

OKEECHOBEE COUNTY SCHOOL DISTRICT



STUDENT PROGRESSION PLAN

July 2016

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GENERAL INFORMATION

Florida began adopting statewide standards and testing those standards through a criterion-referenced test in the late 1990s. The standards and assessments have been updated and re-developed. Standards-based instruction is in place in all schools in the district. Curriculum materials are reviewed on a schedule set forward by the Florida Department of Education. The most recent adoption of standards was the adoption of the Florida State Standards (FSS) which will be assessed by the Florida Standards Assessment (FSA).

FLORIDA STATE STANDARDS

Florida Standards will ensure that students are receiving a high quality education. Standards have been written for English Language Arts/Literacy and Mathematics. The grade specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectation by the end of high school. As students advance through grades K-12, they are expected to meet each year's grade-specific standards and retain or further develop skills mastered in previous grades.

Although the Florida State Standards define what students should know and be able to do at each grade level, they do not define how a teacher should teach the Standards. Teachers are expected to use a variety of appropriate materials and strategies to meet the educational needs of the children who have been assigned to them. The Standards focus on what is most essential but do not describe all that should be or can be taught.

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.

Key features of the Literacy Standards include the following:

- Reading: Text complexity and the growth of comprehension. Equal emphasis is placed on the complexity of what students read and the skill with which they read it. The expectation is that students read increasingly more complex text as they progress from grade to grade. Additionally students are expected to learn more from the text and analyze text more closely.
- Writing: Text types, responding to reading and research. The basic skills of writing (planning, drafting, revising, editing, and publishing) are important. However, students must learn to write for specific audiences and needs.
- Speaking and Listening: Flexible communication and collaboration. Students are expected to develop skills in oral communication and interpersonal relationships. By working together, listening to the ideas of others, and evaluating what they hear, students will be better prepared for postsecondary work and the workforce.
- Language: Conventions, effective use and vocabulary. Students are expected to abide by the essential rules of standards written and spoken English. Vocabulary development focuses on understanding words and phrases and their relationships, acquiring new vocabulary especially in specific areas of interest.

The Florida State Standards for mathematics define what students should understand and be able to do in their study of mathematics. The Standards focus on fewer concepts but those concepts are studied more thoroughly than in the past.

The Standards for Mathematical Practice describe varieties of expertise that educators should develop in their students. The Standards for Mathematical Practice are as follows:

- Make sense of problems and persevere in solving them. Explain to yourself the meaning of a problem and determine how to begin to solve the problem. Analyze, experiment, explain to others, and check your answer using an alternate method. Ask, “Does this make sense?”
- Reason abstractly and quantitatively. Make sense of quantities and their relationships in problems.
- Construct viable arguments and critique the reasoning of others. Understand and use definitions and stated assumptions in explaining answers. Listen to the explanations and arguments of others as they defend their answers and process for solving the problem.
- Model with mathematics. Apply the mathematics that you know to solve real world problems.
- Use appropriate tool strategically. Consider the mathematical tools available (ruler, calculator, pencil and paper, geometry software, etc.) and use the most appropriate to solve the problem.
- Attend to precision. Communicate precisely to others. Use clear definitions as you give explanations to others.
- Look for and make use of structure. Look closely to determine if there is a pattern or structure.
- Look for and express regularity in repeated reasoning. Notice and determine if calculations are repeated and look for methods and shortcuts. Continually evaluate the reasonableness of your results.

NEXT GENERATION STATE STANDARDS

The revised Science Standards were approved by the State Board in February 2008. The Next Generation Science Standards are organized around four bodies of knowledge. The Bodies of Knowledge are The Nature of Science, Earth and Space Science, Physical Science, and Life Science. There are eighteen Big Ideas divided among the bodies of knowledge.

The revised Social Studies Standards were approved by the State Board in December 2008. The Next Generation Sunshine State Standards for social studies are organized by grade level for grade K-8 and by strands for grades 9-12. Geography will have a prominent place in the curriculum for grades 6-8. At the high school level, the standards are organized into the following content strands: American History, Geography, Economics, World History, Humanities, and Civics and Government.

The revised Physical Education Standards were approved by the State Board in December 2008. The Next Generation Sunshine State Standards for physical education are organized by grade level for grades K-8 and remain in a cluster for grades 9-12. The strands, which are relevant across all grade levels, are Movement Competency, Cognitive Abilities, Lifetime Fitness, and Responsible Behaviors and Values.

SCHOOL IMPROVEMENT

Each school in Okeechobee County has a School Improvement Plan. This plan outlines goals which address the needs of the school which are determined after analyzing student achievement data, results of climate surveys, and input from all stakeholders. The plan is a collaborative effort of the school personnel and the School Advisory Council. Each school’s plan must be approved by the School Advisory Council and then submitted for approval by the School Board.

Each school has School Advisory Council (SAC) which includes representation from all stakeholders: teachers, parents, administrators, students (in some cases), business partners, and community

representatives. The majority of the members of each school's SAC may not be employed by the School Board. Funds allocated to each SAC must be spent to address needs outlined in the School Improvement Plan and must be recorded in the minutes of a SAC meeting.

The process for writing and implementing School Improvement Plans is facilitated and monitored by the Coordinator of Assessment and Accountability.

STUDENT STATEWIDE ASSESSMENT

Each student must participate in the statewide assessment tests required by Florida Statute (F.S.) 1008.22. Pursuant to s.1002.222 the Okeechobee County School Board does not collect, obtain, or retain information on the political affiliation, voting history, religious affiliation, or biometric information of a student or a parent or sibling of the student.

REMEDIAL INSTRUCTION AND REPORTING REQUIREMENTS

In accordance with FS 1008.25 each student's progression from one grade to another is determined, in part, upon proficiency in reading, writing, science and mathematics. Each student and his (or) her parent will be informed of the student's academic progress.

COMPREHENSIVE PROGRAM

The Okeechobee County School Board has established the following comprehensive program for student progression:

- Evidence of a student's performance will be reflected by grades assigned in accordance with the district adopted grading policy.
- Students scoring at Level 1 on FSA in English Language Arts (ELA) and math in any grade where there is such a test will receive remediation.
- If a student is retained, the retention must be for placement within an intensive program that is different from the previous year's program and that takes into account the student's learning style.
- The plan must provide for appropriate alternative placement for a student who has been retained 2 or more years.

ASSESSMENT

- Each student must participate in statewide assessment tests.
- Each elementary school must regularly assess the reading ability of each K-3 student.
- Students who fail to meet performance expectations must be provided with additional diagnostic assessments to determine the nature of the student's difficulty.
- Students will continue to be provided with remedial or supplemental instruction until expectations are met.
- If a student has a deficiency in reading, the remedial or supplemental instruction must address:
 - The student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary
 - The desired levels of performance in these areas

- Schools must also provide frequent monitoring of the student's progress in meeting the desired levels of performance.
- Districts must assist schools and teachers in implementing research-based reading activities that have been shown to be successful in teaching reading to low-performing students.
- Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.
- Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. Each student who does not meet minimum performance expectations defined by the Commissioner for the statewide assessment tests in reading, writing, science and mathematics must continue to be provided with remedial or supplemental instruction until expectations are met or the student graduates or is not subject to compulsory attendance.

PROCEDURES FOR REMEDIATION

Students who score Levels 1 or 2 on the state assessment for ELA the following year will be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.

State Student Performance Standards in ELA and mathematics shall be remediated by classroom teachers and/or such other school personnel as designated by the principal. The elementary schools have developed a coordinated program to meet the needs of all students. To ensure the progress of all students, a period of time has been set aside during the school day to provide remediation for:

- Students scoring at level 1 on FSA (Florida Standards Assessment) in English/Language Arts (ELA),
- Students scoring at level 1 on FSA Mathematics tests or,
- Students performing below grade level. The student may be placed at this level based on teacher recommendation.

The same students will not necessarily require remediation or acceleration in both ELA and Mathematics. Students who do not need remediation will be engaged in activities to enhance and expand their knowledge in many areas such as science, social studies, mathematics, literature, writing, organization, computer usage, and others.

Remediation strategies may include, but will not be limited to:

- Extended-Day Instruction
- Tutorial programs
- Contracted academic services
- Exceptional Education services

If a parent/guardian indicates non-acceptance of a student's assignment to attend the Okeechobee County extended school day or year, he/she will be contacted by the school requesting a conference for further discussion.

If the documented deficiency has not been remediated the student may be retained. Each student who does not meet the minimum performance expectations must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

According to FS 1008.25 (4) (b), the Okeechobee County School Board will assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students.

ALLOCATION OF RESOURCES

According to FS 1008.25 (3) (a-b), Okeechobee County School Board shall allocate remedial and supplemental instructional resources to students in the following priority:

- Students who are deficient in reading by the end of grade 3.
- Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression required in paragraph (2)(b).

PARENTAL NOTIFICATION AND REPORTING REQUIREMENTS

PARENTAL NOTIFICATION

The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of the following:

- That the child has a substantial reading deficiency.
- A description of current and proposed supplemental instructional services provided to the child to remediate the reading deficiency
- That if the child's reading deficiency is not remediated by the end of grade 3 as demonstrated by scoring at proficiency on the ELA Florida Standards Assessment the child must be retained unless he or she is exempt from mandatory retention for good cause.
- Strategies for parents to use in helping their child succeed

PARENTAL NOTIFICATION K-3

The parental notification requirements in s.1008.25, F.S., are reinforced as a parent and student right, requiring that the parent of any *K-3 student* who exhibits a reading deficiency must be *immediately* notified of the student's deficiency with a description, understandable to the parent, and of the exact *nature of the difficulty*. The parent must be informed that the student will be given intensive reading instruction until the deficiency is corrected.

PARENTAL NOTIFICATION – ALL STUDENTS, ALL GRADES

Each school board must *annually* report in writing to the parent of each student the progress of the student in achieving proficiency expectations in reading, writing, science and mathematics. The report must include:

- The student's results on each statewide assessment test.
- The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments and other relevant information.
- Progress reporting must be provided to the parent in writing in a format adopted by the district school board.

PARENTAL NOTIFICATION – ALL GRADES

In addition to the previous notification requirements to the parents of a child with a reading deficiency, the district must also now inform the parent:

- That FSA is not the sole determiner of promotion
- That additional evaluations, portfolio reviews and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for grade promotion;
- Of the district's *specific* criteria and policies for mid-year promotion.
- The progress of the student moving toward achieving state and district expectations for proficiency in ELA, mathematics, and science.

PARENTAL NOTIFICATION – RETAINED THIRD GRADERS

The district will provide written notification to the parent of any third grade retained student:

- That the child has not met the proficiency level required for promotion
- The reasons the child is not eligible for a good cause exemption

The notification must comply with the provisions of s.1002.20 (14), F.S., and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

REPORTING REQUIREMENTS

ANNUAL REPORT:

The 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.
- Policies/procedures on retention/promotion.
- Number/percent of students in grades 3 – 10 scoring at Levels 1 and 2 on the reading portion of the FSA by grade.
- Number/percent of retained 3 – 10 grade students by grade.
- Number of third grade students promoted for good cause by each category.
- Revisions to policy on retention/promotion from prior year.

The district must report to the:

- Department of Education, in the prescribed manner, the progress of students in Intensive Acceleration Classes at the end of the first semester.
- State Board of Education, upon request, the specific intensive reading interventions and supports implemented at the school district level.

ELIMINATION OF SOCIAL PROMOTION

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. The district school board may only exempt students from mandatory retention at grade 3 for good cause. **Good cause** exemptions shall be limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English Language Learner program.
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Florida Standards in reading equal to at least a Level 2 performance on the FSA. The portfolio must be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 reading FSA. For each benchmark, there must be at least three examples of mastery as demonstrated by a grade of 70% or above and be signed by the teacher and the principal as an accurate assessment.
5. Students with disabilities who participate in the FSA and who have an individual education plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading and was previously retained in K-3.
6. Students who have received the intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in K-3 for a total of 2 years.
7. Students retained in grade 3 once may not be retained in grade 3 a second time. Intensive reading instruction for students so promoted must include an altered instructional day based upon an academic improvement plan that includes specialized diagnostic information and specific reading strategies for each student.

In accordance with FS 1008.25 (6) (b), the Okeechobee County School Board will assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.

PROCEDURES FOR GOOD CAUSE EXEMPTIONS TO THIRD GRADE RETENTION

Requests for good cause exemptions from mandatory 3rd grade retention must be made consistent with the following:

- Documentation that indicates the promotion is appropriate and based upon the student's academic record is submitted from the teacher to the school principal. In order to minimize paperwork, documentation need only consist of the IEP, report card or student portfolio.
- The principal must review and discuss such recommendations with the teacher and determine if the student should be promoted. If the school principal determines that the student should be promoted, the principal must recommend it in writing to the district superintendent.
- The district superintendent must accept or reject in writing the school principal's recommendation.

PROGRESS MONITORING AND PROMOTION

Schoolwide Progress Monitoring Systems must continue to include Federal required student plans, and

1. Include schoolwide, classroom-wide, and individual progress monitoring on student proficiency on grade level standards for ALL students, and/or
2. An individual student progress monitoring plan

Components that are included in a schoolwide progress monitoring system include:

1. Student progress data reported a minimum of three times per year (If a D or F graded school within the last three years this requirement is monthly) available to the district.
 - ELA,
 - mathematics,
 - science, and
 - strongly encouraged for social studies.
2. Progress data must include:
 - Student proficiency on grade level Florida State Standards (including access points for students with significant cognitive disabilities or English Language Learner (ELL) students).
 - Classroom proficiency on grade level Florida State Standards, and
 - School proficiency on grade level Florida State Standards.
3. Progress data must be used to:
 - Evaluate and revise classroom instruction,
 - Determine individual student remediation needs,
 - Evaluate and revise implementation of the school improvement plan,
 - Evaluate and revise teacher professional development plans,
 - Evaluate and revise the district assistance and intervention plan,
 - Evaluate the fidelity of the implementation of the district K-12 reading plan, and
 - Evaluate teacher performance.

PROMOTION/RETENTION ISSUES

The criteria for student progression and possible retention or placement applies to a student entering Okeechobee County Schools during the second semester. However, due to the late enrollment of such students, decisions and subsequent contact with parents regarding the progression of the student may not fit the established timeline and procedures. Each of these situations must be dealt with individually by the school staff. Notification to parents of possible retention should be made as early as possible.

Students are to be retained in the present grade level when they have not met the district and Sunshine State Standards / Florida State Standards grade level benchmarks and/or credits.

All students who experience unusual difficulty meeting promotion requirements should be evaluated by the professional staff to determine the possible need for an exceptional education program. Any student in elementary or middle school who has been retained one year and is recommended for retention a second year, will be referred for an evaluation by appropriate specialists; e.g., psychologists. A parental request for retention will be reviewed by the school staff, and every effort will be made to reach a mutually acceptable decision. The final decision as to grade placement is the responsibility of the principal.

Any student retained in grades K-7 may be assigned at any time during the school year to the next higher grade if the principal determines standards have been met and that the student will be able to benefit from instruction at the higher grade. Students in the eighth grade can receive mid-year assignments to the ninth grade at the end of the first semester of school. Any placement of a student to a higher grade during the school year must be approved by the superintendent.

ELEMENTARY:

The classroom teacher shall be responsible for identifying those students who do not appear able to make satisfactory progress. Teachers will discuss with their principal any child who is performing below grade level in English/Language Arts/reading or mathematics at the end of the second grading period.

Retention decisions for elementary students are based on one or more of the following considerations:

1. The student is not making satisfactory progress in ELA/reading.
 - The student is reading below grade level.
 - The student earns a D or F in ELA/reading.
 - The student earns an N or U in ELA/reading.
 - The student has mastered less than 90% of letters, sounds, and sight words.
 - The student scores in Level 1 in FSA ELA.
2. The student is not making satisfactory progress in mathematics.
 - The student earns a D or F in mathematics.
 - The student earns an N or U in mathematics.
 - The student score in Level 1 in FSA Mathematics.
3. The student is not making appropriate progress after a year of remedial instruction.
4. The student is not making progress based on his/her Individual Educational Plan (IEP).

The final decision for retention shall be made by the principal.

MIDDLE SCHOOL:

Promotion decisions for middle school students are based on the following considerations:

1. The student must pass 5 out of 6 courses. In order to pass a course the student must earn a passing grade in three of the four grading periods.

Final retention decisions shall be made by the principal.

To be promoted from middle school a student must successfully complete:

- 3 middle school or higher, year-long courses in English Language Arts;
- 3 middle school or higher, year-long courses in Mathematics;
 - To earn high school credit for Algebra 1, a middle school student must take and earn a passing score on the Algebra 1 EOC Assessment. The results of the EOC constitute 30% of the student's final course grade. If the middle school student does not pass the EOC in middle school, the student will have opportunities in high school to retake the EOC. Students are not required to take the corresponding grade-level mathematics FSA.
 - To earn high school credit for Geometry, a middle school student must take the Geometry EOC Assessment, and the results of the EOC constitute 30% of the student's final course grade. Students must pass the course but are not required to pass the EOC to earn high

school credit. Students are not required to take the corresponding grade level mathematics FSA.

- 3 middle school or higher, year-long courses in Science;
- 3 middle school or higher, year-long courses in Social Studies (one of which must be Civics);
 - Students must complete a civics education course in accordance with s.1008.22(3)(c) that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
 - To earn middle school credit for Civics, a middle school student must take the Civics EOC Assessment, and the results of the EOC constitute 30% of the student's final course grade. Students must pass the course but are not required to pass the EOC to earn middle school credit.
 - A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that includes coverage of civics education.
- One course in reading may be substituted for an English course; and
- A Career and Education Planning Course that may be taught in sixth, seventh, or eighth grade and must result in a completed personalized academic and career plan for the student and emphasize technology or the application of technology in career fields.
- If a middle grades student scored Level 1 or Level 2 on statewide, standardized FCAT Reading assessment or, when implemented, the state transitions to the Florida Standards Assessment (FSA) for English Language Arts required under s. 1008.22, the following year the student must enroll in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students performing below grade level.

EARLY WARNING SYSTEM

As required by F.S. 1001.42, middle schools must include an Early Warning System for students needing additional academic supports. The early warning indicators include:

1. Attendance (excused and/or unexcused and including out of school suspension days) below 90%
2. One or more suspensions (in-school and/or out of school)
3. Level 1 on the statewide assessments in English Language Arts and/or Mathematics,
4. A failing course grade in English Language Arts or Mathematics.

If a student exhibits two or more of the early warning indicators, the student will be referred to the school based team to determine appropriate intervention strategies. Parents will be invited to the meeting(s) and are considered a vital part of the problem solving process for student success.

HIGH SCHOOL:

Progression at the high school level is based on credits earned. For more details please refer to the High School section of the plan. Students who are 18 years old at the time of enrollment must have earned at a

minimum 12 high school credits and have a GPA of no less than 1.50. Any full time Exceptional Education student may be exempt from this policy. All Exceptional Education students are to be regulated by the existing state statutes.

Provision shall be made for considering extenuating circumstances. A committee composed of the Assistant Superintendent of Instructional Services, principal, certified school counselor and instructional staff, as appropriate, shall evaluate the evidence relating to the extenuating circumstances and determine if special consideration is warranted.

GRADING POLICY

Grades are to provide the student and/or the student's parents with an evaluation that is as objective as possible of the student's scholastic achievement. The grading policies listed in this section apply to all grades K-12 unless otherwise noted in the grade-level section for a particular course, grade level or grade cluster.

Unless otherwise indicated herein, student grades shall be based on the attainment of the instructional and performance objectives assigned the student. The degree to which the student has attained these objectives will be determined by performance on assessment measures (including, but not limited to, tests). Teachers will enter a minimum of one grade per week per subject/class into the district-adopted gradebook unless granted an exemption by the principal. Teachers will enter grades in all available categories in the district-adopted gradebook system for each grading period. No one grade entry may count for more than 20% of the student's grade for the grading period unless required by statute. For example, no one project, individual test or assignment may be weighted or assigned a point value that would make it count for more than 20% of the student's grade.

At the high school level, the categories for each course within the Skyward gradebook will be divided into three categories, weighted as follows: Tests (40%), Quizzes (30%), and Practice Work (30%). Homework shall contribute no more than 10 percent of the achievement grade for each grading period.

At the middle school level, the categories for each course within the Skyward gradebook will be divided into four categories, weighted as follows: Tests (40%), Quizzes (30%), Classwork (20%) and Homework (10%).

At the elementary level the categories in Skyward gradebook for ELA will be divided into three categories: Reading (60%), Writing (30%), and Word Study (10%). Individual grades will be weighted as: Test (4), Quizzes (3), Classwork (2), and Homework (1). For Mathematics at elementary, Skyward gradebook will be divided into four categories, weighted as follows: Tests (40%), Quizzes (30%), Classwork (20%) and Homework (10%).

In a course that administers a Common Course Assessment, the assessment will count as one (1) test grade in grades K-8 and as the semester exam, if the semester the exam is given, in grades 9-12.

Any changes in weighting within the Skyward Gradebook Grading System that occur after the first student school day of each school year will require School Board approval unless mandated by legislation.

SEMESTER GRADES/ANNUAL GRADES

Semester grades (for high school students) and annual grades (K-8 students) will be determined by a method approved by the Superintendent of Schools, which provides for consistency of calculation. The current grading scale for grades K-12 is as follows:

Grades 1-12	Description of Grade	Kindergarten and Select Subjects Grades 1-5
A = 90 - 100%	A = Excellent Progress	E = Excellent
B = 80 - 89 %	B = Above Average Progress	S = Satisfactory
C = 70 - 79 %	C = Satisfactory Progress	N = Needs Improvement
D = 60 - 69 %	D = Lowest Acceptable Progress	U = Unsatisfactory
F = 0 - 59 %	F = Unsatisfactory Progress	
I = 0%	I = Incomplete	
	NA = Not Applicable this period	

WRITING ASSESSMENT GRADING

The Okeechobee School District will use the FSA Writing rubric for grades 1-11. Grades will be computed according to the following rubric chart and are included in the ELA grade.

Rubric Conversion	Grades 3-5	Grade K-2	Rubric Conversion	Grades 3-5	Grade K-2
10.0 = 100%	A	E	4 = 70%	D	N
9 = 95%	A	E	3 = 65%	D	N
8 = 89%	B	S	2 = 60%	D	N
7 = 84%	B	S	1 = 55%	F	U
6 = 79%	C	S	0 = 50%	F	U
5 = 75%	C	S	U = 50%	F	U

Rubric Conversion Chart

Rubric Conversion	Grades 3-11	Grade K-2	Rubric Conversion	Grades 3-11	Grade K-2
10.0 = 100%	A		4 = 60%	D	S
9 = 90%	A		3 = 55%	F	S
8 = 85%	B		2 = 55%	F	N
7 = 80%	B		1 = 50%	F	U
6 = 70%	C	E	0 = 50%	F	U
5 = 65%	D	E			

Kindergarten students will receive grades in writing beginning in the second semester. The 6 point district rubric will be used for Kindergarten writing grading. Grades 1-5 will use the 10 point (FSA) rubric for grading writing. Grades for 1st and 2nd grades in science and social studies: There must be a grade for each subject each week. Assessments should cover the grade appropriate standards. Teacher observation and participation grades are appropriate for quiz or classwork grades. Grades could be taken from reading if the passage is an informational passage aligned with a grade level appropriate standard in the science or social studies curriculum.

When averaging grades, calculation will be made to the nearest whole number (round X.5 and above to the next whole number. Example: 89.5% rounds to 90%)

NO ACADEMIC EXCEPTIONS BASED ON ATTENDANCE

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.

A student who exceeds nine absences in a credit earning course may earn credit in that class by earning a passing grade in at least one of the two grading periods, and pass a comprehensive semester exam for that course.

INTERIM PROGRESS REPORT

An interim progress report will be sent to the parents of all students at the midpoint of the nine-week grading period. The format for these reports will be approved by the Superintendent or his designee.

EXCEPTIONAL STUDENT EDUCATION GRADES

In Exceptional Student Education programs, the evaluation of student progress by teachers and specialists will be based on the attainment of the I.E.P. objectives.

Grades from Exceptional Student Education or other special program classes should not be averaged in with regular classroom grades.

INCLUSION GRADES: EXCEPTIONAL STUDENT EDUCATION

When an Exceptional Education kindergarten through eighth grade student is included in a regular class, the district grading policy will be applied for each subject. If the student is not performing on grade level in the subject areas, the general education teacher, in consultation with the Exceptional Student Education teacher, will develop and implement appropriate accommodations as outlined in the student's current IEP. If after implementation of accommodations the student is not successful, the IEP team will conduct a review of the student's IEP and make recommendations for change in grade level instruction, additional accommodations or reassignment to additional time in exceptional student classes.

In order for a grade of "F" to be assigned to an ESE inclusion student, the following factors must be reviewed by the ESE teacher and general education teacher with the school principal or designee prior to the end of the current grading period:

- Has an unsatisfactory progress report been sent to the parent or guardian?
- Have the student's parents been officially notified and involved in documented conferences regarding the student's problems?
- Are the instructional strategies, techniques, curriculum content and classroom assignments employed in the instructional program appropriate for the student's needs?
- Are there environmental or emotional factors affecting the student's performance that are not currently being addressed through the provision of related services?
- Is a behavior management system in operation in the classroom for those instances where effort and conduct are hindering the student's mastery of skills necessary for meeting the goals and objectives?
- Are the goals and objectives on the IEP appropriate for the documented levels of performance?

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

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.

The individual classroom teacher is responsible for the final design of assessment instruments, except for the common semester exams used at the secondary level. Each teacher is charged with the responsibility of using valid and reliable assessment techniques, instruments and grading procedures.

Teachers should assess outcomes beyond the routine recall of facts. Students must be informed of the general objectives of each course or unit and of the basis upon which their performance will be evaluated.

Achievement grades shall not be adjusted due to personality factors, social achievement or deportment. Work-study habits are considered only as they are germane to the achievement of the defined objectives of the course or subject.

CONDUCT GRADE

Conduct grades shall be reported as S (satisfactory), N (needs improvement) or U (unsatisfactory). Each student will receive a conduct grade from each teacher for each class for which he/she is enrolled. The conduct grade will be recorded on the report card for each grading period. In order to assign a conduct grade of U (unsatisfactory) to a student, the teacher must document interventions as approved by the principal.

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 and 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. These procedures will be listed in the syllabus provided to the students at the beginning of each dual enrollment course. This deadline may be extended with the approval of the teacher or principal.

ABSENCES

Students may make up work following excused and unexcused absences including suspensions and will receive full credit.

Students who are suspended from school are provided with an assignment by the school administrator.

All make-up classwork or homework will be completed within one week following return from absence. A timeframe of one day for each day the student missed will be allowed for students to make up quizzes and tests. This deadline may be extended with the approval of the teacher or principal.

CREATIVE WORKS AND OTHER DATA

All significant, creative works, (such as essays, term papers and art projects) are the property of the student. An exception shall be made when a required materials fee has not been paid.

Under no circumstances shall grades be withheld from students due to lack of payment of fees.

Teachers should set intermediate deadlines and conduct assessments at intermediate stages of long-term projects if needed to meet the requirements of this policy.

Plus and minus symbols shall not be used on report cards or cumulative records.

The principal shall review each teacher's individual grading system prior to use or implementation of changes. Teachers will gain approval from the principal prior to making adjustments to grades that deviate from their grading system.

When unusually large numbers of low or high grades are noted in the distribution of grades for a class section, the instructional program should be reexamined immediately to find ways of improving the learning experiences of students who are not achieving or whether a reasonable standard of performance has been required.

REPORT CARDS

Report cards are the primary means of providing information to parents and students regarding school progress. The following functions are served by the reporting system:

- To provide information concerning a student's academic progress in grades 1 – 12 which must be based upon examinations as well as written papers, class participation, other academic performance criteria, and must include the students' performance or nonperformance at his or her grade level.
- To provide information concerning attendance.
- To provide information concerning student conduct.
- To provide a vehicle for communication between home and school with the goal of establishing mutual effort and maximum cooperation toward helping the child to reach his or her maximum potential.

Report cards are an important tool in education. As such, information provided by report cards should be as complete, accurate and timely as possible.

All schools shall use a standard report card appropriate for the school level. Supplemental reporting methods may be used at the discretion of the principal and with the approval of the School Board. Report cards are to be issued for all students four times a year.

Parents must assume the ultimate responsibility for becoming informed about the progress being made by their children.

HOMEWORK

The School Board of Okeechobee County believes there is a clear relationship between homework and student achievement.

Homework refers to schoolwork that the child is assigned to do on his/her own time as an extension of his/her classroom activities. Homework assignments should support clearly defined school and classroom objectives and should be used to reinforce or enhance school experiences. Homework assignments should take into consideration the individual differences of students, such as health, ability, conditions and the educational resources in the home.

Guidelines regarding homework in Okeechobee County schools shall be as follows:

- Each teacher shall establish specific plans for the assignment of homework.
- All parents shall be informed of the amount of time and the subject area(s) their child will routinely be assigned.
- Teachers shall maintain a system of evaluation and recognition of completed homework assignments.
- Homework shall not be used as a form of punishment, and teachers should communicate regularly with parents regarding assignments.
- Teachers shall make homework assignments meaningful and the directions clear and specific.

All make-up work should be completed within one week following return from absence. This deadline may be extended with the approval of the teacher or principal.

Homework shall contribute no more than 10 percent of the achievement grade for each grading period.

INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS/GRADING PROCEDURES

Each English Language Learners (ELL) child enrolled in any program offered by the Florida public schools is entitled to equal access to programming which is appropriate to his or her level of English proficiency, academic achievement and special needs.

The primary goal of all such programming is to develop, as effectively and efficiently as possible, each child's English language proficiency and academic potential. Such programs should also provide positive reinforcement of the self-image and esteem of participating students, promote cross-cultural understanding, and provide equal educational opportunities.

1. Equal access to appropriate programming shall include both access to intensive English language instruction and instruction in basic subject areas of math, science, social studies, and computer literacy which is:
 - Understandable to the ELL student given his or her level of English language proficiency and school shall be equal and comparable in amount, scope and sequence and quality to that provided to English proficient students.
 - Equal and comparable in amount, scope and sequence and quality to that provided to English proficient students.
 - Recommendations for such programming shall be documented in the form of an ELL student plan, which shall be in conformity with this agreement.
2. English Language Learners with special needs such as compensatory, remedial, or exceptional education, and who are at greater risk for under-achievement and/or dropping out, and in need of additional services, shall be provided equal and comparable services to those provided to English proficient students. ELL students shall receive needed services on a timely basis, and the services provided shall be appropriate for their level of English proficiency as set forth above.
3. Assignment of Grades: English Language Learners

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

In order for a grade of “F” to be given to an ELL student, the following factors must be reviewed by the school ELL committee prior to the end of the current grading period:

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

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

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

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

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

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

ELEMENTARY GRADING POLICY

KINDERGARTEN

- A group conference will be held within a month of the beginning of the school year to orient parents to the nature, objectives, and format of the program.
- An individual conference will be offered within the first semester with the parents of each child to evaluate the child’s progress. A checklist or narrative report will be provided.
- Students will receive a grade of E, S, N, or U in ELA(English/Language Arts), mathematics, science, social studies, music, and physical education
 - E = Excellent Progress
 - S = Satisfactory Progress
 - N = Needs to improve
 - U = Unsatisfactory
- Students will receive a conduct grade of S, N, or U.
- An addition to grades, information will be given to parents at the end of each grading period detailing the progress of his/her child. The teacher or a parent may request a conference to discuss the child’s progress.
- English/Language Arts (ELA) grades include reading, writing, spelling, and grammar.

GRADES ONE AND TWO

Students will receive grades A-F in ELA and mathematics.

Science and Social Studies

Students will receive grades of E, S, N, or U in science, social studies, music, and physical education. The determination of the grade is based on the teacher's knowledge of the students' understanding of concepts. Teachers are encouraged to use their judgment based on oral assessments, student work, information obtained from writing passages or alternative assessments.

GRADES THREE - FIVE

The A-F scale will be used for academic subjects. The E, S, N, U scale will be used for music and PE.

SECONDARY SCHOOLS GRADING POLICY

GRADES SIX – EIGHT

The A-F scale will be used for academic subjects.

****Grades for eighth grade courses which receive high school credit will be based upon GPA value for grades nine through twelve.**

GRADES NINE – TWELVE

The following scale shall be used for all students in all classes:

Grading Scale	G. P. A. Values			Definition of Awarded Grades
A = 90 - 100%	6	5	4	Outstanding Progress
B = 80 - 89 %	5	4	3	Above Average Progress
C = 70 - 79 %	4	3	2	Average Progress
D = 60 - 69 %	3	2	1	Lowest Acceptable Progress
F = 0 - 59 %	0	0	0	Failure
I = 0%	0	0	0	Incomplete

Dual Enrollment, and Advanced Placement courses are weighted on a six-point scale and Honors classes are weighted on a five-point scale. All other courses are based on a four-point scale. Weighting is for class rank purposes only. For college application purposes and for interscholastic activities purposes all courses are based on a four-point scale.

PLACEMENT PROCEDURE

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS

Options available to students may vary by school and by level (elementary, middle school, high school) and include whole-grade and mid-year promotion, subject-matter acceleration, virtual instruction in higher grade-level subjects, Credit Acceleration Program. Additional options that may be available at a school are enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced –content instruction; and telescoping curriculum.

Specific options and eligibility requirements are defined in the Elementary, Middle School, and High School sections of this plan. Specific students who take advantage of the whole-grade or midyear promotion will be required to have a performance contract. The performance contract will require compliance with minimum attendance requirements, minimum student conduct requirements, academic requirements, and ACCEL option requirements as established by the principal. Additionally students who take advantage of the whole-grade or midyear promotion will be assigned a specific faculty member as a mentor/counselor.

SUMMER INSTRUCTION

Students who do not currently attend Okeechobee County Schools are not eligible for summer instruction. Students who are new to the area, registered for the following school year and provide school records prior to the beginning of summer instruction may attend. Summer instruction is a privilege and may be withdrawn if the student is in non-attendance for more than one day or fails to comply with the Student Code of Conduct. A **non-custodial parent**, who has his/her child in Okeechobee for the summer may be permitted to enter the child in summer instruction.

TRANSFERS

Students who transfer in and are much older than those in their grade level may be accelerated based on consideration of physical, social, and emotional factors. Parents will be notified by the principal, in writing, that their child is receiving an accelerated grade placement to the next higher grade. A copy of this notification will be placed in the cumulative guidance record.

Grade placement of 9th – 12th grade students is based only on credits earned in courses approved by the school board.

When students transfer from one school to another within the district, grades will be frozen retroactively to the last day of attendance at the original school once a records request has been received from the school to which the student is transferring. Any assignments that were scheduled in the gradebook during the student's absence for that period will be removed and not represented in the grades submitted to the receiving school. Nine week or semester exams scheduled during this time period will be made up prior to issuing final grades.

TRANSFERS – ELEMENTARY/MIDDLE SCHOOL

The grade placement of students in the elementary or middle grades, who are transferring from other states or countries, private schools, or Florida Home Education programs, will be determined by the principal of

the receiving school. When the principal determines that there is insufficient evidence to determine grade placement of students 14 years of age or younger due to incomplete or inadequate records, any or all of the following procedures shall be utilized:

- The student's age.
- A review of all existing and available school records or credit transfers of the student.
- A review of the previous educational program including, but not limited to, time spent in program and curriculum requirements of the program.
- A test on the grade level or individual subject objectives, to be determined by the principal.
- An interview of the student by the principal or designee.
- Classroom performance at both the level and the length of time established by the principal.

In accordance with FS 1003.25(3) uniform procedures have been established relating to the acceptance of transfer work and credit for students entering Florida's public high schools. The procedures to be followed are:

- 1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. (If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in paragraph 4).
- 2) Students transferring an Algebra I credit must pass the Florida EOC unless he/she earned a comparative score, passed an out-of-state assessment for mathematics or the subject
- 3) If the transcript shows a credit in reading or ELA 2 or 3, then the student must take and pass Grade 10 FSA ELA or earn a concordant score (ACT or SAT).
- 4) 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. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in paragraph 5).
- 5) 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:
 - a) Portfolio evaluation by the superintendent or designee;
 - b) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - c) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - d) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - e) Demonstrated proficiencies on the appropriate FSA; or
 - f) Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (5) (d) and (5) (e) if required.

Students re-enrolling as a senior, after participating in a home education program, must be enrolled as a full time student for at least one full semester in order to earn a local high school diploma.

ADDITION OF NEW COURSES

A new course or unit of study may be introduced into the district curriculum using the following procedures:

1. The principal at the school determines the need and identifies an appropriate course in the Course Code Directory.
2. The principal submits the course to be added to the superintendent or designee for approval.

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

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 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 or 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.

This 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; and
- 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.

States (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 required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.

Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in

the local education agency in the sending state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

If a student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.

The receiving state school must initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to:

- Gifted and talented programs; and
- English as a second language (ESL).

When considering the eligibility of a child for enrolling in a school:

- 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.

In order to facilitate the on-time graduation of children of military families, states and local education agencies shall incorporate the following procedures:

- Local education agency administration officials 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 a 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 of 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, the provisions of Article VII, Section C 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 in Sections A and B of Article VII.

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 to 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.

PRIVACY RIGHTS OF STUDENTS AND PARENTS

The Family Educational Rights and Privacy Act, 20 U.S.C. 1232g (FERPA), and corollary state law, Section 1002.22, Fla. Statute affords parents and students who have attained 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- The **right of privacy** with respect to the student's education records.
- Personally identifiable records or reports of a student, and any personal information contained in those reports, are confidential. The School District of Okeechobee County will not release the education records of a student without the written consent of the eligible student or the student's parent(s) or guardian(s), except to the extent FERPA and state law authorized disclosure without consent.
- The **right to inspect and review** the student's education record within 30 law days of the day the District receives a request for access.
- Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The **right to request the amendment** of the student's education records that the parent or eligible student believes are inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The **right to consent to disclosures** of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.
- One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health person or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- The Okeechobee County School District will forward educational and disciplinary records to other schools that have requested records and in which the student seeks or intends to enroll (34 CFR §§ 99.7 and 99.34(a) (ii)).
- Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. {NOTE: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.}
- The **right to file a complaint** with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. S.W., Washington, DC 20202-5920.

Florida Statute, 1002.22 (2) (C), provides that an educational institution may, without authorization from parents, guardians, or eligible students, release “Directory Information”. Directory information includes the following:

- Student’s name, address, telephone listing if not an unlisted number, date and place of birth, a major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent educational institution attended by student, photographs in the school year book and similar information. Section 9528 of the NCLB Act requires local education agencies (LEAs) to provide military recruiters with the name, address, and telephone listing of secondary student (appendix A).
- If any parent, guardian, or student above the age of 18 years objects to the release of such information, he/she shall make known the objections, in writing, to the Superintendent. The preferred deadline to submit the written letter of objection is September 15th of the school year, however, parents, guardians or students above the age of 18 are welcome to submit this request at any time. The School Board shall release directory information after 30 days public notice has been given.
- The Okeechobee Education Records Manual is set forth in District Manual 2.60, Student Records. The manual is available for inspection at the District Administration Office located at 700 S.W. 2nd Avenue, Okeechobee, Florida, during regular office hours Monday – Friday. A copy of the policy may be obtained, free of charge, upon request.

PROTECTION OF PUPIL RIGHTS AMENDMENT

The Protection of Pupil Rights Amendment (PPRA) requires the School District of Okeechobee County to notify parents and obtain consent or allow the parents to opt their child out of participating in certain school activities. These activities include a student survey, analysis or evaluation that concerns one or more of the following areas:

- Political affiliations or beliefs of the student or student’s parent;
- Mental or psychological problems of the student or student’s family;
- Sexual behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or

- Income, other than as required by law to determine program eligibility. This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (marketing surveys), and certain physical exams and screenings.

Survey schedules have not yet been released. You will be notified should your child be asked to participate and at that time you will be provided with information about the survey.

STUDENT PROGRESSION

Student progression through the various grade levels is contingent of several factors. The specific progression information for each grade cluster (elementary, middle and high) is listed below. The results of the Florida Standards Assessment are one of the criteria used to determine satisfactory progression. The following information regarding students not meeting satisfactory progression applies to all grade assessed grade levels.

Pursuant to F.S. 1008.22, students who do not achieve a Level 3 (satisfactory) or above on a statewide, standardized assessment will be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic support to improve the student's performance. A student who is not meeting the school or district requirements for satisfactory performance in language arts and mathematics must be covered by one of the following plans:

- A federally required student plan such as an individual education plan (IEP);
- A school-wide system of progress monitoring for all students, except a student who scores Level 4 or above in a specific subject area statewide assessment may be exempted from participation by the principal; or
- An individual progress monitoring plan.

Schools will provide targeted instructional support to students identified with deficiencies in English Language Arts, mathematics, science and social studies.

REQUIRED INSTRUCTIONAL PROGRAMS FOR ALL STUDENTS

In order to support the mission of Okeechobee County Schools, to produce productive citizens, all school levels are expected to provide the following topics, at an appropriate instructional level, to all students.

PATRIOTISM

In order to encourage patriotism, members of the instructional staff of the public schools should teach the sacrifices that veterans have made in serving the country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day.

BILL OF RIGHTS DAY

December 15 has been established as "Bill of Rights Day". This special day would encourage our schools to instruct children about this aspect of our American heritage. December 15 is so designated because the Bill of Rights of the United States Constitution was ratified on December 15, 1791.

CONSTITUTION DAY (or *Citizenship Day*) is an American federal observance that recognizes the adoption of the United States Constitution and those who have become U.S. citizens. It is observed on September 17,

the day the U.S. Constitutional Convention signed the Constitution in 1787 in Philadelphia. The law establishing the holiday mandates that all publicly funded educational institutions provide educational activities and learning opportunities on the history of the American Constitution.

SEPTEMBER 11TH NATIONAL DAY OF SERVICE AND REMEMBRANCE

The September 11th National Day of Service and Remembrance is the inspiring tradition of engaging in charitable service on 9/11 as an annual and forward-looking tribute to the 9/11 victims, survivors, and those who rose up in service in response to the attacks. Educators are committed to offering educational materials and activities about the events of 9/11 to provide students with a historical context of the events and how they affect our present day world.

CHARACTER EDUCATION PROGRAM

In compliance with FS 1003.42, Character education will be taught in grades K-12 to assist young people in developing good character and core ethical values such as trustworthiness, respect, citizenship, responsibility, and caring for self and others.

The character development curriculum, for grades 9-12, will, at a minimum include instruction on:

- Developing leadership skills, interpersonal skills, organizational skills, and research skills;
- Creating a resume;
- Developing and practicing the skills necessary for employment interviews;
- Conflict resolution, workplace ethics, and workplace law;
- Managing stress and expectations; and
- Developing skills that enable students to become more resilient and self-motivated.

Digital Education

Digital Materials, CAPE Digital Tool certificates, and CAPE industry certification programs will be made available to students in Prekindergarten through grade 12 in order to enable students to attain digital skills. Digital materials will be available in all grades Prekindergarten through 12. CAPE Digital Tools certificates and CAPE industry certifications will be offered in the secondary schools.

ELEMENTARY GRADES

KINDERGARTEN AND FIRST GRADE ATTENDANCE

In accordance with FS 1003.21, students must be five (5) years old on or before September 1 in order to be eligible to enter Kindergarten. First grade eligibility requires satisfactory completion of kindergarten and an age requirement of six (6) by September 1. Students who turn six (6) after September 1, but before February 1 are required to attend kindergarten.

Any child who has been enrolled in kindergarten in a public school or a nonpublic school, from which the district school board accepts transfer of academic credit and will attain the age of 6 years on or before September 1, may be admitted to the first grade at any time during the school year.

NON-PUBLIC SCHOOLS AND/OR OUT-OF-STATE TRANSFERS INTO GRADES K-1

An eligible child (one who is six (6) years of age by September 1), who has attended a non-public kindergarten, shall be admitted to first grade upon presentation of documentation from the director of the

non-public kindergarten, attesting to the fact that the child has satisfactorily completed a kindergarten skill development program and, in the opinion of the director, is prepared for entrance into first grade.

OUT-OF-STATE

Students transferring from out-of-state kindergartens who do not meet Florida age requirements shall meet the following criteria:

1. The child must meet the legal age requirement for public schools within the state from which he/she is transferring.
2. The child's academic credit must be acceptable under the rules of the School Board.
3. The following data must be provided:
 - Official documentation that the parent(s)/guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
4. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student;
5. Evidence of immunization against communicable diseases as required in FS 1003.22;
6. Evidence of date of birth in accordance with FS 1003.21, Florida Statutes; and
7. Evidence of a medical examination completed within the last 12 months in accordance with FS 1003.22, Florida Statutes.

FLORIDA KINDERGARTEN READINESS SCREENER

The school district is required to administer the school readiness uniform screening implemented by the Department of Education to each Kindergarten student in the district school system upon the student's entry into Kindergarten.

The results of this assessment and the identification of each student's early childhood education provider for the year prior to kindergarten enrollment shall become part of each student's record in the state's automated student database.

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS

ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students in Kindergarten through grade 12. ACCEL options at the elementary level include the following: enrichment activities in core academic subjects designed to promote inquiry and a deeper level of knowledge of content, computer-based instruction programs that assess the level of individual students and place them at the appropriate instructional level, flexible grouping of students to accommodate differentiated instruction which is challenging and appropriate for students, and virtual education opportunities.

Eligibility requirements for whole-grade promotion at the elementary level are as follows:

- The student must be eligible for the Gifted Program, although is not required to attend the program.
- If the student has taken the FSA , the student must have scored at achievement level 5 on both reading and mathematics.
- The student must have scored at the highest level on progress monitoring on all subjects in the most recently completed grade.
- The student must have earned a grade of A or E in all core subjects in the most recently completed grade.
- The student must score at 95% proficiency on the end of the year assessments for the grade which the student will be skipping.

Eligibility requirements for midyear promotion at the elementary level are as follows:

- The student must be eligible for the Gifted Program, although is not required to attend the program.
- If the student has taken the FSA, the student must have scored at achievement level 5 on both reading and mathematics.
- The student must be earning a grade of A or E in all core subjects in the current grade.
- The student must have scored at 90% proficiency on all assessments in core subjects in the current grade.
- The student must score in the 95% proficiency on progress monitoring taken during the first semester for the grade which the student is entering at mid-year.

Procedures for whole-grade promotion and midyear promotion at the elementary level are as follows:

- The principal will offer the opportunity for whole-grade promotion to the parents of any student meeting eligibility requirements at the end of the school year.
- The principal will offer the opportunity for midyear promotion to the parents of any student meeting eligibility requirements at the end of the first semester of the school year.
- The principal will meet with the parents of students who accept the offer or who request the whole-grade or midyear promotion.
- If the parent of a student who met eligibility requirements accepts the principal's offer, the student will be promoted. This student is not required to have a performance contract. However, if the principal and parent agree, the student may have a performance contract.

If the parent of a student whose parent requested the promotion and the principal agrees to promotion, the student will be required to have a performance contract.

ACCELERATED PLACEMENT K - 1

For accelerated placement of a student from kindergarten to first grade, the following procedure will be followed:

- The student will be assigned to a kindergarten class at the beginning of the school year.
- During the first two weeks of school, the following will occur:
The student will be assessed by the Reading Coach.
- Reading – using Pearson Reading Inventory
- Mathematics – using the Harcourt Mathematics First Grade Placement Test
The kindergarten teacher will observe the student and provide information about the student's behaviors in relation to being accelerated to first grade.
- The results of the assessments and information from the kindergarten teacher will be given to the principal. The principal will make a recommendation either in favor of (or) against acceleration. The principal will inform the Assistant Superintendent for Instructional Services of his/her recommendation.
- The Assistant Superintendent for Instructional Services will schedule a conference with the parents of the child to provide counseling, to inform them of the recommendation, and to address any concerns.
- The parents will be notified, in writing, that their child is being accelerated from kindergarten to first grade. A copy of this notification will be placed in the student's cumulative guidance record.

K-3 READ Initiative

The focus of K-3 READ Initiative is to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to:

- Grade 3 students who failed to meet standards for promotion to grade 4
- Each K-3 student who is assessed as exhibiting a reading deficiency

The Okeechobee County School District READ Initiative will:

- Be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools that measures phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Be provided during regular school hours in addition to the regular reading instruction.
- Provide Pearson Reading Street reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications:
 - ✓ Assists students with a reading deficiency in developing the ability to read at grade level
 - ✓ Provides skill development in phonemic awareness, phonics, fluency, vocabulary and comprehension
 - ✓ Provides scientifically based and reliable assessment
 - ✓ Provides initial and ongoing analysis of each student's reading progress
 - ✓ Is implemented during regular school hours
- Provide a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

Successful Progression of Students Retained in Third-Grade

- Retained students will be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment.
- This intensive intervention will include:
 - ✓ Effective instructional strategies
 - ✓ Participation in summer reading camp
 - ✓ Appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level and ready for promotion to the next grade
 - ✓ Assignment to the class of a Highly Effective teacher
- Okeechobee County School District will:
 - ✓ Conduct a review of the student data for all third grade students who did not score above Level 1 on the ELA portion of the FSA and did not meet the criteria for one of the good cause exemptions
 - ✓ Address additional supports and services needed to remediate the identified areas of reading deficiency
- The Okeechobee County School District will:
 - ✓ Complete a student portfolio for each such student
 - ✓ Provide students who are retained with intensive instructional services and supports to remediate identified areas of reading deficiency, including:
 - ✓ A minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district, which may include, but are not limited to:
 - ✦ Small group instruction
 - ✦ Reduced teacher-student ratios
 - ✦ More frequent progress monitoring
 - ✦ Tutoring or mentoring
 - ✦ Transition classes containing 3rd and 4th grade students
 - ✦ Extended school day, week or year
 - ✦ Summer reading camps

- Students who are retained in third grade will be provided with a Highly Effective Teacher as determined by student performance data or the District IPC instrument.
- In addition to required reading enhancement and acceleration strategies, the Okeechobee County School District will provide parents of student to be retained with at least one of the following instructional options:
 - ✓ Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school
 - ✓ A “Read at Home” plan outlined in a parental contract including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading
 - ✓ A mentor or tutor with specialized reading training

TRANSITIONAL INSTRUCTIONAL SETTING FOR RETAINED THIRD GRADERS

The Okeechobee County School District provides a student who has been retained in grade 3 and has received Intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting must specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

MID-YEAR PROMOTION FOR RETAINED THIRD GRADERS

Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

The Okeechobee County School Board has implemented a policy for the mid-year promotion of any student retained in third grade due to a reading deficiency as required by Section 1008.25 (5) (b), Florida Statutes. Such mid-year promotions of retained third grade students must occur by November 15th of the academic year.

1. To be eligible for mid-year promotion, a student must demonstrate that he or she:
 - a. Is a successful and independent reader as demonstrated by reading at or above grade level;
 - b. Has progressed sufficiently to master appropriate fourth grade reading skills; and
 - c. Has made satisfactory achievement in mathematics, science, social studies and writing at the fourth grade level.
2. Standards that provide a reasonable expectation that the student has met the requirements of subparagraphs (1) (a)-(b) of this rule include the mastery of reading skills, consistent with the month of promotion to fourth grade, as presented in the scope and sequence of Pearson Reading Street © reading program. Evidence of demonstrated mastery is successful completion of portfolio elements that meet state criteria.
3. To promote a student mid-year using a student portfolio there must be evidence of the student’s mastery of third grade Sunshine State Standard Benchmarks for Language Arts and beginning mastery of the Benchmarks for fourth grade. The student portfolio must meet the following requirements:
 - a. Be selected by the student’s teacher;
 - b. Be an accurate picture of the student’s ability and only include student work that has been independently produced in the classroom;
 - c. Include evidence of mastery of the benchmarks assessed by the grade 3 Reading FCAT, as required by Rule 6A-1.094221,FAC.; and

- d. Include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 Reading FCAT. This includes multiple choice, short response, and extended response items and passages that are approximately fifty (50) percent literary text and fifty (50) percent information text, and that are between 100 – 900 words with an average of 375 words. Such evidence will include passages from the Third Grade Reading Assessment Portfolio, Level B supplies by the Just Read, Florida! Office. For each benchmark, there must be two examples of mastery as demonstrated by a grade of C or better; and
 - e. Be signed by the teacher and principal as an accurate assessment of the required reading skills.
4. Supplemental instruction for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year.

ELEMENTARY PROGRAM OF STUDY

The elementary school program shall fulfill the requirements of the Florida State and Sunshine State Standards and the Okeechobee County Public Schools. The integration of learning in the seven academic areas will require the flexible use of weekly instruction time and other alternatives such as multi-age classes, teaming, looping, etc.

The following time frame will be used when scheduling academic day in order to meet the requirements of the Department of Education and to offer students an opportunity to master all grade-level standards.

Subject	Gr 1-2	Gr 3-5
ELA (to include 90 minutes of uninterrupted Reading Instruction)	120	120
Remedial Reading for identified students	30	30
Mathematics	50	55
Science	20	25
Social Studies	20	25

The Florida State Standards will be implemented in compliance with the schedule from FLDOE.

HEALTH AND PHYSICAL EDUCATION

In order to promote lifelong physical fitness and good health habits Okeechobee elementary students will receive instruction in physical fitness and health concepts that meets or exceeds the recommendations of the American Heart Association and the course requirements of Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability.

Students will participate in physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit to students, subject to their differing capabilities. Florida Statute 1003.455 requires 150 minutes of Physical Education per week in grades K-5. Accordingly students in grades K-5 will receive at least 150 minutes per week of physical education. On any day during which physical education instruction is conducted there must be 30 consecutive minutes of instruction. The time will be dedicated to supervised physical activity, health instruction, and nutrition instruction. Swimming will be a part of the Physical Education curriculum for elementary schools. A schedule for swimming will be provided to the schools each academic year.

Students will demonstrate competency in Physical Education and Health related Sunshine State Standards. Assessment of achievement of course requirements will be adapted according to individual student needs and abilities.

Students in grade K-5 are eligible to waive the physical education requirement of they meet any of the following criteria:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that:
 - ✓ The parent request that the student enroll in another course from among those courses offered as options by the school district; or
 - ✓ The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Computer literacy, critical thinking and other related skills will be taught in the context of the instruction outlined above.

Awards and Honor Recognition

Elementary school awards and honor recognition programs may be developed by principals and staff as deemed appropriate.

STUDENT PROGRESSION IN THE MIDDLE SCHOOL

COURSE OF STUDY: OFFERINGS AND REQUIREMENTS

Each middle school will hold a parent meeting in the evening or weekend to inform parents about the school's curriculum or activities.

Middle School Requirements to be promoted from middle school a student must successfully complete:

- 3 middle school or higher, year-long courses in English;
- 3 middle school or higher, year-long courses in Mathematics;
- 3 middle school or higher, year-long courses in Science;
- 3 middle school or higher, year-long courses in Social Studies (one of which must be Civics);
- 1 course in reading may be substituted for an English course; and
- A Career and Education Planning Course that may be taught in sixth, seventh, or eighth grade and must result in a completed personalized academic and career plan for the student and emphasize technology or the application of technology in career fields.

Students attending middle school in Okeechobee County can fulfill these requirements by following the Middle School Course of Study. Listed below are courses and the grade in which the course should be taken.

Subject	Course	Grade Level
Reading	M/J Intensive Reading	6-8
Reading	M/J Reading 1	6
Reading	M/J Reading 2	7
Reading	M/J Reading 3	8
Language Arts	M/J Lang Arts 1	6
Language Arts	M/J Lang Arts 2	7

Language Arts	M/J Lang Arts 2, ADV	7
Language Arts	M/J Lang Arts 3	8
Language Arts	M/J Lang Arts 3, ADV	8
Language Arts	M/J Lang Arts 1 ESOL	6
Language Arts	M/J Lang Arts 2 ESOL	7
Language Arts	M/J Lang Arts 3 ESOL	8
Mathematics	M/J Math 1	6
Mathematics	M/J Math 1 Adv	6
Mathematics	M/J Math 2	7
Mathematics	M/J Math 2 Advanced	7
Mathematics	M/J Pre-Algebra	8
*Mathematics	Algebra I**	7-8
*Mathematics	Geometry	8
Science	M/J Comprehensive Science 1	6
Science	M/J Comprehensive Science 2	7
Science	M/J Comprehensive Science 2 Adv.	7
Science	M/J Comprehensive Science 3	8
Science	M/J Comprehensive Science 3 Adv.	8
Social Studies	M.J World Cultures	6
Social Studies	M/J US History	8
Social Studies	M/J US History & Career Planning	8
Social Studies	M/J Civics	7
AVID	M/J AVID 7th	7
AVID	M/J AVID 8th	8
Critical Thinking	M/J Critical Thinking	6-8

*This course is for high school credit. High school credit will apply to the Florida Bright Futures Scholarship Program and all other applicable scholarships. **Students must pass the Algebra I EOC to earn high school credit.

The implementation of Civics Education and EOC Assessment is as follows:

- 2012-2013: Students entering grade 6 must achieve successful completion of at least a one-semester civics education course in the middle grades.
- 2013-2014 and beyond: A student's performance on the statewide administered Civics EOC Assessment must constitute 30 percent of the student's final course grade. The final course grade and completion of the course will be determined after the Civics EOC results have been received and applied to each student's course grades.

Any deviation from the course of study for middle school students must be approved by the Principal.

Middle schools with less than 75 percent of their 6th, 7th, or 8th grade students reading at or above grade level, as measured by a student scoring proficient (level 3 or above) on the ELA portion of the FSA, will incorporate a rigorous reading requirement as a primary component of the academic program. The rigorous reading component plan for low-performing students will address:

- Phonemic Awareness
- Phonics
- Fluency

- Comprehension
- Vocabulary
- The desired levels of performance for the areas listed
- The instructional and support services to be provided

A student who scores at Level 1 on the ELA portion of the FSA will be enrolled in and complete an intensive reading course. Level 2 readers will be placed in an intensive reading course or a course in which reading strategies are delivered. The school will use research-based activities that have been shown to be successful in teaching reading to low-performing students. Middle school students scoring at level 1 or 2 on the Mathematics portion of the FSA shall receive remediation the following year. For both ELA and Mathematics, other factors such as prior year's grades in Intensive Reading or Mathematics, teacher recommendation or other District approved assessments will be considered when placing students into Intensive Reading or Mathematics courses.

In addition students will be able to take classes in music, physical education, agriculture, and technology.
*These courses are semester-length courses.

PHYSICAL EDUCATION

Students enrolled in physical education in grade 6-8 will receive 225 minutes per week of physical education for the a semester. At least 135 minutes of this time should be dedicated to actual physical activity. The balance of the time is to be dedicated to classroom instruction on health related topics. Assessment of achievement of course requirements in physical education will adapted according to individual needs and abilities.

Students in grade 6-8 are eligible to waive the physical education requirement of they meet any of the following criteria:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that:
 - ✓ The parent request that the student enroll in another course from among those courses offered as options by the school district; or
 - ✓ The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS

ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students in kindergarten through grade 12. ACCEL options at the middle school level include the following: enrichment activities in core academic subjects designed to promote inquiry and a deeper level of knowledge of content, computer-based instruction programs that assess the level of individual students and place them at the appropriate instructional level, advanced courses in Language Arts and Science at seventh and eighth grades, M/J Mathematics 3 course for eligible students in seventh grade, offering Algebra 1 and Algebra 1A (for high school credit) to eligible students in eighth grade, flexible grouping of students to accommodate differentiated instruction which is challenging and appropriate for students, and virtual education opportunities.

Eligibility requirements for whole-grade promotion at the middle school level are as follows:

- The student must be eligible for the gifted program. However, the student is not required to be enrolled in the program.

- The student must have scored in achievement level 5 in both Reading and Mathematics for the most recently completed grade.
- The student must have earned a grade of A for each of the grading periods for each of the core courses in the most recently completed grade.
- The student must score at 95% proficiency on second semester exams for the core courses for the grade which the student will skip.

Eligibility requirements for midyear promotion at the middle school level are as follows:

- The student must be eligible for the gifted program. However, the student is not required to be enrolled in the program.
- The student must have scored in achievement level 5 in both Reading and Mathematics for the most recently completed grade.
- The student must have earned a grade of A for each of the grading periods for each of the core courses in the first semester of the current grade.
- The student must score at 95% proficiency on second semester exams for the core courses for the student's current grade placement.

Eligibility for placement in advanced core courses at the middle school level are as follows:

- The student must an average of A in the core course of the particular subject in the previous year.
- The student must be recommended by his/her teacher for placement in an advanced course.
- In the case of placement in Algebra 1 or Algebra 1A, the student must score at the qualifying level on the placement test.

GRADE FORGIVENESS FOR HIGH SCHOOL COURSES TAKEN BY STUDENTS IN MIDDLE GRADES

A student in the middle grades who takes any high school course for high school credit and earns a grade of "C", "D", or "F" or the equivalent of a grade of "C", "D", or "F" shall be allowed the replacement of the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to the district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

SUMMER CREDIT (FLORIDA VIRTUAL)

Middle school summer instruction may be provided to enable students to make up courses that were failed during the school year. A maximum of one excused absence is permitted in summer instruction at the middle school level. Exceptions may be granted by the principal, based upon documented medical evidence. A high standard of conduct will be expected of students in summer instruction. A suspension from summer instruction will result in immediate dismissal.

STUDENT PROGRESSION IN THE HIGH SCHOOL

SPECIFIC REQUIREMENTS FOR GRADUATION

School districts must notify students and their parents in writing as to the standard diploma graduation requirements. The letter must include:

- Standard Diploma requirements
- Available designations

- State scholarship programs and postsecondary admissions eligibility requirements

Credits may be earned through courses approved by the Department of Education and shall be distributed as follows:

- a. Students entering grade 9 in 2012-2013. Page 41
- b. Students entering grade 9 in 2013-2014. Page 42
- c. Students entering grade 9 in 2014-2015. Page 43
- d. Students entering grade 9 in 2015-2016. Page 44
- e. Students entering grade 9 in 2015-2016. Page 44

The types of diplomas and their respective requirements are listed on page 53, and the EOCs associated with student cohorts are listed on page 40.

If, at the end of grade 10, a student is not on track to meet the credit, assessment, or grade-point-average requirements of the accelerated graduation option selected, the school shall notify the student and parent of the following:

- a. The requirements that the student is not currently meeting.
- b. The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements.
- c. The right of the student to change to the 4-year program (Option 1).

A student who selected one of the accelerated 3-year graduation options will automatically move to the 4-year program if the student:

- a. Exercises his or her right to change to the 4-year program.
- b. Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10.
- c. Does not achieve a score of 3 or higher on the grade 10 ELA portion of the Florida Standards assessment; or
- d. By the end of grade 11 does not meet the credit requirements of the selected accelerated option and the state assessment requirements, G.P.A., and individual grade requirements

EARLY HIGH SCHOOL GRADUATION

Florida Statute 1003.4281, provides the option of early graduation. The term “early graduation” is defined as graduation from high school in fewer than eight semesters or the equivalent. Students who complete a minimum of 24 credits, achieve a cumulative grade point average of 2.0 on a 4.0 scale and earn a passing score on the statewide assessments required for high school have an option to graduate in fewer than eight semesters (four years). A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award during the spring term following the student’s graduation, as long as the student applies for the scholarship award no later than August 31 of the student’s graduation year.

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.

Credit Acceleration Program (CAP) allows a student to earn high school credit if the student passes the state assessment in:

- Algebra 1
- Algebra 2
- Geometry
- United States History
- Biology

A student may earn high school credit, if the student attains a passing score on the corresponding end-of-course assessment, Advanced Placement (AP) examination or a College Level Examination Program, then the school district is required to award course credit to the student who is not enrolled or who has not completed the course. The school district shall permit a public school or home education student who is not enrolled in the course, or who has not completed the course to take the assessment or examination during the regular administration of the assessment or examination.

DEFINITION OF "CREDIT:"

One full credit equals a minimum of 135 hours of instruction in a course that contains student performance standards except as provided through the Credit Acceleration Program under S.1003.4295(3),F.S.. The hourly requirements for one-half credit are one half of the requirements as shown above. The State Board of Education may determine the number of postsecondary credit hours earned through dual enrollment that satisfy the requirements of the district's inter-institutional articulation agreement according to FS 1003.235 and that equal one full credit of the equivalent high school course identified in FS 1007.271(6).

EXCLUSIONS FOR HIGH SCHOOL CREDIT:

No student may be granted credit toward high school graduation for enrollment in the following programs or courses:

- More than a total of nine elective credits in remedial program.
- More than one credit in exploratory vocational courses.
- More than three credits in practical arts family and consumer sciences classes.
- Any Level 1 course unless the student's assessment indicates a more rigorous course would be inappropriate, in which case a written assessment of the need must be included in the individual educational plan or student performance plan and signed by the principal, certified school counselor, and the parent if the student is not 18 years old or older.

STANDARD DIPLOMA REQUIREMENTS – EOC ASSESSMENTS

9th Grade Cohort Year	Algebra 1 EOC Assessment	Geometry EOC and Biology 1 Assessments	US History EOC Assessment	Algebra II EOC Assessment
2010-11	Results are 30% of the final course grade	No impact on grade or credit	No impact on grade or credit	No impact on grade or credit
2011-12	Must pass to earn diploma, if enrolled after 2010-11 or PERT comparative score	No impact on grade or credit if course taken after 2010-11	No impact on grade or credit	No impact on grade or credit
2012-13	Must pass to earn diploma, if enrolled after 2010-11 or PERT comparative score	No impact on grade or credit if course taken after 2010-11	No impact on grade or credit	No impact on grade or credit
2013-14 and Forward	Must pass to earn diploma or PERT comparative score and results are 30% of the final course grade	Results are 30% of the final course grade	Results are 30% of the final course grade	Results are 30% of the final course grade (if enrolled)

**Neither a semester grade nor the .5 credit will be awarded for year-long courses that have a state administered End of Course exam requiring 30% of the course grade to come from the EOC. Once the EOC scores have been received, they will be loaded into Skyward and a semester grade for Semester 1 and Semester 2 will be calculated and credit awarded as appropriate. (F.S. 1008.22)

Students Entering Grade Nine in the 2012-2013 School Year

What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements*?

Students must pass the following statewide assessments:

- Grade 10 reading (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) if Algebra I is taken after 2010-2011 or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments:

- Algebra I (if enrolled after 2010-2011)
- Biology I (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012) and performance on the EOC constitutes 30 percent of the final course grade

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II



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What are the requirements for the 24-credit standard diploma?

4 Credits English Language Arts (ELA)
4 Credits Mathematics
▪ 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)
3 Credits Science
▪ One of which must be Biology I, two of which must have a laboratory component ▪ 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 I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts
Eligible courses are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp .
1 Credit Physical Education
To include the integration of health
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.



Students Entering Grade Nine in the 2013-2014 School Year What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II

What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)
▪ 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
4 Credits Mathematics
▪ 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)
3 Credits Science
▪ One of which must be Biology I, two of which must have a laboratory component ▪ 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 I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
To include the integration of health
*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.



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Students Entering Grade Nine in the 2014-2015 School Year

What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II



What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)
▪ 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
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*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.



Students Entering Grade Nine in the 2015-2016 School Year Academic Advisement Flyer–What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I*
- U.S. History
- Biology I
- Algebra II (if enrolled)*
- Geometry*

*Special Note: Thirty percent not applicable if enrolled in the 2014-2015 school year.

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Biology I
- Geometry
- Algebra II
- U.S. History

What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)
▪ 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
4 Credits Mathematics
▪ 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)
3 Credits Science
▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ 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 I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts [†]
1 Credit Physical Education [†]
To include the integration of health
[†] Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/ccd .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

Students Entering Grade Nine in the 2016-2017 School Year

Academic Advisement Flyer–What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) and the results constitute thirty percent of the final course grade* or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade*. These assessments are in the following subjects:

- Biology I ▪ U.S. History
- Geometry ▪ Algebra II (if enrolled)

*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes an advanced placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I ▪ Biology I
- Geometry ▪ Algebra II
- U.S. History

What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)
▪ ELA I, II, III, IV ▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.
4 Credits Mathematics
▪ 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).
3 Credits Science
▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ 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 I).
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts [†]
1 Credit Physical Education [†]
To include the integration of health
[†] Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/ccd .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

What are the requirements for standard diploma designations?

Scholar Diploma Designation
In addition to meeting the 24-credit standard high school diploma requirements, a student must - Earn 1 credit in Algebra II (must pass EOC); - Pass the Geometry EOC; - Earn 1 credit in statistics or an equally rigorous mathematics course; - Pass the Biology I EOC; - Earn 1 credit in chemistry or physics; - Earn 1 credit in a course equally rigorous to chemistry or physics; - Pass the U.S. History EOC; - Earn 2 credits in the same world language; and - Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student - Takes the respective AP, IB or AICE assessment; and - Earns the minimum score to earn college credit.
Merit Diploma Designation
- Meet the standard high school diploma requirements - Attain one or more industry certifications from the list established (per section 1003.492, Statutes [F.S.]).

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

State University System
Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements: - High school graduation with a standard diploma - Admission test scores 16 Credits of approved college preparatory academic courses 4 English (3 with substantial writing) 4 Mathematics (Algebra I level and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 World Language (sequential, in the same language) 2 Approved electives http://www.flbog.edu/forstudents/planning
The Florida College System
The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program. http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml
Career and Technical Centers
Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations. Career and Technical Directors

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <http://www.floridastudentfinancialaid.org/>.

Revised April 2016

ATTENDANCE

In order for a student to earn credit in a course, a student must not be absent more than nine unexcused days per semester. A student who exceeds nine unexcused absences in a course may earn credit in that class by earning a passing grade in at least one of the two nine weeks grading periods, pass a comprehensive semester exam, and earn a passing semester grade for that course.

Absences due to the following reasons will be excused:

- Illness or injury of the student
- Major illness or injury in the immediate family of the student necessitating the student's absence
- Medical appointments of students
- Death in the immediate family of the student
- Duration of a religious holiday of the specific faith of a student
- Subpoena or forced absence by any law enforcement agency
- Major disaster that would justify absence in the judgment of the administration
- Head lice - a maximum of two days per incident
- Pre-arranged absences of educational value approved in advance by the principal.

Students at the alternative school will take semester exams, but are exempt from this requirement.

SUMMARY OF ACCELERATION PROGRAMS FOR HIGH SCHOOL STUDENTS

Florida provides many ways for students to earn college credit for material learned in high school, such as advanced placement, dual enrollment, and credits by examination, Florida Virtual School, and the International Baccalaureate Program. Most of these programs are available free or at minimal cost to the students. Certified school counselors help students by encouraging them to take advantage of these programs, and they work with district leaders to expand programs and opportunities for students enrolled in their school district. Parents of students in or entering high school will be notified of the opportunities and benefits of acceleration mechanisms. Okeechobee High School offers the following Acceleration Programs:

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS

ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students in kindergarten through grade 12. ACCEL options at the high school level include the following: enrichment activities in core academic subjects designed to promote inquiry and a deeper level of knowledge of content, Honors level courses at tenth grade in English, Science, Mathematics, and Social Studies, Advanced Placement courses in core academic areas and electives for eligible students in eleventh and twelfth grade, dual enrollment courses in core academic subjects for eligible students in eleventh and twelfth grade. Students in high school may also take advantage of the Early High School Graduation option.

ADVANCED PLACEMENT PROGRAM

The College Board's Advanced Placement (AP) program is a nationwide program consisting of over 30 college-level courses and exams in subjects ranging from art to statistics offered at participating high schools. Students earning a "qualifying" grade on an AP exam may earn credit or advanced placement for their efforts. According to the College Board, "...More than 2,900 universities and colleges worldwide grant

credit, advanced placement, or both to students who have performed satisfactorily on the exams, and approximately 1,400 institutions grant sophomore standing to students who have demonstrated their competence in three or more of these exams.” (College Board 2000) Studies have shown that students, who complete a solid academic core, including advanced courses, are more likely to be successful in college. Many school certified school counselors have found that AP courses provide the challenging content necessary to engage all types of learners.

Advanced Placement courses allow a student to complete a limited number of college credits prior to high school graduation if the student scores high enough on the final examination for the college or university in which he/she wants to enroll.

Students must be motivated and willing to give extra effort in order to be successful in Advanced Placement courses. Having a solid grade point average and good study habits are prerequisites for success in Advanced Placement.

CAREER AND TECHNICAL PROGRAMS

Several programs are offered at the High School that lead to Industry Certifications and career opportunities after graduation. A Career Counselor is employed at the high school who can assist with career planning, applications to career/technical institutes, applications for employment and entry into the job market.

The programs and industry certifications are listed below:

Agricultural Machinery and Mechanics offers dual enrollment courses and/or courses that lead to NCCER Welder Level 1 certification. In addition to this certification, topics covered in this course include small engine troubleshooting and repair, safe tractor operation, diesel engine service and repair, and repair and servicing of hydraulic, cooling, brake and transmissions systems.

The Automotive Service Technology program offers NATEF/ASE certification in the areas of Suspension and Steering, Electronics, Engine Performance, Brakes, and Heating and Air Conditioning. Dual Enrollment courses are also offered through this program. These programs prepare students to become employed as an automotive technician.

Building and Construction programs offer a NCCER certification as well as the possibility of dual enrollment credits. This program is designed to teach the use of equipment and blueprints. Students also have an opportunity to work with power tools, equipment, and measure and cut raw materials.

Digital Design programs offer an opportunity for dual enrollment credits and Industry Certifications in Adobe Systems. This program provides students with the basic entry-level skills required for careers in the digital publishing industry.

The Electrocardiography (EKG) program provides students with the opportunity to earn National Healthcare Association Industry Certification. Students will work with EKG machines and learn to read rhythm strips.

The Nursing Assistant program offers dual enrollment opportunities as well as certification as a Certified Nursing Assistant. This career cluster is the fastest growing job field in the U.S. The CNA certification allows graduates to begin a career or continue their education in the healthcare industry.

Florida offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

DUAL ENROLLMENT/ COLLEGIATE HIGH SCHOOL

Dual enrollment is an acceleration program that allows Okeechobee High School students to simultaneously earn credit toward high school completion and a career certificate or an associate or baccalaureate degree at Indian River State College. The Okeechobee County School Board has approved Dual Enrollment Articulation Agreement between the Okeechobee County School District and Indian River State College. Eligibility for dual enrollment is as follows:

- For initial eligibility, a student must have a 3.0 unweighted high school GPA to enroll in dual enrollment courses unless a course is exempt in the agreement.
- To continue participation in dual enrollment, a student must maintain a 3.0 unweighted high school GPA and the minimum postsecondary GPE established by Indian River State College.
- Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.
- Students who graduate from high school prior to the completion of the dual enrollment course may not register for that course through dual enrollment.

EARLY ADMISSIONS

1. Early admission allows a student to enter college following completion of grade eleven, substituting two semesters of college for the senior year of high school. Home Education students may participate in early admission.
2. Program participants must meet the requirements that follow:
 - (a) School Board approval is required.
 - (b) College or university admission is required.
 - (c) Participants must carry full loads and earn grade point averages of “C” or its equivalent.
 - (d) College credit sufficient to fulfill graduation requirements must be earned prior to graduation.

An early admission student is not included in high school rank computations or consideration for cum laude recognition or other honors or memberships in school organizations.

STATE UNIVERSITY SYSTEM

Admission into Florida’s public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida’s public universities, a first-time-in-college student must meet the following minimum requirements:

- High school graduation with a standard diploma
- Admission test scores
- 16 credits of approved college preparatory academic courses
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)

- 3 Social Science
- 2 World Language (sequential, in the same language)
- 2 Approved electives

VIRTUAL SCHOOL PROGRAMS

FLORIDA VIRTUAL SCHOOL

Per F.S. 1002.37 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.

- a. Part-time courses:
 - i. 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.
 - ii. 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.
- b. 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.

OKEECHOBEE VIRTUAL FRANCHISE

Okeechobee Virtual Franchise (OVF 7004) was created on 4/1/14 in accordance with F.S. 1002.45 of the Florida Statutes. OVF is a fully online program for students in grades 6th through 12th. OVF is a franchise of the Northeast Florida Educational Consortium (NEFEC) which has contracted with Florida Virtual School (FLVS) 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 School (OVS 7001) 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 K12/Fuel Education and are highly

qualified, Florida certified teachers who have undergone a background check. For eligibility requirements for the OFS or OVF programs, refer to the Enrollment in Virtual Program section.

MOSAIC DIGITAL ACADEMY

The Okeechobee County School District, in partnership with St. Lucie County School District, has created a full-time K-12 regional digital school called Mosaic Digital Academy. Okeechobee County students enrolling in this option will become St. Lucie County School students. These students will take all state assessments at their home schools. They will be eligible to participate in extracurricular activities at their home school as defined per s. 1006.15. For eligibility requirements, refer to the Enrollment in Virtual Program section.

ENROLLMENT IN VIRTUAL PROGRAMS:

According to F. S. 1002.455, a student may participate in district operated part- or full-time virtual instruction programs, virtual charter schools, or virtual courses offered in the course code directory if he/she resides in Okeechobee County and meets at least one of the criteria below:

- a. The student has spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the FEFP surveys.
- b. The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders.
- c. The student was enrolled during the prior school year in a school district virtual instruction program under s. 1002.45 (F.S.) K-8 virtual school program under Section 1002.415, Florida Statutes, or a full-time Florida Virtual School Program under s. 1002.37 (8) (a).
- d. The student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year or the student is eligible to enter kindergarten or first grade.
- e. The student is eligible to enter grades 2 through 5 and is enrolled full-time in a school district virtual instruction program, virtual charter school, or the Florida Virtual School.

COURSE FORGIVENESS

According to FS 1003.43 (5) (e) forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F" or their equivalent with a grade of "C" or higher or its equivalent earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F" or their equivalent with a grade of "C" or higher or its equivalent earned subsequently in another course. Any course grade not replaced according to a district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. No additional credit will be awarded for previously passed repeated courses. All courses taken will appear on the official student transcript.

Florida Virtual School may be an option for taking a course for forgiveness. Students requesting to take a course offered by Florida Virtual School for course forgiveness must have the approval of the principal and the parent.

HEALTH AND PHYSICAL EDUCATION – HIGH SCHOOL

In order to promote lifelong physical fitness and good health habits high school students enrolled in health or PE classes will receive instruction in physical fitness and health concepts that meets or exceeds the recommendations of the American Heart Association and the course requirements of Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability.

Students will participate in physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit to students, subject to the differing capabilities. Accordingly the students enrolled in physical education in grades 9-12 will receive at least 225 minutes per week of physical education. At least 135 minutes of this time should be dedicated to actual activity time. The balance of the time may be used for classroom instruction on health related topics.

Students will demonstrate competency in Physical Education and Health related Sunshine State Standards. Assessment of achievement of course requirements will be adapted according to individual student needs and abilities.

GRADE LEVEL CLASSIFICATION

Progression through the high school program is dependent upon the student's earning the required number of credits, passing required courses, achieving the required grade point average and demonstrating functional literacy.

Students will be prohibited from taking lower level courses unless there is a demonstrated need. If during the high school years a student demonstrates a deficiency in basic skills, the opportunity to enroll in a remediation program during the summer or regular school term shall be provided.

MASTERY OF STUDENT COURSE PERFORMANCE STANDARDS

Student Course Performance Standards, based upon the student intended outcomes specified in each course description, are adopted and published by the School Board in "The Okeechobee Course of Study, Grades Nine - Twelve". The standards reflect the state standards adopted by the State Board of Education FS 1003.33.

A student selecting a 24 credit option must have:

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, three year plan must have:

Required Credit	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

*Students may apply for mid-year promotions when they meet the above credit requirements at the end of the first semester of school.

** To become a Junior under the 18 credit option, a student must have successfully completed: 2 credits of English, 2 credits of Math, 1 credit of Science, and 1 Social Studies Credit.

**To become a Senior under the 18 credit option, a student must have successfully completed: 3 credits of English, 3 credits of Math, 2 credits of Science and 2 credits of Social Studies.

GRADE FORGIVENESS

For high school students, section 1003.4282(5), F.S., specifies that forgiveness policies for required courses shall be limited to replacing a grade of “D” or “F”, or equivalent of a grade of “D” or “F” with a grade of “C” or higher, or the equivalent of a grade “C” or higher, earned subsequently in the same or comparable courses.

Forgiveness for elective courses shall be limited to replacing a grade “D” or “F” or the grade equivalent of a “D” or “F”, with a grade of “C” or higher, or the equivalent of a grade “C” or higher, earned subsequently in another course.

PROCEDURE FOR REMEDIATION IN GRADES 9-12

The high school has developed a variety of ways to remediate students who are below grade level in ELA or Mathematics

Remediation will be offered for students using the following criteria:

1. A grade of “F” in Language Arts or Mathematics
2. Scoring at Level 1 or Level 2 on the FCAT Reading or Mathematics Test Retakes or a Level 1 or 2 on the ELA or Math portions of the FSA.
3. An overall grade point average at year’s end of less than 2.0

Remediation may be provided in the following ways:

1. Summer Instruction
2. Tutoring before or after school
3. Level 1 courses
4. Other elective courses
5. Extra assistance in the classroom
6. Credit Retrieval Courses

Remedial instruction in high school may not be in lieu of required English and Mathematics credits and earns only elective credit.

High school students who score at Level 1 on the ELA portion of the FSA will be enrolled in and complete an intensive reading course the following year. Level 2 readers will be placed in either an intensive reading course or a content area course in which reading strategies are delivered. In addition to the score on the FSA, students may be included or excluded from the intensive reading course on the basis of the previous year’s Intensive Reading course grades, a teacher’s recommendation, or other assessment data deemed appropriate by the Principal and the Assistant Superintendent for Instructional Services. High school students who score at level 1 or Level 2 in the Mathematics portion of the FSA will receive remediation the following year.

When the principal determines that there is insufficient evidence to determine grade placement or credit status of students who are 15 years of age or older due to incomplete or inadequate records, the student will be placed in the regular high school.

Credits should be interpreted so that the requirements for promotion and graduation are not retroactive, provided the student has met all requirements for that grade placement in the school from which the student is transferring. The number of credits and required courses should be made a part of the transferring student's cumulative folder as a permanent record when the student is admitted.

TEST REQUIREMENTS

Students must receive a passing score on each section of the FCAT/FSA (Florida Comprehensive Assessment Test/Florida Standards Assessment). The required passing score is established when the student first takes the 10th grade FCAT/FSA. Students must take End of Course exams as required by the cohort in which they entered ninth grade. Opportunities for remediation will be provided to all students who have not passed the designated test. A student may satisfy the testing requirement by earning a concordant score on a standardized test.

CONCORDANT SCORES

In order to use a concordant subject area score from the SAT or ACT to satisfy the ELA or Math assessment requirement for a standard high school diploma, a student must take each subject area of the grade 10 FSA without earning a passing score. The PERT will be allowed as a concordant score for Algebra 1. A new student entering the Florida public school system in grade 12 is not required to take the grade 10 FSA, if he or she is able to document the approved concordant scores.

Before a student graduates from high school, the school shall use all available assessment results, including the results of statewide, standardized English language arts assessments and end-of course assessments for Algebra 1 and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation.

Any student enrolled in a school in the Okeechobee County School District is eligible to participate in the CAP (Credit Acceleration Program) during the regular administration of the statewide, standardized End-of-Course (EOC) assessment in Algebra 1, Geometry, and Biology 1.

MINIMUM GRADE POINT AVERAGE FOR GRADUATION

A cumulative G.P.A. of 2.0 on a 4.0 scale or its equivalent in the courses required for graduation as specified in FS 1003.43 (1) is necessary to graduate from high school.

Students will be assisted in meeting these G.P.A. requirements through forgiveness policies, summer instruction, attendance, special counseling, volunteer and/or peer tutors, school sponsored help sessions, study skills classes, Indian River State College Tutorial Assistance, and Florida Virtual School.

At the end of each semester, the parent or guardian of each student in grades 9-12 who has a cumulative G.P.A. of less than 2.5 will be notified that the student is at risk of not meeting the requirements for graduation.

Types of Diplomas*

Diploma	Requirements
Standard	• 24 credits • State Student Performance Standards • Attainment of State determined score on Florida State Assessments • Cumulative Grade Point Average (GPA) 2.0
Standard with Merit Designation	• Same as Standard • One or more Industry Certifications on the State Funding List
Standard with Scholar Designation	• Same as Standard • One credit in Algebra 2 • One credit in Chemistry or Physics • Two credits in the same World Language • One credit in AP, AICE, IB, or dual enrollment (any subject area) • Pass the grade 11 ELA Florida State Assessment • Pass Algebra 2 EOC • Pass Biology 1 EOC • Pass the U.S. History EOC
ACCEL	• Same as Standard except only 18 credits required • Physical education is not required • Three electives, not eight • Online course is not required
Certificate of Completion	• Students meet all the requirements of a Standard diploma • Fails to pass the grade 10 FACT 2.0 and/or earn a cumulative GPA of 2.0 • Note: Student may elect to remain in high school as a full or part time student for up to one additional year to receive remedial instruction
Graduate Equivalency Diploma (GED)	Must pass all parts of the High School Equivalency Exam approved by the Department of Education

*See Exceptional Student Education (ESE) section for ESE requirements

STATE OF FLORIDA HIGH SCHOOL DIPLOMA (G.E.D.)

A diploma issued by the State of Florida, through the Adult Education Program, based upon passing the General Education Development (G.E.D.) test, is offered as an alternative to regular graduation. The student must be eighteen years of age except in extraordinary circumstances in which the Superintendent of Schools or designee may grant an exception for lowering the age to sixteen.

All graduation requirements for each diploma option must be met prior to participation in graduation ceremonies.

Each standard high school diploma shall include, as applicable:

- Designation reflecting completion of four or more accelerated college credit courses if the students is eligible for college credit pursuant to s. 1007.27 or s.1007.271 in Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or dual enrollment courses
- Designation reflecting career education certification in accordance with s. 1003.492
- Designation reflecting a Florida Ready to Work Credential in accordance with s. 1004.99.
- Designation reflecting completion of the Scholar's Pathway Diploma requirements
- Designation reflecting completion of the Merit Pathway Diploma requirements

GRADUATION EXERCISES

PARTICIPATION IN GRADUATION EXERCISES

A student will be permitted to participate in graduation exercises at the end of the school term only when all district requirements have been met for receiving one of the following:

- A Standard Diploma
- A Special Diploma
- A Certificate of Completion
- Performance-based Exit Option
- Okeechobee Virtual School Diploma

CLASS RANK

A student who has met the district requirements for a STANDARD Diploma shall be ranked in the graduation class.

The purposes of class rank are:

1. To provide colleges and universities the requested rank in class information.
2. To provide scholarship committees the requested rank in class information.
3. To determine which students will be recognized as Summa Cum Laude – top 1%; Magna Cum Laude – next 2%; Cum Laude – next 2%.

Class rank may change at anytime due to new student entry, withdrawal of students, the inclusion of early graduates, virtual school courses, and/or courses taken outside of the school day.

Class rank is computed via a weighted quality point system. The points are generated based upon both the grade earned and the instructional level difficulty of each completed course as indicated below. Class rank is determined by computing the weighted grade point average of all high school credit classes taken by a student. The higher the number of courses earning weighted quality points, the higher the student's overall weighted GPA will be. For example, a student earns an "A" and a "B" in Dual Enrollment classes, the GPA of 5.5 would be higher than an "A", with a GPA of 5.0, earned in one Honors class.

Class Rank Computation

Grade					
Instructional Level	A	B	C	D	F
General	4.0	3.0	2.0	1.0	0.0
Honors	5.0	4.0	3.0	2.0	0.0
Adv.Placement/Dual Enrollment	6.0	5.0	4.0	3.0	0.0

HONORS WEIGHT:

Instructional level difficulty is determined via utilization of the Course Code Directory and Instructional Personnel Assignments publication adopted by the State Board of Education.

1. "Honors" weighted quality points are given in the areas of English language arts, mathematics, science and social studies and apply to courses in which the word "Honors" appears in the title. Foreign languages at years III and above receive "Honors" weight as do Biology II, Chemistry II, Pre-Calculus, and Calculus. Additionally, Career and Technical Education (CTE) courses classified as a Level 3 receive Honors weight. Students must be enrolled for their entire senior year to be included in the class ranking, unless the student is transferred in as a dependent of a military family.
2. "Advanced Placement" weighted quality points are given for College Entrance Examination Board (CEEB) designated Advanced Placement (AP) courses and dual enrollment courses. If the AP exam is not taken then the course carries a weight of "Honors".
3. Dual enrollment courses may be taken only once at school district expense. If a student retakes a dual enrollment course, the student must purchase his/her textbook.
4. If a student withdraws from a dual enrollment class after the school districts permissible drop/add window with a W, the student's transcript will reflect a W for the appropriate high school course.
5. All courses not identified items 1 to 4 are given "General" weight.
6. All grades of "P" (pass) will not be used in the calculation of class rank.

The final class rank will be computed at the conclusion of the first semester of the senior year.

Additionally, an aggregate list of rank in class, percentiles, or grade point averages shall not be disseminated.

DIPLOMAS

School districts must notify students and their parents in writing as to the standard diploma graduation requirements. The letter must include:

- Standard diploma requirements
- Available designations
- State scholarship programs and postsecondary admissions eligibility requirements

RECOGNITION OF THE TOP 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.

SATISFACTORY CONDUCT EXTRACURRICULAR ACTIVITY REQUIREMENTS

Students who want to participate in an extracurricular program must practice good citizenship and self-control. In order to maintain eligibility a student must not receive more than 2 unsatisfactory conduct grades each grading period.

If the student is convicted of, or found to have committed, a felony or a delinquent act that would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is withdrawn.

ADDITIONAL POLICIES

SUMMER CREDIT

High school summer instruction may be provided to select students to make up courses that were failed during the school year. New credit may be granted in high school programs only when approved in advance by the high school principal and the superintendent.

High school honors courses, laboratory-based courses and most elective courses will not be offered during summer instruction. Make up of credits not offered in summer instruction can be achieved by credit retrieval, retaking the course during the next regular school year, or by an accredited correspondence course. High school summer sessions will consist of 60 clock hours of instruction for ½ credit. Students must demonstrate achievement of course performance standards and meet minimum attendance requirements in order to earn credit.

A maximum of one excused absence is permitted in summer instruction at the high school level. Exceptions may be granted by the principal, based upon documented medical evidence.

A high standard of conduct will be expected of students in summer instruction. A suspension from summer instruction will result in immediate dismissal.

HIGH SCHOOL CREDIT FOR PRE-NINE STUDENTS

A student in a grade below nine who is enrolled in a course listed in the grades 9-12 section of the Course Code Directory, shall be classified as a ninth grade student for that portion of the day for which he is enrolled in a 9-12 course.

ENROLLMENT TERMINATION

The school must notify a student's parents of the student intent to terminate enrollment. The student and parents will be made aware that terminating school enrollment is likely to reduce his/her earning potential.

An exit interview will be conducted with a student who desires to terminate enrollment. This interview will be conducted by the student's certified school counselor or other designated school personnel. The interview will be designed to determine the reasons for the student's decision to terminate enrollment and what actions could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation. The student must complete a survey in the format prescribed by DOE to provide data on student reasons for terminating enrollment and actions taken by the school to keep the student enrolled.

EXCEPTIONAL EDUCATION STUDENTS

INTRODUCTION

This section applies only to those students who have met the state criteria and are found eligible for an Exceptional Student Education Program, and who have an active Individual Education Plan. Placement into an Exceptional Student Program is in accordance with State Statute 230.03 and local rules and procedures in Special Programs for Exceptional Students.

Categorical Exceptional Student Education Programs (6A-6.03011-6A06.03027,FAC)

- Intellectual Disability
- Homebound/Hospitalized
- Visually Impaired
- Developmentally Delayed, Ages 3-5
- Specific Learning Disability
- Physical Therapy
- Deaf or Hard of Hearing
- Speech Impaired
- Emotional/Behavioral Disability
- Language Impaired
- Dual-Sensory Impaired
- Gifted
- Occupational Therapy
- Autism Spectrum Disorder
- Physically Impaired, With Orthopedic Impairments
- Physically Impaired, With Other Health Impairments
- Physically Impaired, With Traumatic Brain Injury

SERVICES

The mission of the Exceptional Student Education Program in Okeechobee County is to help each student reach his/her maximum potential in a positive environment that is conducive to learning. Students shall be educated in the least restrictive environment as determined by the individual needs and abilities in each curriculum area. Based upon individual needs, as reflected in the goals and objectives of the Individual Education Plan (IEP), the IEP Committee must determine the most appropriate least restrictive environment (LRE) where the student can master the goals and objectives. Factors such as severity of the disabling condition, time and needed support services must be considered when making placement decisions. Placement will be reviewed as these factors change and alternative placements considered.

To meet exceptional student's educational needs, the following full range of placements are considered and recommended by the Staffing Committee:

Regular class	Regular class with consultation services/Inclusion
Regular class supplemented by a resource room	Special class in a regular school
Special day school	Special day treatment program
Non-public residential or day school through a cooperative agreement	Individual instruction in a hospital or home setting

Individualized performance objectives will be designed to reflect student needs. Appropriate curricula will be used to meet individual educational program goals.

The methodology used will be determined individually on the basis of levels of functioning in the mental, physical, social and emotional areas of development. The general methodology will include both individual and small group instruction using a multimedia, multisensory approach.

AGE REQUIREMENTS FOR ENROLLMENT INTO ESE PROGRAMS

Consistent with rules adopted by Okeechobee County School Board, exceptional students, excluding the gifted, who have attained the age of three (3) are eligible for admission to exceptional student education. Students in ESE pre-kindergarten will be classified as kindergarten when they meet age qualifications for kindergarten.

Exceptional Education students are eligible to be served through the end of the semester in which the student turns 22 years of age when continued placement is deemed appropriate and reflected on the student's IEP. If the student is attending summer school when the 22nd birthday occurs, the student will be allowed to complete the summer session.

PROMOTION/RETENTION OF EXCEPTIONAL STUDENTS

All students (grades K – 12) participating in Statewide Assessments shall meet appropriate instructional goals that shall be based on Florida's Sunshine State Standards/Next Generation Standards and locally developed curricula. Accommodation will be discussed by the Individual Educational Plan (IEP) Team and reviewed annually.

Promotion/retention of exceptional students participating in the Statewide Alternate Assessment should be a reflection of student's mastery or non-mastery of their Individual Educational Plan.

An IEP review meeting will be convened for any student who is being retained to determine the most appropriate least restrictive environment.

GRADE ACCELERATION

The assignment of a gifted student to a higher grade, which results in the student skipping a grade or part of a grade, should be made on the basis of exceptionally high achievement by the student and evidence that the student will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social and emotional effect of the decision should be considered. The principal has the responsibility for making such assignments with the approval of the superintendent. A child will not be accelerated without parental consent.

Students who qualify as intellectually gifted should not be prohibited from vertical and/or horizontal acceleration. The pace of acceleration should be commensurate with their abilities in the regular classroom curriculum.

The student's cumulative record and report card should be noted to indicate "accelerated grade placement", major reason(s) for the assignment, and the name of the principal who has made the placement.

Parents must be notified formally in writing that their child is receiving an accelerated grade placement to the next higher grade.

A copy of this notification must be placed in the cumulative record. See General Information in this Plan under Accelerated Placement Procedure.

GRADUATION REQUIREMENTS FOR CERTAIN EXCEPTIONAL STUDENTS/DIPLOMA OPTIONS

Exceptional students, grades 9-12 and parents will participate in the decision regarding available diploma options commensurate with their level of performance. The appropriate State Student Performance Standards and corresponding diploma/certificate option must be noted on the IEP, as well as on the Diploma Option Form. The parents of each exceptional student eligible for any type of diploma for exceptional students shall be notified in writing of the options available prior to their fourteenth birthday.

An ESE Course cannot be substituted for a regular academic credit in pursuit of a standard diploma. Nothing shall be construed to limit or restrict the right of an ESE student solely to a special diploma or special certificate of completion. Any such student shall, upon written request, be afforded the opportunity to fully meet all requirements for a standard diploma. A staffing committee must convene whenever a change in diploma status is indicated and a new diploma option form must be provided to the parent/guardian.

The required program of study for an exceptional student may be altered to meet a student's needs. However, where possible, the program of study for general education students should be followed, unless specified otherwise in the IEP. The level of achievement for these courses will conform to each exceptional student's IEP. IEP's will address all domain areas determined by the team including Curriculum/Instruction, Social/Emotional, Independent Functioning and Communication with the necessary accommodations needed to master annual goals. Prior to students with disabilities attaining 14 years of age, discussion of transition and plans for post-graduation will take place during the annual I.E.P. meeting.

Beginning with students entering grade 9 in the 2014-15 school year, a parent of the student with a disability shall, in collaboration with the individual education plan (IEP) team during the transition planning process pursuant to F.S. 1003.5716, declare an intent for the student to graduate from high school with either a

standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirements shall be awarded a certificate of completion. Beginning at age 16, the focus of the I.E.P. shifts to transition to work, post-secondary education or training, and/or alternative living situations.

ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES (SWSCD)

As part of the revision to the Florida State Standards, access points for students with significant cognitive disabilities have been developed. These access points are expectations written for students with significant cognitive disabilities to access the general education curriculum. Embedded in the Florida State Standards, access points reflect the core intent of the standards with reduced levels of complexity. Science, Social Studies, Arts, and P.E. Access Points have three levels of complexity and are defined as participatory, supported, and independent. Math and ELA Access Points are designed in a scaffolded hierarchy of Essential Understandings to assist in the teaching and learning of the standards. The Florida Alternate Assessment will measure achievement on the Access Points.

Students with disabilities now continue to be eligible for free and appropriate public education (FAPE) through age 21 if they have not earned a standard diploma, even if they have earned a general educational development (GED) credential.

CRITERIA FOR RECEIPT OF A STANDARD DIPLOMA

See General Education Guidelines, secondary section for explanation of the standard diploma options. Access to a Standard Diploma for exceptional students means that:

All Exceptional Student Education (ESE) students must meet the district course and credit requirements. Basic courses may be modified, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma, using one of the following strategies:

1. Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of general education students.
2. Course Modifications - ESE courses which are equivalent in content to basic education or vocational courses, may be modified for exceptional students as follows:
 - An increase or decrease in the instructional time
 - Variation of instructional strategies
 - Alternate instructional materials
 - Teacher instruction of student response through special communication system
 - Type of certification required of the student's teacher
 - Modification of content where specific sensory or motor functioning is required for applications and when that particular sensory or motor functioning is impaired.
 - Modification of test administration procedures and other evaluation systems to accommodate the student's disabilities.

Students with disabilities, who follow a modified curriculum, as determined by the IEP team, must master the appropriate Next Generation Sunshine State Standards (NGSSS)/Florida Standards Access Points for a Special Diploma. Special diploma options are available only to students with disabilities who entered ninth grade prior to the 2014 – 2015 school year. Beginning in 2014 – 2015, students with disabilities may earn a

standard diploma or a Certificate of Completion. The teacher(s) of record is responsible for the assessment, remediation, and documentation of mastery of NGSSS/Florida Standards Access Points.

The NGSSS/Florida Standards Access Points are expectations for students with significant cognitive disabilities to access the general education curriculum embedded in the NGSSS/Florida Standards. Access Points reflect the core intent of the standards with reduced levels of complexity. Access Points aligned to the Florida Standards are currently being developed to provide students with significant cognitive disabilities access to the new Florida Standards.

A decision must be made regarding participation in the NGSSS/Florida Standards Access Points curriculum once a student is found eligible for exceptional education services. Beginning with the 2014 – 2015 cohort, Special Diploma options will no longer be available and students will have the opportunity to earn either a standard diploma or a Certificate of Completion. Students with disabilities who entered ninth grade prior to the 2014 – 2015 school year may continue to plan to earn a special diploma authorized in accordance with s. 1003.438, F.S., if this is indicated on their IEP. Students who are working toward a Special Diploma may participate in FCAT, Florida Standards Assessment, or the Florida Alternate Assessment, based upon their level of cognitive functioning and educational needs. An alternate assessment checklist must be completed and documented on each student's IEP to determine if the Florida Alternate Assessment is appropriate.

Beginning with the 2014 – 2015 ninth grade cohort, Special Diploma options will no longer be available and students with disabilities will have the opportunity to earn either a standard diploma or a Certificate of Completion. Students with disabilities who entered ninth grade prior to the 2014 – 2015 school year may continue to plan to earn a special diploma authorized in accordance with s. 1003.438, F.S., if this is indicated on their IEP.

DOCUMENTATION OF DIPLOMA OPTION

The parent/guardian of each exceptional education student eligible for participation in the Florida Alternate Assessment shall be notified by letter or other documentation of the options available prior to the eighth grade. The school must document its efforts to notify the parent/guardian. The Individual Education Plan (IEP) delineates the student graduation options beginning on or before age 14 or by the end of the eighth grade year, whichever comes first. Parental consent in writing must be obtained prior to providing a student instruction in the NGSSS/Florida Standards Access Points curriculum and prior to the administration of the Florida Alternate Assessment (FAA), unless the school district has documented and made reasonable efforts to obtain parental consent and the parent has failed to respond; or the school district has obtained approval through a due process hearing or appeals process.

In grades 3-11, all students must participate in the Florida Standards Assessment, FCAT 2.0 and End of Course (EOC) assessments, or the Florida Alternate Assessment (FAA). In all cases these decisions are determined based upon state statute and documented by the IEP team prior to testing.

A qualified ESE student pursuing a Standard Diploma may also receive a diploma based on the Enhanced New Needed Opportunities for Better Life and Education for Students with Disabilities (ENNOBLES) Act. Such student must:

- Have a current IEP
- Have attempted to take the FCAT with all allowable accommodations on at least two occasions and not received a passing score. At least one occasion must be in their senior year.
- Have participated in district remediation courses
- Have received 24 credits and met the 2.00 GPA

A formal IEP meeting is required to determine that the FCAT cannot accurately measure the student's abilities. The superintendent shall review the IEP decision and approve all cases where the FCAT is waived.

WAIVER OF FCAT/FSA REQUIREMENTS FOR GRADUATION FOR STUDENTS WITH DISABILITIES

Sections 1003.43(11) and 1033.428(8), F.S., provide for the waiver of the FCAT/FSA requirement for graduation with a standard diploma **for certain students with disabilities who have met all other requirements for graduation with a standard diploma**, except a passing score on the FCAT/FSA. In order for the FCAT/FSA graduation requirement to be waived, the IEP team must meet to determine whether or not the FCAT/FSA can accurately measure the student's abilities, taking into consideration allowable accommodations. In accordance with the Individuals with Disabilities Education Act (IDEA), students with disabilities may receive services through the public school system through age 21 (i.e., until their 22nd birthday or, at the option of the school district, the end of the semester or school year in which the student turns age 22) or until they graduate with a standard diploma, whichever occurs first. In accordance with Sections 1003.428(8) and 1003.43(11), F.S., each school district must provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

In order to be considered for the waiver from the FCAT/FSA graduation requirement, the student must:

- be identified as a student with a disability, as defined in Section 1007.02(2), F.S.;
- have an IEP;
- have been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression and high school graduation;
- have taken the Grade 10 FCAT/FSA with appropriate allowable accommodations at least twice (once in the 10th grade and once in the 11th grade); and,
- be progressing towards meeting the state's 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

Additionally, to ensure that each student has had every opportunity to pass the FCAT/FSA, participation in FCAT/FSA during March of the senior year is recommended.

Section 1003.428(8)(b)2., F.S., permits the IEP team to waive the end-of course assessment results for the purpose of determining the student's course grade and credit, if the IEP team determines that the end-of course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations.

In accordance with Section 1003.433(1), F.S., a student who transfers from another state in the 11th or 12th grade must pass the Grade 10 FCAT or an alternate assessment that is concordant with the FCAT/FSA; earn a 2.0 GPA; and meet all requirements of the school, district, or state from which he or she is transferring or meet Florida's course requirements in order to earn a standard diploma. A transfer student may be considered for the FCAT/FSA waiver. For additional information as it relates to military families, please refer to the Interstate Compact on Educational Opportunity for Military Children.

In accordance with Rule 6A-1.09431, F.A.C., Procedures for Special Exemption from Graduation Test Requirement for Students with Disabilities Seeking a Standard High School Diploma, students with disabilities who have an IEP may be eligible for consideration for a special exemption from the Grade 10 FCAT/FSA under extraordinary circumstances where the results of the administration of the FCAT/FSA would reflect a student's impaired sensory, manual or speaking skills rather than a student's achievement. Extraordinary circumstances are defined as physical conditions that affect a student's ability to communicate

in modes acceptable through accommodation of the FCAT/FSA. Extraordinary circumstances are events or conditions that prevent the student from physically demonstrating mastery of skills that have been acquired and/or measured by the test. Learning process deficits and cognitive deficits do not constitute extraordinary circumstances.

A request for a special exemption must be made by the school district superintendent at least one semester before the student's anticipated graduation date. The request is sent to the Commissioner of Education and must include documentation specified in Rule 6A-1.09431(2), F.A.C. Students granted a request for a special exemption from the Grade 10 FCAT must meet all other criteria for graduation with a standard diploma.

REQUIREMENTS FOR A SPECIAL DIPLOMA FOR STUDENTS WITH DISABILITIES

(As Allowed under Florida State s1003.438, F.S.)

Section 1003.438, F.S., authorizes the awarding of special diplomas to certain students with disabilities who entered 9th grade prior to 2014-15. Upon meeting all applicable requirements prescribed by the district school board, and all special diplomas state minimum requirements, a special diploma shall be awarded in a form prescribed by the Commissioner. Any such student who meets all special requirements of the district school board for certain special programs, but is unable to meet the appropriate special state minimum requirements, must be awarded a special certificate of completion in a form prescribed by the Commissioner. Any student who graduates with a credential other than a standard high school diploma and who chooses to continue to receive a free appropriate public education (FAPE), can continue to generate weighted FTE through the FEFP until the student receives a standard high school diploma or the student reaches age 22, whichever occurs first. When modifying CTE courses, the particular outcomes and student performance standards that a student must master to earn credit must be specified on an individual basis.

ASSESSMENTS AND ACCOMMODATIONS

ACCOMMODATIONS

Approved accommodations are authorized when determined appropriate by the staffing committee for any student who is an eligible exceptional student and has a current Individual Educational Plan (IEP). Those accommodations must be implemented in daily instruction and classroom assessments. Students classified solely as gifted shall not receive any special assessment accommodations. In no case shall accommodations authorized be interpreted or construed as an authorization to provide a student assistance in determining the answer to any test item.

EXEMPTIONS/INCLUSION

Students with disabilities are included in general state and district level assessment programs, with appropriate accommodations in administration, and all allowable student accommodations if necessary.

Students with disabilities who cannot participate in state and district level assessment programs will participate in the Florida Alternate Assessment as determined by their individual education plans.

Students must be assessed on the Florida State Standards Access Points with the same frequency that students are assessed on the Florida State Standards. Methods of alternate assessment must be identified on the IEP and should be provided at grades 3 through 11 or comparable ages. While all standards must eventually be mastered at IEP-prescribed levels of functioning, it is recommended that formal alternate

assessment strategies at grades 3 through 11 address, at a minimum, the four standards in Functional Academics and the standard in Communicating with Others.

The decision as to an exceptional student's ability to participate in the general education assessment program for mastery of the state student performance standards should be reviewed at the time of the annual IEP conference. This decision may be altered in subsequent annual IEP conferences, based upon the student's observable performance.

The administration of the State Student Assessment Testing program to all exceptional students falls under the responsibility of the district's Director of Assessment.

The administration of the Alternate Assessment Testing Program to exceptional students falls under the responsibility of the Director of Exceptional Education.

SPECIAL STANDARDS

Exceptional students must be administered special standards in accordance with their IEP to satisfy the progression set forth by state and county requirements. If a student fails to master the standards, the ESE teacher or general education teacher shall provide special instructional assistance for such students in a manner deemed most appropriate. Skills not mastered should be reflected in the student's IEP.

Science, Social Studies, Arts, and P.E. Access Points have three levels of complexity and are defined as participatory supported, and independent. Math and ELA Access Points are designed in a scaffolded hierarchy of Essential Understandings to assist in the teaching and learning of the standards. Essential Understandings are prerequisite skills and knowledge leading to mastery of the Access Points.

The IEP team should base its decisions regarding expected levels of functioning on what the student is projected to attain by the time of graduation. The IEP team needs to remember that these expected levels can change based on student progress.

Should an exceptional student not participate in state testing, he/she will participate in the State Alternate Assessment Program. Each student will be assessed using the Florida Alternate Assessment. The activity must reflect the task indicated in the skill. Since exceptional students exhibit pronounced deficits in either their developmental growth, academically, and socially, or in their modes of learning; they must demonstrate mastery of standards as required in this plan.

Mastery of regular or special standards for ESE students will be certified by the ESE teacher. ESE students scheduled into regular academic classes based upon Eligibility Staffing/IEP report will be remediated by the regular subject area teacher or remediation teacher assigned to the school. For instance, if a student is staffed into an ESE class for math only, the ESE teacher may not certify for reading, but is responsible for certifying mastery of the math skills/standards.

The documentation of remediation/post-testing citing the specific skill and standard is to be retained in the student file. Certification of skills is an on-going process and should be documented as the student successfully demonstrates mastery of each skill.

INCLUSION GRADES: EXCEPTIONAL STUDENT EDUCATION

When an Exceptional Education Kindergarten through eighth grade student is included in a general education class, the district grading policy will be applied for each subject. If the student is not performing on grade level in the subject areas, the general education teacher, in consultation with the Exceptional Student Education teacher, will develop and implement appropriate accommodations as outlined in the student's current IEP. If after implementation of accommodations the student is not successful, the IEP team will conduct a review of the student's IEP and make recommendations for change in grade level instruction, additional accommodations or reassignment to additional time in exceptional student classes.

In order for a grade of "F" to be assigned to an ESE inclusion student, the following factors must be reviewed by the ESE teacher and general education teacher with the school principal or designee prior to the end of the current grading period:

1. Has an unsatisfactory progress report been sent to the parent or guardian?
2. Have the student's parents been officially notified and involved in documented conferences regarding the student's problems?
3. Are the instructional strategies, techniques, curriculum content and classroom assignments employed in the instructional program appropriate for the student's needs?
4. Are there environmental or emotional factors affecting the student's performance that are not currently being addressed through the provision of related services?
5. Is a behavior management system in operation in the classroom for those instances where effort and conduct are hindering the student's mastery of skills necessary for meeting the goals and objectives?
6. Are the goals and objectives on the IEP appropriate for the documented levels of performance?

GRADING OF STUDENTS ENROLLED IN ESE CLASSES

Academic grades for exceptional students enrolled in ESE classes follow Florida State Student Performance Standards commensurate with the student's exceptionality. The goals must be based upon documented levels of performance. An ESE student who is working up to the maximum of his or her potential should receive grades based on his ability rather than grade placement. Therefore, if a student had met all of the objectives specified in the ESE teacher's plans, even though these might be at a lower level than other students of his chronological age, he should be given a grade in the ESE program to assess achievement appropriate to the individual student's ability grade is "D" or better. If the student is not performing on grade level in the subject area, but is working to his/her potential the student should receive an effort grade of E (excellent), S (satisfactory), N (needs improvement), or U (unsatisfactory). If the student is working at grade level in that subject area, yet unable to earn a "D" or better, the teacher in consultation with the Exceptional Student Education teacher, should assign effort grades of E, S, N, or U as defined above for the time in the regular classroom. In the event an Exceptional Education Student has had appropriate accommodations in the general curriculum and is failing a course due to non-compliance, an "F" can be given after collaboration with the Exceptional Student Education Teacher and a review of the Individual Educational Plan.

No student should be denied the opportunity to earn above average grades because of placement in an ESE program.

When a full-time ESE ninth through twelfth (9th-12th) grade student is included in a general education class, grades earned shall be based upon the student's ability to master the objectives specified for that subject area. Allowable accommodations must be made as indicated in the student's Individual Educational Plan.

STUDENT PROGRESS

All parents will be notified of their child's progress towards mastery of their annual IEP goals. Such notification will occur at the end of each grading period. Parents will be made aware of the reason(s) why progress is insufficient for mastery. If lack of progress is noted for two consecutive reports, an IEP review meeting will be held to address the services as needed.

EXTENDED SCHOOL YEAR

Extended School Year (ESY) services are required if the IEP team has reason to believe that the provision of Free and Appropriate Public Education for an individual student would be jeopardized without such services. These guidelines are intended to assist IEP team in making decisions regarding the necessity for ESY services. Parents, teachers, and other qualified professionals are all useful sources of information. Appropriate data to be reviewed include, but are not limited to, the following:

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| • pattern of regression after breaks | pre/post-tests before/after breaks |
| • reports of progress toward annual goals | report cards |
| • teacher-made checklists | work samples |
| • therapy logs | anecdotal records |
| • point sheets | probes/running records |
| • frequency charts | referrals/discipline file |
| • documentation related to extenuating circumstances | |

Data collected over the course of the school year, including before and after scheduled breaks in instruction, should be used to frame the determination of need. The determination of whether an individual student should receive ESY services is ultimately an IEP team decision based on the unique needs of the student.