated as determined by the IEP team, achievement of the course standards.

VI. GRADE PLACEMENT OF EXCEPTIONAL EDUCATION STUDENTS

A. PROMOTION AND RETENTION OF STUDENTS WITH DISABILITIES

1. PROMOTION

Promotion is based upon achievement of these regular education standards on grade level standards with accommodations and/or modifications, if indicated on the IEP. ([Rule 6A-6.0312](#)). Refer to Elementary and Secondary Education sections (grades K-5, 6-8, 9-12) for general education promotion requirements.

2. RETENTION

Students with disabilities will follow the same criteria as outlined in the Elementary, Middle, and High School Retention sections of the Student Progression Plan. The final decision for grade placement is the responsibility of the principal.

3. MIDYEAR PROMOTION OF RETAINED THIRD GRADERS

A third grade student with a disability who did not qualify for good cause exemption and was retained in 3rd grade may be eligible for a midyear promotion based on [Rule 6A.1.094222](#). See Elementary Midyear Promotion of 3rd Graders section for requirements for midyear promotion. If a midyear promotion is granted, the IEP team must convene to review the IEP at the time of promotion and revise said IEP if necessary.

B. MANDATORY GRADE THREE RETENTION

***** (see TIER 2 and TIER 3 of K-12 Comprehensive Reading Plan) ****

C. EXEMPTION FROM MANDATORY GRADE THREE RETENTION ([FL STATUTES 1008.25](#)) REFER TO ELEMENTARY EDUCATION SECTION

1. Refer to Elementary Education section Good Cause Exemption from Mandatory Retention in grade 3 for requests for good cause exemptions for students with disabilities from the mandatory retention requirements.
2. Remediation
 - a. Remediation opportunities will be based on student progress, demonstrated need and IEP goals.
 - b. The IEP team will review and/or revise the Individual Educational Plan, if needed, when student achievement on state/district assessment does not meet the level of proficiency required in any area.

D. GRADE PLACEMENT OF EXCEPTIONAL EDUCATION STUDENTS IN FLORIDA STANDARDS ACCESS POINTS/NEXT GENERATION SUNSHINE STATE STANDARDS ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

1. When considering grade placement of a student receiving instruction on Access Points:
 - a. progress monitoring data, mastery of IEP goals and objectives, and other student performance measures based on Access Points instruction will be considered to determine whether or not students with significant cognitive disabilities should be retained in a specific grade level. Beginning in grade three, the Florida Standards Alternate Assessment will also be considered. .

E. SUMMER SCHOOL

Students with disabilities may attend if they meet OCSB Summer Reading Camp or Summer School criteria.

F EXTENDED SCHOOL YEAR (ESY)

A student with a disability receives extended school year (ESY) services if the student's IEP team determines that the student needs specific services beyond the regular 180-day school year in order to meet the IEP goals provided as part of the district's offer of a free and appropriate public education. ESY services are determined for each student by the IEP team based on emerging critical life skills, severity of their disability, and/or regression as related to the IEP goals, not based on exceptionality. The IEP team determines the initiation, duration, and frequency of ESY services.

G. TRANSITION PLANNING

Transition needs are addressed by the IEP team and may include the following electives designed to prepare students with disabilities for careers and post-school adult living: The first course is Career Preparation, ESE course number 7980110, which focuses on the acquisition of the necessary knowledge and skills. Career Experiences/Job Experience Training (JET), ESE course code 7980120, is recommended for ages 16 and older and provides opportunities for the application of knowledge and skills in a non-paid school or community work experience setting with coaching and instructional assistance.

STUDENT PROGRESSION PLAN

Students who secure paid employment should be enrolled in Career Placement/OJT (paid competitive employment), ESE course code 7980130, rather than JET. OJT provides the opportunity for students to earn high school credit for satisfactorily maintaining paid employment. Students should complete 2 full years of high school coursework prior to being recommended for JET or OJT. Multiple credits may be earned in JET and OJT.

COURSE CODE CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

The Learning Strategies Curriculum, Strategic Instruction Model (SIM), is strongly recommended for students with Specific Learning Disabilities who are working toward a standard diploma. The use of ESE course code 7963080 may only be used if an ESE instructor has been formally trained to implement this specific curriculum. This is an elective course which may be taken consecutively for up to 4 years. (i.e., LS I, II, III, IV)

The Social and Personal Skills Course (ESE course code 7963070) will be credited as an elective for students with disabilities as determined by the IEP team and may be taken consecutively.

VII. GRADUATION ~~OPTIONS~~ FOR EXCEPTIONAL EDUCATION STUDENTS

A. The Individuals with Disabilities Education Act (IDEA), requires that school Districts provide students with disabilities who have an individual education plan (IEP) a free appropriate public education (FAPE). During the 2014 legislative session, section 1003.4282, Florida Statutes, (F.S) was amended and the opportunity for **certain student with disabilities** to defer receipt of their standard high school diploma in order to continue to receive services was added.

The statute allows a student to defer the receipt of a standard high school diploma if they have an IEP that prescribes special education, transition planning, transition services, or related services through age 21 **and** are enrolled in an accelerated college credit instruction, industry certification course that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.

The IEP team will determine eligibility for deferral. The benefits of deferring receipt of the high school diploma and the programs available to students who defer will be reviewed with eligible students and their parents during an IEP meeting. This information will also be provided in writing.

The decision to accept or defer the standard high school diploma must be made by May 15 of each school year. The parent (or the student if over 18 years of age and to whom rights have transferred), must sign a document stating whether or not they wish to defer. Please note that failure to attend the graduation ceremony does not constitute a deferral of the diploma.

| | | |
|---|-----------------------------|----------------------------------|
| High School Graduation Requirements for Special Diploma (Prior to 2014 – 2015 9th-grade cohort) | | |
| 9th-grader in: | 2010 – 11 or earlier | 2011-12, 2012-13, 2013-14 |

STUDENT PROGRESSION PLAN

| | | |
|--------------------------------|--|--|
| Graduation Requirements | English/Reading 4 credits | English/Reading 4 credits |
| | Math 9-12 or Life Skills Math 4 credits | Mathematics Access Courses: Algebra 1a/1b, Geometry, Liberal Arts Math 4 credits |
| | Science 9-12 3 credits | Science Access Courses: Earth/Space, Biology, Integrated, Chemistry 3 credits |
| | Social Studies 3 credits | Social Studies 3 credits |
| | Physical Education 3 credits | Physical Education Personal Fitness ½ credit, elective ½ credit, Specially Designed PE per IEP 1 credit |
| | Career Preparation 1 credit | Career Preparation 1 credit |
| | Electives 8.5 credits | Electives 8 credits |
| 24 credits total | 24 credits total | |

Standard Diploma High School Graduation Options

STUDENT PROGRESSION PLAN

(Students Entering 9th Grade in 2014-2015 and After)

| 24 credit standard diploma option available to all students, including students with disabilities | 24 credit standard diploma option available only to students with disabilities | 24 credit standard diploma available only to students with disabilities, who take access courses and the alternate assessment.* |
|---|---|--|
| 4 Credits English Language arts (ELA) | | |
| <ul style="list-style-type: none"> • ELA I, II, III, IV • ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement. | <ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute a CTE course with content related to English for English IV | <ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute access courses for general education courses • May substitute a CTE course with content related to English for English IV |
| 4 Credits Mathematics | | |
| <ul style="list-style-type: none"> • One of which must be Algebra I and one of which must be Geometry • Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry) | <ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry) | <ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute access courses for general education courses • May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry) |
| 3 Credits Science | | |
| <ul style="list-style-type: none"> • Three of the four required credits must have a laboratory component • One of which must be Biology I, two of which must be equally rigorous science courses. • An Industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology) | <ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute a CTE course with content related to science for one science credit (except for Biology I) | <ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute access courses for general education courses • May substitute a CTE course with content related to science for one science credit (except for Biology I) |
| 3 Credits Social Studies | | |
| <ul style="list-style-type: none"> • 1 credit World History • 1 credit in U.S. History • .5 credit in U.S. Government | <ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute a CTE course with content related to social | <ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute access courses for general education courses |

STUDENT PROGRESSION PLAN

| | | |
|---|---|--|
| <ul style="list-style-type: none"> .5 credit in Economics with Financial Literacy | studies for one social studies course (except for U.S. History) | <ul style="list-style-type: none"> May substitute a CTE course with content related to social studies for one social studies course (except for U.S. History) |
| 1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts** | | |
| 7 Elective Credits | | |
| | <ul style="list-style-type: none"> Must include .5 credit in an employment based course May include ESE courses | <ul style="list-style-type: none"> May include employment based course/s |
| 1 Credit Physical Education to include the integration of health | | |
| 1 Online Course | | |
| | To be completed through online learning; high school credited courses taken in grades 6-8 fulfill this requirement. Completion of a course that leads to nationally recognized industry certification in information technology that leads to college credit or the passage of an information technology certification exam without enrollment in the course meets this requirement. Passage of an online content assessment by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes without enrollment or completion of the course meets this requirement. Online course may be waived by IEP team | |
| Students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments unless a waiver of assessment results is granted by the IEP team. | | |

*Parental consent is required before a student may take access courses.

**Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory.

B. CERTIFICATE OF COMPLETION

Students who complete the required high school courses but fail to meet all of the graduation requirements for a diploma may receive a certificate of completion. A certificate of completion is not a diploma. It certifies that a student attended high school but did not meet all graduation requirements for a diploma.

A certificate of completion may be given to students with disabilities who have not satisfied all high school graduation requirements, (see Regular Education High School Section). ~~Students with disabilities may continue to receive FAPE and pursue a standard or special diploma through the semester in which the student turns 22 years old.~~

~~**C. SPECIAL DIPLOMA OPTION I (9th grade cohort prior to 2014-2015)**~~

~~Students must meet Florida Standards Access Points for Students with Significant Disabilities at the appropriate level for the Special Diploma. (Exceptional Student Education Courses Grades 6-12 incorporate the Florida/Next Generation Sunshine State Standards Access Points for Students with Significant Cognitive Disabilities)~~

STUDENT PROGRESSION PLAN

~~A student with a disability who has earned credit for a course based on Florida Standards with accommodations and/or modifications as documented on the IEP can use the credit to meet graduation requirements based on Florida Standards Access Points~~

~~Students working toward a special diploma who enroll in regular education course(s) using modifications may receive credit in the corresponding subject area to count toward a special diploma. Modifications are changes in what a student is expected to learn; may include changes to content, requirements, and expected level of mastery.~~

~~D. SPECIAL DIPLOMA OPTION II (9th grade cohort prior to 2014-2015)~~

~~Option II is an individually designed option that documents mastery of employment and functional community skills.~~

~~Requirements~~

- ~~• Minimum age — 16 years old,~~
- ~~• 3-6 earned high school credits,~~
- ~~• Graduation/work plan is developed for employment competencies,~~
- ~~• Documentation of mastery of 75% of employment competencies,~~
- ~~• Ninety consecutive days of successful employment at or above minimum wage with same employer averaging 25 hours per week,~~
- ~~• Be enrolled and receiving exceptional student education services,~~
- ~~• Transition IEP reflects the student is working towards an Option II diploma.~~

~~E. MOVING BETWEEN DIPLOMA OPTIONS (9th grade Cohort prior to 2014-2015)~~

~~The diploma choice is reviewed annually at the IEP/transition meeting, and the IEP/transition team may change the diploma option, if appropriate. However, a change of diploma options from Special Diploma Option 1 to Standard Diploma late in a student's high school career may mean additional time in school to satisfy graduation requirements.~~

~~F. GRADUATION FROM HIGH SCHOOL AS RELATED TO FREE AND APPROPRIATE PUBLIC EDUCATION~~

~~All students with disabilities must be provided a free appropriate public education, until the student receives a standard diploma or upon completion of the semester in which the student turns 22 years old.~~

APPENDIX

Addendum

Interstate Compact on Educational Opportunity for Military Children Florida Statutes 1000.36

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents.

This compact applies to the children of:

- Active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. ss. 1209 and 1211.
- Members of veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.

The compact does not apply to the children of:

- Inactive members of the National Guard and military reserves;
- Members of the uniformed services now retired,
- Veterans of the uniformed services;
- Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.

If a child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state shall process and furnish the official education records to the school in the receiving state within 10 days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.

Districts must give 30 days from the date of enrollment or within such time as is reasonably determined under the rules adopted by the Interstate Commission for students to obtain any immunization or a series of immunizations required by the receiving school.

Students shall be allowed to continue their enrollment at grade level commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. If a student transfers before or during the school year, the receiving school shall initially honor placement in courses based on the student's enrollment in the sending school if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. The receiving school is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.

The receiving school must initially honor placement of the student in educational programs such as Gifted and talented and English as a Second Language based on current educational assessments conducted at the sending school.

At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Dual Enrollment, and Florida Virtual School courses.

Dependent children of active-duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission for such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include magnet schools, advanced studies programs, Advanced Placement, Dual Enrollment, Advanced International Certificate of Education, and International Baccalaureate.

A special power of attorney relative to the guardianship of a child of a military family and executed under applicable law is sufficient for the purposes of enrolling the child in school and for all other actions requiring parental participation and consent. A local education agency is prohibited from charging local tuition to a transitioning military child placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent. A transitioning military child, placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent, may continue to attend the school in which he or she enrolled while residing with the custodial parent. State and local education agencies must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline, to the extent they are otherwise qualified.

In order to facilitate the on-time graduation of children of military families, states and local education agencies shall incorporate the following procedures: shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required graduation coursework so that graduation may occur on time. States shall accept exit or end of course exams required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu testing requirements for graduation in the receiving state. If these alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the provisions of the following shall apply. If a military student transfers at the beginning of or during his or her senior year and is not eligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies must ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements from the sending local education agency. If one of the states in question is not a member of this compact, the member state shall use its best efforts to facilitate the on-time graduation of the student. Special note: Florida is a member-state.

Reauthorized: [HB 7003, 4/10/2013](#)

NON-DISCRIMINATION NOTICE

The School District of Okeechobee County has adopted Board Policy 6.43, Unlawful Discrimination Prohibited. No person shall, on the basis of race, color, religion, gender, pregnancy, age, national or ethnic origin, genetic information, political beliefs, marital status, sexual orientation, gender identity, disability, if otherwise qualified, social and family background or on the basis of the use of a language other than English by Limited English Proficiency (LEP) students, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.

The School District of Okeechobee County shall comply with all federal and state laws which include the Title II of the Americans with Disabilities Act of 1990, as amended by the ADA Amendments Act of 2008 (ADAAA), Title IX, Section 504, Florida Education Equity Act, Age Discrimination in Employment Act (ADEA), Genetic Information Non-Discrimination Act of 2008 (GINA), and the Boy Scouts of America Equal Access Act.

Any employee, student, applicant for admissions, or applicant for employment who believes he/she has been discriminated against or has been harassed by another employee, student, or third party is encouraged to use the Equity Plan Grievance Procedure for filing complaints. Complaints may be filed with the principal or immediate supervisor, District Equity Coordinator/Director of Human Resources or the Superintendent.

Director of Human Resources
Title II, Title IX and the Florida Education Equity Act Complaints and
ADA/Section 504 Complaints
700 SW 2nd Avenue, Okeechobee, FL 34974
(863) 462-5000 Ext. 1067

Prohibición de discriminació

Ninguna persona será discriminada en base a su raza, color, religión, sexo, embarazo, edad, origen de su nacionalidad, información genética, creencias políticas, estado civil, orientación sexual, identidad de género, discapacidad, ni por sus antecedentes sociales y familiares, o en base al uso de otro lenguaje, además del idioma Inglés, o por ser estudiantes identificados como LEP (aprendices del idioma Inglés), no se les debe de excluir de participar o negárseles beneficios, o ser sujetos a discriminación en ningún programa o actividad educativa, o en ningún empleo o prácticas realizadas por este Distrito Escolar, salvo lo dispuesto por la ley. (Junta Directiva 6.43). Todos los programas de Educación Profesional y Técnica tienen la inscripción abierta y todos los estudiantes son elegibles para solicitar estos cursos.

La Junta Escolar deberá de cumplir con todos los derechos federales y del estado incluyendo el Decreto de 1990 sobre Americanos Discapacitados (siglas en Inglés-ADA), Title IX, Section 504, Florida Education Equity Act, Age Discrimination in Employment Act (ADEA), Genetic Information Non-Discrimination Act of 2008 (GINA), and the Boy Scouts of America Equal Access Act.

Cualquier empleado, estudiante, aspirante del ingreso o aspirante del empleo que alegue haber sido discriminado u acosado por cualquier grupo (otro empleado, estudiante o persona), podrá llevar su queja directamente al/la director/a, supervisor, Coordinador de Justicia del Distrito, o Superintendente del Distrito.

El Coordinador de Justicia del Distrito/

[Directora de Recursos Humanos](#)
[Quejas de Title II, Title IX, ADA/Section 504,](#)
[Florida Education Equity Act](#)
[700 SW 2nd Avenue, Okeechobee, FL 34974](#)
[\(863\) 462-5000 Ext. 1067](#)

Rev. 06-20-19

Educational Equity

~~The School District of Okeechobee County has adopted Board Policy 6.43, Unlawful Discrimination Prohibited. No person shall, on the basis of race, color, religion, gender, pregnancy, age, national or ethnic origin, genetic information, political beliefs, marital status, sexual orientation, disability, if otherwise qualified, social and family background or on the basis of the use of a language other than English by Limited English Proficiency (LEP) students, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.~~

~~The School District of Okeechobee County shall comply with all federal and state laws which include the Title II of the Americans with Disabilities Act of 1990, as amended by the ADA Amendments Act of 2008 (ADAAA), Title IX, Section 504, Florida Education Equity Act, Age Discrimination in Employment Act (ADEA), Genetic Information Non-Discrimination Act of 2008 (GINA), and the Boy Scouts of America Equal Access Act.~~

~~The School District of Okeechobee County offers career and technical education pathways and academies for all students. Based on their interest a student may enroll in any of the following programs: Technical Ag Operations, Animal Science and Services, Aquaculture, Automotive Maintenance & Light Repair, Building Construction Technologies, Digital Design, Electrocardiograph Aide, and Nursing Assistant. The lack of English language skills will not be a barrier to admission or participation in the Career Technical Education Programs (CTE).~~

~~Any employee, student, applicant for admissions, or applicant for employment who believes he/she has been discriminated against or has been harassed by another employee, student, or third party is encouraged to use the Equity Plan Grievance Procedure for filing complaints. Complaints may be filed with the principal or immediate supervisor, District Equity Coordinator/Director of Human Resources or the Superintendent.~~

~~Director of Human Resources
Title II, Title IX and the Florida Education Equity Act~~

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **MENTAL HEALTH ALLOCATION PLAN**
DATE: August 01, 2019

RECOMMENDATION:


That the Board approve the 2019-20 Mental Health Allocation Plan.

BACKGROUND INFORMATION:

The Mental Health Allocation Plan is an overview of the School District of Okeechobee's system designed to address the mental, social and emotional, and behavioral needs of all students. The plan was developed following the guidelines and statutory requirements outlined in Senate Bill 7026 which was signed in to law in March 2018. The plan provides a synopsis of many of the existing programs and services currently available. It also gives details for the expansion of those services using the Mental Health Services Allocation provided to school districts as part of SB 7026.

The Mental Health Allocation Plan is included in Board member agendas and is available upon request in the office of the Assistant Superintendent for Instructional Services.

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **DELIVERED LLC AGREEMENT**
DATE: August 1, 2019

RECOMMENDATION:

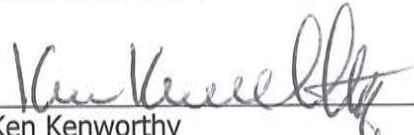
That the Board approve an Agreement with DeliverEd LLC for the delivery of a Strategic Plan to begin July 1, 2020.

BACKGROUND INFORMATION:

This is a new agreement. This proposal will be presented to the District Advisory Council for consideration at their next meeting.

The agreement is included in Board member agendas and is available upon request in the office of the Assistant Superintendent for Instructional Services.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board

FROM: Ken Kenworthy., Superintendent of Schools

SUBJECT: **EXTENSION OF BANKING SERVICES AGREEMENT WITH CENTERSTATE BANK**

DATE: August 1, 2019

RECOMMENDATION:

That the board extend the banking services agreement with CenterState Bank for a period of three years effective September 6, 2019.

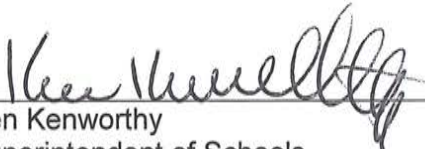
BACKGROUND INFORMATION:

The District issued RFP 19-1 for district-level banking services. On July 9, 2019, the Board accepted the proposal from CenterState Bank based on the committee's recommendation.

The RFP allows for a contract of three (3) years, with the option to extend for additional one (1) year terms. CenterState Bank has agreed to continue their relationship with the District with the no change in terms.

A copy of the Proposal Quotation form and Scope of Banking Services is attached and available in the office of the Director of Finance.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS
DATE: August 1, 2019

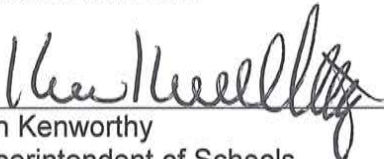
RECOMMENDATION :

That the Board approve the District Plan for Services to English Language Learners. The plan will be in effect for three years.

BACKGROUND INFORMATION:

This is a renewal agreement. The ELL Plan describes the procedures for identification, assessment, placement, and program requirements for student instruction. The ELL Plan includes requirements for personnel training and parental involvement. This plan is updated every three years to reflect any changes in local assessments or program offerings as well as to bring the plan in line with any new or additional Florida Department of Education requirements. The agreement is included in Board member agendas and is available upon request in the office of the Director of Student Services.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board

FROM: Ken Kenworthy, Superintendent of Schools

SUBJECT: **APPOINTMENT OF INSTRUCTIONAL PERSONNEL ON ANNUAL CONTRACT**

DATE: August 1, 2019

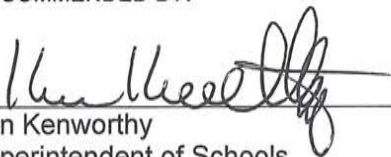
RECOMMENDATION:

That the following Instructional Personnel be appointed for the 2019-2020 school year on Annual Contract:

Okeechobee Achievement Academy

Oliver J. Harwas

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board

FROM: Ken Kenworthy, Superintendent of Schools

SUBJECT: **REVISIONS TO PERSONNEL ALLOCATIONS FOR 2019-20**

DATE: August 1, 2019

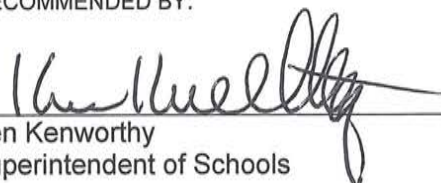
RECOMMENDATION:

That the Board approve the following revisions to personnel allocations for the 2019-2020 fiscal year:

Non-Instructional Personnel

| <u>Action</u> | | | | | |
|---------------|---------------|----------|-------------------|-------------------------------|-----------------------|
| <u>Add</u> | <u>Delete</u> | <u>#</u> | <u>Position</u> | <u>Location</u> | <u>Effective Date</u> |
| | ✓ | 1 | Advocate - Mentor | Exceptional Student Education | 07-22-2019 |

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: RESIGNATION, TERMINATION, AND SUSPENSION OF EMPLOYMENT
DATE: August 1, 2019

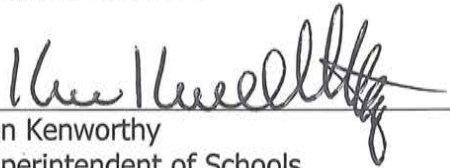
RECOMMENDATION:

That resignations for the following personnel be accepted:

| Name | Position | School or Center | Effective Date |
|------------------------------|---------------------------------|------------------------------|----------------|
| Forde, Theresa Retirement | Teacher 2 nd Grade | Everglades Elementary School | 06/03/2019 |
| Harwas, Oliver J. | Paraprofessional Senior High | Okeechobee High School | 06/03/2019 |
| Murphy, Leighia | Paraprofessional Title I Elem | Seminole Elementary School | 06/03/2019 |
| Myers, Jeanne | Paraprofessional Security Guard | Okeechobee High School | 06/03/2019 |
| Robinson, Tiffany | Bus Driver | Transportation | 06/28/2019 |
| Sanders, Julie | Paraprofessional Office Aide | Osceola Middle School | 06/03/2019 |
| Timko, Andrew | Paraprofessional General | Okeechobee High School | 06/03/2019 |

That the resignation of Aryne Rackley, Teacher, Third Grade, South Elementary School be accepted with prejudice effective June 3, 2019, due to lack of sufficient notice.

RECOMMENDED BY:


 Ken Kenworthy
 Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: SUBSTITUTE TEACHERS FOR 2019-20
DATE: August 1, 2019

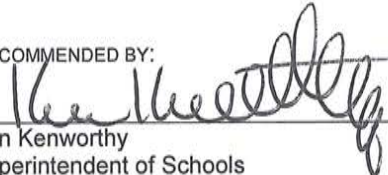
RECOMMENDATION:

That the following be approved as a Substitute Teachers for the 2019-20 school year:

| <u>Name</u> | <u>Rank</u> | <u>Name</u> | <u>Rank</u> | <u>Name</u> | <u>Rank</u> | <u>Name</u> | <u>Rank</u> |
|--------------------|-------------|--------------------|-------------|-----------------------|-------------|------------------------|-------------|
| Agnew, Brittany | I | Gold, Vickie | III | O'Connor, Patricia | I | Torres, Nicole | II |
| Anderson, Robert | III | Gomez, Amanda | I | Olivarez, Charity | III | Van Eman, Olivia | I |
| Attaway, Glenn | I | Grant, Patricia | III | Olson, Angela | II | Varnadore, Christan | III |
| Ayala, Elizabeth | I | Gullett, Bonita | III | Pickett, Bonnie | II | Walker, Candice | III |
| Bandi, Laura | I | Harden, Brandi | III | Prescott, Donielle | I | Walker, Daylyn | II |
| Berggren, Emily | II | Harwas, Oliver R | III | Proulx, Cheryl | III | Watford, Cassidy | I |
| Biamonte, Joseph | III | Hauk, Alexandra | III | Raddatz, John | I | Watson, Barbara | I |
| Blitch, Norma | I | Haver, Jacob | III | Raya, Jacqueline | II | Whitehead, Rebecca | I |
| Boggs, Carla | I | Higgins, Caitlan | I | Receveur, Linda | III | Williams, Florence | III |
| Boggs, Richard | III | Hope, Marilyn | III | Rehkamp, Connie | III | Widdifield, Delores | I |
| Boney, Jared | I | Hortman, Carol | I | Riles, Demetre | III | Williams, Jena | I |
| Brennan, Ashley | I | Hubert, Roland | III | Robertson, Tamara | I | Wood, Deborah | III |
| Brown, Carlee | I | Huff, Mary | III | Rodriguez, Kenia | I | Woods, Codi | I |
| Butler, Jamie | II | James, Haley | III | Runyon, Brittany | II | Woods, Deanna | I |
| Cable, Margaret | III | Keefe, Robert | III | Russell, Cassandra | II | Worf, Kathi | III |
| Catron, Savannah | II | Kilp, Tambie | III | Salas, Adela | III | Wright, John | III |
| Chouinard, Kayla | II | Kotula, Teresa | II | Sanchez, Julisa | II | | |
| Covington, Rachel | I | Lapp, Kitana | I | Santibanez, Elidad | III | | |
| Crenshaw, Brandi | I | Lara, Trisha | II | Saucedo, Blanca | II | | |
| Crosby, Heidi | III | Lefevre, Heather | I | Shanks, DeForest | I | Bryant, Eyvonne Booker | Truecore |
| Cummings, Abigail | II | Martinez, Linda | III | Shockley, Anna | II | Clark, Sherry | Truecore |
| Davis, Angelica | I | Martinez, Viviana | I | Singleton, Richardean | III | DeSarro, Angela | Truecore |
| Davis, Corbin | I | Maselli, Anastasia | II | Smith, Markita | I | Grant, Tremeca | Truecore |
| Delagall, Tony | III | McCreedy, Robert | III | Smith, Steven | III | McCormick, Martin | Truecore |
| Diaz-Helble, Sarah | I | McDavid, Amy | II | Soto, Courtney | II | McQueen, Tamisha | Truecore |
| Dowler, Julianne | I | McQueen, Tamisha | II | Stephen, Laurie | III | Mullins, Danny | Truecore |
| Erickson, Kaela | II | McMillan, Joshua | II | Striebel, Garth | I | Noble-Adams, Janice | Truecore |
| Ferrell, Bruce | III | Melear, Jenni | III | Stripling, Caitlyn | II | Parris, Wayne | Truecore |
| Ford, Sara | I | Mott, Georgia | I | Stroud, Hunter | III | Talavera, Jairo | Truecore |
| Freeman, Veronica | I | Murphy, Destany | I | Swant, Callie | II | Wilm, Susanne | Truecore |
| Furse, Leah | I | Murphy, Linda | III | Tabbert, William | III | | |
| Garcia, Leslie | II | Myers, Jeanne | II | Tedders, Ryan | I | | |
| Giles, Karen | III | Newell, Kristen | II | Thomas, Katlyn | I | | |
| Giles, Richard | III | Newman, Faunae | II | Timko, Andrew | II | | |
| Giles, Sarah | III | | | | | | |

Rank I – Less than 60 college credit hours
Rank II – 60 or more college credit hours
Rank III – Bachelor's Degree or higher

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **PAYMENTS TO PERSONNEL**
DATE: August 1, 2019

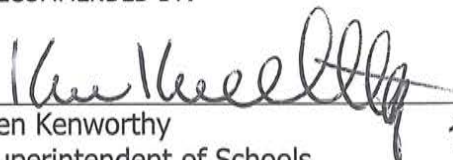
RECOMMENDATION:

That the Board approve the following payments to personnel:

| <u>Name/Group</u> | <u>Purpose</u> | <u>Rate of Pay</u> | <u>Time Period (Maximum)</u> | <u>Funding Source</u> |
|--------------------|----------------|--------------------|----------------------------------|-----------------------|
| 3 Teachers | Band Camp | \$23.00 Per Hour | 07/22/19 – 08/02/19 | High School Budget |
| 1 Paraprofessional | Band Camp | \$12.00 Per Hour | 07/29/19 – 08/02/19 | High School Budget |

Note: All professional development shall comply with provisions in the negotiated personnel contracts.
Appropriate Certification Required.

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

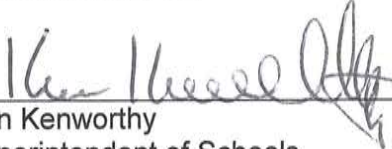
To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **APPOINTMENT OF EXPULSION HEARING OFFICERS FOR THE 2019-20 SCHOOL YEAR**
DATE: August 1, 2019

RECOMMENDATION:

That the Board appoint the following personnel to serve as hearing officers to conduct expulsion hearings for the 2019-20 school year.

- Sean Downing, Principal, Osceola Middle School
- Renèe Geeting, Assistant Superintendent for Administrative Services
- Dr. Thelma Jackson, Principal, Seminole Elementary School
- Dave Krakoff, Principal, Yearling Middle School
- Leslie Lundy, Director of Grants and Special Programs
- Dr. Pat McCoy, Assistant Superintendent for Instructional Services
- Carol Revels, Senior Administrator, Okeechobee High School/Freshman Campus
- Tuuli Robinson, Principal, North Elementary School
- Dr. Joseph Stanley, Director of Human Resources
- Lonnie Steiert, Director of Student Services
- Dylan Tedders, Assistant Superintendent for Administrative Services

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board

FROM: Ken Kenworthy, Superintendent of Schools

SUBJECT: AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION) AGREEMENT

DATE: August 1, 2019

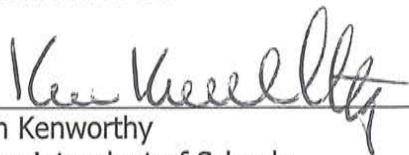
RECOMMENDATION:

That the Board approve an AVID College Readiness System Services and Products Agreement with the AVID Center for the 2019-20 school year at a cost of \$18,047.00.

BACKGROUND INFORMATION:

This is a renewal agreement. AVID is a program designed to increase schoolwide/districtwide learning and performance by focusing on providing academic instruction and support for historically underrepresented groups of students who enroll in a college preparatory path in high school. North Elementary, Seminole Elementary, Osceola Middle, Yearling Middle, and Okeechobee High (including OHS/Freshman Campus), will have AVID programs in their schools during the 2019-20 school year. Funding for the agreement will come from the Project 1059 (AVID). The agreement is included in Board member agendas and is available upon request in the office of the Assistant Superintendent for Instructional Services.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **AGREEMENT WITH CHANGING TREE WELLNESS CENTER, LLC**
DATE: August 1, 2019

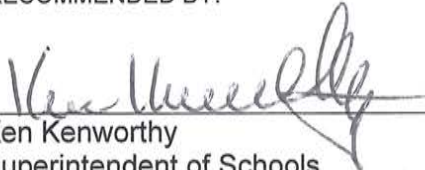
RECOMMENDATION:

That the Board approve an agreement with Changing Tree Wellness Center, LLC, for student mental health services effective August 1, 2019 through July 31, 2020.

BACKGROUND INFORMATION:

This is a renewal agreement. Referrals for services are made by the school psychologists or guidance counselors to the school social worker who then contacts the agency. There are no fees assessed to the School Board unless there are special circumstances approved by the Director of Exceptional Student Education. Special circumstance services are paid from IDEA Project 4049 for non-Medicaid students. The agreement is included in Board member agendas and is available upon request in the office of the Director of Exceptional Student Education.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools