



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 PUBLIC HEARING AND REGULAR MEETING
SEPTEMBER 10, 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. Community Recognition
 - ★ Commissioner's Business Recognition Award
 - Everglades Equipment Group
- B. Student Recognitions
 - ★ FSA Certificate of Achievement
 - ★ FSAA Certificate of Achievement
- C. Staff Recognitions
 - ★ Food Service
 - ★ PBIS Gold Recognition – Okeechobee Achievement Academy
 - ★ Retirements
 - Jason Egli, Language Arts Teacher, Okeechobee High School
 - Connie Sherrill, Physical Education/Drop Out Prevention Teacher, Okeechobee High School
 - Renee Geeting, Assistant Superintendent of Administrative Services

-----SCHEDULED RECESS-----

III. Public Hearing

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- Regular Meeting of August 1, 2019

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SCHOOL BOARD OF
OKEECHOBEE COUNTY

AGENDA FOR
PUBLIC HEARING AND
REGULAR MEETING
SEPTEMBER 10, 2019

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VII. Information Items:

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

The next regular meeting of the School Board is Tuesday, October 8, 2019, at 6:00 p.m.

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: **MILLAGE RATES TO BE ESTABLISHED FOR 2019-20**
DATE: September 10, 2019

RECOMMENDATION:

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

RECOMMENDATION:

That the 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

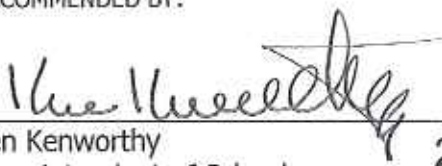
SUBJECT: **RESOLUTION DETERMINING REVENUES AND MILLAGES LEVIED FOR 2019-20**

DATE: September 10, 2019

RECOMMENDATION:

That the Board approve the attached Resolution Determining Revenues and Millages Levied for fiscal year July 1, 2019, to June 30, 2020.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

Please return completed form to:
 Florida Department of Education
 Office of Funding & Financial Reporting
 325 West Gaines Street, Room 814
 Tallahassee, Florida 32399-0400

**FLORIDA DEPARTMENT OF EDUCATION
 RESOLUTION DETERMINING
 REVENUES AND MILLAGES LEVIED**

RESOLUTION OF THE DISTRICT SCHOOL BOARD OF OKEECHOBEE COUNTY, FLORIDA, DETERMINING THE AMOUNT OF REVENUES TO BE PRODUCED AND THE MILLAGE TO BE LEVIED FOR THE GENERAL FUND, FOR THE DISTRICT LOCAL CAPITAL IMPROVEMENT FUND AND FOR DISTRICT DEBT SERVICE FUNDS FOR THE FISCAL YEAR BEGINNING JULY 1, 2019, AND ENDING JUNE 30, 2020.

WHEREAS, section 1011.04, Florida Statutes, requires that, upon receipt of the certificate of the property appraiser giving the assessed valuation of the county and of each of the special tax school districts, the school board shall determine, by resolution, the amounts necessary to be raised for current operating purposes and for debt service funds and the millage to be levied for each such fund, including the voted millage; and

WHEREAS, section 1011.71, Florida Statutes, provides for the amounts necessary to be raised for local capital improvement outlay and the millage to be levied; and

WHEREAS, the certificate of the property appraiser has been received;

THEREFORE, BE IT RESOLVED by the district school board that the amounts necessary to be raised, as shown by the officially adopted budget, and the millages necessary to be levied for each school fund of the district for the fiscal year are as follows:

1. DISTRICT SCHOOL TAX (nonvoted levy)

a) Certified taxable value	b) Description of levy	c) Amount to be raised	d) Millage levy
\$ <u>2,317,904,998</u>	Required Local Effort	\$ <u>8,542,500</u>	<u>3.8390</u> mills <small>s. 1011.62(4), F.S.</small>
	Prior-Period Funding Adjustment Millage	\$ <u>0</u>	<u>0</u> mills <small>s. 1011.62(4)(e), F.S.</small>
	Total Required Millage	\$ <u>8,542,500</u>	<u>3.8390</u> mills

2. DISTRICT SCHOOL TAX DISCRETIONARY MILLAGE (nonvoted levy)

a) Certified taxable value	b) Description of levy	c) Amount to be raised	d) Millage levy
\$ <u>2,317,904,998</u>	Discretionary Operating	\$ <u>1,664,441</u>	<u>0.7480</u> mills <small>s. 1011.71(1), F.S.</small>

3. DISTRICT SCHOOL TAX ADDITIONAL MILLAGE (voted levy)

a) Certified taxable value	b) Description of levy	c) Amount to be raised	d) Millage levy
\$ _____	Additional Operating	\$ _____	_____ mills <small>ss. 1011.71(9) and 1011.73(2), F.S.</small>
	Additional Capital Improvement	\$ _____	_____ mills <small>s. 1011.73(1), F.S.</small>

4. DISTRICT LOCAL CAPITAL IMPROVEMENT TAX (nonvoted levy)

a) Certified taxable value	b) Description of levy	c) Amount to be raised	d) Millage levy
\$ <u>2,317,904,998</u>	Local Capital Improvement	\$ <u>3,337,783</u>	<u>1.5000</u> mills <small>s. 1011.71(2), F.S.</small>
	Discretionary Capital Improvement	\$ <u>0</u>	<u> </u> mills <small>s. 1011.71(3), F.S.</small>

5. DISTRICT DEBT SERVICE TAX (voted levy)

a) Certified taxable value	b) Description of levy	c) Amount to be raised	d) Millage levy
\$ _____	_____	\$ _____	<u> </u> mills <small>s. 1010.40, F.S.</small>
	_____	\$ _____	<u> </u> mills <small>s. 1011.74, F.S.</small>
	_____	\$ _____	<u> </u> mills

6. THE TOTAL MILLAGE RATE TO BE LEVIED EXCEEDS IS LESS THAN THE ROLLED-BACK RATE COMPUTED PURSUANT TO SECTION 200.065(1), F.S., BY .90 PERCENT.

STATE OF FLORIDA

COUNTY OF OKEECHOBEE

I, Ken Kenworthy, superintendent of schools and ex-officio secretary of the District School Board of Okeechobee County, Florida, do hereby certify that the above is a true and complete copy of a resolution passed and adopted by the District School Board of Okeechobee County, Florida, on September 10, 2019.

Signature of District School Superintendent

Date of Signature

Note: Copies of this resolution shall be sent to the Florida Department of Education, School Business Services, Office of Funding and Financial Reporting, 325 West Gaines Street, Room 814, Tallahassee, Florida 32399-0400; county tax collector; and county property appraiser.

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **FINAL BUDGET FOR 2019-20**
DATE: September 10, 2019

RECOMMENDATION:

That the final budget of \$77,800,660 for the 2019-20 fiscal year be adopted as presented.

BACKGROUND INFORMATION:

The 2019-20 budget summary is attached. The complete final budget is available upon request in the office of the Director of Finance.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

**OKEECHOBEE COUNTY SCHOOL BOARD
INFORMATIONAL DATA FOR 2019-2020 BUDGET**

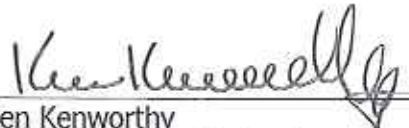
	Budget 2018-19	Budget 2019-20	Variance
Certified County Tax Roll	\$2,098,620,428	\$2,317,904,998	\$219,284,570
96%	\$2,014,675,611	\$2,225,188,798	\$210,513,187
Tax Millage:			
Required Local Effort	4.111	3.839	(0.272)
Discretionary Local Effort	0.748	0.748	0.000
Additional Discretionary Effort	0.000	0.000	0.000
Super-Majority Millage 0.250	0.000	0.000	0.000
SUB-TOTAL	4.859	4.587	(0.272)
Capital Improvement Effort	1.500	1.500	0.000
Total Millage:	6.359	6.087	(0.272)
Millage Increase/(Decrease)	6.359	(0.272)	(6.631)
Estimated Tax Receipts:			
Required Local Effort 3.839	8,282,331	8,542,500	260,169
Disc. Local Effort 0.748	1,506,977	1,664,441	157,464
Additional Discretionary Effort	0	0	0
Super-Majority Millage 0.250	0	0	0
Operating Fund Tax Receipts	9,789,308	10,206,941	417,633
Capital Improvement 1.500	3,022,013	3,337,783	315,770
Total Estimated Tax Receipts	12,811,321	13,544,724	733,403
Estimated FEFP Funds Expected	30,642,140	32,173,917	1,531,777
Full-Time Equivalent Students:			
Estimated Students	6,353.68	6,450.11	96.43
Estimated Weighted FTE	6,711.47	6,851.27	139.80
Base Student Allocation	4,204.42	4,279.49	75.07
District Cost Differential	0.9769	0.9781	0.0012
Proposed Budget Totals:			
Operating General Fund	54,819,416	58,695,948	3,876,532
Debt Service Funds	39,482	21,551	(17,931)
Capital Projects Funds	6,432,086	7,313,875	881,789
Food Services Fund	4,314,692	5,381,847	1,067,155
Federal Programs Fund	6,511,066	6,387,439	(123,627)
TOTAL BUDGET	\$72,116,742	\$77,800,660	\$5,683,918
08/26/19			

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **RESOLUTION TO ADOPT THE FINAL BUDGET FOR 2019-20**
DATE: September 10, 2019

RECOMMENDATION:

That the Board approve the attached Resolution Adopting the Final Budget for the fiscal year July 1, 2019, to June 30, 2020.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

Resolution

#20-004

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

WHEREAS, the School Board of Okeechobee County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve final millage rates and final 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 the final millage rates and the budget in the amount of \$77,800,660 for the fiscal year 2019-20.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of the School Board of Okeechobee County, including the millage rates as set forth therein, is hereby adopted by the School Board of Okeechobee County as a final budget for the categories indicated for the fiscal year July 1, 2019, to June 30, 2020. The Superintendent shall file the adopted final budget with the office of the Property Appraiser of Okeechobee County, and with the Department of Revenue, State of Florida.

Jill Holcomb
Chairman
Okeechobee County School Board

September 10, 2019
Date

ATTEST: _____
Ken Kenworthy
Superintendent



To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent
SUBJECT: **ANNUAL FINANCIAL REPORT FOR YEAR ENDING JUNE 30, 2019**
DATE: September 10, 2019

RECOMMENDATION:

That the Annual Financial Report for the period ending June 30, 2019, be adopted as presented and placed on file as part of public record.

BACKGROUND INFORMATION:

There are specific components of the Annual Financial Report that will not be available pending release of data from the Division of Retirement. The Annual Financial Report for the 2019-20 fiscal year will be presented and available at the meeting.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

Analysis of Annual Financial Report (AFR)

Exhibit K-1	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014	June 30, 2013
Total Revenues	\$ 50,568,905.44	\$ 49,953,660.73	\$ 48,757,228.78	\$ 47,601,257.25	\$ 45,982,840.92	\$ 45,731,218.48	\$ 43,390,792.69
Total Expenses	\$ 49,099,753.96	\$ 50,938,343.69	\$ 50,920,098.02	\$ 47,902,764.75	\$ 46,672,665.83	\$ 45,770,748.41	\$ 45,403,454.89
Excess (Deficiency) of Revenue to Cover Expenses (not including transfer from Capital)	1,469,151.48	(984,682.96)	(2,162,869.24)	(301,507.50)	(689,824.91)	(39,529.93)	(2,012,662.20)
Total Fund Balance	\$ 6,648,462.55	\$ 4,422,796.25	\$ 4,816,140.07	\$ 6,387,360.57	\$ 6,092,351.81	\$ 6,192,968.87	\$ 5,481,442.38
% of General Fund Revenue	13.14%	8.85%	9.87%	13.4%	13.2%	13.5%	12.6%

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **AMENDMENT OF BOARD POLICY 3.29 DOMESTIC SECURITY**
DATE: September 10, 2019


RECOMMENDATION:

That the Board approve amendment of Board Policy 3.29 Domestic Security.

BACKGROUND INFORMATION:

This policy is being amended to expand the Guardian Program as allowed by SB 7030. Advertisement of intent to amend Policy 3.29 was approved by the School Board on August 1, 2019, and legally advertised to the public on August 7, 2019, as required by Chapter 120, Administrative Procedures Act, Florida Statutes. Policy 3.29 with revisions noted, is attached and is also available upon request in the Superintendent's office.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools



THE SCHOOL BOARD OF OKEECHOBEE COUNTY

Chapter 3.00: School Administration

3.29+

DOMESTIC SECURITY

POLICY

- I. The Superintendent shall establish a District domestic security plan that is consistent with the requirements of National Incident Management System (NIMS). The District plan shall include a plan for each school and facility operated by the School Board. The Superintendent shall ensure that the plan is consistent with NIMS requirements.
 - A. All staff shall comply with all required life-safety, policies, procedures, trainings, exercises, and drill requirements for workplace safety, supervision of students, prevention and preparedness for accidents, medical emergencies, fires, natural disasters, and acts of violence.
- II. The domestic security plan shall include the following components:
 - A. Access Control

The District shall control access to and enhance the security of school campuses, District facilities and transportation by implementing access control procedures and practices.

 1. Establishing single points of entry;
 2. Integrating fencing in to the design of school campuses;
 3. Requiring that all classroom doors be locked when occupied with students;
 4. Hard corners or safe areas have been identified in all classrooms;
 5. Providing uniformed school resource officers (SRO's) and/or security officers;
 6. Establishing visitor control;
 7. Establishing policies and procedures for the prevention of violence on school grounds; including assessment of and intervention with individuals whose behavior poses a threat to the safety of the school community;
 8. Adhering to background screening procedures for staff, volunteers and mentors;
 9. Controlling bus embarkation and debarkation.
 - B. Emergency Equipment

The District shall ensure that emergency equipment and supplies are available and operable and that communication between school/District personnel and first responders is readily available.

1. Primary and back up communication systems shall be maintained and routinely tested to ensure functionality and coverage capacity and ensure that adequate signal strength is available in all areas of the school's campus;
2. Personal protective equipment shall be available to school personnel;
3. Emergency equipment shall be monitored and/or tested to ensure operability;
4. Supplies shall be monitored to ensure current shelf life;
5. Emergency supplies and equipment shall be appropriate for specific school campuses or facilities.

C. Training

Initial and follow-up training shall be provided for school/District personnel, students and state and local partners. New employees shall receive training relevant to the position. When an employee is reclassified to a different position, his/her training record shall be reviewed and appropriate training shall be provided. Training must include explanation and direction that every staff member must take appropriate action(s), including initiating a lockdown on a school campus should they see, hear, or smell anything that may immediately impact the safety and security of any staff, students, or visitors on campus. In addition to initiating this lockdown each and every employee has the ability and responsibility to call 911 in an emergency.

D. Communication and Notification Procedures

The District shall ensure that external and internal communication and notification procedures are developed and implemented. In an actual emergency the Principal, Assistant Principal, Guidance Counselor, Dean and front office support staff are responsible for calling the primary emergency response agency by dialing 911. Law Enforcement will notify the School District for each type of emergency.

E. Coordination with Partners

The District shall ensure coordination with state and local partners by establishing and maintaining a close working relationship with local law enforcement agencies, first responders and the county emergency operations center. The district will coordinate with local agencies to schedule and conduct emergency drills with the frequency required by statute, District policies, and procedures.

The School Safety Specialist shall coordinate with public safety agencies that are designed as first responders to a school's campus to conduct a tour once every three years and provide recommendations related to school safety.

F. Vulnerability Assessment

The District shall establish standards for assessment and shall assess vulnerability of all District schools and facilities. The vulnerability checklist shall be completed by district and school staff which includes a debrief, listing lessons learned and areas for improvement to be implemented at the site or recommended for consideration across the school district. In addition, the School Safety Specialist shall ensure that each school and the district complete the Florida Safe Schools Assessment Tool (FSSAT). The FSSAT will assist the district in identifying threats, vulnerabilities and appropriate safety controls for schools. The FSSAT will be submitted to the Department on time even if a special meeting must be advertised for approval.

G. Threat Assessment Teams

The purpose of the threat assessment team is to evaluate a threat to self or others to determine what services, if any, are warranted to assist the student and maintain a safe school. The threat assessment team shall be composed of school administration or guidance counselor, a crisis counselor and the school resource officer. Once the team determines the level of the threat, the parent will be contacted and given a summary of the assessment. The threat assessment team or school personnel will offer interventions to low risk individuals. In the event a student poses a high level threat of violence or physical harm to himself or herself or others, the team shall immediately report its determination to the Superintendent or designee and shall implement immediate safety precautions to protect the student and others by implementing an Individual Student Safety Plan.

An Individual Student Safety Plan is designed to address specific student behavior that could be harmful or dangerous to the student and/or others. The safety plan balances the student's right to privacy and access to educational programming with the safety needs of the school. A safety plan is required for students who are returning from hospitalized (i.e., Baker Act) or have been in residential treatment for mental health issues. Students who are returning to school after arrest or incarceration as recommended by the Director of Student Services. Or, students exhibiting any significant safety concern(s) as recommended by a school psychologist or crisis counselor. Confidentiality shall be practiced to protect all of the individuals involved throughout this process. In addition, the threat assessment team may look at criminal history records to help determine actions, outcomes and interventions. In the event of a continuing concern of threat of violence to others, the Superintendent may consider returning to regular school, placement in the alternative school, home-based placement or even expulsion.

- III. The District plan including all school and facility plans shall be reviewed annually or more frequently if needed. Modifications shall be made and communicated to relevant school/District personnel and emergency management officials. Conditions which may warrant interim review and possible modification of the plan include addition to or renovation of a facility, change in the use of a facility, change of grades served by a school, new programs added to the school, and change in security threat level
- IV. The Superintendent shall request documentation of compliance with the National Incident Management System (NIMS) standards from the county emergency management agency and shall obtain certification of compliance from the Commissioner of Education.
- V. The Superintendent shall have sole discretion to select employees to function as school guardians.
- VI. ~~A school guardian shall be a volunteer who:~~ A school guardian:
~~I. Does not perform duties as a classroom teacher as defined in F.S. 1012.01(2)(a), unless:~~
~~A. The teacher teaches a Junior Reserve Officers Training Corp program.~~
~~B. Is a current service member as defined in F.S. 250.01, or~~
~~C.A. Is a current or former law enforcement officer, as defined in F.S. 943.10(1), (6), or (8).~~
1. Shall be a volunteer;
2. Shall remain anonymous;
3. Holds a valid concealed weapons permit issued under F. S. 790.06;

4. Has completed 132 total hours of comprehensive firearms safety and proficiency training conducted by Criminal Justice Standards and Training Commission-certified instructors, which must include:
 - A. Eighty hours of firearms instruction based on the Criminal Justice Standards and Training Commission's Law Enforcement Academy training model, which must include at least 10 percent but no more than 20 percent more rounds fired than associated with academy training. Program participants must achieve an 85 percent pass rate on the firearms training.
 - B. Sixteen hours of instruction in precision pistol.
 - C. Eight hours of discretionary shooting instruction with using state-of-the-art simulator exercises.
 - D. Eight hours of instruction in active shooter or assailant scenarios.
 - E. Eight hours of instruction in defensive tactics.
 - F. Twelve hours of instruction in legal issues.
5. Has passed a psychological evaluation administered by a psychologist licensed under chapter 490.
6. Submits to and passes an initial drug test and subsequent random drug tests in accordance with the requirements of s. 112.0455 and the sheriff's office.
7. Has successfully completed ongoing training, weapon inspection, and firearm qualification on at least an annual basis.
8. Has successfully completed at least 12 hours of a certified nationally recognized diversity training program.
9. Holds a current school guardian certificate issued by the Sheriff of Okeechobee County, Florida.

10. Shall bear a firearm at all times while acting in the course and scope of employment.

- VII. To continue to function as a school guardian, the person must successfully complete ongoing training, weapon inspection, and firearm qualification on at least an annual basis.
- VIII. Any school employee that learns the identity of a school guardian shall not disclose such identity to any other person nor shall the school guardian voluntarily disclose the guardian's identity except in an emergency situation. A violation of this provision shall subject the violator to disciplinary proceedings, which could include suspension or termination.

STATUTORY AUTHORITY:	1001.41, 1001.42, F.S.	
LAWS IMPLEMENTED:	1001.43, 1001.51, 1001.54, 1006.07, 1006.08, 1006.09, 1006.21, 1013.13, F.S.	
STATE BOARD OF EDUCATION RULES:	6A-1.0403, 6A-3.0171	
HISTORY:	Adopted:	01/16/2007
	Revision Date(s):	06/12/2018, 04/09/2019, <u>09/10/19</u>
	Formerly:	New
©EMCS		

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **AMENDMENT *STUDENT PROGRESSION PLAN* - BOARD POLICY 4.20**
DATE: September 10, 2019

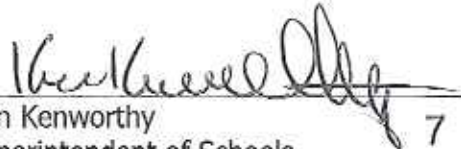
RECOMMENDATION:

That the Board approve amendment of 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. Advertisement of intent to amend Policy 4.20 was approved by the School Board on August 1, 2019, and legally advertised to the public on August 9, 2019, as required by Chapter 120, Administrative Procedures Act, Florida Statutes. The Student Progression Plan with proposed revisions is attached and available upon request from 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	<i>AND Algebra II EOC</i>
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 Okoochobee 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>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.</p> <p>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.</p> <p>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.</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

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Ball*

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Jill Holcomb

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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
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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

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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.Fdoe.org/FES.

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[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)

~~S~~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 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.

~~S~~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.

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

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[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

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- 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

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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](#)

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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

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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.

1. **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

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 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, Benchmark Mini-Assessments, Minute Math, Teacher-created quizzes.</u> 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

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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

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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 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 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,

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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

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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

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- 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

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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 ,

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- 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,

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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

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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.

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- 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

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- 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

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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

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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](#)

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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

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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

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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.

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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

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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

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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.
Step 3: In the event satisfaction is not reached at step two by all parties, they may
4. After hearing all sides, the principal will make a decision.

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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

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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

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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.

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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

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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

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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'

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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.