

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

7. Enrollment in Hope Scholarship Program:

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

Upon receipt of a report of an incident, the school principal or designee must provide a copy of the report to the parent and investigate the incident to determine if the incident must be reported as required by section (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.

8. Enrollment in Family Empowerment Scholarship

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

• The student's household income does not exceed 300% of the federal poverty level (\$77,250 for a family of four) or the students on the direct certification list (list of children who qualify for the food assistance program, the Temporary Assistance to Needy Families Program, or the Food Distribution on Indian Reservations program); or

• The student is currently placed, or during the previous state fiscal year was placed, in foster care or in out-of-home care as defined in section 39.01, Florida Statutes; and

• The student is eligible to enroll in kindergarten or has spent the prior school year (2018-19) in attendance at a Florida public school. Prior attendance means the student was enrolled in and in attendance at a Florida public school during both the October and February student counts;

and

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

STUDENT PROGRESSION PLAN

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

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

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

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

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

C. HOMELESS STUDENTS/FAMILIES IN NEED (FIN)

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

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

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

D. TRANSFERS

1. Within Okeechobee County Schools

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

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

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

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

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

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

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

4. Grade Placement

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

5. Transfer of High School Credits

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

STUDENT PROGRESSION PLAN

be validated through performance during the first grading period.

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

6. Home Education

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

STUDENT PROGRESSION PLAN

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

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

II. COURSE OF STUDY

A. STUDENT PERFORMANCE STANDARDS

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

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

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

B. REQUIREMENTS FOR GRADUATION

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

Standard Diploma Requirements

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

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

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

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

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

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

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

FLORIDA SEAL OF BILITERACY

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

STUDENT PROGRESSION PLAN

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

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

DIPLOMAS AND CERTIFICATES OF COMPLETION

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

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

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

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

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

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

REQUIRED STATE STANDARDIZED ASSESSMENTS

STUDENT PROGRESSION PLAN

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

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

1. Course Waivers/Substitutions

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

Course	Waiver/ Substitution applies to
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STUDENT PROGRESSION PLAN

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

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

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

3. Graduation Options

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

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

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

Requirements for the 18 credit ACCEL Diploma

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

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

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

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

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

STUDENT PROGRESSION PLAN

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

4. Early High School Graduation

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

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

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

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

5. Acceleration Coursework

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

C. DEFINITION OF A HIGH SCHOOL CREDIT

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

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

D. GRADE CLASSIFICATION OF STUDENTS

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

A student selecting a 24-credit options must have:

STUDENT PROGRESSION PLAN

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

A student selecting an 18-credit option must have:

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

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

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

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

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

E. ASSESSMENT AND REMEDIATION

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

Levels for FSA/EOC student satisfactory performance are:

STUDENT PROGRESSION PLAN

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

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

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

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

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

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

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

STUDENT PROGRESSION PLAN

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

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

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

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

The IEP team will meet and complete the waiver process.

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

F. INTENSIVE INSTRUCTIONAL SUPPORT

STUDENT PROGRESSION PLAN

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

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

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

G. TESTING EXEMPTIONS (ESE)

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

H. EARNING ADDITIONAL CREDIT TOWARD GRADUATION

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

1. Earning High School Credit Prior to the Ninth Grade

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

2. Summer School Remediation

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

3. Volunteer Service

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

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

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

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

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

4. Grade/Credit Recovery

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

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

STUDENT PROGRESSION PLAN

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

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

I. EARNING COLLEGE CREDIT IN HIGH SCHOOL

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

1. Advanced Placement

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

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

2. Credit Acceleration Program (CAP)

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

3. Dual Enrollment

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

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

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

STUDENT PROGRESSION PLAN

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

4. EARLY COLLEGE ADMISSION (FULL TIME COLLEGE)

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

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

J. ALTERNATIVE TO EARNING A HIGH SCHOOL DIPLOMA

Although The School District of Okeechobee County does not recommend student

STUDENT PROGRESSION PLAN

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

K. ENGLISH LANGUAGE LEARNERS PLAN (ESOL)

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

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

L. EXCEPTIONAL STUDENT EDUCATION

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

M. TRANSCRIPT INTEGRITY-COURSE CHANGES & WITHDRAWALS

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

III. GRADING PROCEDURES

A. Reporting Student Progress

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

STUDENT PROGRESSION PLAN

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

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

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

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

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

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

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

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

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

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

B. SECONDARY GRADING -- HIGH SCHOOL

STUDENT PROGRESSION PLAN

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

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

*GPA Value=Grade Point Average (GPA) Value

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

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

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

C. GRADE WEIGHTING

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

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

STUDENT PROGRESSION PLAN

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

D. GRADE FORGIVENESS

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

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

E. HIGH SCHOOL COURSES

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

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

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

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

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

G. FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

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

STUDENT PROGRESSION PLAN

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

H. RECOGNITION OF STUDENTS AT GRADUATION

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

IV. MAKE-UP ASSIGNMENTS AND ASSESSMENTS FOR ABSENCES

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

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

1. Short-Term Assignments

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

2. Long-Term Assignments

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

3. Tests and Quizzes

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

4. Exams

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

V. Late Work

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

**VIRTUAL
EDUCATION**

I. OVERVIEW

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

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

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

STUDENT PROGRESSION PLAN

authorized by the parent.

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

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

Extracurricular Activities

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

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

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

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

STUDENT PROGRESSION PLAN

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

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

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

II. STUDENT CLASSIFICATION

A. Public School Students

1. A student in grades K-12 entering virtual education to participate as a public school student will be classified as:

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

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

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

III. HIGH SCHOOL GRADUATION

STUDENT PROGRESSION PLAN

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

IV. ENROLLMENT AND ELIGIBILITY

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

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

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

~~B.~~

C. OVIP Full-Time Enrollment Windows and Requirements

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

STUDENT PROGRESSION PLAN

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

A. D. Completion Restrictions

B.

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

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

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

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

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

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

F. Full Time /Part Time Virtual Education Enrollment

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

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

STUDENT PROGRESSION PLAN

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

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

V. ANNUAL RE-ENROLLMENT POLICY

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

VI. PACE & PERFORMANCE

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

STUDENT PROGRESSION PLAN

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

VII. REPORTING STUDENT PROGRESS

Report Cards

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

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

Percent Value Point Value Definition

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

EXCEPTIONAL STUDENT EDUCATION (GRADES K- 12)

I. ADMISSION AND PLACEMENT OF STUDENTS

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

STUDENT PROGRESSION PLAN

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

II. Home/Hospital

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

III. CURRICULUM AND INSTRUCTION

A. FLORIDA STANDARDS/NEXT GENERATION SUNSHINE STATE STANDARDS

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

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

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

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

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

STUDENT PROGRESSION PLAN

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

IV. REPORTING STUDENT PROGRESS

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

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

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

A. GUIDELINES FOR DETERMINING APPROPRIATE ACCOMMODATIONS

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

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

B STATEWIDE ASSESSMENT WAIVER

Waiver of the State Assessment Graduation Requirements for Students with

STUDENT PROGRESSION PLAN

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

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

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

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

VI. GRADE PLACEMENT OF EXCEPTIONAL EDUCATION STUDENTS

A. PROMOTION AND RETENTION OF STUDENTS WITH DISABILITIES

1. PROMOTION

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

2. RETENTION

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

3. MIDYEAR PROMOTION OF RETAINED THIRD GRADERS

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

B. MANDATORY GRADE THREE RETENTION

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

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

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

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

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

E. SUMMER SCHOOL

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

F. EXTENDED SCHOOL YEAR (ESY)

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

G. TRANSITION PLANNING

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

STUDENT PROGRESSION PLAN

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

COURSE CODE CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

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

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

STUDENT PROGRESSION PLAN

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

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

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

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

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

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

STUDENT PROGRESSION PLAN

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

Standard Diploma High School Graduation Options

STUDENT PROGRESSION PLAN

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

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

STUDENT PROGRESSION PLAN

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

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

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

B. CERTIFICATE OF COMPLETION

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

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

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

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

STUDENT PROGRESSION PLAN

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

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

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

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

~~Requirements~~

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

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

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

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

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

APPENDIX

Addendum

Interstate Compact on Educational Opportunity for Military Children Florida Statutes 1000.36

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

This compact applies to the children of:

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

The compact does not apply to the children of:

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

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

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

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

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

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

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

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

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

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

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

NON-DISCRIMINATION NOTICE

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

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

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

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

Prohibición de discriminació

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

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

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

El Coordinador de Justicia del Distrito/

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

Rev. 06-20-19

Educational Equity

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

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

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

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

Director of Human Resources

Title II, Title IX and the Florida Education Equity Act

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent
SUBJECT: **AMENDMENT OF BOARD POLICY 6.15 PARAPROFESSIONALS**
DATE: September 10, 2019

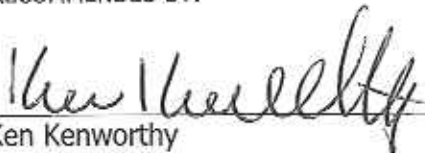
RECOMMENDATION:

That the Board approve amendment of School Board Policy 6.15 Paraprofessionals.

BACKGROUND INFORMATION:

The minimum requirement for paraprofessionals already includes qualifications more rigorous than the TABE. Advertisement of intent to amend Policy 6.15 was approved by the School Board on July 9, 2019, and legally advertised to the public on July 10, 2019, as required by Chapter 120, Administrative Procedures Act, Florida Statutes. Board Policy 6.15, 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 6.00: Personnel

6.15*

PARAPROFESSIONALS

POLICY

A paraprofessional is any person assigned by the School Board to assist an instructional staff member in performing his/her instructional or professional duties or responsibilities.

- I. The conditions of employment of a paraprofessional shall be governed by Board policy and shall include the following:
 - A. Have a high school diploma or hold a high school equivalency diploma issued pursuant to State Board of Education Rules.
 - B. Meet one of the following requirements:
 1. Hold an associate's or higher degree;
 2. Two (2) years of study at an institution of higher education for employees hired after July 1, 2015;
 3. A rigorous state or local assessment of knowledge of and the ability to assist in instruction in reading, writing, and mathematics or reading readiness, writing readiness, or mathematics readiness.
 - C. Be at least twenty (20) years of age.
 - D. Present a complete set of fingerprints taken by a law enforcement agency or properly trained District personnel and the appropriate processing fee. The fingerprints shall be acceptable for processing by the Florida Department of Law Enforcement and the Federal Bureau of Investigation. The Director of Human Resources or designee shall initiate a records check by the two (2) agencies.
 - E. A drug test shall be required of all non-instructional applicants recommended for hire and shall be administered by the Board approved testing laboratory.
 - ~~F. — Attain a composite score of at least 12.0 on the Test for Adult Basic Education (TABE).~~
- II. The principal shall ensure that the paraprofessional assigned to the school possesses a clear understanding of state and district rules relating to paraprofessional responsibilities and to the safety, welfare, and health of students. It shall be the principal's and the instructional staff member's responsibility to ascertain that a paraprofessional possesses the necessary knowledge about rules to perform duties of a special nature in a proper and reasonable manner.

- III. It shall be the principal's responsibility to assure the School Board and the Superintendent that each paraprofessional possesses a clear understanding of all state and district instructional practices and rules relevant to a paraprofessional's responsibilities if he/she is expected to assist a teacher in promoting learning activities. When a paraprofessional is assigned duties requiring knowledge of instructional practices and policies or providing prescribed physical care for students of a specialized nature, it is the instructional staff member's responsibility to ascertain in advance whether the paraprofessional possesses the necessary knowledge and skills.
- IV. The paraprofessional shall complete a period of supervised practice when assigned to a new instructional staff member or assigned a type of duty which he/she has not previously performed. The length of such supervised practice may vary depending upon previous experiences of the paraprofessional. A record shall be maintained in each school to show the length, nature, and inclusive dates of each supervised practice assignment for each paraprofessional.
- V. An education paraprofessional may administer or proctor statewide standardized assessments or assessments associated with Florida approved courses in accordance with Florida Statutes and State Board of Education Rules. Paraprofessionals must complete required training prior to performing these tasks.
- VI. A paraprofessional shall not perform any of the following:
- A. Establish instructional objectives;
 - B. Render decisions regarding the relevancy of certain activities or procedures to achieve instructional objectives;
 - C. Make decisions regarding the appropriateness of training materials for accomplishing instructional objectives; and,
 - D. Evaluate a student's attainment of instructional objectives unless clear and objective criteria such as a specific achievement standard on an objective test are defined.
- VI. The principal and instructional staff members who are assigned paraprofessionals shall be responsible for assigning duties to paraprofessionals which are consistent with Florida Statutes, State Board of Education Rules, and School Board Rules.

STATUTORY AUTHORITY:	1001.41, 1012.22, 1012.23, F.S.	
LAWS IMPLEMENTED:	1001.43, 1008.24, 1012.22, 1012.32, 1012.37, F.S. 34 CFR 200	
STATE BOARD OF EDUCATION RULES:	6A-1.070, 6B-1.006	
HISTORY:	Adopted:	07/14/2005
	Revision Date(s):	04/12/2016, 09/10/2019
	Formerly:	New
©EMCS		

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **AMENDMENT OF BOARD POLICY 8.70* USE OF FACILITIES**
DATE: September 10, 2019

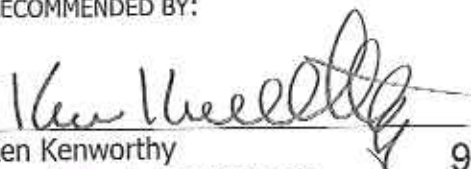
RECOMMENDATION:

That the Board approve amendment of Board Policy 8.70* Use of Facilities.

BACKGROUND INFORMATION:

The revision to the policy provides procedures to for-profit businesses and organizations requesting Use of Facilities. Advertisement to amend Policy 8.70 was approved by the School Board on July 24, 2019, and legally advertised to the public on July 26, 2019, as required by Chapter 120, Administrative Procedures Act, Florida Statutes. The proposed policy amendment is attached. The policy is available upon request in the Superintendent's office.

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools



THE SCHOOL BOARD OF OKEECHOBEE COUNTY

Chapter 8.00: Auxiliary Services

8.70*

USE OF FACILITIES

POLICY

- I. Occasional Use of Facilities - Civic groups, charitable organizations, non-profit organizations, governmental agencies, for profit businesses and organizations directly impacting the children of Okeechobee and School District approved Supplemental Educational Services providers shall be permitted to use school facilities on an occasional basis in accordance with the following provisions:
- A. Priority will be given to any school district function before scheduling any other organization or outside use. The District may override a signed agreement with any agency. If this occurs attempts will be made to find an alternate location or fees will be reimbursed.
 - A-B. All such groups desiring to use School District buildings or grounds for meetings or other activities must make a request in writing (Form #0-SO-26), which shall be forwarded to the Superintendent's designee. Joint approval of the principal and the Superintendent's designee is required.
 - B-C. Approval may be revoked at any time for failure to abide by any provision of this policy.
 - C-D. No individual or organization may use school facilities for profit. However, registered non-profit organizations shall be permitted to use school facilities for fund-raising purposes if there is a significant public benefit. Supplemental Educational Services providers may use facilities in accordance with their agreement with the School District.
 - E. For-profit businesses and organizations directly impacting the children of Okeechobee may request the use of a facility by partnering with a school based club or organization. The for-profit agency is required to pay a fee equivalent to the rental fee to the partnering school based club or organization.
 - D-F. The Superintendent will recommend a fee schedule for use of facilities in accordance with this policy. Sales tax will be charged to for-profit businesses and organizations. The Superintendent will also recommend changes in the fee schedule from time to time in order to ensure that School Board funds are not used to supplement these activities.
 - E-G. Fees may be waived by the Superintendent for activities sponsored and supervised by the Okeechobee County Recreation Department and for public meetings held by other governmental agencies. Fees may be waived by the Superintendent for other events if the proposed activity results in a significant benefit to students of the School System.
 - F-H. In addition to the fee schedule, additional charges for preparing, cleaning, and supervising will be assessed as determined by the Superintendent's designee. If the

principal determines that security is needed, the user must agree to provide required security services.

G-I. All organizations must agree:

1. To provide a certificate of insurance from an A-rated carrier, as reported in Best's Guide of Insurance Carriers. The amount of coverage should be one million dollars (\$1,000,000) combined limit for bodily injury and property damage. The Okeechobee County Schools must be named as an additional insured, except when the use is by other governmental agencies.
2. That there will be no alcoholic beverages or illegal drugs sold, consumed or possessed on school premises.
3. To enforce state statutes and School Board policy which prohibits smoking in school buildings or on school property.
4. To return the facilities to the same condition as received.
5. To follow proper procedures in use of school equipment when approval has been granted to use such equipment.
6. To accept liability for damages to the facilities and equipment and to reimburse the School Board for all damages caused by persons/ organizations using the facilities.
7. To pay the fee and any additional known charges by check made payable to the Okeechobee County School Board one week prior to using the facility.
8. There will be a fifty (\$50) dollar key deposit. The deposit will be refunded when the key is returned and after the inspection of facilities, deposit can be applied toward any applicable fees.
- 8.9. To enforce the Okeechobee County School Board policy prohibiting discrimination on the basis of race, color, religion, gender, pregnancy, age, national or ethnic origin, genetic information, political beliefs, marital status, sexual orientation, gender identity, disability, if otherwise qualified, social and family background, ~~or on the basis of the use of a language other than English by Limited English Proficiency (LEP) students, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law. for admission to or access to services, programs, activities, or employment.~~

H-J. Food and beverages may be served only in specified areas approved in advance by the principal. If use of food service equipment or kitchens is approved, arrangements must be made to have a member of the food service staff present.

II. Regular Use of Facilities - Should the Board have office, classroom or other space not currently needed for School District operations, the Superintendent may recommend that non-profit organizations serving students or parents be provided access to the space at no charge. The Superintendent will determine the amount needed to cover utility, custodial and waste disposal costs and assess the non-profit organization accordingly.

STATUTORY AUTHORITY:	1001.42, F.S.	
LAWS IMPLEMENTED:	106.15, 1001.33, 1001.43, 1001.51, 1013.10, F.S.	
STATE BOARD OF EDUCATION RULES:		
HISTORY:	Adopted:	07/14/1998
	Revision Date(s):	08/11/2009, <u>09/10/2019</u>
	Formerly:	New
©EMCS		

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: FEE SCHEDULE FOR USE OF SCHOOL FACILITIES
DATE: September 10, 2019

RECOMMENDATION:

That the Board approve the following proposed fee schedule for Use of School Facilities:

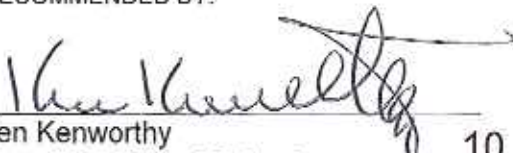
Use of School Facilities

	Fee
Standard Size Classroom	\$40 <u>45</u> minimum for 3 hours \$12 <u>15</u> each additional hour
Freshman Campus or Central Elementary School Cafeteria	\$60 <u>75</u> minimum for 3 hours \$15 <u>25</u> each additional hour
Multi-Purpose Room, Cafeteria, Media Center, Freshman Campus Auditorium	\$105 <u>125</u> minimum for 3 hours \$20 <u>25</u> each additional hour
Gymnasium, OHS Lecture Hall, OHS Cafeteria	\$210 <u>225</u> minimum for 3 hours \$30 <u>50</u> each additional hour
Other Facilities	As determined by the Superintendent

BACKGROUND INFORMATION:

School Board Policy 8.70 Use of Facilities requires the Superintendent to recommend changes in the fee schedule to ensure that School Board funds are not used to supplement outside use. There has been no increase in fees for the past decade.

RECOMMENDED BY:


 Ken Kenworthy
 Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent
SUBJECT: **ADVERTISEMENT TO AMEND BOARD POLICY 6.16 SUBSTITUTE TEACHERS**
DATE: September 10, 2019

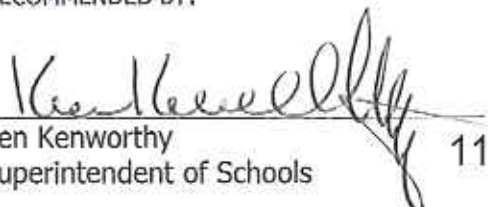
RECOMMENDATION:

That the Board approve advertisement to amend School Board Policy 6.16 Substitute Teachers.

BACKGROUND INFORMATION:

This amendment includes a drug testing requirement and clarifies the minimum education qualifications for substitute teachers. Board Policy 6.16, 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 6.00: Personnel

6.16*

SUBSTITUTE TEACHERS

POLICY

- I. Each school principal is authorized to employ a substitute teacher when an instructional staff member is unable to perform assigned duties. The principal shall obtain substitute teachers from the approved list published by the Human Resources Department.
- II. Applicants who seek employment as substitute teachers shall meet the following minimum qualifications and provide the appropriate materials as required by the Department of Human Resources:
 - A. Hold a high school diploma or equivalent;
 - B. Be at least twenty (20) years of age;
 - C. Submit a complete set of fingerprints taken by a law enforcement agency or properly trained District personnel and the appropriate processing fee to obtain a records check by the Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI);
 - D. ~~Applicants who do not hold a Bachelor's degree or higher shall be required to obtain a score of 12.0 or higher on the T.A.B.E. that is administered through Indian River Community College. Either have earned 60 hours of college credit, have taken the T.A.B.E., or have taken the ParaPro exam;~~
 - E. Successfully pass a drug test administered by the Board approved testing laboratory;
 - EF. Complete an initial orientation/training program and other training required by Florida Statutes.
- III. The Human Resources Department shall approve applicants as substitute teachers provided their qualifications are found to be satisfactory. Applicants shall not be eligible for substitute teaching until approved.
- IV. The compensation for substitute teachers shall be for services rendered in accordance with the salary schedule adopted annually by the School Board.
- V. A retired member of a Florida state-administered retirement system may be employed as a substitute teacher as allowed by law.
- VI. Substitute teachers shall:
 - A. Hold a valid Florida Educator Certificate, or
 - B. Be approved by the Director of Human Resources in accordance with Section 2 herein.

STATUTORY AUTHORITY:	1001.41, 1012.22, 1012.23, F.S.	
LAWS IMPLEMENTED:	121.091, 1001.43, 1012.32, 1012.35, 1012.36, 1012.39, 1012.55, 1012.56, F.S.	
STATE BOARD OF EDUCATION RULES:	60S-4.012	
HISTORY:	Adopted:	07/14/1998
	Revision Date(s):	03/09/2004, 04/13/2006, 06/14/2016, <u>09/10/2019</u>
	Formerly:	New
©EMCS		

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **MINIMUM JOB QUALIFICATIONS FOR DIRECTOR OF MENTAL HEALTH AND BEHAVIORAL SUPPORTS**
DATE: September 10, 2019

RECOMMENDATION:

That the Board approve the following the minimum Qualifications for the following position:

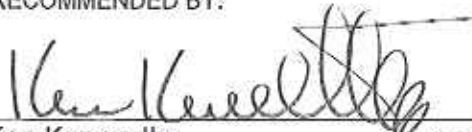
- Director of Mental Health and Behavioral Supports

Qualifications

- (1) Master's degree from an accredited educational institution.
- (2) Certification in Educational Leadership, in one or more areas of exceptional student education, board certified as a behavioral analyst or licensed in behavioral mental health.
- (3) Minimum of three (3) years' experience in education or behavioral mental health, with administrative/leadership roles experience preferred.
- (4) Satisfactory criminal background check and drug screening.

This is a new Job Description and is included in Board member agendas and is available upon request from the Director of Human Resources

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **SCHEDULING OF BOARD SCHOOL SITE WORKSHOP(S) DATES**
DATE: September 10, 2019

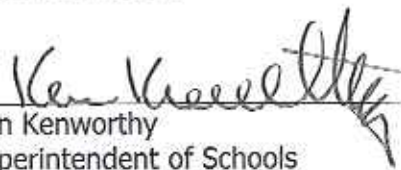
RECOMMENDATION:

That the Board schedule a date(s), time(s), and location(s) for a school site workshop(s).

BACKGROUND INFORMATION:

No Board action will be taken at the workshop(s). The workshop(s) are open to the public.

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **SCHEDULING OF TOWN HALL MEETING DATE**
DATE: September 10, 2019

RECOMMENDATION:

That the Board schedule a date, time, and location for a Town Hall meeting.

BACKGROUND INFORMATION:

No Board action will be taken at the Town Hall meeting. The Town Hall meeting is open to the public.

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools 14

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **REFERENDUM**
DATE: September 10, 2019

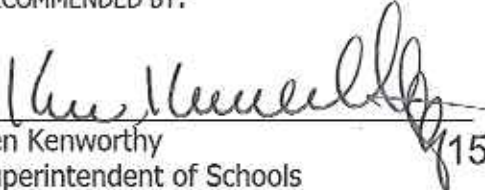
RECOMMENDATION:

That the Board provide direction to the Superintendent regarding a possible referendum.

BACKGROUND INFORMATION:

As a possible means to generate revenue that could be used for additional operating costs, the District has the option to consider placing a referendum on the ballot. Additional information will be presented at the Board meeting regarding the process and the amount of possible funds that could be generated.

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

15

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: ROOF ASSESSMENT SPECIALISTS, INC.
DATE: September 10, 2019

RECOMMENDATION:


That the Board approve the attached agreement with Roof Assessment Specialist, Inc. to provide project management of the remaining roof replacement at Central Elementary School.

BACKGROUND INFORMATION:

This service would include reviewing the work as it progresses, observe correction of punch items, enforce proper material stowage, review and enforce correction of property damage, provide daily image reports, review pay requests and insuring receipt of partial and final release of liens.

The agreement is included in Board member agendas and is available upon request from the office of the Superintendent.

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: CENTRAL ELEMENTARY SCHOOL – AUTHORIZATION FOR CHANGE ORDERS
DATE: September 10, 2019

RECOMMENDATION:

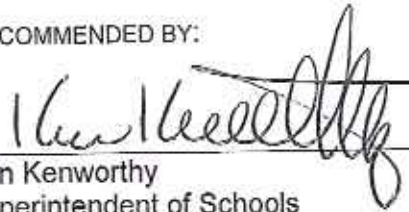
That the Board authorize the Superintendent to approve three (3) change orders on the Property Renovations & Construction, LLC. contract for the Central Elementary School roofing project.

• Buildings 3, 4, 5, 6, 7	\$25,500
• Buildings 4, 5, 6	\$119,168
• Buildings 3, 4, 5, 6, 7	\$35,512

BACKGROUND INFORMATION:

- \$25,500 - This change order is for installation of addition materials under (25) twenty-five air conditioning units on (5) five buildings.
- \$119,168 – This change order is for bulb tee repair over walkways.
- \$35,512 – This change order is for fascia metal.

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board

FROM: Ken Kenworthy, Superintendent of Schools

SUBJECT: APPOINTMENT OF BOARD MEMBER TO THE OKEECHOBEE COUNTY ECONOMIC DEVELOPMENT CORPORATION BOARD

DATE: September 10, 2019

RECOMMENDATION:

That the Board appoint one (1) member to serve on the Okeechobee County Economic Development Corporation Board.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **DISCOVERY EDUCATION PURCHASE OF MATHEMATIC CURRICULUM MATERIALS**
DATE: September 10, 2019

RECOMMENDATION:

That the Board approve the purchase of the Discovery Education Math Curriculum for grades 6-8. This purchase will provide materials for three years.

BACKGROUND INFORMATION:

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

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

19

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: AGREEMENT WITH HIBISCUS CHILDREN'S CENTER, INC.
DATE: September 10, 2019

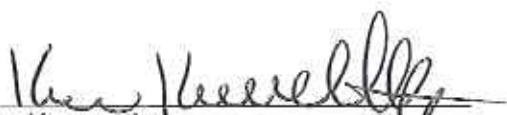
RECOMMENDATION:

That the Board approve an agreement with Hibiscus Children's Center, Inc., for student mental health services effective August 1, 2019, through July 31, 2020.

BACKGROUND INFORMATION:

This is a renewal agreement. Hibiscus Children's Center provides a student assistance program. This program works with administrators, guidance counselors, teachers, parents and students to improve communication skills, reduce alcohol and drug involvement, and develop problem-solving strategies. Funding is provided by the Children's Services Council. The agreement is included in Board member agendas and is available upon request in the office of the Director of Exceptional Student Education.

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: PROFESSIONAL LEARNING CATALOG FOR 2019-2020
DATE: September 10, 2019

RECOMMENDATION:

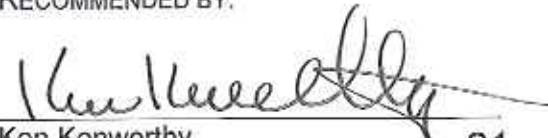
That the Board approve the Professional Learning Catalog for 2019-2020.

BACKGROUND INFORMATION:

The Professional Learning Catalog includes all inservice educational components for all employees from all fund sources.

The Professional Learning Catalog is included in Board member agendas and is available upon request from the office of the Coordinator of Professional Development.

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **DISTRICT STRATEGIC PLAN FOR 2015-2020 (2019-20 VERSION)**
DATE: September 10, 2019

RECOMMENDATION:


That the Board approve the 2015-2020 Strategic Plan for Okeechobee County Schools (2019-20 Version).

BACKGROUND INFORMATION:

The Strategic Plan contains data covering a 5-year period to 2020, and has been revisited for updating and necessary revisions annually. The Plan contains four Focus Areas: Academic, Student, Human Capital, and District Systems.

The School Board met in workshop session on August 20, 2019, to provide input for the Strategic Plan. The Strategic Plan will be sent out prior to the meeting and will be available upon request in the Superintendent's office.

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: 2019-2020 UNIFORM STATEWIDE ASSESSMENT CALENDAR
DATE: September 10, 2019

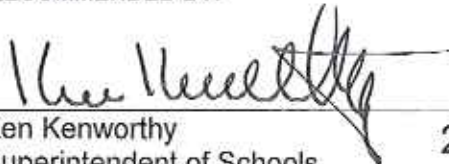
RECOMMENDATION :

That the Board approve the 2019-2020 Uniform Statewide Assessment Calendar.

BACKGROUND INFORMATION:

Approval of the annual Uniform Statewide Assessment Calendar is required by statute. The calendar is attached and will be posted on the District's website. Copies of the 2019-2020 Uniform Statewide Assessment Calendar are also available upon request from the Coordinator of K-12 Accountability & Assessment.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: 2019-2020 DISTRICT ASSESSMENT CALENDAR
DATE: September 10, 2019

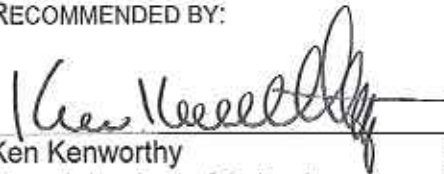
RECOMMENDATION:

That the Board approve the 2019-2020 District Assessment Calendar.

BACKGROUND INFORMATION:

Approval of the District Assessment Calendar is required by statute. The calendar is attached and will be posted on the District's website. Copies of the 2019-20 District Assessment Calendar are also available upon request from the Coordinator of K-12 Accountability & Assessment.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **REVISIONS TO PERSONNEL ALLOCATIONS FOR 2019-20**
DATE: September 10, 2019
RECOMMENDATION:

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

Administrative

<u>Action</u>		<u>#</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
<u>Add</u>	<u>Delete</u>				
✓		1	Director, Mental Health and Behavioral Support	Instructional Services	09-11-2019

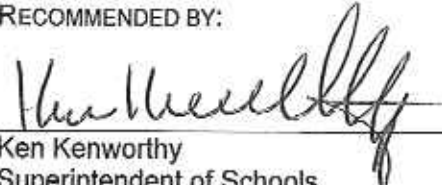
Instructional Personnel

<u>Action</u>		<u>#</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
<u>Add</u>	<u>Delete</u>				
✓		1	Behavior Interventionist	Instructional Services	09-11-2019

Non-Instructional Personnel

<u>Action</u>		<u>#</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
<u>Add</u>	<u>Delete</u>				
	✓	1	Paraprofessional, ESE	Yearling Middle School	08-05-2019
	✓	1	Paraprofessional, ESE	North Elementary School	08-28-2019
✓		1	Paraprofessional, ESE	Okeechobee High School	08-05-2019
✓		1	Paraprofessional, ESE	Okeechobee High School	08-28-2019

RECOMMENDED BY:


 Ken Kenworthy
 Superintendent of Schools

To: The Okeechobee County School Board

FROM: Ken Kenworthy, Superintendent of Schools

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

DATE: September 10, 2019

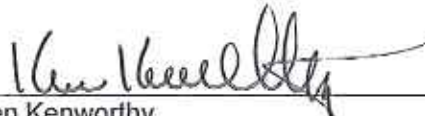
RECOMMENDATION:

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

Central Elementary School

Pickles, Julee Anne

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools


To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: APPOINTMENT OF PRINCIPAL AND ASSISTANT PRINCIPALS
DATE: September 10, 2019

RECOMMENDATION:

That the following Principal and Assistant Principals be appointed for the 2019-2020 fiscal year:

<u>Name</u>	<u>Position</u>
Ash, Audie	Principal, Okeechobee Youth Treatment Center
Stuart, David Brent	Assistant Principal, Okeechobee High School
Worf, James	Assistant Principal, Everglades Elementary School

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **EMPLOYMENT OF TEMPORARY PERSONNEL**
DATE: September 10, 2019

RECOMMENDATION:

That the following temporary personnel be employed as needed:

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
Dagne, Michelle	Substitute Food Service	08/20/2019
Sage, Wanda	Substitute Food Service	08/20/2019
Thomas, Preston	Substitute Food Service	08/12/2019

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **EMPLOYMENT OF PERSONNEL**

DATE: September 10, 2019

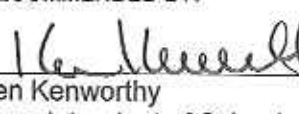
RECOMMENDATION:

That the following personnel be employed:

<u>Name</u>	<u>Position</u>	<u>School or Center</u>	<u>Effective</u>
Aguirre, Angela	Office Aide Guidance	Central Elementary School	08/05/2019
Alles, Ashley	Bus Driver, 6 HR	Transportation Department	08/09/2019
Alvarez, Dario	Teacher, Math-M/J	Osceola Middle School	08/19/2019
Arnold, Madonna OOF - English	Teacher, Lang Art-M/J	Osceola Middle School	08/05/2019
Arnold, Olivia	Bus Driver, 6 HR	Transportation Department	08/09/2019
Baker, Linda	Teacher, Lang Art-Senior High	Okeechobee Youth Treatment Center	08/13/2019
Beatty, Nicole	Teacher, Lang Art-Senior High	OHS/OFC	08/05/2019
Black, Michael OOF - English	Teacher, Lang Art-M/J	Yearling Middle School	08/01/2019
Bosworth, Katrina	Paraprofessional, Senior High	Okeechobee Youth Treatment Center	08/13/2019
Campbell, Corinna OOF - English	Teacher Lang Art-M/J	Yearling Middle School	08/01/2019
Campbell, Kaye	Paraprofessional, Senior High	Okeechobee Youth Treatment Center	08/13/2019
Cole Jr., Alfred	Teacher, ELA-M/J	Yearling Middle School	08/13/2019
Cook, Danielle	Data Entry	Okeechobee Youth Treatment Center	08/13/2019
Cowan, Nathaniel	Teacher, Social Studies-M/J	Osceola Middle School	08/01/2019
Cryderman, Kevin	Teacher, Social Studies-M/J	Yearling Middle School	08/01/2019
Dobbins, Cory	Teacher, Math-Elementary	Osceola Middle School	08/01/2019
Dobbins, Keisha	Paraprofessional, ESE Ages 6-21	Seminole Elementary School	08/08/2019
Donoho, Jeanna	Teacher, Social Studies-Elementary	Osceola Middle School	08/14/2019
Drayton, Lorenzo	Teacher, Science-Senior High	Okeechobee Youth Treatment Center	08/13/2019
Eliassaint, Azer OOF - Social Science	Teacher, Social Studies-M/J	Osceola Middle School	08/01/2019
Entwistle, Joseph	Teacher, VE (Full Time)	Okeechobee Youth Treatment Center	08/13/2019
Farless, Catherine OOF - English	Teacher, Lang Art-Senior High	Okeechobee High School	08/01/2019
Flores, Stefanie	Food Service Assistant, 6 HR	North Elementary School	08/19/2019
Fosler, Megan	Teacher, Kindergarten	Central Elementary School	08/01/2019
Hall, Jeffrey M. OOF - Elementary Ed	Teacher, Third Grade	Everglades Elementary School	08/01/2019
Hall, Rebecca	Teacher, Math-M/J	Osceola Middle School	08/01/2019
Harris, Crystal	Permanent Food Service, 6 HR	Food Service Department	08/07/2019
Harvey, Jennifer	School Secretary	Central Elementary School	07/25/2019
Harwas, Oliver John	Teacher, Dr Prev-Senior High	Okeechobee Achievement Academy	08/01/2019
Hollin, Cheryl	Teacher, First Grade	Everglades Elementary School	08/01/2019
Howard, Edna Marie	Paraprofessional, ESE Ages 6-21	Okeechobee Achievement Academy	08/05/2019
Infante, Sarahl	Paraprofessional, ESOL/ELL M/J	Osceola Middle School	08/05/2019
Koch, Gail	Teacher, Math-Senior High	OHS/OFC	08/26/2019
James, Kimberly OOF - Elementary Ed	Teacher, Second Grade	Central Elementary School	08/01/2019

Johnson, Billy	Custodian II	Everglades Elementary School	07/29/2019
Jolly, Linda	Teacher, Math-M/J	Yearling Middle School	08/01/2019
Lacey, Diana	Teacher, Thlrd Grade	Everglades Elementary School	08/01/2019
Ladyzhinsky, Brianne	Teacher, Social Studies-M/J	Yearling Middle School	08/01/2019
Lord, Svetlana	Teacher, Social Studles-Senior High	Okeechobee Youth Treatment Center	08/13/2019
Martinez, Jesenia	Paraprofessional, ESOL/ELL	Seminole Elementary School	08/05/2019
Mendez, Tracie	Teacher, Reading Senior High	Okeechobee High School	08/01/2019
Middlebrooks, Shalonda	Bus Driver, 6 HR	Transportation Department	08/13/2019
Miller, Lucinda	Paraprofessional, ESE Ages 3-5	Okeechobee Achievement Academy	08/05/2019
Mills, Calvin	Teacher, Explorer-M/J	Yearling Middle School	08/05/2019
Mohd, Juliet OOF - English	Teacher, Lang Art-M/J	Osceola Middle School	08/01/2019
Mokalled, Felica	Bus Driver, 6 HR	Transportation Department	08/09/2019
Mosley, Emmett	Teacher, Lang Art-Senlor High	Okeechobee High School	08/01/2019
Navarrete, Jose	Teacher, Math-Senior High	Okeechobee Youth Treatment Center	08/13/2019
Nielson, Taylor	Teacher, Lang Art-M/J	Osceola Middle School	08/05/2019
Olney, Jessica	Guidance Counselor	Osceola Middle School	08/01/2019
Rebele, Kathleen OOF - ESE	Teacher, VE (Full Time)	Yearling Middle School	08/01/2019
Roberson, Ashley	Teacher, Lang Art-M/J	Yearling Middle School	08/01/2019
Robertson, Tamara	Health Aide	Central Elementary School	08/09/2019
Rosales, Erica	Paraprofessional, Pre-K	Okeechobee Achievement Academy	08/05/2019
Rouzer, Catherine	Teacher, Lang Art-M/J	Yearling Middle School	08/01/2019
Ruff, Sean	Teacher, Lang Art-Elementary	Osceola Middle School	08/01/2019
Rush, Sharonda	Paraprofessional, Senlor High	Okeechobee Youth Treatment Center	08/13/2019
Small, Paul	Teacher, Social Studies-M/J	Yearling Middle School	08/01/2019
Souvanavethi, Jennifer	Bus Driver, 6 HR	Transportation Department	08/09/2019
Spells, Latonya	Permanent Food Service, 6 HR	Food Service Department	08/07/2019
Stephan-Smith, Jesse	Teacher, Math-Senior High	Okeechobee Youth Treatment Center	08/13/2019
Stephenson, Steven	Teacher, Tech Education	Okeechobee Youth Treatment Center	08/13/2019
Sumrall, Kristal	Paraprofessional, ESE Ages 3-5	Okeechobee Achievement Academy	08/19/2019
Thomas, Preston	Food Service Driver	Food Service Department	08/15/2019
Tremain, Maurisa OOF - ESE	Teacher, VE (Inclusion)	Osceola Middle School	08/01/2019
Varnadore, Christan	Teacher, Third Grade	North Elementary School	08/01/2019
Watford, Cassidy	Paraprofessional, ESE Ages 6-21	Yearling Middle School	08/05/2019
Wagner, Heather	Teacher, Lang Art-Elem	Yearling Middle School	08/01/2019
Wagoner, Jennifer	Teacher, Fifth Grade	North Elementary School	08/01/2019
Whitaker, Joyce	School Secretary	Okeechobee Youth Treatment Center	08/13/2019
Williams, Ellen	Teacher, Science-M/J	Yearling Middle School	08/01/2019
Williams, Jena	Paraprofessional, Elementary	North Elementary School	08/08/2019
Williams, Melissa K.	Paraprofessional, Title I-Elementary	Seminole Elementary School	08/05/2019
Williamson, Megan	Teacher, Social Studies-Elementary	Yearling Middle School	08/01/2019
Wood, Deborah	Teacher, Fifth Grade	Seminole Elementary School	08/01/2019

RECOMMENDED BY:


 Ken Kenworthy
 Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: RESIGNATION, TERMINATION, AND SUSPENSION OF EMPLOYMENT
DATE: September 10, 2019

RECOMMENDATION:

That resignations for the following personnel be accepted:

Name	Position	School or Center	Effective Date
Cabezas, Kenia	Custodian II	Central Elementary School	09/03/2019
Cooper, Nicole	Custodian II	South Elementary School	08/12/2019
Egll, Jason Retirement	Teacher, Language Arts	Okeechobee High School	08/26/2019
Esquivel, Paola	Paraprofessional, ESE Ages 6-21	Seminole Elementary School	06/03/2019
Graham, Tamara	Bus Driver, 6 HR	Transportation	07/31/2019
O'Fallon, Rhonda	Bus Driver, 6 HR	Transportation	05/30/2019
Olney, Jessica	Para, Local Youth Coordinator	Student Instructional Services	07/31/2019
Ridley, Nettira	School Secretary	South Elementary School	08/01/2019
Rodriguez, Andrea	Paraprofessional, Pre-K	South Elementary School	06/03/2019
Rush, Sharonda	Paraprofessional, Senior High	Okeechobee Youth Treatment Center	09/03/2019
Sherrill, Connie Retirement	Teacher, Physical Education & Dr Prev Senior High	Okeechobee High School	09/03/2019
Taylor, Tasha	Educational Interpreter	Exceptional Child Education	06/03/2019

That Dario Heredia Alvarez, Teacher, Math-M/J, Osceola Middle School, be terminated as a probationary employee effective August 23, 2019, in accordance with Florida Statute 1012.335.

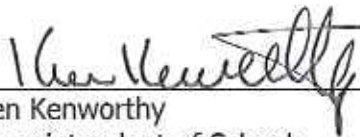
That the resignation of Brittany Burns, Teacher, VE (Inclusion), South Elementary School, be accepted with prejudice effective June 3, 2019, due to lack of sufficient notice.

That the resignation of Kathleen McGee, Teacher, Fifth Grade, Central Elementary School, be accepted with prejudice effective August 7, 2019, due to lack of sufficient notice.

That the resignation of Marshall Thomas, Teacher Dr Prev-Senior High, Okeechobee Achievement Academy, be accepted with prejudice effective June 3, 2019, due to lack of sufficient notice.

That the resignation of Alejandra Zapata, Teacher, Pre-K Handicap, Okeechobee Achievement Academy, be accepted with prejudice effective August 3, 2019, due to lack of sufficient notice.

Recommended By:


 Ken Kenworthy
 Superintendent of Schools

To: The Okeechobee County School Board

FROM: Ken Kenworthy, Superintendent of Schools

SUBJECT: **TRANSFER OF PERSONNEL**

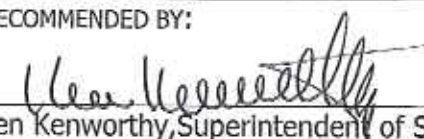
DATE: September 10, 2019

RECOMMENDATION:

That the following personnel transfers be approved:

<u>Name</u>	<u>Transfer From</u>	<u>Transfer To</u>	<u>Effective Date</u>
Ayala, Omar	Paraprofessional, Elementary North Elementary School	Paraprofessional, Senior High Okeechobee High School	08/05/2019
Ayers, Marnie	Teacher, Fifth Grade Central Elementary School	Teacher, VE (Full Time) Yearling Middle School	08/05/2019
Arnold, Shannon	Office Aide, Guidance Seminole Elementary School	Secretary, ESE Exceptional Child Education	08/05/2019
Boswell, Vivian	Paraprofessional, ESE Ages 6-21 Okeechobee Achievement Academy	Paraprofessional, Ages 6-21 Seminole Elementary School	08/05/2019
Cole Jr., Alfred OOF – Science	Teacher, ELA M/J Yearling Middle School	Teacher, Science Okeechobee Youth Treatment Center	08/13/2019
Coreas, Jose	Custodian II Okeechobee High School	Custodian II Everglades Elementary School	08/26/2019
Crenshaw, Tyler	Paraprofessional, ESE Ages 6-21 Yearling Middle School	Paraprofessional, ESE Ages 6-21 Okeechobee High School	08/05/2019
Gammill, Mary A.	Secretary/Bookkeeper Instructional Services	Secretary/Bookkeeper Student Services & Accountability	08/01/2019
Johnson, Heather	Teacher, Fifth Grade Seminole Elementary School	Teacher, Math/Science Coach M/J Instructional Services	08/05/2019
Jolly, Kiera OOF - Mathematics	Teacher, Fifth Grade North Elementary School	Teacher, Math M/J Yearling Middle School	08/05/2019
Kane, Tiffany	Assistant Food Service Manager Central Elementary School	Office Aide Osceola Middle School	08/05/2019
Lawson, Patrick	Paraprofessional, M/J Okeechobee Achievement Academy	Security Guard Okeechobee High School	08/05/2019
Lehman, Laura	Custodian II Everglades Elementary School	Bus Aide, ESE Transportation	08/09/2019
Lowe, Jessica	Teacher, TSA IT IT Department	Teacher, Explorer M/J Yearling Middle School	08/05/2019
McGee, Kathleen	Teacher, Social Studies-M/J Yearling Middle School	Teacher, Fifth Grade Central Elementary School	08/05/2019
Pearce, Peyton	Secretary, ESE Exceptional Child Education	Secretary/Bookkeeper Operations	07/15/2019
Rodriguez, Beatrice	School Secretary Everglades Elementary School	Secretary/Bookkeeper Instructional Services	08/26/2019
Villegas, Iris	Food Service Driver Food Service Department	Food Service Assistant, 6 HRS Food Service Department	08/07/2019
Wagoner, Patty	Paraprofessional, Title I-Elementary Central Elementary School	Bookkeeper Fiscal Financial Services	08/07/2019
Williams, Vernestine	Teacher, VE (Inclusion) Okeechobee High School	Teacher, VE (Inclusion) Yearling Middle School	08/05/2019

RECOMMENDED BY:


Ken Kenworthy, Superintendent of Schools

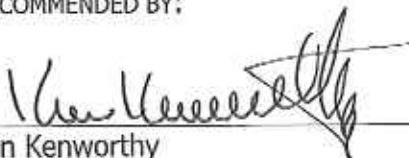
TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **LEAVE REQUESTS**
DATE: September 10, 2019

RECOMMENDATION:

That the following leaves of absence be approved:

<u>Name</u>	<u>School</u>	<u>Leave Type</u>	<u>From</u>	<u>Through</u>
Hamblen, Nancy	South Elementary School	Short Term	08/30/2019	11/25/2019
Hill, Deborah	Osceola Middle School	Short Term	07/08/2019	11/01/2019
Liscomb, Amanda	Human Resources	Short Term	07/16/2019	10/08/2019
Whitaker, Sharon	Exceptional Child Education	Short Term	08/03/2019	08/29/2019

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **ADDITIONS TO SUBSTITUTE TEACHERS FOR 2019-2020**
DATE: September 10, 2019

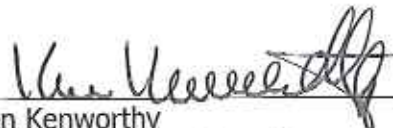
RECOMMENDATION:

That the following personnel be added to the Substitute Teacher List for the 2019-2020 school year:

<u>Name</u>	<u>Rank</u>
Daniel, Kylie	III
Fulford, Kaylen	III
Kirkland, Rebecca	II
Leon, Maria	III
Loschiavo, Krista	III
Petty, Joshua	III
Quam, Barbara	III
Ridley, Nettira	III
Usher, Kyrstin	III
Walker, Kyle	III
Wooten, Candice	I

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

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **PAYMENTS TO PERSONNEL**
DATE: September 10, 2019

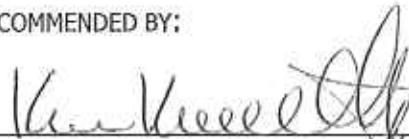
RECOMMENDATION:

That the Board approve the following payments to personnel:

<u>Name/Group</u>	<u>Purpose</u>	<u>Rate of Pay</u>	<u>Time Period (Maximum)</u>	<u>Funding Source</u>
Delagall, Danyta	ESOL Endorsement - 300 hours	\$1,000.00	11/13/17-02/03/19	#1037 – ESOL Training
Kane, Tiffany	Clerical Assistance, Osceola Middle School	Paid Hourly Rate	4 Days - 7 Hours per Day – Maximum 28 Hours	District Funds
Moore, Douglas	ESOL Endorsement - 300 hours	\$1,000.00	11/30/12-06/06/19	#1037 – ESOL Training
Nielson, Taylor	Guidance Office Assistance, Osceola Middle School	\$13.50 Per Hour	5 Days - 8 Hours Per Day - Maximum 40 Hours	District Funds

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

RECOMMENDED BY:


 Ken Kenworthy
 Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **COOPERATIVE AGREEMENT WITH THE OKEECHOBEE EDUCATIONAL FOUNDATION, INC.**
DATE: September 10, 2019

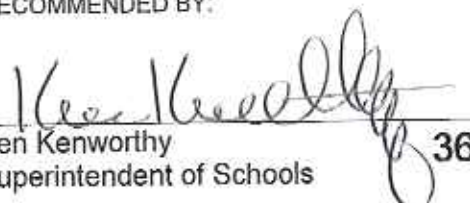
RECOMMENDATION:

That the Board approve an agreement with the Okeechobee Educational Foundation, Inc. for the 2019-20 fiscal year for the operation of the Positive Empowerment Program.

BACKGROUND INFORMATION:

This is a renewal agreement. The Positive Empowerment Program is for students who are assigned a one-day suspension from Osceola Middle School and Yearling Middle School. The program is funded by the Children's Services Council, and the Okeechobee Educational Foundation serves as the fiscal agent. The School District employs a paraprofessional to work in the program and provides space and maintenance. The Educational Foundation reimburses the salary costs to the School District. The agreement is included in Board member agendas and is available upon request in the Office of the Assistant Superintendent for Instructional Services.

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent
SUBJECT: **ANNUAL INSPECTION OF EXISTING RELOCATABLE BUILDINGS**
DATE: September 10, 2019

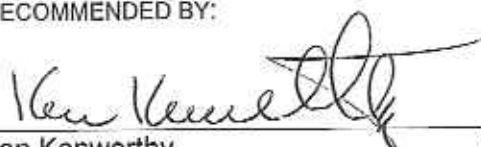
RECOMMENDATION:

That the Board approve the Annual Inspection of Existing Relocatable Buildings submitted for the School District of Okeechobee County.

BACKGROUND INFORMATION:

The inspector's summary letter and inventory listing are included in Board member agendas. Individual inspection forms are available upon request in the office of the Director of Operations.

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: AGREEMENT WITH LEGACY BEHAVIORAL HEALTH CENTER, INC.
DATE: September 10, 2019

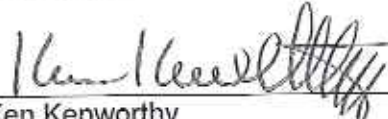
RECOMMENDATION:

That the Board approve an Agreement with Legacy Behavioral Health Center, Inc., for mental health services for ESE students effective August 1, 2019 through July 31, 2020.

BACKGROUND INFORMATION:

This is a renewal agreement with no changes to services or rates. Referrals for services are made by the school psychologists or guidance counselors to the school social worker who then contacts the agency. There are no fees assessed to the School Board unless there are special circumstances approved by the Director of Exceptional Student Education. The agreement is included in Board member agendas and is available upon request in the office of the Director of the Exceptional Student Education.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: AGREEMENT WITH SEQUEL CARE OF FLORIDA, LLC
DATE: September 10, 2019

RECOMMENDATION:

That the Board approve an agreement with Sequel Care of Florida, LLC, for student mental health services effective August 1, 2019 through July 31, 2020.

BACKGROUND INFORMATION:

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

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **AGREEMENT WITH VISITING NURSE ASSOCIATION PLUS**
DATE: September 10, 2019

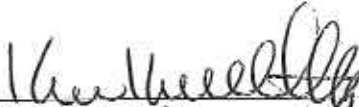
RECOMMENDATION:

That the Board approve an Agreement with Visiting Nurse Association Plus for nursing services effective August 1, 2019, through July 31, 2020.

BACKGROUND INFORMATION:

This is a renewal contract with changes to payment for services. It provides a skilled nurse at the increased rate of \$53.00 per hour for an Exceptional Student Education (ESE) student. The nurse will perform physical assessments, suctioning of tracheotomy, and administering of medications. The cost of services will be covered by District funding or Medicaid if eligible. The agreement is included in Board member agendas and is available upon request from the Director of Exceptional Student Education.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: COLLABORATIVE AGREEMENT WITH ECONOMIC OPPORTUNITIES COUNCIL OF INDIAN RIVER/OKEECHOBEE COUNTIES HEAD START
DATE: September 10, 2019

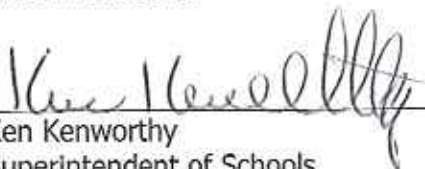
RECOMMENDATION:

That the Board approve a collaborative agreement with Indian River/Okeechobee Counties Head Start for the District to provide services to children with disabilities ages 3-5, enrolled in the Indian River/Okeechobee Counties Head Start centers located in Okeechobee County effective August 1, 2019, through July 31, 2020.

BACKGROUND INFORMATION:

This is a renewal agreement. The School District is required by IDEA to provide these services, and there is no exchange of funds. The agreement is included in Board member agendas and is available upon request from the Director of Exceptional Student Education.

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **MONTHLY FINANCIAL STATEMENT FOR JULY, 2019**
DATE: September 10, 2019

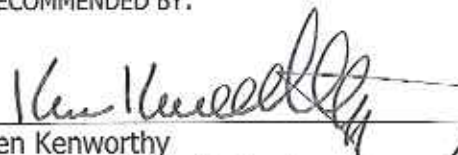
RECOMMENDATION:

That the Monthly Financial Statement for July, 2019, be accepted and filed as part of public record.

BACKGROUND INFORMATION:

The Financial Statement is included in Board member agendas and is available upon request from the Director of Finance.

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **WARRANT REGISTER FOR JULY, 2019**
DATE: September 10, 2019

RECOMMENDATION:

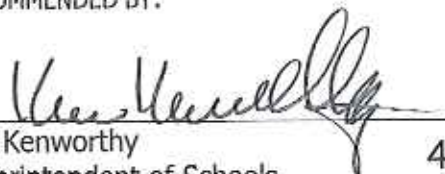
That the Warrant Register for July, 2019, be approved as follows:

General Disbursement Account – Warrants #172598 thru #172768 and ACH #192000002 thru #192000039 and Wire Transfers #201900003 thru #201900060

Operating General Fund	\$1,375,568.70
Federal Programs Fund	111,000.61
Food Service Fund	9,207.37
Capital Improvement Fund	292,302.49
Total	<u>\$ 1,788,079.17</u>

*Also included are June 2019 wires totaling \$222,618.09 from Operating General Fund.

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **WARRANT REGISTER FOR AUGUST, 2019**
DATE: September 10, 2019

RECOMMENDATION:

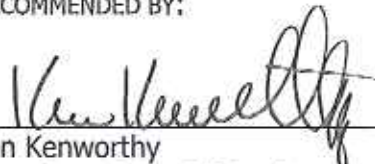
That the Warrant Register for August, 2019, be approved as follows:

General Disbursement Account – Warrants #172769 thru #173703 and ACH #192000040 thru #192000071 and Wire Transfers #201900005 thru #201900136

Operating General Fund	\$2,194,738.30
Federal Programs Fund	16,210.85
Food Service Fund	150,907.09
Capital Improvement Fund	565,762.90
Total	<u>\$ 2,927,619.14</u>

*Also included are July 2019 wires totaling \$5,543.16 from Operating General Fund.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools