



**Okeechobee County School
Board**

**STUDENT PROGRESSION PLAN
2023-2024**

Okeechobee County School Board

STUDENT PROGRESSION PLAN

School Board Members

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

Okeechobee County School Board Offices

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Legal Foundation of the Student Progression Plan

Student Progression- [1008.25, F.S.](#)

Current law requires that each School Board establish a comprehensive program for student progression, which must provide for a student's progression from one grade to another based on the student's mastery of the standards in [1003.41 F.S.](#), specifically English Language Arts (ELA), mathematics, science, and social studies standards, shall be based upon an evaluation of each student's satisfactory performance, including how well the student masters the academic performance standards approved by the state board. The district program for student progression shall be based upon local goals and objectives, which are compatible with the state's plan for education.

(1) Intent. It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in English Language Arts (ELA), social studies, science, and mathematics; that District School Board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress and that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to [1002.3105 F.S.](#)

(2) Student Progression Plan.— Each District School Board shall establish a comprehensive program for student progression which must provide for a student's progression from one grade to another based on the student's mastery of the standards in [s. 1003.41](#), specifically English Language Arts, mathematics, science, and social studies standards. The plan must:

(a) Include criteria that emphasize student reading proficiency in kindergarten through grade 3 and provide targeted instructional support for students with identified deficiencies in English Language Arts (ELA), mathematics, science, and social studies. High schools shall use all available assessment results, including the results of statewide, standardized ELA assessments and end-of-course assessments for Algebra I and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation. The results of the evaluations used to monitor a student's progress in grades K-12 must be provided to the student's teacher in a timely manner and as otherwise required by law. Thereafter, evaluation results must be provided to the student's parents in a timely manner. When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction.

(b)1. List the student's eligibility and procedural requirements established by the school district for whole-grade promotion, midyear promotion, and subject-matter acceleration that would result in a student attending a different school, pursuant to [1002.3105 \(2\)\(b\) F.S.](#)
2. Notify parents and students of the school district's process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school, pursuant to [1002.3105\(4\)\(b\)2 F.S.](#)

(c)1. Advise parents and students that additional ACCEL options may be available at the student's school, pursuant to [1002.3105 F.S.](#)

2. Advise parents and students to contact the principal at the student's school for information related to student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or

acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and other ACCEL options offered by the principal, pursuant to [1002.3105\(2\)\(a\) F.S.](#)

3. Advise parents and students to contact the principal at the student's school for information related to the school's process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to [1002.3105\(4\)\(b\)1F.S.](#)
- (d) Advise parents and students of the early graduation options under [1003.4281 F.S.](#)
- (e) List, or incorporate by reference, all dual enrollment courses contained within the dual enrollment articulation agreement established pursuant to [1007.271\(21\) F.S.](#)
- (f) Provide instructional sequences by which students in kindergarten through high school may attain progressively higher levels of skill in the use of digital tools and applications. The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards required pursuant to [1003.41 F.S.](#) and [1003.4203 F.S.](#) through attainment of industry certifications and other means of demonstrating credit requirements under [1002.3105 F.S.](#), [1003.4203 F.S.](#), [1003.4282 F.S.](#)

As with all policy handbooks, periodic review and revision is undertaken in order to retain guidelines that are consistent with the intent of the Board and legislative actions.

Recommendations regarding student promotion, retention, and special placement will be made based on the combined efforts of students, parents, and professional educators. Decisions, however, are primarily determined by the school's professional staff. The final decision regarding grade placement is the responsibility of the principal.

Comprehensive Program For Student Progression

The Okeechobee County School Board incorporates the strands, performance standards, and benchmarks of the [Benchmarks for Excellent Student Thinking \(B.E.S.T.\)](#) for ELA and [Benchmarks for Excellent Student Thinking \(B.E.S.T.\) for Mathematics](#), Next Generation Sunshine State Standards (NGSSS), and State Academic Standards in the curriculum. [1003.41, F.S.](#) and [Rule 6A-1.09401, F.A.C.](#)

These benchmarks delineate the academic achievement for which the State will hold schools accountable. District-adopted and/or district-developed instructional materials are tools provided for students to meet the benchmarks.

Standards and Acceleration

The Okeechobee County School Board provides unique learning opportunities for students on various levels of learning:

All students will receive a world-class, rigorous curriculum that meets the requirements of the Benchmark for Excellent Students (B.E.S.T.) English Language Arts (ELA) standards, Next Generation Sunshine State Standards or Florida Standards.

1. Students who are on grade level will receive the highest possible level of instruction to meet proficiency and beyond.
2. Students performing below grade level will receive an intensive instructional curriculum that remediates skills/benchmarks not yet mastered by utilizing: additional instructional time, additional resource personnel, tutorial programs, and other remediation options. Students will be offered the highest possible level of instruction to meet proficiency and beyond. Remediation options vary from school to school.
3. Students performing above grade level will receive a differentiated curriculum that may include enrichment of skills/standards or acceleration of curriculum for students who show mastery. Students will be offered the highest possible level of instruction to meet proficiency and beyond. Accelerated and enrichment options vary from school to school and may include:
 - a. Providing the student with an in-depth exploration of one or more of the standards;
 - b. Offering a gifted program for eligible students;
 - c. Placing the student in the next grade for one or more subjects.

Introduction

The Student Progression Plan for Okeechobee County School Board has been developed and revised to provide an instructional program in which each student can progress academically. This plan outlines provisions for promotion, retention, good cause exemptions from mandatory retention, acceleration, enrichment, or alternative assignments for all Okeechobee County School Board students.

Responsibilities Related to Student Progression

1. Principal

- a. Administer the plan within the school;
- b. Assist and supervise teachers in utilizing the State of Florida adopted curriculum standards, curriculum guides, scope and sequence charts, management systems, curriculum frameworks, course student performance standards, and assist and supervise teacher preparation of additional subject goals and objectives;
- c. Make the final decision in regard to the assignment of specific students;
- d. Inform parents/guardians of student progress and of the possible retention of their child as soon as possible; and
- e. Make available to all parents/guardians and students a copy of the Student Progression Plan.

2. Teacher

As provided in Section [1003.42\(2\), F.S.](#), members of instructional staff in public schools must teach the required instruction topics efficiently and faithfully, using materials that meet the highest standards of professionalism and historical accuracy.

- a. Efficient and faithful teaching of the required topics must be consistent with the Florida State Academic Standards (SAS);
- b. Instruction on the required topics must be factual and objective, and may not suppress or distort significant historical events, such as the Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement, and the contributions of women, African American and Hispanic people to our country, as already provided in Section [1003.42\(2\) F.S.](#) Examples of theories that distort historical events and are inconsistent with State Board approved standards include the denial or minimization of the Holocaust, and the teaching of Critical Race Theory, meaning the theory that racism is not merely the product of prejudice, but that racism is embedded in American society and its legal systems in order to uphold the supremacy of white persons. Instruction may not utilize material from the 1619 Project and may not define American history as something other

- than the creation of a new nation based largely on universal principles stated in the Declaration of Independence. Instruction must include the U.S. Constitution, the Bill of Rights, and subsequent amendments;
- c. Efficient and faithful teaching further means that any discussion is appropriate for the age and maturity level of the students, and teachers serve as facilitators for student discussion and do not share their personal views or attempt to indoctrinate or persuade students to a particular point of view that is inconsistent with the Florida State Academic Standards (SAS).
 - d. Use the State of Florida adopted curriculum standards, curriculum frameworks, and course performance standards;
 - e. Align student evaluation to Florida Academic Standards and district programs.
 - f. Utilize all available data including achievement and assessment test results, progress tests, daily assignments, teacher observations, portfolios, past performance, and other available information to plan instruction and evaluate student performance;
 - g. Determine a student's grades and follow established district and school procedures for reporting and recording them;
 - h. Advise the principal in regard to grade level assignment of students.
 - i. Inform parents/guardians of student progress and seek their assistance in meeting student needs;
 - j. Help students acquire study skills and self-discipline needed to complete coursework successfully;.
 - k. Schedule conferences with parents if assessments, assignments, and other evidence of standard mastery indicate their child is having difficulty;
 - l. Follow the Plan as it pertains to grade level assignment;
 - m. Shall use district scope and sequence as adopted.
3. It shall constitute discrimination on the basis of race, color, national origin, or sex under this section to subject any student or employee to training or instruction that espouses, promotes, advances, inculcates, or compels such student or employee to believe any of the following concepts:
 - a. Members of one race, color, national origin, or sex are morally superior to members of another race, color, national origin, or sex.
 - b. A person, by virtue of his or her race, color, national origin, or sex is inherently racist, sexist, or oppressive, whether consciously or unconsciously.
 - c. A person's moral character or status as either privileged or oppressed is necessarily determined by his or her race, color, national origin, or sex.
 - d. Members of one race, color, national origin, or sex cannot and should not attempt to treat others without respect to race, color, national origin, or sex.
 - e. A person, by virtue of his or her race, color, national origin, or sex bears responsibility for, or should be discriminated against or receive adverse treatment because of actions committed in the past by other members of the same race, color, national origin, or sex.
 - f. A person, by virtue of his or her race, color, national origin, or sex should be discriminated against or receive adverse treatment to achieve diversity, equity, or inclusion.
 - g. A person, by virtue of his or her race, color, sex, or national origin, bears personal responsibility for and must feel guilt, anguish, or other forms of psychological distress because of actions, in which the person played no part, committed in the past by other members of the same race, color, national origin, or sex.
 - h. Such virtues as merit, excellence, hard work, fairness, neutrality, objectivity, and racial colorblindness are racist or sexist or were created by members of a particular race, color, national origin, or sex to oppress members of another race, color, national origin, or sex.
 4. Paragraph 3 may not be construed to prohibit discussion of the concepts listed therein as part of a larger course of training or instruction, provided such training or instruction is given in an objective manner without endorsement of the concepts.

5. Parent/Guardian

- a. Require consistent school attendance by the student;
- b. Assist their child in developing good study and work habits, self-discipline, and respect for school and school personnel;
- c. Review official grade reports from the school and schedule conferences with teachers if such reports indicate that the student is having difficulty;
- d. Honor requests for conferences from school officials whenever possible;
- e. Respond promptly to all requests from the school for information;
- f. Stay informed of their child(ren)'s progress through scheduled parent-teacher conferences, interim progress reports, report cards, progress reports, and communications from the schools.

6. Student

- a. Make an effort to accomplish all objectives in each subject;
- b. Maintain good attendance;
- c. Take home to parents/guardians all progress reports, report cards, and other communication from the school and/or access through the Focus portal;
- d. Develop good study habits and self-discipline, as well as accept additional help from available educational personnel and parents if experiencing school-related problems;
- e. Make his/her best effort in taking all assessments.

General Information

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

Admission

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

Mandatory School Age

Florida Law ([1003.21, F.S.](#)) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term. A student who attains the age of 16 years during the school year is not subject to compulsory attendance beyond the date on which the student attains that age if he/she files a formal declaration of intent to terminate school enrollment with the school district.

Kindergarten Admission

[1003.21\(1\)\(a\)2, F.S.](#) specifies that children who have attained the age of five years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year based on rules prescribed by the School Board. Students are eligible for kindergarten attendance provided they meet the age requirement.

There is no early entry into kindergarten. Florida Statutes or State Board of Education Rules do not include any provision to waive the age requirement for kindergarten enrollment.

1. First Entry to the State of Florida Schools:

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

- a. proof of date of birth for students; (For acceptable alternatives to birth certificates see [Florida Statutes 1003.21\(4\)](#)).
- b. a certificate showing a physical examination performed within one year prior to enrollment (height, weight, blood pressure, etc.)
- c. a valid Florida Certificate of Immunization ([DH680](#)) transcribed by a health professional.
- d. Kindergarten through 6th grade immunizations required for entry:
 - i. 4-5 doses of DTP or DTaP (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
 - ii. 3-5 doses of polio final dose must be administered after 4th birthday
 - iii. 2 doses of MMR;
 - iv. 2 doses of Varivax or documentation of chicken pox disease;
 - v. 3 doses of Hepatitis B.
- e. 7th through 12th grade:
 - i. 4-5 doses of DTP or DTaP (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
 - ii. 3-4 doses of polio (according to age at the time of final dose);
 - iii. 2 doses of MMR;
 - iv. 2-3 doses of Hepatitis B (according to age of administration);
 - v. 1 dose of Varivax or documentation of chicken pox disease;
 - vi. 7th and 8th graders – 2 doses of Varivax;
 - vii. Tdap booster.
- f. the Superintendent may require evidence of the age of any child whom he or she believes not to be within the limits of compulsory attendance as provided for by law ([Florida Statutes 1003.21](#)) such as
 - i. a valid/official birth record
 - ii. Social Security card
 - iii. copy of final transcript

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

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

- a. copy of the recorded deed (or agreement for deed), or documentation from the Property Appraiser's office, current lease or rental agreement, or a notarized letter from the landlord or owned residence
- b. copy of current electric, water, cable, or landline phone
- c. If applicable, legal documents, i.e. a copy of the current judgment of divorce (dissolution of marriage) or other court order establishing the right of custody should be presented at the time of enrollment.

3. Verifying Residence:

All addresses and changes of address are subject to verification by the School Board. All student residence

addresses and all documents submitted for verification are subject to validation by district staff. When a change of address occurs after initial enrollment, verification of the new residence is required. Changing high school attendance zones may affect athletic eligibility according to the rules and regulations of the FHSAA. Students who are suspected of residing outside of Okeechobee County, Florida, or in an attendance zone other than the student attendance zone for the school they are attending, will be reported to the district investigator for a residency determination investigation.

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

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

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

4. Divorced/Separated Parents:

a. divorced parents:

ONE or more of the following documents:

- i. certified copy of the final judgment of divorce
- ii. court custody order/parenting plan
- iii. court guardianship order
- iv. other such document establishing the right of custody

b. separated parents:

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

5. Entry to The Okeechobee County School Board from Public or Private Schools Within the State:

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

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

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

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

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

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

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

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

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

Services are available for exceptional education students through the semester in which they turn 22 or they earn a standard diploma. In any instance consistent with the previous provision that admission or continued enrollment is denied, school personnel shall make recommendations for appropriate alternatives that would provide the student with a means to continue his/her education.

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

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

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

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

The Board is not responsible for the transportation of students in a home education program/private school

to or from the school. The school principal will establish the time and place for the arrival and departure of these students. Students who are co-enrolled are subject to all applicable rules and regulations pertaining to full-time students.

Enrollment Guidelines

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

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

- a. Evidence of a medical exam completed no less than 12 months prior to the child's school entry date. As long as the medical exam meets this 12-month requirement, parents may submit this information on the School-Entry Health Exam Form ([DH 3040](#)) or provide a copy of the exam obtained from their current physician before moving to Florida. This form and the accompanying guide are available by searching online at [School Entry Form](#)
- b. Official documentation that the parent(s) or guardian(s) is a legal resident(s) of the school district attendance area.
- c. Evidence of Birth
- d. All students entering the District (K-12) for the first time will be required to submit evidence confirming their date of birth. If the first prescribed evidence is not available, the next evidence in the order set forth below shall be accepted:
 - i. Duly attested transcript of the child's birth record filed according to law (birth certificate). A duly attested transcript of a certificate of baptism must show the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent.
 - ii. An insurance policy on the child's life that has been in force for at least two (2) years.
 - iii. A bonafide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent.
 - iv. A passport or certificate of arrival in the United States showing the age of the child.
- e. A transcript of the record of age shown in the child's school record of at least four years prior to application, stating the date of birth.
 - v. If none of this evidence can be produced, an affidavit of age, sworn to by the parent, accompanied by a certificate of age signed by a public health officer or a licensed physician or county health official which shall state that the physician has examined the child and believes that the age as stated in the affidavit is substantially correct.

1. Kindergarten:

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

2. First Grade Admission

Per [1003.21 F.S.](#), any child who has attained the age of six (6) years on or before September 1st of the school year and who has been enrolled in a public school or who has attained the age of six (6) years on or before September 1st and has satisfactorily completed the requirements for kindergarten in a nonpublic school, or who otherwise meets the criteria for admission or transfer in a manner similar to

that applicable to other grades, shall progress according to the District's Student Progression Plan.

Students transferring to first grade from a kindergarten program other than the one offered by the District will need written verification of satisfactory completion of kindergarten from the public or nonpublic school attended. Verification forms are available at each elementary school.

A student who has not completed Kindergarten and who is age-eligible for first grade may enroll in first grade upon evaluation by and approval of the school administrative staff.

3. Underage Transfers from Out-of-State Kindergarten to First Grade

Per [Rule 6A-1.0985](#), Florida Administrative Code (F.A.C.), entry into kindergarten and first grade by Out-of-State Transfer Students, kindergarten and first-grade students transferring from another state who do not meet the Florida age requirements must comply with rules established by the Florida Department of Education. District requirements are:

- a. Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection (c).
- b. Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring and if the transfer of the student's academic credit is acceptable under rules of the School Board. Prior to admission, the parent or guardian must also provide the data required in subsection (c).
- c. In order to be admitted to Florida schools, a student transferring from an out-of-state school must provide the following data:
 - i. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
 - ii. An official letter or transcript from the proper school authority that shows record of attendance, academic information, and grade placement of the student; iii. Evidence of immunization against communicable diseases as required in [1003.22, F.S.](#);
 - iv. Evidence of date of birth in accordance with [1003.21, F.S.](#); and
 - v. Evidence of a medical examination completed within the last twelve (12) months in accordance with [1003.22F.S.](#)

4. Initial Entry to Grades K to 8

Students transferring within county district schools in grades kindergarten through eight will be eligible for the previous district school's recommended grade placement if the district criteria for transfer are met.

5. Any student who has been officially promoted or assigned to grade 9 will be admitted to high school.

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

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

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

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

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

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

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

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

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

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

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

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

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

12. Enrollment in Hope Scholarship Program:

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

Section [1002.40](#), Florida Statutes (F.S.), provides the parent of a public school student who was subjected to an incident of bullying or violence (a complete list of incidents is found in section [1002.40\(3\)](#), F.S.), an opportunity to transfer to another public school or request a scholarship for the student to enroll in and attend a participating private school. The law states in part, Upon receipt of a report of an incident, the school principal, or his or her designee, shall provide a copy of the report to the parent and investigate the incident to determine if the incident must be reported as required by [s.1006.09\(6\)](#). Within 24 hours after receipt of the report, the principal or his or her designee shall provide a copy of the report to the parent of the alleged offender and to the superintendent. Upon conclusion of the investigation or within 15 days after the incident was reported, whichever occurs first, the Okeechobee County School Board shall notify the parent of the

program and offer the parent an opportunity to enroll his or her student in another public school that has the capacity or to request and receive a scholarship to attend an eligible private school, subject to available funding. The school district in which the student resides must notify each student (and parent) participating in the program in an eligible private school of the location and times to take all statewide assessments.

13. Enrollment in Reading Scholarship Accounts - [Florida Statute 1002.411](#):

Effective July 1, 2022, the New Worlds Reading Scholarship Accounts expands eligibility to include public school students enrolled in kindergarten through grade 5 who have a substantial reading deficiency identified under [s. 1008.25\(5\)\(a\), F.S.](#), or who scored below a Level 3 on the statewide, standardized English Language Arts (ELA) assessment in the prior school year.

What is the amount of a New Worlds Reading Scholarship Account?

For the 2022-2023 school year, the amount of the scholarship is \$500 per eligible student.

How do I apply for a New Worlds Reading Scholarship Account?

To apply for funding, a parent must submit an application to an eligible scholarship funding organization directly.

For the 2022-23 school year [Step Up For Students](#) will be the only Scholarship Funding Organization administering this scholarship program.

The eligible expenditures for reimbursement are:

- Instructional materials;
- Curriculum;
- Tuition and fees for part-time tutoring services. The services shall be provided by a person who holds a valid teaching certificate pursuant to [s. 1012.56, F.S.](#); a person who holds a baccalaureate or graduate degree in the subject area; a person who holds an adjunct teaching certificate pursuant to [s. 1012.57](#); or a person who has demonstrated a mastery of subject area knowledge pursuant to [s. 1012.56\(5\)](#);
- Fees for specialized summer education programs designed to improve reading or literacy skills; and
- Fees for after-school education programs designed to improve reading or literacy skills.

14. Enrollment in Family Empowerment Scholarship

On March 27, 2023, Governor Ron DeSantis signed into law House Bill (HB) 1, which expands available school choice options for all students in Florida. As of the 2023-24 school year, the bill eliminates financial eligibility restrictions and the current enrollment cap for the Family Empowerment Scholarship Educational Options. HB 1 also increases the annual scholarship cap growth for the Family Empowerment Scholarship for Students with Unique Abilities from one percent to three percent annually to address high demand and wait lists.

With these expansions along with other school choice options, Florida is empowering every family and every child to achieve their educational goals.

Family Empowerment Scholarship for Educational Options

This branch of scholarship eligibility provides additional educational options for all K -12 students, such as attending a participating private school. Families apply and annually renew through one of the approved scholarship funding organizations (SFO), which is responsible for determining and distributing funding. FES EO also offers families of eligible students the option to receive a \$750 scholarship to provide transportation to a public school different from

the school to which the student was assigned.

- [Educational Options FAQs \(PDF\)](#)

Family Empowerment Scholarship for Students with Unique Abilities

This branch of the Family Empowerment Scholarship Program is designed to offer families of students with disabilities, as young as 3 years of age, access to additional education options. Families may choose to enroll their student in another public school, or they may choose to take the opportunity to receive a personal education savings account (ESA) for their student. With an ESA, instead of having their child attend a public school, parents receive a deposit of public funds into government-authorized savings accounts with restricted, but multiple, uses. An ESA can be used to fund not only items such as private school tuition and fees but also online learning programs, private tutoring, community college costs, higher education expenses and other approved customized learning services and materials. Families apply and annually renew for participation in FES UA through one of the approved SFOs, which are responsible for determining eligibility, awarding and distributing funding to eligible student accounts, and approving eligible expenditures.

- [Unique Abilities FAQs \(PDF\)](#)

How do I apply?

If you are interested in applying for either branch of the Family Empowerment Scholarship Program, please contact one of the two scholarship funding organizations that administers these programs:

[A.A.A. Scholarship Foundation- FL, LLC](#)

P.O. Box 15719, Tampa, FL 33684

Phone/Fax: 888-707-2465

info@aaascholarships.org

[Step Up For Students](#)

P.O. Box 54367

Jacksonville, FL 32245-4367

877-735-7837

info@stepupforstudents.org

Homeless Students/Families in Need (FIN)

Students who are homeless, including homeless unaccompanied youth, are permitted to enroll in the Okeechobee County Schools and must not be placed in a separate school or program within a school based on their homeless status.

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

Students who are homeless may choose to attend the school they attended at the time they became homeless. Those students who elect to do this shall be provided transportation if needed. As an alternative, students who are homeless may choose to enroll in the school zoned for the attendance area where they reside. Regardless of which school a homeless student chooses to attend, he/she shall be permitted to immediately enroll, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as previous academic records, immunizations, medical records, and proof of residency. The enrolling school must immediately contact the school last attended by the homeless student to obtain relevant records. The student has 30 days to produce these documents after enrollment. If the student needs immunization

records, the enrolling school shall immediately refer the student to the school nurse or school social worker for assistance.

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

Foster Students/Families in Need (FIN)

The Every Student Succeeds Act (ESSA) defines and outlines federal mandates that emphasize educational protections for children in foster care. Students in foster care are defined as children and youth in the care of the Department of Children and Families due to abuse, neglect, or abandonment. These students are permitted to enroll in Okeechobee County Schools and must not be placed in a separate school or program within a school based on their foster care status. Children and youth in foster care are provided services comparable to those offered to other students enrolled in Okeechobee County to ensure they have an equal opportunity to meet student academic achievement standards. All foster care students are eligible for free breakfast and lunch. School of enrollment for foster care students is based on the result of the federally mandated Best Interest Determination conference involving the OCSB, Department of Children and Families, Community Based Care liaisons, and others who have an interest/contribution. Foster students may have the option to attend the school they attended at the time they were placed in DCF care (school of origin). If needed, transportation shall be provided to the school of origin. As an alternative, a foster student may have the option to enroll in the school zoned for the attendance area where they reside. If the student needs immunization records, the enrolling school shall immediately refer the student to the school nurse or school social worker for assistance.

Transfer/Withdrawals

1. Within Okeechobee County Schools:

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

For Enrollment: The Student Services Office must approve all zone waiver forms. [District Policy 5.20 Controlled Open Enrollment](#) outlines the components of the Controlled Open Enrollment procedures.

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

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

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

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

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

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

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

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

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

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

Schools must be five years of age on or before September 1 and provide proof of immunization and meet first entry to the State of Florida criteria.

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

Students must be provided at least ninety (90) days from the date of transfer to prepare for assessments outlined in paragraphs c (3) and (4) of this rule if required.

6. Neither the student nor parent(s) reside within Okeechobee County and the student wishes to transfer into Okeechobee County Schools while maintaining residence outside of the county:

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

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

7. Procedures for maintenance and transfer of student records [1003.25](#)

- (1) Each principal shall maintain a permanent cumulative record for each student enrolled in a public K-12 school. Such record shall be maintained in the form, and contain all data, prescribed by rule by the State Board of Education. The cumulative record is confidential and exempt from the provisions of s. [119.07](#)(1) and is open to inspection only as provided in chapter 1002.
- (2) The procedure for transferring and maintaining records of students who transfer from school to school is prescribed by the rules of the State Board of Education. The transfer of records must occur within 5 school days. The records must include, if applicable:
 - (a) Verified reports of serious or recurrent behavior patterns, including any threat assessment report, all corresponding documentation, and any other information required by the Florida-specific behavioral threat assessment instrument pursuant to s. [1001.212](#)(12) which contains the evaluation, intervention, and management of the threat assessment evaluations and intervention services.
 - (b) Psychological evaluations, including therapeutic treatment plans and therapy or progress notes created or maintained by school district or charter school staff, as appropriate.
- (3) Procedures relating to the acceptance of transfer work and credit for students shall be prescribed by rule by the State Board of Education.

8. Grade Placement:

When a student transfers into Okeechobee County Schools from an out-of-district public or nonpublic school, the student may be academically screened as per Section II.A.1 (b). Testing results will be shared with the parent. **The principal shall have the final decision regarding student placement.**

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

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

9. Classroom Placement of Multiple Birth Siblings

- a. The parents of multiple birth siblings who are assigned to the same grade level and school may request in writing that the school place the siblings in the same classroom or in separate classrooms. The request must be made no later than 5 days before the first day of each school year or 5 days after the first day of attendance of students during the school year if the students are enrolled in the school after the school year commences.
- b. The school may recommend to the parent the appropriate classroom placement for multiple birth

siblings and may provide professional educational advice to assist the parent with the decision regarding appropriate classroom placement.

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

The principal shall have the final decision regarding student placement.

9. Transfer of High School Credits

- a. All evidence of work or credits earned at another school, community college, or university offered for acceptance will be based on an official transcript authenticated by the proper school authority.
- b. Work or credits from all schools or institutions will be accepted at face value, subject to validation if required by the receiving 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.
- c. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Credits and grades earned from unaccredited schools shall be accepted at face value if submitted on an official transcript. An official transcript is sent directly from the past administrator to the present administrator and should clearly identify the school, the student, the course number, the date the course was taken, the credit earned, and the grade in each course. The transcript should be on official school letterhead and/or be embossed with the school seal. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.
- d. 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:
 - i. Portfolio evaluation by the superintendent or designee;
 - ii. Written recommendation by a Florida-certified teacher selected by the parent and approved by the principal;
 - iii. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - iv. Demonstrated proficiencies on nationally normed standardized subject area assessments;
 - v. Demonstrated satisfactory achievement on the 10th-grade state standardized reading assessment and/or End-of-Course Exams (EOC);
 - vi. Written review of the criteria used for a given subject provided by the former school. Students must be provided at least 90 days from the date of transfer to prepare for assessments outlined in paragraphs (d) (4) and (d) (5) if required.
- e. The requirements of the School Board will not negatively affect transfer students provided the student has met all requirements of the school district or state from which he/she is transferring and provided that the student was enrolled elsewhere for at least one (1) grading period. A student must meet The OCSB's graduation requirements for the grading periods including passing scores on

required tests, 10th grade state standardized English language arts assessment, and/or End-of-Course Exams.

- f. In cases where students are unable to provide an official letter, transcript, or transfer grade, it will be the responsibility of the principal to assign credit. Comprehensive tests or course recovery work demonstrating mastery of standards from the missing quarter may be required.

10. Home Education

- a. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Credits and grades earned from unaccredited schools shall be accepted at face value if submitted on an official transcript. An official transcript is sent directly from the past administrator to the present administrator and should clearly identify the school, the student, the course number, the date the course was taken, the credit earned, and the grade in each course. The transcript should be on official school letterhead and/or be embossed with the school seal. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.
- b. In order to receive credit for any course completed within the past year, a student shall pass a school-based competency exam if an examination is available for the subject. For those subjects where a test is not available, a curriculum outline, materials used, samples of work generated, and an indication of time devoted to the study of the course shall be required.
- c. In order to receive credit for any course completed prior to the past year, the principal/designee shall use discretion in determining whether a final examination shall be required.
- d. Credit granted for courses shall receive Pass/Fail grades only.
- e. Credit for courses shall not carry the Honors designation. However, should a student earn an "A" or "B" on a school-based competency exam in an honors course, the honors designation will be provided. (The student would receive a "Pass" grade). The Advanced Placement designation will only be provided if the student has taken the relevant Advanced Placement examination and earned a score of 3 or higher on that exam.
- f. Home education students transferring into The OCSB during their last academic year prior to graduation must be co-enrolled in a minimum of 4 OCSB courses and earn a minimum of 4 OCSB credits in order to receive a diploma from the district.
- g. Students with credit awarded for home education programs shall be eligible to be ranked in their graduation class only if enrolled by the fall semester of their senior year.
- h. Home education students may participate in dual enrollment, Okeechobee County Virtual School (OVS) (if requirements are met), Florida Virtual School (FLVS), career and technical courses (if there are seats available in the course(s) requested), early admission, and credit by examination/Credit Acceleration Program (CAP). Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of [Florida Statutes 1002.41](#).
- i. A home education student is eligible to participate in the interscholastic extracurricular activities at the public school that he or she would be assigned to attend based on the district's attendance area policy provided the student meets the requirements of the home education program. [Florida Statutes 1002.41](#).

11. Enrollment Termination

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the District School Board. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the District School Board. [Florida Statutes 1003.21](#).

The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The school district must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. The student's school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that 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. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

12. Absences

Examples of excused absences are:

- Personal illness of the student (medical evidence may be required by the principal or designee for absences exceeding five (5) consecutive days);
- Court appearance of the student;
- Medical appointment of the student;
- An approved school activity;
- Insurmountable conditions. Insurmountable conditions are extreme weather conditions, communicable disease outbreaks, and local conditions determined by the OCSB which, after taking into account the materials circumstances, would render impracticable a student's attendance at school; ([F.A.C. 6A-1.09513](#))
- Other absences with prior approval of the principal or designee;
- Attendance at a center under Children and Families Services supervision;
- Significant community events with prior permission of the Principal;
- Religious instruction or religious holiday;
- Death in the immediate family. Immediate family shall be defined as father, mother, son, daughter, sister, brother, aunt, uncle, first cousin, niece, nephew, husband, wife, father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in law, stepfather, stepmother, stepbrother, stepsister, stepson, stepdaughter, half brother, or half-sister;
- An accident resulting in bodily injury to the student; and/or
- Extenuating circumstances determined by the Principal or designee in accordance with State laws and School Board rules.

Reporting an Absence

- a. It shall be the responsibility of each student's parent/guardian to explain the student's absence to the attendance office or school by a written note (including email), or by personal visitation to the school no later than three days after the student's return to school. Excessive absences will be reviewed by the attendance review committee.
- b. School attendance personnel will make an effort to contact the parent/guardian whenever a student's absence has not been verified.

Home/Hospital

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

Interstate Compact on Educational Opportunity for Military Children- [1000.36 \(3\), F.S.](#)

For the purpose of explanation, the following information related to educational opportunity for military children was taken verbatim from [1000.36 \(3\) F.S.](#)

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 by:

- A. Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school district or variations in entrance or age requirements.
- B. Facilitating the student placement process through which children of military families are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content, or assessment.
- C. Facilitating the qualification and eligibility for enrollment, educational programs, and participation in extracurricular academic, athletic, and social activities.
- D. Facilitating the on-time graduation of children of military families.
- E. Providing for the adoption and enforcement of administrative rules implementing this compact.
- F. Providing for the uniform collection and sharing of information between and among member states, schools, and military families under this compact.
- G. Promoting coordination between this compact and other compacts affecting military children.
- H. Promoting flexibility and cooperation between the educational system, parents, and the student in order to achieve educational success for the student.

As used in this compact, unless the context clearly requires a different construction, the term:

- A. "Active duty" means the full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to [10 U.S.C. ss. 1209 and 1211](#).
- B. "Children of military families" means school-aged children, enrolled in kindergarten through 12th grade, in the household of an active-duty member.
- C. "Compact commissioner" means the voting representative of each compacting state appointed under Article VIII of this compact.
- D. "Deployment" means the period 1 month before the service members' departure from their home station on military orders through 6 months after return to their home station.
- E. "Educational records" or "education records" means those official records, files, and data directly related to a student and maintained by the school or local education agency, including, but not limited to, records encompassing all the material kept in the student's cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.
- F. "Extracurricular activities" means a voluntary activity sponsored by the school or local education agency or an organization sanctioned by the local education agency. Extracurricular activities include but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.
- G. "Interstate Commission on Educational Opportunity for Military Children" means the commission that is created under [Article IX](#) of this compact, which is generally referred to as the Interstate Commission.

- H. "Local education agency" means a public authority legally constituted by the state as an administrative agency to provide control of, and direction for, kindergarten through 12th grade public educational institutions.
- I. "Member state" means a state that has enacted this compact.
- J. "Military installation" means a base, camp, post, station, yard, center, or homeport facility for any ship, or other activity under the jurisdiction of the Department of Defense, including any leased facility, which is located within any of the several states, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and any other United States Territory. The term does not include any facility used primarily for civil works, rivers, and harbors projects, or flood control projects.
- K. "Nonmember state" means a state that has not enacted this compact.
- L. "Receiving state" means the state to which a child of a military family is sent, brought, or caused to be sent or brought.
- M. "Rule" means a written statement by the Interstate Commission adopted under Article XII of this compact which is of general applicability, implements, interprets, or prescribes a policy or provision of the compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of statutory law in a member state, and includes the amendment, repeal, or suspension of an existing rule.
- N. "Sending state" means the state from which a child of a military family is sent, brought, or caused to be sent or brought.
- O. "State" means a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, C. "Compact commissioner" means the voting representative of each compacting state appointed under Article VIII of this compact.
- P. "Student" means the child of a military family for whom the local education agency receives public funding and who is formally enrolled in kindergarten through 12th grade.
- Q. "Transition" means
 - a. The formal and physical process of transferring from school to school; or
 - b. The period of time in which a student moves from one school in the sending state to another school in the receiving state.
- R. "Uniformed services" means the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.
- S. "Veteran" means a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

Except as otherwise provided in Section C, this compact applies to the children of:

1. 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](#);
2. 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
3. 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.
4. This interstate compact applies to local education agencies.
5. 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, except as provided in Section A;
 - Veterans of the uniformed services, except as provided in Section A; 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.

Eligibility

- A. When considering the eligibility of a child for enrolling in a school:
 - 1. 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.
 - 2. 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.
 - 3. 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 was enrolled while residing with the custodial parent.
- B. State and local education agencies must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

Graduation

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

- A. Local education agency administrative 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 coursework so that graduation may occur on time.
- B. States shall accept exit or end-of-course exams required for graduation from the sending state; national norm-referenced achievement 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, then the provisions of Article VII, Section C shall apply.
- C. 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 of 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 accordance with Sections A and B of this Article.

Assistance to Transitioning Students from Military Families- [1003.05 \(3\), F.S.](#)

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.

Grade Placement

Grade placement/promotion will be determined by the principal/designee.

Grade placement must be formally reported to each student and his or her parent or legal guardian. Possible alternatives and credit checks should be reported to the parent by the end of the third quarter of the school year. At the end of each semester, the parent or guardian of each student in grades 9-12 who has a cumulative grade point average between 2.0 and 2.5 shall be notified that the student is at risk of not meeting the requirements for graduation. At the end of each semester, the parent or guardian of each student in grades 9-12 who has a cumulative grade point average of less than 2.0 shall be notified, *in writing*, that the student is at risk of not meeting the requirements for graduation.

All grade placement decisions must be formally posted on the student's transcript. Copies of letters concerning grade placement must be placed in the cumulative folder.

Students of compulsory school attendance age, who wish to enter or re-enter a public school from a home education program, will be screened by the local school prior to enrollment to determine the most appropriate grade level placement. Criteria to be considered may include age, standardized achievement test results, state student assessment tests, previous records in public and private schools, and evidence from the student's portfolio of work, which must include a log, made contemporaneously with the instruction, which designates by title the reading materials used and samples of any writings, worksheets, workbooks and creative materials used or developed by the student. This portfolio must document mastery of performance standards as prescribed by the State of Florida's adopted curriculum standards. The local school will be responsible for determining grade-level placement and promotion decisions. In no instance shall the placement be automatic, based solely on the recommendation of the home educator. This placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work. The final decision with regard to promotion and/or placement will be determined by the school site principal. If the parent does not agree with the placement, he/she may appeal the decision to the Superintendent/Designee for a final decision.

Grade placement of all students who appear to be having difficulty meeting promotion requirements shall be carefully evaluated by the professional staff regarding eligibility for exceptional, alternative, or other student education services. Each school principal must consider student proficiency in reading, writing, science, and mathematics when making promotion decisions. The principal will determine the appropriate alternative placement for a student who has been retained for two or more years.

The course or grade evaluation procedure for student grades shall be explained to the student at the beginning of each year or semester. The procedures must be developed and administered on a school-wide basis by the principal.

Retention is the assignment of a student to the same grade level for the next school year. If a student is retained, it must be in a program different from the previous year's program. Social promotion is prohibited.

If a student has failed to complete grade level requirements, the principal may determine that placement in the next grade level may be in the best interest of the student. A student may be promoted and remediated during the following year with more intensive intervention and remediation strategies specified in a revised progress monitoring plan. The student's cumulative record and report card shall indicate promotion with remediation, the name of the school administrator who authorized the placement, and the reason for doing so. In the event of a school transfer, this information shall be specifically directed to the principal of the receiving school.

Early Warning System —[1001.42](#)

1. A school that serves any students in kindergarten through grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:
 - a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
 - b. One or more suspensions, whether in school or out of school.
 - c. Course failure in English Language Arts or Mathematics during any grading period.
 - d. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency under s. [1008.25\(5\)\(a\)](#).

Grading

Per [1003.33, F.S.](#) for report cards and end-of-year status:

- (1) Each district school board shall establish and publish policies requiring the content and regular issuance of student report cards for all elementary school, middle school, and high school students. These report cards must clearly depict and grade:
 - (a) The student's academic performance in each class or course, which in grades 1 through 12 must be based upon examinations as well as written papers, class participation, and other academic performance criteria, and must include the student's performance or nonperformance at his or her grade level.
 - (b) The student's conduct and behavior.
 - (c) The student's attendance, including absences and tardiness.
- (2) A student's final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

Grades are an indication of what students know and are able to do in relation to the standards; grades should be balanced among the grading categories over the course of the nine weeks/semester, and directly correlate to course standards. Secondary grades are entered into the gradebook as a percentage out of 100; hence, final grades shall not be greater than 100%. It is recommended that each student receives at least one grade per week and grades should be balanced among the grading categories over the course of the nine weeks/semester. The principal or designee shall conduct periodic reviews of gradebooks to ensure equity in grading procedures.

Report Cards/Progress Reports are issued quarterly in accordance with the Okeechobee County School District Calendar, which is made available to schools and parents.

Inclusion Grades: Exceptions 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 the 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 of the IEP appropriate for the documented levels of performance?

State Academic Standards

The standards that establish the core content of the curricula to be taught and the core content knowledge and skills that K 12 public school students are expected to acquire are approved by the Florida Department of Education. Standards are posted on www.cpalms.org.

Florida Statute [1003.42](#) Required Instruction.—

- (1)(a) Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts. The state board must remove a middle-grade course in the Course Code Directory that does not fully integrate all appropriate curricular content required by [s. 1003.41](#) and may approve a new course only if it meets the required curricular content.
- (b) All instructional materials, as defined in [s. 1006.29\(2\)](#), used to teach reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment, as part of the courses referenced in subsection (5), must be annually approved by a district school board in an open, noticed public meeting.
- (2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:
 - (a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
 - (b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the Constitution provides the structure of our government.
 - (c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
 - (d) Flag education, including proper flag display and flag salute.
 - (e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
 - (f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a

new nation based largely on the universal principles stated in the Declaration of Independence.

- (g) 1. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in [s. 1000.05\(8\)](#), and the prevention of anti-Semitism. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's Task Force on Holocaust Education or from any state or nationally recognized Holocaust educational organizations. The department may contract with any state or nationally recognized Holocaust educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.
2. The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
- (h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or the state academic standards. [Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met.](#) The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force [or from any state or nationally recognized-African-American educational organizations.](#) [The department may contract with any state or nationally-recognized African-American educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.](#)
- (i) [The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.](#)

- (j) The elementary principles of agriculture.
- (k) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
- (l) Kindness to animals.
- (m) The history of the state.
- (n) The conservation of natural resources.
- (o) Comprehensive age-appropriate and developmentally appropriate K-12 instruction on
 - 1. Health education that addresses concepts of community health, consumer health, environmental health, and family life, including
 - a. Injury prevention and safety.
 - b. Internet safety.
 - c. Nutrition.
 - d. Personal health.
 - e. Prevention and control of disease.
 - f. Substance use and abuse.
 - g. Prevention of child sexual abuse, exploitation, and human trafficking.
 - 2. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.
 - 3. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.
 - 4. Life skills that build confidence, support mental and emotional health and enable students to overcome challenges, including
 - a. Self-awareness and self-management.
 - b. Responsible decision-making.
 - c. Resiliency.
 - d. Relationship skills and conflict resolution.
 - e. Understanding and respecting other viewpoints and backgrounds.
 - f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.
 - 5.
 - a. For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet.
 - b. The Department of Education shall make available online the instructional material being used pursuant to this subparagraph, and each district school board shall notify parents of its availability.

Health education and life skills instruction and materials may not contradict the principles enumerated in subsection (3).

- (p) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.
- (q) The study of Hispanic contributions to the United States.
- (r) The study of women's contributions to the United States.

- (s) The nature and importance of free enterprise to the United States economy.
- (t) Civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in [s. 101.151\(9\)](#).
- (u) In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. Instructional programming that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other schoolwide character building and veteran awareness initiative meets the requirements of paragraph (u).

- (3) The Legislature acknowledges the fundamental truth that all persons are equal before the law and have inalienable rights. Accordingly, instruction and supporting materials on the topics enumerated in this section must be consistent with the following principles of individual freedom:
 - (a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
 - (b) No race is inherently superior to another race.
 - (c) No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.
 - (d) Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
 - (e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
 - (f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, or committed in the past by other members of the same race or sex.

Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination, including how recognition of these freedoms have overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles of this subsection or state academic standards.

- (4) The State Board of Education shall develop or adopt a curriculum to inspire future generations through motivating stories of American history that demonstrate important life skills and the principles of individual freedom that enabled persons to prosper even in the most difficult circumstances. This curriculum shall be known as "Stories of Inspiration" and made available to schools to implement the requirements of subsection (3).
- (5) Any student whose parent makes a written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum that reflects local values and concerns. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption. The home page must include a link for a student's parent to access

and review the instructional materials, as defined in s. [1006.29\(2\)](#), used to teach the curriculum.

- (6) Each school district must submit an implementation plan to the commissioner and post the plan on the school district's website. The implementation plan must include all of the following:
- (a) The methods in which instruction will be delivered for each grade level.
 - (b) The professional qualifications of the instructional personnel.
 - (c) A description of the instructional materials.
- (7) The commissioner or the department must notify a school district if its implementation plan required under subsection (6), or a school district's reported instruction, does not meet the requirements of subsection (2) or established rules. The school district has a minimum of 45 days after receipt of such notice to submit revisions to its implementation plan to the department.
- (8) The State Board of Education may initiate any of the actions under s. [1008.32\(4\)](#) if a school district fails to comply with the requirements of subsection (2) or established rules.

Additional Required Instruction

September 11th is "9/11 Heroes Day" [HB 1537](#) On this day, public schools are required to receive at least 45 minutes of instruction on associated topics.

Asian American and Pacific Islander history with specified topics [HB 1537](#).

Financial Literacy Instruction in schools [SB 1054](#) Financial Literacy Instruction in Public Schools; Citing this act as the "Dorothy L. Hukill Financial Literacy Act"; revising the requirements regarding financial literacy for the Next Generation Sunshine State Standards; revising the required credits for a standard high school diploma to include one-half credit of instruction in personal financial literacy and money management and seven and one-half, rather than eight, credits in electives; modifying the requirements for the award of a standard high school diploma for Academically Challenging Curriculum to Enhance Learning options, etc.

Technology in K-12 Public Schools [CS/HB 379](#) Public schools are to provide instruction for students in grades 6-12 on the social, emotional, and physical effects of social media.

Schools are required to provide basic training in first aid, including cardiopulmonary resuscitation (CPR), for all students in grade 9 and grade 11. Instruction in the use of CPR must be based on a one-hour, nationally recognized program that uses the most current evidence-based emergency cardiovascular care guidelines. The instruction must allow students to practice the psychomotor skills associated with performing cardiopulmonary resuscitation and use an automated external defibrillator when a school district has the equipment necessary to perform the instruction [\(1003.453 F.S.\)](#)

In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable. Additionally, all public schools in the state are encouraged to coordinate, at all grade levels, instruction related to:

- recognizing our nation's founding fathers during "American Founders' Month" in September [\(1003.44 F.S., 683.1455 F.S.\)](#).
- celebrating "Freedom Week" during the last full week in September [\(1003.421 F.S.\)](#)
- teaching about the *U.S. Constitution* on September 17 of each year (Pub. L. No. 108– 447).

Any student whose parent makes a written request to the school principal shall be exempted from participating in the aforementioned activities and shall not be penalized by reason of that exemption.

November 7th of each year shall be suitably observed in schools as a day honoring the 100 million people who have fallen victim to communist regimes across the world.

[Rule 6A.1.09401](#) - An act relating to "Victims of Communism Day"; creating [s. 683.334, F.S.](#); requiring the Governor to proclaim November 7 of each year as "Victims of Communism Day"; requiring the day to be observed in public schools and by public exercise; requiring a day other than November 7 to be observed by public schools under a specified circumstance; requiring certain high school students to receive specified instruction; requiring the State Board of Education to adopt certain revised social studies standards by a specified date; providing an effective date.

[1002.3105](#) Academically Challenging Curriculum to Enhance Learning (ACCEL) options.—

(1) ACCEL OPTIONS.—

- (a) Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.
- (b) At a minimum, each school must offer the following ACCEL options: whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under [s. 1003.4295](#). Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; rigorous industry certifications that are articulated to college credit and approved pursuant to [s. 1003.492](#) and [1008.44](#); work-related internships or apprenticeships; curriculum compacting; advanced-content instruction; and telescoping curriculum.

(2) ELIGIBILITY AND PROCEDURAL REQUIREMENTS.—

- (a) *Principal determined eligibility requirements.—*
 1. Each principal must establish student eligibility requirements for virtual instruction in higher grade-level subjects. Each principal must also establish student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school.
 2. If a school offers enriched STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, advanced-content instruction, telescoping curriculum, or an alternative ACCEL option established by the principal, the principal must establish student eligibility requirements.
- (b) *School district-determined eligibility and procedural requirements.—*A school district must establish student eligibility requirements and procedural requirements for any whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school. Student eligibility requirements and procedural requirements established by the school district must be included in the school district's comprehensive student progression plan under [s. 1008.25](#).

(3) STUDENT ELIGIBILITY CONSIDERATIONS.—When establishing student eligibility requirements, principals and school districts must consider, at a minimum:

- (a) The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to [s. 1008.22](#).
- (b) The student's grade point average.
- (c) The student's attendance and conduct record.
- (d) Recommendations from one or more of the student's teachers in core-curricula courses as defined in [s. 1003.01\(14\)\(a\)-\(e\)](#).
- (e) A recommendation from a certified school counselor if one is assigned to the school in which the student is enrolled.

(4) ACCEL REQUIREMENTS.—

- (a) Each principal must inform parents and students of the ACCEL options available at the school and the student eligibility requirements for the ACCEL options established pursuant to paragraph (2)(a).
- (b)1. Each principal must establish a process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; or an alternative ACCEL option established by the principal. If the parent selects one of these ACCEL options and the student meets the eligibility requirements established by the principal pursuant to paragraph (2)(a), the student must be provided the opportunity to participate in the ACCEL option.
- 2. Each school district must establish a process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school. If the parent selects one of these ACCEL options and the student meets the eligibility and procedural requirements set forth in the district's comprehensive student progression plan, as required under paragraph (2)(b), the student must be provided the opportunity to participate in the ACCEL option.
- (c) If a student participates in an ACCEL option pursuant to the parental request under subparagraph (b)1., a performance contract must be executed by the student, the parent, and the principal. At a minimum, the performance contract must require compliance with:
 - 1. Minimum student attendance requirements.
 - 2. Minimum student conduct requirements.
 - 3. ACCEL option requirements established by the principal, which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.
- (d) If a principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract, pursuant to paragraph (c), is not required when a principal initiates participation but may be used at the discretion of the principal.
- (5) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who meets the following grade 9 cohort graduation requirements shall be awarded a standard high school diploma in a form prescribed by the State Board of Education:
 - (a) The applicable grade 9 cohort graduation requirements of [s. 1003.4282\(3\)\(a\)-\(e\)](#);
 - (b)1. For a student who enters grade 9 before the 2023-2024 school year, earn three credits in electives; or
 - 2. For a student who enters grade 9 in the 2023-2024 school year and thereafter, earn two and one-half credits in electives and one-half credit in financial literacy; and
 - (c) Earn a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

Assessment and Student Progression

According to [1008.22, F.S.](#), the primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction; by students, parents, and teachers to guide learning objectives; by education researchers to assess national and international education comparison data, and by the public to assess the cost-benefit of the expenditure of taxpayer dollars. The program must be designed to:

- (a) Assess the achievement level and annual learning gains of each student in English Language Arts (ELA) and mathematics and the achievement level in all other subjects assessed.
- (b) Provide data for making decisions regarding school accountability, recognition, and improvement of operations and management, including schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs.
- (c) Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school.
- (d) Assess how well educational goals and curricular standards are met at the school, district, state,

national, and international levels.

(e) Provide information to aid in the evaluation and development of educational programs and policies.

(f) When available, provide instructional personnel with information on student achievement of standards and benchmarks in order to improve instruction.

Coordinated Screening and Progress Monitoring System

Pursuant to [s. 1008.25](#), the Department of Education, in collaboration with the Office of Early Learning, shall procure and require the use of a statewide, standardized coordinated screening and progress monitoring system for the Voluntary Prekindergarten Education Program and public schools. The system must:

1. Measure student progress in meeting the appropriate expectations in early literacy and mathematics skills and in English Language Arts and mathematics standards as required by [s. 1002.67\(1\)\(a\)](#) and [1003.41](#) and identify the educational strengths and needs of students.
2. For students in the Voluntary Prekindergarten Education Program through grade 3, measure student performance in oral language development, phonological and phonemic awareness, knowledge of print and letters, decoding, fluency, vocabulary, and comprehension, as applicable by grade level, and, at a minimum, provide interval level and norm-referenced data that measures equivalent levels of growth.
3. Be a valid, reliable, and developmentally appropriate computer-based direct instrument that provides screening and diagnostic capabilities for monitoring student progress; identifies students who have a substantial deficiency in reading, including identifying students with characteristics of dyslexia and other learning disorders; and inform instruction. Beginning with the 2023-2024 school year, the coordinated screening and progress monitoring system must be computer-adaptive.
4. Provide data for Voluntary Prekindergarten Education Program accountability as required under [s. 1002.68](#).
5. Provide Voluntary Prekindergarten Education Program providers, school districts, schools, teachers, and parents with data and resources that enhance differentiated instruction and parent communication.
6. Provide baseline data to the department on each student's readiness for kindergarten. The determination of kindergarten readiness must be based on the results of each student's initial progress monitoring assessment in kindergarten. The methodology for determining a student's readiness for kindergarten must be developed by the department and aligned to the methodology adopted pursuant to [s. 1002.68\(4\)](#).
7. Assess how well educational goals and curricular standards are met at the provider, school, district, and state levels and provide information to the department to aid in the development of educational programs, policies, and support for providers, districts, and schools.

Beginning with the 2022-2023 school year, private Voluntary Prekindergarten Education Program providers and public schools must participate in the coordinated screening and progress monitoring system pursuant to this paragraph.

Progress Monitoring System

1. For students in the Voluntary Prekindergarten Education Program through grade 2, the coordinated screening and progress monitoring system must be administered at least three times within a program year or school year, as applicable, with the first administration occurring no later than the first 30 instructional days after a student's enrollment or the start of the program year or school year, the second administration occurring midyear, and the third administration occurring within the last 30 days of the program or school year pursuant to state board rule. The state board may adopt alternate timeframes to address nontraditional school year calendars or summer programs to ensure the coordinated screening and progress monitoring program is administered a minimum of three times within a year or program.

2. For grades 3 through 10 Reading and grades 3 through 8 Mathematics, the coordinated screening and progress monitoring system must be administered at the beginning, middle, and end of the school year pursuant to state board rules. The end-of-year administration of the coordinated screening and progress monitoring system must be a comprehensive progress monitoring assessment administered in accordance with the scheduling requirements under s. [1008.22\(7\)\(c\)](#).
3. To facilitate timely interventions and supports pursuant to subsection (4), the system must provide results from the first two administrations of the progress monitoring to a student's teacher within 1 week and to the student's parent within 2 weeks of the administration of the progress monitoring. Delivery of results from the comprehensive, end-of-year progress monitoring ELA assessment for grades 3 through 10 and Mathematics assessment for grades 3 through 8 must be in accordance with s. [1008.22\(7\)\(h\)](#).
4. A student's results from the coordinated screening and progress monitoring system must be recorded in a written, easy to comprehend individual student report. Each school district shall provide a parent secure access to his or her child's individual student reports through a web-based portal as part of its student information system. Each early learning coalition shall provide parents with the individual student report in a format determined by state board rules.
5. In addition to the information under subparagraph (a)5., the report must also include parent resources that explain the purpose of progress monitoring, assist the parent in interpreting progress monitoring results, and support informed parent involvement.
6. The department shall annually update school districts and early learning coalitions on new system features and functionality and collaboratively identify with school districts and early learning coalitions strategies for meaningfully reporting to parents results from the coordinated screening and progress monitoring system.
7. An individual student report must be provided in a printed format upon a parent's request.

Screening and progress monitoring system results, including the number of students who demonstrate characteristics of dyslexia, shall be reported to the department pursuant to state board rule and maintained in the department's Education Data Warehouse. Results must be provided to a student's teacher and parent in a timely manner as required in s. [1008.22\(7\)](#).

The department, in collaboration with the Office of Early Learning, shall provide training and support for the effective implementation of the screening and progress monitoring system.

Public Reporting

(b) Each district school board must annually publish on the district website the following information on the prior school year:

1. The provisions of this section relate to public school student progression and the district school board's policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment.
3. By grade, the number and percentage of all students retained in kindergarten through grade 10.
4. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b).
5. Any revisions to the district school board's policies and procedures on student retention and promotion from the prior year.

English Language Learners

[6A-6.0902](#) Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners.

(1) Requirements for identification. Each student shall be surveyed upon initial registration in a Florida public school. The survey shall contain the following questions:

- (a) Is a language other than English used in the home?
 - (b) Did the student have a first language other than English?
 - (c) Does the student most frequently speak a language other than English?
- (2) Assessment to determine eligibility for appropriate services and funding.
- (a) Each student who responded “yes” to any question on the home language survey shall be assessed to determine if the student is limited English proficient based on one of the standards set forth in this subsection. Any student identified by the home language survey who also meets one of the standards in subparagraphs (2)(a)1., 2. and 3. of this rule, shall be classified as an English Language Learner (ELL) and shall receive appropriate instruction and funding as specified in Sections 1003.56 and 1011.62, F.S.
 - 1. Any student in grades K through 12 who scores within the limited English proficient range as determined by the publisher’s standards on a Department of Education approved aural and oral language proficiency test or scores below the English proficient level on a Department of Education approved assessment in listening and speaking, shall be classified as an English Language Learner and shall be provided appropriate services. Assessment of each student’s aural and oral proficiency or listening and speaking should be completed as soon as possible after the student’s initial enrollment but not later than twenty (20) school days after the student’s enrollment.
Prospective kindergarten students may be assessed prior to enrollment during a kindergarten roundup evaluation so long as the assessment is given no earlier than May 1 of the calendar year the student will enroll.
 - 2. Any student in grade 3 or above, who scores at or below the 32nd percentile on reading comprehension and writing or language usage subtests of a nationally norm-referenced test or scores below the English proficient level on a Department of Education approved assessment in reading and writing shall be classified as an English Language Learner and provided appropriate services. The assessment in reading and writing shall be completed as soon as possible after initial enrollment, but not later than thirty (30) days after enrollment.
 - 3. Upon request of a parent or teacher, a student who is determined not to be an English Language Learner or any student determined to be an English Language Learner based solely on one reading or writing assessment may be referred to an ELL Committee. The parents’ preference as to whether a student is determined to be an ELL or not to be an ELL shall be considered in the final decision. The ELL Committee may determine a student to be an English Language Learner or not to be an English Language Learner according to consideration of at least two (2) of the following criteria in addition to the test results from subparagraphs (2)(a)1. or 2. of this rule:
 - a. Extent and nature of prior educational or academic experience, social experience, and a student interview,
 - b. Written recommendation and observation by current and previous instructional and supportive services staff,
 - c. Level of mastery of basic competencies or skills in English and heritage language according to local, state, or national criterion-referenced standards,
 - d. Grades from the current or previous years, or
 - e. Test results other than subparagraph (2)(a)1. or 2. of this rule.
 - (b) Any determinations by the ELL Committee shall be contained in a written evaluation with a narrative description of the basis for the decision, which shall be placed in the ELL Student Plan. Such evaluations shall further set forth a plan, which will be implemented, to address the student’s English language needs. The basis and nature of the ELL Committee’s recommendations shall be documented and maintained in the student’s file.
 - (c) An ELL Committee, after notification to the parent of the opportunity to participate in the meeting, shall conduct assessments referred to in subsections (2) and (3) of this rule and recommend an ELL Student Plan for such student.
 - (d) An eligible student shall be reported for ESOL funding as specified in Section 1011.62, F.S.

- (e) Notice. Each school or school district shall provide notice to parents of an ELL identified for participation or participating in a language instruction educational program, within thirty (30) days after the beginning of the school year or, for students who were not identified prior to the beginning of the school year but were identified during the school year, within the first two (2) weeks of the student being placed in a language instruction educational program. The notice shall inform the parent of the following:
1. The reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program,
 2. The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement,
 3. The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction,
 4. How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child,
 5. How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation,
 6. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELLs, and the expected rate of graduation from high school (for students in high schools),
 7. In the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and,
 8. Information pertaining to parental rights that includes written guidance –
 - a. Detailing the right that parents have to have their child immediately removed from such program upon their request,
 - b. Detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and,
 - c. Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

(3) Programmatic Assessment.

- (a) Each student determined to be an ELL shall be further assessed in academic areas so as to aid the student's teacher in developing an appropriate instructional program.
- (b) Each school district shall seek to document the prior schooling experience of ELLs by means of school records, transcripts, and other evidence of educational experiences, and take such experiences into account in planning and providing appropriate instruction to such students. The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district-adopted policies regarding age-appropriate placement shall be followed as are followed for students born in the United States. Should a school district use a placement test for determining appropriate grade or course placement, such assessment may not be based in whole or in part on the student's English language proficiency. Students classified as ELLs shall be placed in the appropriate English for Speakers of Other Language or Language Arts through ESOL course and core subject area courses based on their assigned grade level.
- (c) Any teacher, administrator, parent, or parent's designee may request the convening of an ELL Committee to review the student's progress in attaining necessary subject area competencies or in overcoming persistent deficiencies in overall student performance. The ELL Committee may be reconvened at any time after a student has been served for a semester. The ELL Committee shall make recommendations for appropriate modifications in the student's programming to address problems identified and shall document such modifications in the student's ELL Student Plan.

- (d) Parents have the right to have their child immediately removed from a language instruction educational program and to decline to enroll the student in such a program or choose other instructional options, if available. For purposes of this subparagraph, a “language instruction educational program” means an instruction course in which an ELL is placed for the purpose of developing and attaining English proficiency and which may make instructional use of both English and a child’s heritage language. Nothing herein shall alter the duty of the district to provide qualified, duly certified, or endorsed ESOL instructors in accordance with Rule 6A-1.09441, F.A.C., and the Course Code Directory and Instructional Personnel Assignments that is incorporated by reference therein. If any parent or guardian of an ELL communicates a refusal to have his or her child enrolled in an ELL program, the District shall have the student’s principal or another representative of the school meet with the parent to:
1. Describe the range of programs and services that the child could receive if the parent does not refuse, including the methodology the District plans to employ to address the student’s educational needs and the training and qualifications of teachers and any others who would be employed in teaching the student,
 2. Discuss the benefits their child is likely to gain by being enrolled in an ELL program and receiving ELL services; and,
 3. Explain that, notwithstanding any past practice, the District shall not require students to be assigned to programs specifically designated for ELLs, or schools containing such programs, in order to receive ELL services.

6A-1.09432 Assessment of Limited English Proficient Students.

- (1) All students classified as limited English proficient (LEP) must participate in the statewide assessment program, prescribed in Section 229.57, Florida Statutes. There is no categorical exemption from participation in the statewide assessment program for LEP students.
- (2) An exemption from participation in any component of the statewide assessment program for an individual LEP student may only be made by specific action of an LEP committee as defined in subsection 6A-6.0901(5), F.A.C., and only for a student whose date of classification as LEP falls within one (1) year prior to the assessment date.
 - (a) The LEP committee, in making its decision, shall consider the following factors:
 1. Level of mastery of basic competencies or skills in English and home language according to appropriate local, state, and national criterion-referenced standards;
 2. Grades from the current or previous years; or
 3. Other test results.
 - (b) The LEP committee shall exempt a LEP student from participation in a component of the statewide assessment program if it determines that the student’s participation would have an unsound instructional effect on the student.
- (3) The use of LEP assessment data for school grading purposes shall be as stated in Rule 6A-1.09981, F.A.C.

6A-6.0904 Equal Access to Appropriate Instruction for English Language Learners.

- (1) Each English Language Learner shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential. Appropriate programming includes enrollment in programs other than ESOL-funded programs as provided in Rule 6A-6.0908, F.A.C. Such programs shall seek to develop each student’s English language proficiency and academic potential.
 - (a) English Language Learners shall have equal access to appropriate programs which shall include state-funded English for Speakers of Other Languages (ESOL) instruction and instruction in basic subject areas which are understandable to English Language Learners and equal and comparable in amount, scope, sequence and quality to that provided to English proficient students. Instructional services shall be documented in the form of an English Language Learner Student Plan.
 - (b) English Language Learners with special needs and in need of additional services shall be provided equal and comparable services to those provided to English-proficient students on a timely basis and appropriate to their level of English proficiency.

- (c) English Language Learners who, by the end of grade 12 fail to meet the 10th grade statewide assessment, shall be provided appropriate programming as specified in Rule 6A-6.0909, F.A.C.
 - (d) English Language Learners shall be given credit toward fulfilling graduation requirements in English for each basic ESOL course completed satisfactorily. Credit shall be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily through ESOL or home language.
- (2) Basic ESOL instruction.
- (a) Basic ESOL programs shall include instruction to develop sufficient skills in speaking, listening, reading, and writing English to enable the student to be English proficient.
 - (b) English Language Learners shall be classified according to their levels of English language proficiency, academic achievement, and special needs, and shall be placed in appropriate instructional services for these levels. Basic ESOL instruction may be provided in heterogeneous classroom settings, such as multiple language groups.
 - (c) An English Language Learner shall be provided basic ESOL programming for the minimum number of hours per day or week, as specified in the individual ELL student plan. Such plans shall specify that each student receive, at minimum, the amount of basic ESOL instruction which may include special or alternative language arts necessary to attain parity of participation with English proficient students in language arts. The English Language Learner shall not receive less than the total amount of instruction received by an English-proficient student at the same grade level.
 - (d) Basic ESOL services shall seek to prepare students for reclassification as soon as the student has attained a sufficient level of English language proficiency and academic achievement according to the entry and exit standards set forth in Rules 6A-6.0902 and 6A-6.0903, F.A.C.
 - (e) An English Language Learner's teacher, parent or parent's designee, or other school personnel may request the convening of an ELL Committee at any time after the end of the student's first semester in the program to identify any special problems which may be hindering a student's progress in ESOL. An ELL Committee shall make appropriate recommendations, as necessary, for the modification of the student's ELL Student Plan. The nature and basis of such modification, if any, shall be documented in each student's ELL Student Plan.
 - (f) The Commissioner of Education shall develop and implement standards and criteria for evaluating the appropriateness of basic ESOL instruction in each district. These standards shall be consistent with state-required curriculum frameworks and student performance standards.
 - (g) Basic ESOL instruction shall be provided by appropriately qualified personnel.
- (3) ESOL instructional and home language instructional strategies in basic subject areas.
- (a) School districts shall provide appropriate home language instruction or ESOL content instruction or a combination of the two in basic subject areas in addition to basic ESOL instruction.
 - (b) School districts are encouraged to use grouping, clustering, and transporting of students where practical and feasible within and between districts to achieve compliance with these standards.
- (4) ESOL instruction in basic subject areas.
- (a) A district that provides instruction, in whole or in part, through ESOL strategies shall assure and be able to document that:
 - 1. Each course has been structured in conformity with ESOL strategies for teaching English Language Learners basic subject matter;
 - 2. Each course is taught by qualified personnel and that appropriate instructional materials are available to such personnel; and,
 - 3. English Language Learners are learning and progressing towards completion of requirements as specified in the school district's Student Progression Plan.
 - (b) The focus of instruction shall be substantive subject matter knowledge parallel and comparable to that provided to English proficient students in basic subject areas, consistent with the Sunshine State Standards as incorporated by reference in Rule 6A-1.09401, F.A.C., and English Language Proficiency Standards consistent with Rule 6A-6.0903, F.A.C.

- (c) English Language Learners in ESOL basic subject area classrooms shall have access to an individual proficient in their languages in addition to a trained ESOL subject area teacher. Schools with at least fifteen students speaking the same home language shall provide at least one aide or teacher who is proficient in the same home language and who is trained to assist in ESOL basic subject area instruction.
- (d) The Commissioner of Education shall develop or identify standards and criteria for evaluating the appropriateness of the ESOL instruction in basic subject areas.

(5) Home language instruction in basic subject areas.

- (a) A district that provides instruction, in whole or in part, through home language instruction shall assure and be able to document that:
 - 1. Each course has been structured in conformity with bilingual strategies for teaching English Language Learners basic subject matter;
 - 2. Each course is taught by qualified personnel and that appropriate instructional materials are available to such personnel; and,
 - 3. English Language Learners are learning and progressing towards completion of requirements as specified in the district's Student Progression Plan.
- (b) The focus of instruction shall be substantive subject matter knowledge parallel and comparable to that provided to English proficient students in basic subjects, consistent with Sunshine State Standards and English Language Proficiency Standards. Such instruction shall incorporate appropriate instructional materials and comparable home language texts when available.
- (c) The Commissioner of Education shall develop or identify standards and criteria for evaluating the appropriateness of the home language instruction in basic subject areas.

(6) Interim measures.

- (a) English Language Learners shall receive an instructional program which includes basic ESOL instruction and understandable instruction in basic subject areas.
- (b) In recognition that appropriately trained personnel might not be available to each student to provide each component, an action plan shall be developed at each school and for each district setting forth the following:
 - 1. The number of students by language group who are denied any one or more of the programming required herein;
 - 2. The documentation of the district's efforts and lack of success in recruiting, hiring, or training appropriately qualified staff for such programs;
 - 3. Specific activities and timelines for recruiting, hiring, and training needed staff; and,
 - 4. A plan of interim measures which must include inservice training programs, utilization of native-speaking aides, native language materials and other elements designed to assure that each student's English language barrier is addressed in an instructionally sound manner.

(7) Parental involvement.

- (a) Parental involvement and participation in limited English Language Learners' educational programming and academic achievement shall be promoted, among other ways, by establishing parent leadership councils at each school, or at the district level, composed in the majority of parents of English Language Learners.
 - 1. Parent leadership council should be promoted.
 - 2. Parents shall be provided training and orientation regarding program monitoring procedures and involvement procedures available to parents of English Language Learners.
- (b) Parents shall be informed of the opportunity to be represented on existing school and district advisory committees.
- (c) Parents shall be notified in writing of the student's initial membership in an assigned program. Notification shall be in language that the parent understands, unless clearly not feasible.

6A-6.09091 Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners.

- (1) The Department of Education shall provide accommodations for English Language Learners (ELLs) to enable them to fully participate in the statewide standardized assessment program as defined in Section 1008.22, F.S.
- (2) Each school board shall utilize appropriate and allowable accommodations for statewide standardized assessments within the limits prescribed herein. Accommodations are defined as adjustments to settings for the administration of statewide standardized assessments, adjustments to scheduling for the administration of statewide standardized assessments to include the amount of time for administration, assistance in heritage language during the administration of statewide standardized assessments, and the use of an approved translation dictionary or glossary to facilitate the student's participation in statewide standardized assessments. Accommodations that negate the validity of statewide standardized assessments are not allowable.

Accommodations shall include

- (a) Flexible Setting. ELLs may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher serving as test administrator. Parents must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.
 - (b) Flexible Scheduling. ELLs may take a test session during several brief periods within one (1) school day; however, each test session must be completed within one (1) school day. ELLs may be provided additional time to complete a test session; however, each test session must be completed within one (1) school day.
 - (c) Assistance in the Heritage Language. ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions, prompts, items, and answer choices. This should not be interpreted as permission to provide oral presentation of prompts, items, and answer choices in English or in the student's heritage language. Assistance may not be provided for passages in Reading and Writing tests.
 1. The ESOL or heritage language teacher or other trained individual familiar with the student may answer questions about the general test directions in the student's heritage language. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students.
 2. The ESOL or heritage language teacher or other trained individual familiar with the student may answer specific questions about a word or phrase in a prompt, item, or answer choice that is confusing the student because of limited English proficiency but is prohibited from giving assistance that will help the student produce, correct, or edit responses. Assistance may not be provided for words or phrases in Reading and Writing passages.
 - (d) Approved Dictionary and Glossary. ELLs must have access to English-to-heritage language/heritage language-to-English dictionaries or glossaries or both, in print, electronic, or digital format, such as those made available to ELLs in an instructional setting. The dictionary or glossary must provide word-to-word translations only and may not contain definitions or other information. Students in Grades K through 2 may be provided with a picture translation dictionary or glossary that meets the requirements of this paragraph.
- (3)(a) The accommodations described in subsection (2) of this rule, shall be offered to any student who has been identified as limited English proficient pursuant to Section [1003.56\(2\)\(a\), F.S.](#), and is currently receiving services in a program operated in accordance with an approved ELL district plan and any student who has exited from the ESOL program and is in the two-year follow-up period per Rule [6A-6.09031, F.A.C.](#), Post Reclassification of English Language Learners.
- (b) The statewide standardized assessments may be administered with any one (1) or a combination of the accommodations authorized herein that are determined to be appropriate for the individual student.

- (4) District personnel are required to implement the accommodations in a manner that ensures that the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. In no case shall the accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.
- (5) Each school board shall establish procedures whereby training shall be provided to the ESOL or heritage language teacher who is administering any of the statewide standardized assessments. The training shall be designed to train the teacher how to administer the statewide standardized assessments within the limits prescribed in this rule.
- (6) ELLs who otherwise are classified as students with disabilities as defined by Section 1003.01(3)(a), F.S., or who have been determined eligible and have a plan developed in accordance with Section 504 of the Rehabilitation Act exceptional education or handicapped students shall be afforded the additional test accommodations specified in Rule 6A-1.0943, F.A.C.
- (7) Students who are not currently enrolled in public schools or receiving services through public school programs and require accommodations in order to participate in the statewide standardized assessment program shall have access to accommodations identified in subsection (2) of this rule, if the student was classified as limited English proficient pursuant to section 1003.56(2)(a), F.S., at the time of exit from the public school or public school program.

6A-6.0903 Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program

- (1) Each student identified as an English Language Learner (ELL) shall continue to receive appropriate instruction until such time as the student is reclassified as English proficient and exited from the English for Speakers of Other Languages (ESOL) Program. English proficiency shall be determined by assessing the student utilizing the statewide English Language Proficiency Assessment and Florida Standards Assessment in English Language Arts (FSA in ELA) or Florida Standards Alternate Assessment (FSAA), or by ELL Committee determination, in accordance with this rule.
- (2) Standards for Student Exit from the ESOL Program.
 - (a) An ELL shall be determined English language proficient and exited from the ESOL program upon obtaining:
 - 1. Scores of "Proficient" at the applicable grade level on each statewide English Language Proficiency Assessment subtest administered annually pursuant to Rule 6A-6.09021, F.A.C.; and,
 - 2. Scores on applicable [statewide assessment in ELA/Reading or statewide alternate assessment FSA in ELA or FSAA](#), as follows:
 - a. For students in grades K-2, the statewide English Language Proficiency Assessment is the only assessment required;
 - b. For students in grades 3-9, earning a passing score on the grade level [ELA/Reading assessment, in accordance with the scores specified in Rule 6A-1.094222, F.A.C.](#), or the [statewide alternate assessment, pursuant to Rule 6A-1.09430; or standardized assessment in ELA or the FSAA, pursuant to Rule 6A-1.09430, F.A.C.](#); or
 - c. For students in grades 10-12, a score on the [grade 10 statewide ELA/Reading assessment or a passing score on the grade 10 ELA/Reading assessment \(2014-2015\), 10th-grade standardized assessment in ELA, or a score on the FSAA, pursuant to Rule 6A-1.09430, F.A.C.](#), or, for eligible students, a passing score on the statewide alternate ELA assessment, pursuant to [Rule 6A-1.09430, F.A.C.](#), or a score on the [10th grade standardized assessment in ELA, pursuant to Rule 6A-1.09422, F.A.C.](#), sufficient to meet applicable graduation requirements. Students may also meet the applicable graduation requirement by earning an equivalent concordant score pursuant to [Rule 6A-109422, F.A.C.](#) or an equivalent concordant score pursuant to [Section 1008.22, F.S.](#)

- (b) Upon receipt of the statewide English Language Proficiency Assessment and standardized assessment in ELA scores, schools shall exit students no later than the last school day of the school year. If the statewide English Language Proficiency Assessment or standardized assessment in ELA scores is received after the end of the school year, schools shall exit students within two (2) weeks after the beginning of the next school year and shall use the last day of the school year in which the standardized assessment in ELA examination was administered as the exit date.
- (c) Notwithstanding a student's statewide English Language Proficiency Assessment scores, upon the request of a student's teacher, counselor, administrator, or parent, a student who has been classified as an ELL and enrolled in an English for Speakers of Other Languages (ESOL) program may be re-evaluated for English language proficiency by convening an ELL Committee at any time, according to the following procedures:
1. Any student being considered for exit by an ELL Committee shall be assessed on at least one (1) Department-approved assessment instrument, which shall be administered no earlier than thirty (30) school days prior to the ELL Committee's determination regarding exit. The assessment must cover all four (4) domains, including listening, speaking, reading, and writing. An ELL Committee, for any student with a disability being considered for exit, shall include the Individual Education Plan (IEP) Team pursuant to Rule 6A-6.03028, F.A.C.
 2. The ELL Committee shall review the student's academic record holistically and shall consider the assessment results from the assessment administered under paragraph (2)(a) of this rule, and the following criteria to determine whether the student is English language proficient:
 - a. Extent and nature of prior educational or academic experience, social experience, and a student interview;
 - b. Written recommendation and observation by current and previous instructional and supportive services staff;
 - c. Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
 - d. Grades from the current or previous years; and,
 - e. Test results from tests other than the assessment according to paragraph (2)(a) of this rule.
 3. If a majority of the ELL Committee determines that the student is English language proficient, the student shall be exited from the program. If a majority of the ELL Committee determines that the student is not English language proficient, the student shall remain enrolled in the program. For a student with a disability, the Committee shall consider the impact of the student's disability in its decision. The parents' preference as to whether a student is determined English language proficient or not English language proficient shall be considered in the final decision.
 4. The ELL Committee shall document the records reviewed by the Committee, which must include each of the criteria in subparagraph (2)(c)2. of this rule. The Committee's decision shall be supported by at least two of the criteria established in subparagraph (2)(c)2. of this rule, and the supporting criteria shall be documented in the student's file.

- (4) LEP assessment data shall be used by school districts and schools to evaluate the effectiveness of their instructional programs for LEP students and to follow-up such evaluations with appropriate adjustments, modifications, and improvements of the district's and the school's LEP programs. The district's LEP plan, pursuant to Section 233.058, Florida Statutes, and Rule 6A-6.0905, F.A.C., shall be revised whenever substantive changes in the district's LEP program are required.
- (5) Assessment results of individual students shall be used by schools to evaluate the progress of individual students. When indicated, such evaluations shall result in appropriate adjustments, modifications, and improvements of each individual LEP student plan, pursuant to Rules 6A-6.0901, 6A-6.0902, and 6A-6.0903, F.A.C. A LEP committee shall be convened whenever substantive changes in an individual LEP student plan are required.

- (6) No promotion or retention decision may be made for any individual student classified as LEP based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. A formal retention recommendation regarding a LEP student may be made through action of a LEP committee.

6A-6.0909 Exemptions Provided to English Language Learners.

- (1) English Language Learners shall be assessed for academic progress using guidelines established under Section 1008.22, F.S. English Language Learners who have been enrolled in school in the United States for less than twelve (12) months may be exempted from the statewide assessment in English Language Arts and shall undertake the annual statewide English Language proficiency assessment in accordance with Rule 6A-6.0902, F.A.C.
- (2) Each school district shall administer the statewide English Language proficiency assessment to English Language Learners exempted from statewide assessment in accordance with subsection (1) of this rule. Remedial programming shall be provided to those students who do not meet the performance standards of the statewide assessment program.
- (3) English Language Learners who have completed the credits required for graduation and who have failed to meet the 10th grade standards as measured by the statewide standardized assessment shall be eligible for compensatory education for "a thirteenth year" as provided in Section 1003.4282, F.S.
 - (a) Alternative methods of meeting the standards of the statewide standardized assessment shall be used, where feasible, for English Language Learners who are unable to demonstrate mastery of the standards due to deficiencies in English language proficiency.

Grading and Daily Instruction of ELLs

OCSB teachers must provide evidence of the use of differentiated instruction based on the student's English language proficiency level. These strategies of differentiation for ELL students shall be documented in lesson plans.

OCSB students who are NES (Non-English Speaking) or LES (Limited English Speaking) are required to use the computer-assisted *Language Acquisition Program* daily. This program will be used to progress monitor students throughout the year, allowing for instructional strategies that fit the current student needs.

OCSB teachers must contact the parents of any ELL student failing a course.

- **ELLs, two years or less in the program, will not be marked below grade level.**

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 Individual Education Plan (IEP). If after the 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 of the IEP appropriate for the documented levels of performance?

Florida Standards Access Points

FLORIDA STANDARDS ACCESS POINTS FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Access Points reflect the essence or core intent of the standards that apply to all students in the same grade level but at reduced levels of complexity. Access Points are academic expectations created specifically for students with significant cognitive disabilities as defined in [6A-6.03011](#). Access Points are not used for students in grades K-2. Students eligible for Access Points will take the Florida Standards Alternate Assessment. All Florida students participate in the state's assessment and accountability system.

It is the responsibility of the classroom teacher to assess, instruct, and monitor progress of student proficiency on all Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.)/Florida Standards Access Points using the same progress monitoring testing schedule as district-wide regular assessments for progress monitoring. Each teacher shall develop daily lesson plans for all subjects taught to be checked regularly by the principal or designee. Students will receive instruction based on the requirements of the district K-12 reading, writing, math, and science with appropriate accommodations and/or modifications. Instruction will also include social studies, physical education, and career education at appropriate levels of instruction with accommodations and/or modifications. Modifications are changes in what a student is expected to learn; may include changes to content, requirements, and expected level of mastery; however, should align with the grade level Access Points.

Statewide Assessment for Students With Disabilities— [RULE 6A-1.0943](#)

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

Guidelines for Determining Appropriate Accommodations

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

documentation.

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

Statewide Assessment Waivers

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

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

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

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

Interscholastic Extracurricular Eligibility- [1006.15, F.S.](#)

Extracurricular means any school-authorized or education-related activity occurring during or outside the regular instructional school day.

In order to participate in interscholastic extracurricular student activities, a student must maintain a cumulative GPA of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by statute for high school graduation per [1003.43\(1\), F.S.](#)

A student must fulfill the requirements of an academic performance contract between the student, the District School Board, the appropriate governing association, and the student's parents. If the student's cumulative GPA falls below 2.0 or its equivalent, on a 4.0 scale in courses required for high school graduation specified in [1003.43\(1\), F.S.](#), the contract shall require the student to attend summer school—or its equivalent—between grades 9 and 10, or grades 10 and 11, as necessary.

A student must have a cumulative GPA of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required for high school graduation, specified in [1003.43\(1\), F.S.](#), during his or her junior year.

The content and the format of the academic performance contract are determined by the school district and the appropriate governing association. The student must maintain satisfactory conduct, and if a student is convicted or is found to have committed a felony or delinquent act, which 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 contingent upon School Board policy.

Any student who is exempt from attending a full school day based on rules adopted by the District School Board for double sessions or programs, experimental schools, or schools operating under emergency conditions, must maintain a 2.0 GPA, or its equivalent, on a 4.0 scale and pass each class.

A home education student is eligible to participate in interscholastic extracurricular activities at the public school that he or she would be assigned to attend based on a district's attendance area policies or may develop an agreement to participate at a private school provided the following conditions are met:

The student must meet the requirements of the home education program per [1002.41, F.S.](#)

During the period of participation, the home education student must demonstrate educational progress in all subjects taken in the home education program by a method of evaluation agreed upon by the parent and the school principal, which may include:

- Review of the student's work by a certified teacher chosen by the parent.
- Grades earned through correspondence.
- Grades earned in courses taken at a community college, university, or trade school.
- Standardized test scores above the 35th percentile, or any other method in [1002.41, F.S.](#)

The student must meet the same residency requirements as other students in the school at which he or she participates.

The student must meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities.

The student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for which the activity in which he or she wishes to participate. A home education student must be able to participate in curricular activities if that is a requirement for an extracurricular activity.

A student who transfers from a home education program to a public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous year.

Any public school or nonpublic school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate as a home education student until the student has successfully completed one grading period in home education, fulfilling the requirements for interscholastic extracurricular eligibility, [1006.15\(3\)\(a\)2, F.S.](#), to become eligible to participate as a home education student.

Public School Student Progression for Students with Disabilities

[SB 290](#) authorizes a parent to retain his or her child in prekindergarten, in consultation with the IEP team, if that child has a disability, and IEP, is enrolled in a public school prekindergarten program at the age of four, and is fully funded through the Florida Education Finance Program (FEFP).

The bill required that a four-year old student with an IEP, who has been retained in a public school prekindergarten program that was fully funded through FEFP and has demonstrated a substantial deficiency in early literacy skills, must receive instruction in such skills.

The bill also adds retention in a prekindergarten program to the good cause exemptions from mandatory retention. Specifically, the bill allows a student in grade 3, who has a disability and who is below grade-level in English Language Arts despite at least 2 years of intensive instruction, be promoted to grade 4, if the student was previously retained in a prekindergarten program.

ELEMENTARY EDUCATION (GRADES K-5)

Elementary School Instruction

Regular Program– General Program Requirements

Student Performance:

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

Reading Deficiency K-3

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation conducted pursuant to s. [1003.57](#) is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional. A student's reading proficiency must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading.

In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an Individual Educational Plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial deficiency in reading if the following criteria are met:

- (a) For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension;
- (b) For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or

more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or

(c) For grade 3, the student scores:

1. Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
2. Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to Section 1008.22(3)(a), F.S.

Third Grade Reading Deficiency

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. [1008.22](#) for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under s. [1008.22](#) for grade 3, the student must be retained.

1(d) The parent of any student who exhibits a substantial deficiency in reading, as described in paragraph (a), must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading. The read-at-home plan must provide access to the resources identified in paragraph (e).
6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. The district's specific criteria and policies for a portfolio as provided in subparagraph (6)(b)4. and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
8. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

9. Information about the student's eligibility for the New Worlds Reading Initiative under s. [1003.485](#) and information on parent training modules and other reading engagement resources available through the initiative.

Students working below grade level (working on curriculum standards below his/her current grade level) must be diagnostically assessed and provided remediation through the (MTSS) and *considered* for possible retention. Students marked below level for English language arts on the report card must:

1. be diagnosed and provided remediation through intensive reading instruction as required by the K-12 Comprehensive Reading Plan,
2. based on diagnoses, have his/her individual areas of deficiency in phonemic awareness, phonics, fluency, comprehension and/or vocabulary identified, addressed, and monitored frequently,
3. be considered for possible retention and have this marked in the comment section,
4. be reassessed by locally determined assessments and through teacher observation at the beginning of the grade following the intensive reading instruction, and
5. continue to be provided intensive reading instruction until the reading deficiency is remedied.

Determining Substantial Math Deficiency [6A-6.0533](#)

1. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial mathematics deficiency must be covered by a federally required student plan, such as an Individual Educational Plan (IEP) or an individualized progress monitoring plan, or both, as necessary.
2. A student is identified as having a substantial deficiency in mathematics if the following criteria are met:
 - a. For kindergarten, if the student scores below the tenth (10th) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to Section 1008.25(6), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In Kindergarten, areas of emphasis include:
 1. developing an understanding of counting to represent the total number of objects in a set and to order the objects within a set;
 2. developing an understanding of addition and subtraction and the relationship of these operations to counting; and
 3. measuring, comparing, and categorizing objects according to various attributes, including their two- and three-dimensional shapes.
 - b. For grade 1, if the student scores below the tenth (10th) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to Section 1008.25(6), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In grade 1, areas of emphasis include:

1. understanding the place value of tens and ones within two-digit whole numbers;
 2. extending understanding of addition and subtraction and the relationship between them;
 3. developing an understanding of measurement of physical objects, money and time and
 4. categorizing, composing and decomposing geometric figures.
- c. For grade 2, if the student scores below the tenth (10th) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to Section [1008.25\(6\)](#), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In grade 2, areas of emphasis include:
1. extending understanding of place value in three-digit numbers;
 2. building fluency and algebraic reasoning with addition and subtraction;
 3. extending understanding of measurement of objects, time and the perimeter of geometric figures; and
 4. developing spatial reasoning with number representations and two-dimensional figures.
- d. For grade 3, if the student scores below the tenth (10th) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to Section 1008.25(6), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In grade 3, areas of emphasis include:
1. adding and subtracting multi-digit whole numbers, including using a standard algorithm;
 2. building an understanding of multiplication and division, the relationship between them and the connection to area of rectangles;
 3. developing an understanding of fractions; and
 4. extending geometric reasoning to lines and attributes of quadrilaterals.
- e. For grade 4, if the student scores below the tenth (10th) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to Section 1008.25(6), F.S.; or if through teacher observation, the student has demonstrated minimum skill levels for mathematics competencies in one or more of the areas of emphasis for that grade level. In grade 4, areas of emphasis include:
1. extending understanding of multi-digit multiplication and division;
 2. developing the relationship between fractions and decimals and beginning operations with both;
 3. classifying and measuring angles; and
 4. developing an understanding for interpreting data to include mode, median and range.

Curriculum and Instruction

Each student in grades K-5 will receive regularly scheduled instruction using an integrated approach based on the district adopted curriculum program which includes state/district approved materials and/or

textbooks for the assigned grade level and Florida Standards/ Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) (refer to OCSB Scope and Sequence). ELA instruction will follow the K-12 Comprehensive Reading Plan and the District Scope and Sequence. Mathematics instruction will follow the District's Mathematics Scope and Sequence. Science and Social Studies instruction will follow B.E.S.T./ Florida Standards and [Scope and Sequence](#).

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

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

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

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

School Schedules

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

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

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

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

Grouping for Instruction

Providing differentiated instruction for students at all levels is a best practice to meet their needs in mastering the FloridaStandards/(B.E.S.T.). Instructionally sound strategies for grouping students will be used to enhance the academic achievement of all students. Any grouping of students shall provide

opportunities for the regrouping of students during a portion of the school day (e.g. within the regular education classroom, or during specials, or lunch, or portion of the school week).

Supplemental and Intensive Instructional Support

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

1. **Progress Monitoring** [*Florida Statutes 1008.25*](#) requires a school-wide system of progress monitoring for all students who are deficient in English language arts, math, science and/or social studies. Strategies to help students achieve academic success will be discussed and documented in parent conferences. As required by [*Florida Statutes 1001.42*](#) an early warning system (EWS) for students in grades K-8 is used to identify students who need additional support to improve academic performance and stay engaged in school.
 - (a) *Early warning system.*—[*1001.42*](#)
 1. A school that serves any students in kindergarten through grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:
 - a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
 - b. One or more suspensions, whether in school or out of school.
 - c. Course failure in English Language Arts or mathematics during any grading period.
 - d. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency under s. [*1008.25\(5\)\(a\)*](#).

Based upon assessments, the areas of deficiencies for each student will be identified and communicated to the parent within 30 days. Information regarding supplemental instructional services and support through the MTSS process will be provided to the parent during the conference.

2. Supplemental Instructional Support Activities

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

- a. “N” (grades K), “D” or “F” (grades 1-5) in reading/literature, English language arts, math, or science during the previous grading period or progress reporting time;
- b. reading below grade level as reflected through MTSS documentation;
- c. classroom teacher recommendation; and
- d. F.A.S.T. Reading Level 1 or below 852 on STAR Reading or STAR Early Literacy

Acceleration

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

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

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

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

Elementary School Assessment [1002.20, F.S](#)

All students must participate in the statewide assessment tests required by Florida Statutes [1008.22](#). Students in grades K-10 will participate in the state's Florida Assessment of Student Thinking, or F.A.S.T., refers to the new Coordinated Screening and Progress Monitoring (CSPM) System assessments, which are aligned to the B.E.S.T.) Standards. Per [s. 1008.25\(8\)](#), F.S., F.A.S.T. assessments will be administered three times per year, the first (PM1) will occur within the first 30 days of school; the second (PM2) will occur in the middle of the school year, and the third (PM3) will occur at the end of the school year.

Elementary School State Standardized Assessments (FAST)		
Grade 3	Grade 4	Grade 5
Grade 3 Reading	Grade 4 Reading	Grade 5 ELA Reading
Grade 3 Math	Grade 4 Writing (Spring only)	Grade 5 Writing (Spring only)
	Grade 4 Math	Grade 5 Math
		Grade 5 Science (Spring only)

Grade	Subject	PM1	PM2	PM3
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VPK	Reading	Star Early Literacy	Star Early Literacy	Star Early Literacy
Kindergarten	Reading	Star Early Literacy	Star Early Literacy	Star Early Literacy
			OR	OR
			Star Reading*	Star Reading*
	Math	Star Math	Star Math	Star Math
First	Reading	Star Early Literacy	Star Early Literacy	Star Reading**
			OR	
			Star Reading*	
	Math	Star Math	Star Math	Star Math
Second	Reading	Star Reading	Star Reading	Star Reading
	Math	Star Math	Star Math	Star Math

*All Kindergarten and First Grade students will take the Star Early Literacy for PM1. If a student scores at or above 852 on Star Early Literacy, the student will take Star Reading on subsequent administrations. If a student scores below 852 on Star Reading, the student may take Star Early Literacy on the subsequent administration.

**All Grade 1 students must attempt Star Reading in PM3. If students do not pass the practice items or score below an 852, the school may administer Star Early Literacy to those students.

Parents will receive a report of a student's progress toward achieving state and district expectations for satisfactory achievement levels on standardized state assessments within 30 days after administration of the assessments.

[Florida Statutes 1008.22.7.\(g\)](#)

Grading Procedures

Report Process

1. Parent Notification

All parents will be notified regularly of their child's achievement during the 36-week school year. The reporting period is to be divided into four nine-week periods. Teachers will update grades in Skyward every week (7 days). A progress report will be sent home at the midpoint of the grading period. Every student who is enrolled at a school receives a report card, regardless of the length of the enrollment. The report card becomes a part of the school's permanent records. The report to the parent must include the student's progress toward achieving state and district expectations for satisfactory achievement in English language arts, science, social studies and mathematics [Florida Statutes 1008.25\(8\)](#). The OCSB (School Board adopted) progress report and report card will be used. A student in attendance for fewer than 20 days does not have to receive a grade on the progress report/report card for that grading period. A comment should be included on the report card stating that the student has not been in attendance for a sufficient time to be evaluated adequately.

2. Student's Decrease in Grade

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

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

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

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

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

Report System

Reporting to parents shall include:

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

Elementary Grading

- Grades shall be based on mastery of standards for grade level and course content.
- Grades for compliance (i.e. bringing back signed progress reports) are prohibited.
- Teachers will provide multiple opportunities for students to show mastery of the standards as learning is the goal of instruction.
- There must be a grade for each subject (ELA/math/science/social studies) each week.
- No one score may count for more than 20% of the grade.
- Assessments should cover the grade appropriate standards.
- There must be a minimum of 2 tests each nine week grading period.
- No grades shall be taken on content that has not been taught (i.e. diagnostic testing).
- Grades for 1st and 2nd grades in science and social studies: Grades may 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.
- All students in grades K-5 will receive an E,S,N,or U in the area of physical education. Because of the limited amount of class time each week, no grades will be given in ag, music or, media.
- Kindergarten teachers will attach the detailed report to report cards to provide parents with information. The detailed report may be completed by hand or electronically, at the option of the teacher. A copy, either paper or electronic, of the completed detailed report must be maintained for each student and filed with the final report card at the end of the school year.
- ELLs, two years or less in the program, will not be marked below grade level. (For additional information, see ESOL section.)
- For additional information regarding grading practices for students with disabilities, see Inclusion Grades: Exceptional Student Education.

Grades for ELA/Math/Science/Social Studies:

Practice Work (30%)	Quizzes/Projects (30%)	Tests (40%)
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Short assignments to determine a student's progress toward mastery standards Work that is sent home as review or practice work over a standard or skill that has been taught in class	Lesson quizzes, quizzes identified on the Scope and Sequence teacher-created quizzes or projects.	Unit Assessments, Standards-based assessments used to determine mastery of standards on the Scope and Sequence
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Grades K - 1 - 2 Text-Based Writing Rubric

Raw Score	Gradebook Score
10.0 = 100%	E
9.0 = 90%	E
8.0 = 85%	E
7.0 = 80%	E
6.0 = 70%	S
5.0 = 65%	N
4.0 = 60%	N
3.0 = 55%	U
2.0 = 55%	U
1.0 = 50%	U

*Kindergarten students will receive grades in writing beginning in the second semester.

Grades 3-6 B.E.S.T Writing Grading Rubric

Raw Score	Gradebook Score
12	100%
11	95%
10	90%
9	85%
8	80%
7	75%

6	70%
5	65%
4	60%
3	55%
2	50%
1	50%

Grading Chart

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	

Make-up Assignments and Assessments for Absences

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

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

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

letter grade for every day the assignment was turned in late.

2. Long-Term Assignments

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

3. Tests and Quizzes

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

Late Work

Late work is defined as work that was not turned in on time even though the student was present when the assignment was due. Late work shall not be granted full credit. Late work shall be accepted for one day from the due date unless otherwise extended by the teacher or by accommodations of the student's IEP. The student will receive no less than 75% of the earned credit for the assignment. This deadline may be extended with the approval of the teacher or principal as long as it is applied to all students.

Elementary Grade Placement (K-5)

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

The OCSB district adopted curriculum program includes state/district approved materials and/or textbooks for the assigned grade level Florida Standards/B.E.S.T. as defined by English language arts, mathematics, social studies, and science. Using the district adopted textbooks and supplemental materials, the classroom teacher will provide instruction, as well as assessment, of skills for each area. Assessment of satisfactory achievement may include but not be limited to teacher observation, classroom assignments, classroom participation, common assessments, alternative assessments, examinations, work sample reviews, and completion of English language arts, mathematics, social studies, and science grade level Florida Standards/B.E.S.T).

A. Promotion

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

B. Retention

After consultation with the school administration, a student will be recommended for retention by the school-based MTSS Team or school designated team. A student who is retained must be in or placed in the MTSS process. Retention decisions are based on more than a single test score.

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

Retention of students who are English Language Learners (ELLs)/Limited English Proficient (LEP) must be determined by a school's ELL/LEP Committee except in the case of mandatory retention for reading deficiencies in grade 3. ELLs shall not be retained due to language proficiency.

Good Cause Exemptions from Mandatory Grade Three Retention ([Florida Statutes 1008.25](#)) ELIMINATION OF SOCIAL PROMOTION

1. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
2. The district school board may only exempt students from mandatory retention, as provided in [Florida Statutes 1008.25 paragraph \(5\)\(c\)](#), for good cause. A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The OCSB shall assist schools and teachers with the implementation of reading strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. Good cause exemptions are limited to the following:
 - a. Students who are Limited English proficient and who have had less than 2 years of instruction in an English Language Learners Plan program based on the initial date of entry into a school in the United States.
 - b. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of [Florida Statutes 1008.212](#).
 - c. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English language arts assessment approved by the State Board of Education.
 - d. A student who demonstrates through a student portfolio that he or she is performing at

- least at Level 2 on the statewide, standardized English Language arts assessment.
- e. Students with disabilities who take the statewide, standardized English Language arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English language arts for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
 - f. Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3. Requests for good cause exemptions for students from the mandatory retention requirement as described in [Florida Statutes 1008.25 \(b\)3 and 4](#) shall be made consistent with the following:
 - g. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress monitoring plan, individual educational plan, if applicable, report card, or student portfolio.
 - h. The school principal shall review and discuss such recommendations with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such a recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

Successful Progression for Retained Third Grade Students [Florida Statutes 1008.25](#)

Students retained under paragraph (5)(c) must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.
2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies under subparagraph 1.
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies under subparagraph 1. This instruction may include:
 - a. Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block.
 - b. Small group instruction.
 - c. Reduced teacher-student ratios.
 - d. More frequent progress monitoring.
 - e. Tutoring or mentoring.
 - f. Transition classes containing 3rd and 4th grade students.
 - g. Extended school day, week, or year.

(b) Each school district shall:

1. Provide written notification to the parent of a student who is retained under paragraph (5)(c) that his or her child has not met the achievement level required for promotion and the reasons the child is not

- eligible for a good cause exemption as provided in paragraph (6)(b). The notification must comply with paragraph (5)(d) 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.
2. Implement a policy for the midyear promotion of a student retained under paragraph (5)(c) who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading or, upon implementation of English Language Arts assessments, performing at or above grade level in English Language Arts. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate achievement levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills.
 3. Provide students who are retained under paragraph (5)(c), including students participating in the school district's summer reading camp under subparagraph (a)2., with a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under [s. 1012.34](#).
 4. Establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:
 - a. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 state academic standards in other core subject areas through content-rich texts.
 - b. Small group instruction.
 - c. Reduced teacher-student ratios.
 - d. The use of explicit, systematic, and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year.
 - e. A read-at-home plan.

Standards for Mid-year Promotion of Retained Third Graders ([Florida Statutes 1008.25](#))

[6A-1.094222](#) Standards for Mid-Year Promotion of Retained Third Graders.

District school boards are required to adopt and implement a policy for the mid-year promotion of any student retained in third grade due to a reading deficiency as required by Section (s.) [1008.25\(5\)\(c\)](#), F.S. Such mid-year promotions of retained third grade students should occur during the first semester 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 met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.
2. The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has met the requirements of paragraphs (1)(a)-(c) of this rule including the mastery of third grade reading skills as presented in the state academic standards in English Language Arts.

Evidence is as follows:

- a. Satisfactory performance as demonstrated by scoring Level 2 or above on beginning of the year administration of the statewide, standardized coordinated screening and progress monitoring system in Grade 3 English Language Arts pursuant to Section [1008.25\(8\)\(b\)2., F.S.](#);
 - b. Satisfactory performance on locally selected standardized assessment(s) measuring state academic standards in English Language Arts pursuant to Section [1003.41, F.S.](#);
 - c. Satisfactory performance on a state approved alternative assessment as delineated in paragraph (1)(b) of Rule [6A-1.094221, F.A.C.](#); or
 - d. Successful completion of portfolio elements that meet state criteria in subsection (3) of Rule [6A-1.094221, F.A.C.](#)
3. The criteria for students promoted after November 1 must provide a reasonable expectation that the student has met the requirements of subsections (1)-(2) of this rule, and that the student's progress is sufficient to master appropriate grade four level reading skills equivalent to the level necessary for the month in which the transition to grade four occurs.
4. The Progress Monitoring Plan 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 and if necessary for additional school years.

SECONDARY EDUCATION MIDDLE SCHOOL (GRADES 6-8)

Middle School Instruction

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

Student Performance Standards

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

1. Scheduling Practices

Design of the school's master schedule reflects flexible options based upon student course requests. Students who demonstrate academic needs in the areas of ELA and mathematics may be provided support classes to accelerate student growth. Determination of student needs will be done on a case-by-case basis by the principal to best meet the academic learning needs of the student. For ESE, other than gifted, the IEP team will determine remediation strategies to meet the individual needs of the student.

2. Student Support Opportunities

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

Advanced Courses

Advanced course work at the middle grades level is offered in mathematics (grades 6, 7, and 8). Advanced courses are open for enrollment to any student who desires to self-select a more rigorous and challenging curriculum. Students who fail to maintain a 2.0 average over two consecutive nine-week grading periods in an advanced course may be exited from that course. Each middle school will provide additional academic support to assist students who are in jeopardy of being excluded from an advanced class for failure to sustain the minimum performance expectations.

General Requirements for Middle Grades Promotion [1003.4156](#) **General requirements for middle grades promotion.—**

(1) In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete the following courses:

- (a) Three middle grades or higher courses in English Language Arts (ELA).
- (b) Three middle grades or higher courses in mathematics. Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. To earn high

school credit for Algebra I, a middle grades student must take the statewide, standardized Algebra I EOC assessment and pass the course, and in addition, beginning with the 2013-2014 school year and thereafter, a student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade. To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

- (c) Three middle grades or higher courses in social studies. One of these courses must be at least a one-semester civics education course 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. All instructional materials for the civics education course must be reviewed and approved by the Commissioner of Education, in consultation with organizations that may include, but are not limited to, the Florida Joint Center for Citizenship, the Bill of Rights Institute, Hillsdale College, the Gilder Lehrman Institute of American History, iCivics, and the Constitutional Sources Project, and with educators, school administrators, postsecondary education representatives, elected officials, business and industry leaders, parents, and the public. Any errors and inaccuracies the commissioner identifies in state-adopted materials must be corrected pursuant to [s. 1006.35](#). After consulting with such entities and individuals, the commissioner shall review the current state-approved civics education course instructional materials and the test specifications for the statewide, standardized EOC assessment in civics education and shall make recommendations for improvements to the materials and test specifications by December 31, 2019. By December 31, 2020, the department shall complete a review of the statewide civics education course standards. Each student's performance on the statewide, standardized EOC assessment in civics education required under [s. 1008.22](#) constitutes 30 percent of the student's final course grade. 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 include coverage of civics education.
- (d) Three middle grades or higher courses in science. Successful completion of a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under [s. 1008.22](#). However, beginning with the 2012-2013 school year, to earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
- (e) One course in career and education planning to be completed in grades 6, 7, or 8, which may be taught by any member of the instructional staff. The course must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under [s. 445.07](#) and other state career planning resources. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under [s. 1003.4285](#); the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, pre apprenticeship and apprenticeship programs, and course sequences

that lead to industry certification pursuant to s. [1003.492](#) or s. [1008.44](#). The course may be implemented as a stand-alone course or integrated into another course or courses.

Physical Education; Assessment [1003.455](#) Physical education; assessment.—

- (1) It is the responsibility of each district school board to develop a physical education program that stresses physical fitness and encourages healthful, active lifestyles and to encourage all students in prekindergarten through grade 12 to participate in physical education. Physical education shall consist of physical activities of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students. All physical education programs and curricula must be reviewed by a certified physical education instructor.
- (2) Each district school board shall adopt a written physical education policy that details the school district's physical education program, the expected program outcomes, the benefits of physical education, and the availability of one-on-one counseling concerning the benefits of physical education.
- (3) Each district school board shall provide 150 minutes of physical education each week for students in kindergarten through grade 5 and for students in grade 6 who are enrolled in a school that contains one or more elementary grades so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes per day. Beginning with the 2009-2010 school year, the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to s. [1010.305](#). Such instruction may be provided by any instructional personnel as defined in s. [1012.01\(2\)](#), regardless of certification, who are designated by the school principal.
- (4) The requirement in subsection (3) shall be waived for a student who meets one of the following criteria:
 - (a) The student is enrolled or required to enroll in a remedial course.
 - (b) The student's parent indicates in writing to the school that:
 1. The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
 2. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.
- (5) Each school district shall notify the student's parent of the options available under subsection (4) before scheduling the student to participate in physical education.
- (6) In addition to the requirements in subsection (3), each district school board shall provide at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through grade 5 so that there are at least 20 consecutive minutes of free-play recess per day. This requirement does not apply to charter schools.

Public School Student Progression; Student Support; Coordinated Screening and Progress Monitoring; Reporting Requirements [1008.25](#) MONITORING STUDENT PROGRESS

- (1) ASSESSMENT AND SUPPORT.—
 - (a) Each student must participate in the statewide, standardized assessment program required under s. [1008.22](#) and the coordinated screening and progress monitoring system required under subsection (8). Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment; the statewide, standardized Mathematics assessment; or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

- (b) A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:
1. A federally required student plan such as an individual education plan;
 2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and Mathematics assessments may be exempted from participation by the principal; or
 3. An individualized progress monitoring plan.

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

(a) *Early warning system.*—

1. A school that serves any students in kindergarten through grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:
 - a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
 - b. One or more suspensions, whether in school or out of school.
 - c. Course failure in English Language Arts or mathematics during any grading period.
 - d. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency under [s. 1008.25\(5\)\(a\)](#).

Supplemental and Intensive Instructional Support **SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT**

Students in grades 6 through 8 who are not demonstrating satisfactory progress may be enrolled in an acceleration support program during the school day for the purpose of providing immediate instructional support. Principals may assign students to intensive reading or intensive mathematics courses. Students assigned to these courses will remain in placement until they have demonstrated satisfactory performance as determined by a school wide system of progress monitoring.

Middle School Assessment

All students must participate in the statewide assessment tests required by [Florida Statutes 1008.22](#). Students in grades K-10 will participate in the state's Florida Assessment of Student Thinking, or F.A.S.T., which refers to the new Coordinated Screening and Progress Monitoring (CSPM) System assessments, which are aligned to the B.E.S.T. Standards. Per [s. 1008.25\(8\), F.S.](#), F.A.S.T. assessments will be administered three times per year, the first (PM1) will occur within the first 30 days of school; the second (PM2) will occur in the middle of the school year, and the third (PM3) will occur at the end of the school year.

Middle School State Standardized Assessments (F.A.S.T. or EOC)		
Grade 6	Grade 7	Grade 8
Grade 6 - ELA Reading	Grade 7 - ELA Reading	Grade 8 - ELA Reading
Grade 6 - Writing (Spring only)	Grade 7 - Writing (Spring only)	Grade 8 - Writing (Spring only)
Grade 6 - Math	Civics End of Course Assessment *(30% of course	Grade 8 - Math OR Algebra 1 End of Course Assessment

	grade)	*(30% of course grade) Grade 8 - Statewide Science Assessment (Spring only)
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Parents will receive a report of a student’s progress toward achieving state and district expectations for satisfactory achievement levels on standardized state assessments within 30 days after administration of the assessments. [Florida Statutes 1008.22.7.\(g\)](#).

**See the grading policy section for information regarding the 30% grade calculation.*

Special Programs

English for Speakers of Other Languages(ESOL)

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

1. ELLs, two years or less in the program, will not be marked below grade level. (For additional information, see ESOL section.)

Exceptional Student Education (ESE)

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

1. For additional information regarding grading practices for students with disabilities, see Inclusion Grades: Exceptional Student Education.

Grading Procedures

Reporting Student Progress

1. All parents will be notified regularly of their child’s achievement during the 36 week school year. Teachers will update grades in Skyward every week (7 days). The school year is divided into four nine-week grading periods. A progress report will be available for each student in all subjects at the mid-point of each nine-week grading period. Thereafter, until the end of each grading period, teachers will notify parents/guardians if the student’s performance drops by more than one letter grade.
2. A Student's Decrease in Grade A conference with the parent will be held when there is more than one letter grade drop from the previous reporting period. 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.

Secondary Grading

Upon completion of each nine-week grading period, a report card will be issued. The report card will depict the student's grade that is based on his/her academic performance in each class that reflects examinations as well as written papers, class participation, and other academic performance criteria, the student's performance or nonperformance at his/her grade level. The report card will include information about the student's conduct and attendance. The final report card will contain a statement indicating promotion, assignment, or retention. [Florida Statutes 1003.437](#) requires the grading system and interpretation of letter grades used in grades 6 through 12 be as follows:

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

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

*GPA Value=Grade Point Average (GPA) Value

Middle School Grading Information

- Grades shall be based on mastery of standards for grade level and course content.
- Grades for compliance (i.e. bringing back signed progress reports) are prohibited.
- Teachers will provide multiple opportunities for students to show mastery of the standards as learning is the goal of instruction.
- There must be a grade for each subject each week.
- No one assignment will be worth more than 20% of a student's overall grade for the 9 weeks.
- No grades shall be taken on content that has not been taught (i.e. diagnostic testing).

7. Assessments should cover the grade appropriate standards.
8. There must be a minimum of 2 tests each nine week grading period.
9. Each nine-week grade will be counted as 50% of the semester grade.
10. The student's semester grade in courses with state mandated End of Course assessments will be calculated as follows: 30% of the semester grade will be determined by the grade earned on the End of Course assessment.
11. ELLs, two years or less in the program, will not be marked below grade level. (For additional information, see ESOL section.)
12. For additional information regarding grading practices for students with disabilities, see Inclusion Grades: Exceptional Student Education.

Grading for Middle School Subjects

Practice Work (30%)	Quizzes/Projects (30%)	Tests (40%)
Short assignments to determine a student's progress toward mastery of the B.E.S.T standards; Work that is sent home as review or practice work over a standard or skill that has been taught in class	Lesson quizzes, quizzes identified on the Scope and Sequence, teacher -created quizzes or projects	Unit Assessments, Standards-based assessments used to determine mastery of standards on the Scope and Sequence

Grades Based on Standards

Student grades will be based on work aligned to subject and grade level standards. Behavior and compliance are not part of a student's grades. Teachers can provide multiple opportunities for students to show mastery as learning is the goal of instruction.

Middle School EOC Calculations

The student's semester grade in courses with state mandated End of Course assessments will be calculated as 30% of the semester grade and will be determined by the score earned on the End of Course assessment.

Score Level	Conversion
Level 1	.5
Level 2	1.5
Level 3	2.5
Level 4	3.5
Level 5	4.5

EOC Grade Calculations Example:

$(\text{The Final grade} \times 0.7) + (\text{The EOC Conversion} \times 0.3) = \text{Final EOC Grade}$

Make-up Assignments and Assessments for Absences

Regardless of whether an absence is excused or unexcused, students are required to make up all coursework and assessments missed during the period of nonattendance. Immediately upon returning to class, it is the responsibility of the student to obtain missed coursework, confirm corresponding dates for completion, and schedule missed assessments. Students shall earn full credit for all short-term assignments, long-term assignments, tests, and quizzes made up within the reasonable time limits established by the teacher. Partial credit shall be given for assignments not completed within the time limits established by the teacher.

1. Short-Term Assignments

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

2. Long-Term Assignments

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

3. Tests and Quizzes

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

Late Work

Late work is defined as work that was not turned in on time even though the student was present when the assignment was due. Late work shall not be granted full credit. Late work shall be accepted for one day from the due date unless otherwise extended by the teacher or by accommodations of the student's IEP. The student will receive no less than 75% of the earned credit for the assignment. This deadline may be extended with the approval of the teacher or principal as long as it is applied to all students.

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.

Middle School Grade Placement

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

Promotion

Middle grades students must earn passing grades in ELA, math, science, and social studies for three grading periods of the school year (three out of four quarters per course). Students who do not pass three grading periods of two or more courses shall be retained. Supplemental and accelerated instructional support will be provided in the next grade level to students who did not demonstrate satisfactory performance.

Students must complete a one-semester civics education course in accordance with [1008.22\(3\)\(c\), F.S.](#) 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.

If a middle grades student scores Level I or Level 2 on statewide, standardized ELA statewide, standardized assessment, the student may enroll in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery. The school shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students performing below grade level. Schools continue to make decisions that are in the best interest of each student with regard to course enrollment and instructional support. Florida Statute [1008.25\(6\)\(a\)](#) prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion or administrative placement at the next grade level without regard for mastery of the Florida Standards.

Assignment

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

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

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

Retention

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

State Uniform Transfer of Students in Middle Grades and High School [6A-1.09941](#)

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools.

(1) The procedures relating to the acceptance of transfer work and courses for students in middle grades 6, 7, and 8 from out of state or out of country shall be as follows:

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

(2) The procedures relating to the acceptance of transfer work and credits for students in high school from out of state or out of country shall be as follows:

- (a) 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 (2)(b) of this rule. Assessment requirements for transfer students under Section 1003.4282, F.S., must be satisfied.
- (b) 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 (2)(c) of this rule.
- (c) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal and parent:
 - 1. Portfolio evaluation by the superintendent or designee,
 - 2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal,
 - 3. Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools,
 - 4. Satisfactory performance on nationally normed standardized subject area assessments,
 - 5. Satisfactory performance on a statewide, standardized assessment, or
 - 6. 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 subparagraphs (1)(c)3., and 4. and (2)(c)4. and 5. of this rule if required.

If a student transfers into Okeechobee County Schools and has a missing quarter grade, the principal will determine the grade by assessing the student on the quarter missed, utilizing an EOC or other standardized test score, administering the 9 weeks test for that quarter, assigning credit recovery or have the grades of their first grading period within this district counted twice for the purposes of determining the final grade averages and the ranking of seniors.

Additional Transfer of Credit Information

- If a transfer student's transcript shows an Algebra 1 credit (requiring a passing state assessment), then the student must pass the assessment, unless the student earned a comparative score on an approved comparative assessment determined from the Florida Department of Education or passed an out-of-state Algebra assessment. If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and that student's transcript shows credit received in Algebra 1, or an equivalent course, the student must pass the Algebra 1 EOC or have earned a comparative score.
- If a transfer student's transcript shows a final course grade and course credit in Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade. Students seeking Scholar Designation must pass the applicable Florida EOC's.
- In order to receive a diploma from the district, a Home Education student transferring into Okeechobee County School Board must be enrolled during their last academic year prior to graduation and must have a course schedule containing all remaining graduation requirements. All graduation requirements must be met in order for the student to receive a diploma.
- Students with credit awarded for Home Education programs shall be eligible to be ranked in their graduating class only if they have been enrolled in Okeechobee High School for a minimum of one year earning seven credits. No ranking in the Top 10 of a graduating class shall be permitted for a transferring Home Education student with less than a minimum of two years (14 credits) earned in Okeechobee High School.
- Credits will be accepted from a virtual instruction program.

Responsibilities Related to Foreign Transcript Review and Credit Alignment

School Site - Each school site must follow the process for enrolling ELLs, which includes the home language survey, a records review process, and multiple indicators for identification, that must include initial placement assessment (IPT) to determine appropriate placement. Therefore, a school site must follow the process on academic records review which may include credit transfers, credit equivalency, translations, appropriate grade placement and program service identification.

High School Counselors - High School Counselors are responsible for evaluating foreign transcripts and using the International Curriculum Frameworks with the current course requirements to determine credit reciprocity.

State Uniform Transfer of Students in the Middle Grades- Rule 6A-1.09941, F.A.C.

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

(1) The procedures related to the acceptance of transfer work and courses for students in grades 6, 7 and 8 from out of state or out of country shall be as follows:

- (a) Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.

- (b) Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.
- (c) Alternate Validation Procedure: If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal, and parent:
 - (i) Portfolio evaluation by the superintendent or designee,
 - (ii) Demonstrated performance in courses taken at other public or private accredited schools,
 - (iii) Demonstrated proficiencies on nationally normed standardized subject area assessments,

Students must be provided at least ninety (90) days from the date of transfer to prepare for assessments outlined in paragraphs (3)(c) and (d) of this rule if required. (Specific Authority [1003.4156\(3\)](#), [1003.25\(3\)](#), [Law Implemented 1003.25 \(3\)](#), F.S. History-New 10-20-08).

Section 1003.4156, F.S., requires that students enrolled in a middle school career and education planning course must use Xello. Additional changes to the mandatory middle school career and education planning course include teaching students how to access and update their personalized academic and career plan yearly in middle and high school; how to earn an accelerated high school diploma under the CTE Graduation Pathway pursuant to s. 1003.4182(10), F.S.; and how to engage in work-based learning opportunities, such as internships, pre-apprenticeships and apprenticeships.

Process and Minimum Standards for the Award of High School Credit for Career and Technical Student Organization (CTSO) Participation Rule [6A-1.09442](#), Florida Administrative Code (F.A.C.),

SB 240 amended s. [1003.4282](#), F.S., to enable students to receive work-based learning course credit for demonstrable participation in extracurricular activities associated with CTSO. The provision is effective beginning with the 2023-24 school year.

Beginning in the 2023-24 school year, a student in grades 6 through 12 may be awarded one high school credit upon providing his or her school with verifiable documentation showing an accumulation of at least 135 hours of participation in CTSO activities that occur outside of regular class time. The 135-hour threshold may be accumulated over one or more academic years.

To count toward high school credit, CTSO experiences and activities must provide the opportunity for students to apply academic and technical content to career experiences. These activities may include events, projects, competitions, and workshops, including preparation or practice time for such activities, supervised agricultural experiences, or any other activity that meets the definition of work-based learning under s. [446.0915](#), F.S., that is related to a CTSO.

Students may be awarded one high school elective credit for demonstrable participation in CTSO activities. Students can complete these activities anytime between their 6th and 12th-grade years and can accumulate hours over these years. Students do not need to be enrolled in a CTSO at the time the credit is officially awarded but must be a member of the CTSO during the time of the activity in which they are submitting to be verified.

Credit awarded must satisfy an elective requirement for a standard high school diploma, adult standard high school diploma, or certificate of completion under s. [1003.4282](#), F.S., or elective credit for the Academically Challenging Curriculum to Enhance Learning (ACCEL) Option under s. [1002.3105](#), F.S.

For students pursuing a standard diploma through the career and technical education pathway option under s. [1003.4282](#), F.S., the high school credit will satisfy one credit in work-based learning.

The school district must use the transfer number provided in the Course Code Directory, adopted in [6A-1.09441](#), F.A.C., for granting credit that must be recorded on student records and transcripts. Districts must not report the course or credit earned through CTSO participation for funding through the Florida Education Finance Program (FEFP).

The following procedures will need to be followed to award a student an elective credit for demonstrable participation in CTSO activities.

- A. Students will need to complete the **CTSO for Elective Credit** form for each separate date of activity they are requesting to be evaluated. The form will be found in each school guidance office.
- B. Fully completed forms will be evaluated by the school administration to determine if the minimum requirements for demonstrable activities have been met. Incomplete forms will not be evaluated. If administration determines the forms to be incomplete or need more information they will be returned to the student to be updated.
- C. High School credit will be awarded when a student has accumulated 135 verifiable hours of CTSO activities and documentation has been approved by the administration.
- D. Students who transfer into the district with documentation of participation in demonstrable activities, the documentation will be reviewed by the administration. If documentation is not complete with the required information found on the Okeechobee County School District form, the student will be asked to provide the updated information
- E. Students should maintain all documentation related to their demonstrable activities and completed forms and submit the documentation upon completion of the 135 required hours.
- F. Staff members - CTSO Advisors, teachers, administration, and data processors will receive training on the requirements and process to document student participation in CTSO activities, verify those activities, and enter the data into the student's transcript.

High School Credit

1. Middle school students may enroll in courses for high school credit on a space available basis when the courses are offered at their middle school.
2. Middle school students enrolled in a high school credit course may not drop the course or transfer into a lower level course after the completion of the first nine weeks grading period.
3. Grade Forgiveness – Middle school students who take any high school course for high school credit and earn a grade of “C”, “D”, or “F” or the equivalent of “C”, “D”, or “F”, shall be allowed to retake the same or a comparable course and replace the grade with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned in the course.
 - a. Middle school students who earn a grade of “A” or “B” in a high school credit course are not eligible for grade forgiveness.
 - b. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. However, all courses completed by a student remain a part of the student’s cumulative record and will appear on the high school transcript. Any course not replaced according to this forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.
4. Grade Weighting – High school honors courses taken during middle school shall be weighted. Grade weighted high school credit courses taken at the middle school level shall also have the weighted grade applied to the calculation of the high school GPA when the student enters high school and will receive the same weighting as courses taken on a high school campus.
5. High School courses taken prior to the 9th grade may be used to meet the core course requirement for the National Collegiate Athletic Association ([NCAA](#)) if the course appears on the high school transcript with a grade and a credit and the course is on the high school’s approved list of NCAA courses.

6. High school credit for courses successfully completed by middle school students shall be awarded upon completion of middle school and official entry into high school.
7. Credits are recorded on an official high school transcript from where the student was officially enrolled.
8. Virtual Courses for High School Credit - Parents of middle school students who want their child to take a high school credited course via virtual school shall inform the guidance counselor at the middle school the student attends and be approved by the middle school principal. Students who have previously been enrolled in virtual courses and did not complete the course will not be permitted by the principal to enroll in new courses. The guidance counselor will notify the Director of Student Services that the principal has approved the student to enroll in the course.
9. Information concerning the 18 credit and 24 credit high school graduation options will be provided to middle school students and parents so they may select the program that best fits their needs.

Exceptions

Individual student exceptions (under highly unusual circumstances) can be made to the Middle School Student Progression Plan. These exceptions will be made only with the approval of the principal and the Director of Curriculum and Instruction.

SECONDARY EDUCATION HIGH SCHOOL (GRADES 9-12)

Student Performance Standards

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

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

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

Requirements for Graduation

Graduating seniors

Florida law allows students entering grade nine to choose from one of five options to earn a standard high school diploma:

- 24-credit program [Florida Statutes 1003.4282 \(IIB1\)](#);
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option [Florida Statutes 1002.3105](#)
- Career and Technical Education (CTE) Pathway [1003.4282 F.S](#)
<https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/pathways-option.stml>

In addition to the three options available for students to earn a standard diploma listed above, [Rule 6A-1.09963](#), Florida Administrative Code, High School Graduation Requirements for Students with Disabilities, outlines two additional options that students with disabilities may complete. See Section VII, Graduation for Exceptional Education Students.

Students receiving a Standard High School Diploma from Okeechobee County School Board must meet the following requirements: Standard Diploma Requirements Graduation Requirements for Students entering Grade 9 in 2014-15 and forward

SUBJECT	CREDITS	DESCRIPTION
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English	4 credits	English I, II, III, IV or higher level courses AND a satisfactory score or above on the 10 th grade state standardized ELA/Reading assessment
Mathematics	4 credits	To include Algebra 1, Geometry AND a satisfactory score on the Algebra 1 EOC or the Geometry EOC. Four math credits must be earned in 9th - 12th grade. A student may earn two mathematics credits by taking Algebra I in two full-year courses. (SB 7070) Industry certification that leads to college credit may be substituted for up to 2 math credits. (excluding Algebra 1 and Geometry). A computer science credit, if identified as equivalent in rigor by the commission of education, may be substituted for one mathematics requirement except for Algebra 1 and Geometry. A computer science credit may only substitute for one course (either mathematics or science). (SB7070)
Science	3 credits	Three credits must be earned in courses with a lab component one of which must include Biology. Industry certification that leads to college credit may be substituted for up to 1 science credit (excluding Biology). A computer science credit, if identified as equivalent in rigor by the commission of education, may be substituted for one science credit except for Biology I. A computer science credit may only substitute for one course (either mathematics or science). (SB 7070)
Social Studies	3 credits	To include World History, American History, American Govt. (1/2) and Economics with Financial Literacy (1/2)
Social Studies 23-24 9th grade cohort	3.5 credit	To include World History, American History, American Govt., Economics and Financial Literacy
Physical Education	1 credit	To include Personal Fitness (1/2) and PE elective (1/2 credit). See Waiver Section for course substitutions.
Fine/ Performing Arts	1 credit	
Electives	8 credits	College bound students are highly recommended to complete a minimum of two credits in the same world language
Electives 23-24 9th grade cohort	7.5	College bound students are highly recommended to complete a minimum of two credits in the same world language
Total	24 credits	

Section 1003.4282(3)(e), F.S., is amended to modify the options for a student to complete required credits to earn a standard high school diploma. Senate Bill 240 replaces the practical arts option in the required credit in fine or performing arts, speech and debate, or practical arts with the option to complete one credit in CTE to satisfy the required credit. For 2023-24 year, any 9-12 CTE course can fulfill “one credit in fine or performing arts, speech and debate, or career and technical education.”

Section 1003.4282, F.S., to:

modify the options for a student to complete required credits to earn a standard high school diploma. The bill provides the option to complete one credit in Career and Technical Education (CTE) to satisfy the required “one credit in fine or performing arts or speech and debate, or career and technical education;” and require the State Board of Education to establish a process that enables a student to receive work-based learning or credit in electives for completing a threshold level of demonstrable participation in extracurricular activities associated with career and technical student organizations.

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

SUBJECT	CREDITS	DESCRIPTION
English	4 credits	Standard Diploma requirements including a satisfactory score or above on the 10 th grade state standardized ELA/reading assessment
Math	4 credits	Standard Diploma requirements including a satisfactory score or above on the Algebra I EOC AND Geometry EOC for students in Grad Base Year 2019 and after
Science	3 credits	Standard Diploma requirements Chemistry or Physics, and one credit equally rigorous to Chemistry or Physics AND a satisfactory score or above on the Biology EOC assessment
Social Studies	3 credits	Standard Diploma requirements AND a satisfactory score or above on the US History EOC assessment
Foreign Language	2 credits	Students must earn two credits in the same world language
Electives	8 credits	Students must earn one credit in an AP, or dual enrollment course
Electives 23-24 9th grade cohort	7.5	College bound students are highly recommended to complete a minimum of two credits in the same world language
Fine/ Performing Arts Physical Education	2 credits	Students must meet all standard diploma requirements in these areas. CS/CS/SB 240 (e) One credit in fine or performing arts, speech and debate, or career and technical education, or practical arts.

Students choosing the Industry Scholar Diploma Designation must meet the following requirements:

SUBJECT	CREDITS	DESCRIPTION
English	4 credits	Standard Diploma requirements including a satisfactory score or above on the 10 th grade state standardized ELA/reading assessment

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

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

SUBJECT	CREDITS	DESCRIPTION
English	4 credits	These requirements are the same for any standard diploma.
Mathematics	4 credits	These requirements are the same for any standard diploma.
Science	3 credits	These requirements are the same for any standard diploma.
Social Studies	3 credits	Standard Diploma requirements.
Career and Technical Education Courses (CTE)	4 credits	4 elective credits instead of 8 2 credits in CTE courses, must result in completion and industry certification 2 credits in work-based learning programs or up to 2 elective credits including financial literacy.

Notification of Acceleration, Academic, and Career Planning Options [1003.02 F.S.](#)

At the beginning of each school year, notify students in or entering high school and the students' parents, in a language that is understandable to students and parents, of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, and dual enrollment courses; career and professional academies; career-themed courses; the career and technical education pathway to earn a

standard high school diploma under [s. 1003.4282\(10\)](#); work-based learning opportunities, including internships and apprenticeship and pre apprenticeship programs; foundational and soft-skill credentialing programs under [s. 445.06](#); Florida Virtual School courses; and options for early graduation under [s. 1003.4281](#), and provide those students and parents with guidance on accessing and using Florida’s online career planning and work-based learning coordination system and the contact information of a certified school counselor who can advise students and parents on those options.

Return on Investment [1003.02 F.S.](#)

The district must notify the parent of a student who earns an industry certification that articulates for postsecondary credit of the estimated cost savings to the parent before the student’s high school graduation versus the cost of acquiring such certification after high school graduation, which would include the tuition and fees associated with available post secondary credits. Also, the student and the parent must be informed of any additional industry certifications available to the student.

Work Based Learning

Per **SB 240: Education Section 446.0915, F.S.**, was amended to mandate that district school boards must ensure that each student in grades nine through 12 have access to at least one work-based learning opportunity.

Career Fair

Per **Section 1001.43, F.S.** was amended to require that all district high schools must host a career fair, starting in the 2023-2024 school year, either individually or as a collaboration between multiple high schools and/or districts. The career fair must be during the school day, held on the campus of the high school or within reasonable driving distance, cater to grades 11 and 12, and allow students to meet or interview with potential employers. The event may integrate Florida’s online career planning and work-based learning system, which, at this time, is Xello. Please see DPS memo 2023-26 sent on February 3, 2023, available at <https://info.fldoe.org/docushare/dsweb/Get/Document-9777/dps-2023-26.pdf>.

Equally Rigorous Courses for Scholar Designation

In addition to the requirements of [s. 1003.4282, F.S.](#), a student may earn a scholar designation if a student meets the criteria set by [s. 1003.4285\(a\), F.S.](#) The tables below provide guidance for courses that are considered equally rigorous to Algebra II and to Statistics for a scholar diploma designation starting the 2022-2023 school year.

Equally Rigorous to Algebra II (#1200330)	
Course Number	Course Title
1200340	Algebra II Honors
1200388	Mathematics for Data and Financial Literacy Honors
1200395	IB Middle Years Programs Algebra II

1209825	Pre-AICE Mathematics 3 IGCSE Level
	Any college, credit-bearing mathematics course, including Advanced Placement and dual enrollment, where college credit is earned

Equally Rigorous to Statistics (#1210300)	
Course Number	Course Title
1212300	Discrete Mathematics Honors
1202340	Precalculus Honors
1202300	Calculus Honors
1209300	IB Applications and Interpretation 1
1202352	AICE Mathematics 1 AS Level
1202362	AICE Mathematics & Probability & Statistics 1 AS Level
1202364	AICE Mathematics & Probability & Statistics 2 A Level
	Any college, credit-bearing mathematics course, including Advanced Placement and dual enrollment, where college credit is earned

Equally Rigorous to Algebra II (#1200330)

Course Number Course Title 1200340 Algebra II Honors 1200388 Mathematics for Data and Financial Literacy Honors 1200395 IB Middle Years Programs Algebra II 1209825 Pre-AICE Mathematics 3 IGCSE Level Any college, credit-bearing mathematics course, including Advanced Placement and dual enrollment, where college credit is earned Equally Rigorous to Statistics (#1210300) Course Number Course Title 1212300 Discrete Mathematics Honors 1202340 Precalculus Honors 1202300 Calculus Honors 1209300 IB Applications and Interpretation 1 1202352 AICE Mathematics 1 AS Level 1202362 AICE Mathematics & Probability & Statistics 1 AS Level 1202364 AICE Mathematics & Probability & Statistics 2 A Level Any college, credit-bearing mathematics course, including Advanced Placement and dual enrollment, where college credit is earned.

Florida Seal of Biliteracy [6A-1.09951](#)

Requirements for the Florida Seal of Biliteracy Program.

(1) The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English by the award of a silver or gold seal on a standard high school diploma.

(2) Definitions.

- (a) “Modes of communication” means interpersonal communication involving conversational speaking and listening or signed exchanges; interpretive reading, listening, or viewing; and presentational communication

shown by creating messages for a reader, listener, or viewer through writing, speaking, or signing.

- (b) "Foreign language" means a language other than English and includes American Sign Language, classical languages, and indigenous languages.

(3) Criteria for Eligibility. Beginning with the 2016-2017 school year, the Gold Seal of Biliteracy or the Silver Seal of Biliteracy shall be awarded to a high school student who has earned a standard high school diploma and who has satisfied one of the following criteria for eligibility:

(a) Silver Seal of Biliteracy.

1. Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale;
2. Has earned a score or performance level on any of the examinations found on the chart shown below;

Examination	Score or Performance Level
SAT Subject Test	600 or higher
College Level Examination Program (CLEP) Level 1 Language Exam	Spanish 50-62 French 50-58 German 50-59
International Baccalaureate Language Exam	4 or higher
Advanced Placement Language Exam	3 or higher
Advanced International Certificate of Education Subject Test	A, B, C, D, or E
American Sign Language Proficiency Interview (ASLPI)	3 or higher
Sign Language Proficiency Interview: American Sign Language (SLPI:ASL)	Intermediate Plus or higher
American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance Toward Proficiency in Language (AAPPL) Interpersonal Listening, Interpersonal Speaking, Interpretive Listening, and Presentational Writing	Intermediate Mid or higher
ACTFL Oral Proficiency Interview (OPI)	Intermediate Mid or higher
Standards-based Measurement of Proficiency for Grade 7-Adult (STAMP4S)	Intermediate Mid or higher
ACTFL Latin Interpretive Reading Assessment (ALIRA)	I-2 or higher

3. For languages which are not tested on the nationally recognized examinations listed in subparagraph 2., demonstrated language proficiency through maintenance of a portfolio of language performance at the Intermediate Mid level or higher based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for that language.

(b) Gold Seal of Biliteracy.

1. Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA);

2. Has earned a score or performance level on any of the examinations found in the chart below;

Examination	Score or Performance Level
SAT Subject Test	700 or higher
College Level Examination Program (CLEP) Level 2 Language Exam	Spanish 63 or higher French 59 or higher German 60 or higher
International Baccalaureate Language Exam	5 or higher
Advanced Placement Language Exam	4 or higher
Advanced International Certificate of Education Subject Test	A, B, C, D
American Sign Language Proficiency Interview (ASLPI)	4 or higher
Sign Language Proficiency Interview: American Sign Language (SLPI:ASL)	Advanced Plus or Higher
American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance Toward Proficiency in Language (AAPPL) Interpersonal Listening, Interpersonal Speaking, Interpretive Listening, and Presentational Writing	Advanced Low or Higher
ACTFL Oral Proficiency Interview (OPI)	Advanced Low or Higher
Standards-based Measurement of Proficiency for Grade 7-Adult (STAMP4S)	Advanced Low or Higher
ACTFL Latin Interpretive Reading Assessment (ALIRA)	I-5 or higher

3. For languages which are not tested on the nationally recognized examinations listed in subparagraph 3., demonstrated language proficiency through maintenance of a portfolio of language performance, at the Advanced Low level or higher based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for that language.
4. Criteria for the award of credit. A high school student who did not enroll in, or complete, foreign language courses, shall be awarded four (4) foreign language high school course credits, upon attaining at least the minimum score or performance level set forth in subparagraph (3)(a)2. for the Silver Seal of Biliteracy.
5. Procedures for the Seal.
 - (a) Examination scores received directly from the testing entity, rather than a parent, guardian, or student, shall be relied upon to determine whether the examination score or performance level for the seal has been met.
 - (b) Where a portfolio is relied upon to determine whether to award a Seal of Biliteracy, school district appointed personnel with language performance at the distinguished level on the ACTFL Proficiency Guidelines 2012 in the same language as the student portfolio shall assess the portfolio.

Advanced Placement Capstone Diploma

Okeechobee County Schools in partnership with College Board **is now offering offers** the AP Capstone Diploma for students who complete specialized Advanced Placement courses and complement those courses with additional Advanced Placement course work. Requirements are:

1. Satisfactory completion of the AP Seminar course as determined by College Board,
2. Satisfactory completion of the AP Research course as determined by College Board,
3. Satisfactory completion of four additional AP courses as determined by College Board, *and*
4. Students must score a 3 or higher on the final exam and/or final presentation for AP Seminar, AP Research and four additional AP courses to achieve this designation.

Diplomas and Certificates of Completion

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

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

Explanatory Note: A student who has received a certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard diploma whenever the requirements are completed. Additionally, the awarding of a certificate of completion is limited to those students choosing to meet their school's graduation requirements and is not applicable to the 18 credit graduation programs.

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

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

At the time that a student with a certificate of completion earns a passing score on the 10th grade state standardized ELA/reading assessment, Algebra I EOC or concordant score on PSAT, ACT, or SAT, the student may be awarded a diploma with the current year's graduating class based upon meeting graduation requirements specific to the student's graduation base year. <http://www.fldoe.org/fileparse.php/5663/urlt/Rule6Alog422Ann-FAQ.pdf>

In order to participate in the graduation ceremony, seniors must have earned all required credits and meet the GPA eligibility requirements.

All students must participate in the statewide assessment tests required by [Florida Statutes 1008.22](#). Students in grades K-10 will participate in the states Florida Assessment of Student Thinking, or F.A.S.T, refers to the new Coordinated Screening and Progress Monitoring (CSPM) System assessments, which are aligned to the Benchmarks in Excellent Student Thinking (B.E.S.T.) Standards. Per [s. 1008.25\(8\), F.S.](#), F.A.S.T. assessments will be administered three times per year, the first (PM1) will occur within the first 30 days of school; the second (PM2) will occur in the middle of the school year, and the third (PM3) will occur at the end of the school year.

REQUIRED STATE STANDARDIZED ASSESSMENTS

English Language Arts	Math	Science	Social Studies
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9th grade state standardized ELA Reading assessment	Algebra 1 EOC *(30% of course grade) and satisfactory score required for graduation	Biology EOC *(30% of course grade)	US History EOC *(30% of course grade)
Grade 9 Writing (Spring only)			Beginning with the 2021-2022 school year, United States Government will be required to take the Florida Civics Literacy Exam. Students who earn a passing score on the civic literacy assessment in the high school course will be exempt from the postsecondary civic literacy assessment as required by s. 1007.25(4), F.S.
10th grade state standardized ELA assessment satisfactory score required for graduation	Geometry EOC *(30% of course grade)		
Grade 10 Writing (Spring only)			

*See the grading policy section for information regarding the 30% grade calculation.

Parents will receive a report of a student's progress toward achieving state and district expectations for satisfactory achievement levels on standardized state assessments within 30 days after administration of the assessments.

[Florida Statutes 1008.22.7.\(g\)](#)

Course Waivers/Substitutions

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

Course Florida Statutes 1003.4282 ,	Waiver/ Substitution applies to
Athletic Participation: Students who participate in interscholastic sports at the junior varsity or varsity level for two years (2 full seasons) shall satisfy the ½ credit of Personal Fitness and ½ credit of elective physical education.	Physical Education graduation requirement including Personal Fitness
Marching Band: Completion with a grade of "C" or better of one semester in an official marching band class (Band I – VI) or in a physical activity class that requires participation in marching band activities as an extracurricular activity shall satisfy the ½ credit of elective PE credit. The student must still take Personal Fitness. · This waiver may <u>not</u> be combined with the waiver for Personal Fitness through athletic participation. · Marching band season is the first semester of the year only.	Physical Education graduation requirement but <u>not</u> Personal Fitness
JROTC/Performing Fine Arts/Physical Education: Completion of two years in a JROTC class, a significant component of which is drills, shall satisfy the 1 credit requirement in physical education (<u>not</u> Personal Fitness) and the one credit requirement in performing arts.	Physical Education graduation requirement (<u>not</u> Personal Fitness) and Performing Fine Arts

JROTC/Physical Education: A grade of “C” or better in a JROTC class, a significant component of which is drills, shall satisfy the 1 credit requirement in physical education. This may <u>not</u> be used to satisfy the Personal Fitness requirement or the requirement for adapted physical education under an IEP or 504 Plan.	Physical Education graduation requirement but <u>not</u> Personal Fitness
Industry Certification – Math: Industry certification courses that lead to college credit may substitute for up to two (2) math credits.	Math graduation requirement (excluding Algebra 1 and Geometry)
Industry Certification – Science: Industry certification courses that lead to college credit may substitute for up to one (1) science credit.	Science graduation requirement (excluding Biology)
Industry Certification – Computer Science: - An identified rigorous Computer Science course with a related industry certification may substitute for up to one (1) science credit.	Science graduation requirement (excluding Biology)
Apprenticeship or Pre-apprenticeship: Completion of a DOE- registered apprenticeship or pre-apprenticeship program shall satisfy the one (1) credit requirement for fine or performing arts.	Fine Arts requirement

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

Requirements for the 18 credit ACCEL Diploma [1002.3105](#)

SUBJECT	CREDITS	DESCRIPTION
English	4	English I, II, III, IV or ELA honors, Advanced Placement (AP), and dual enrollment courses may satisfy this requirement.
Mathematics	4	Algebra I and Geometry, Algebra 1 EOC and Geometry EOC assessment will constitute 30% of final course grades EOC assessments were not calculated as 30% of the course grade for students taking Algebra 1, Geometry and Algebra 2 in the 14-15 school year. Industry certifications that lead to college credit may substitute for up to 2 math credits, except for Algebra 1 and Geometry
Natural Science	3	Two must have a laboratory component, one must be Biology 1 and EOC assessment will constitute 30% of final course grade. Chemistry, physics or equally rigorous courses are required. Industry certifications that lead to college credit may substitute for up to 1 science credit, except for Biology 1. An identified rigorous computer science course with a related industry certification substitutes for up to 1 science credit except for Biology 1.
Social Science	3	World History (1), American History (1), American Government (1/2), Economics with Financial Literacy (1/2), US History EOC assessment will constitute 30% of final course grade.
Fine/Performing	1	

Art		
Electives	3	Personal Financial Literacy 0.5 credit, and 2.5 electives for 23-24 9th grade cohort
State Assessment Requirements		Satisfactory score on the Grade 10 required state assessment for reading/ELA or a concordant score Satisfactory score on the Algebra I End-of-Course Exam or a concordant score.

Students participating in the 18 credit ACCEL diploma program are not required to meet the physical education requirements.

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

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

Selection of one of the graduation options may be completed by the student at any time and is exclusively up to the student and parent. If the student and parent fail to select a graduation option, the student shall be considered to have selected the general graduation option (II.B.1) in accordance with state and school graduation requirements.

Early High School Graduation [1003.4281](#)

1. The purpose of this section is to provide a student the option of early graduation and receipt of a standard high school diploma if the student earns 24 credits and meets the graduation requirements set forth in s. [1003.4282](#). For purposes of this section, the term "early graduation" means graduation from high school in less than 8 semesters or the equivalent.
2. Each district school board shall adopt a policy that provides a high school student the option of early graduation. Each school district shall notify the parent of a student who is eligible to graduate early. A school district may not prohibit a student who meets the requirements of this section from graduating early.
3. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. 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.
4. If eligible for a Florida Bright Futures Scholarship Program award under ss. [1009.53-1009.538](#), a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation.

Acceleration [1003.4295](#)

1. Each high school shall advise each student of courses through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, early admission, and career academy courses and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction. Students shall also be advised of the early graduation options under s. [1003.4281](#).
2. Beginning with the 2011-2012 school year, each high school shall offer an International Baccalaureate Program, an Advanced International Certificate of Education Program, or a combination of at least four courses in dual enrollment or Advanced Placement, including one course each in English, mathematics, science, and social studies. To meet this requirement, school districts may provide courses through virtual instruction, if the virtual course significantly integrates postsecondary level content for which a student may earn college credit, as determined by the Department of Education, and for which a standardized

end-of-course assessment, as approved by the department, is administered.

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

Definition of High School Credit [1003.436](#) Definition of “credit.”—

- (1) (a) For the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards, except as otherwise provided through the Credit Acceleration Program (CAP) under s. [1003.4295\(3\)](#). One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the district school board. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment pursuant to s. [1007.271](#) that satisfy the requirements of a dual enrollment articulation agreement according to s. [1007.271\(21\)](#) and that equal one full credit of the equivalent high school course identified pursuant to s. [1007.271\(9\)](#).
(b) The hourly requirements for one-half credit are one-half the requirements specified in paragraph
- (2) In awarding credit for high school graduation, each district school board shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

Grade Classification of Students

High school graduation credit requirements –

	Sophomore (Gr. 10)	Junior (Gr. 11)	Senior (Gr. 12)	Graduate
24 Credit Diploma	5 credits	11 credits	17 credits	24 credits
Mid-Year Promotion	7.5 credits	13.5 credits	20.5 credits	
18 Credit Diploma	5 credits	8 credits	13 credits	18 credits
Mid-Year Promotion	6 credits	8.5	15.5 credits	

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

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

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

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

In awarding credit for high school graduation, each district school board shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student. [FS 1003.436 \(2\)](#).

State Uniform Transfer of High School Credits- Rule 6A-1.09941, F.A.C.

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools.

(1) The procedures relating to the acceptance of transfer work and courses for students in middle grades 6, 7, and 8 from out of state or out of country shall be as follows:

- (a) Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in paragraph (1)(b) of this rule.
- (b) Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in paragraph (1)(c) of this rule.
- (c) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal and parent:

- (i) Portfolio evaluation by the superintendent or designee,
- (ii) Demonstrated performance in courses taken at other public or private accredited schools,
- (iii) Demonstrated proficiencies on nationally normed standardized subject area assessments,
- (iv) Demonstrated proficiencies on a statewide, standardized assessment, or
- (v) Written review of the criteria utilized for a given subject provided by the former school.

(2) The procedures relating to the acceptance of transfer work and credits for students in high school from out of state or out of country shall be as follows:

- (a) 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 (2)(b) of this rule. Assessment requirements for transfer students under section 1003.4282, F.S., must be satisfied.
- (b) 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 (2)(c) of this rule.
- (c) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal and parent:
 - 1. Portfolio evaluation by the superintendent or designee,
 - 2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal,
 - 3. Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools,
 - 4. Satisfactory performance on nationally normed standardized subject area assessments,
 - 5. Satisfactory performance on a statewide, standardized assessment, or
 - 6. 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 the date of transfer to prepare for assessments outlined in subparagraphs (1)(c)3., and 4. and (2)(c)4. and 5. of this rule if required.

Additional Transfer of Credit Information

- If a transfer student's transcript shows an Algebra 1 credit (requiring a passing state assessment), then the student must pass the assessment, unless the student earned a comparative score on an approved comparative assessment determined from the Florida Department of Education or passed an out-of-state Algebra assessment. If a student transfers

- into a Florida high school from out of country, out of state, a private school, or a home school, and that student's transcript shows credit received in Algebra 1, or an equivalent course, the student must pass the Algebra 1 EOC or have earned a comparative score.
- If a transfer student's transcript shows a final course grade and course credit in Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade. Students seeking Scholar Designation must pass the applicable Florida EOC's.
 - In order to receive a diploma from the district, a Home Education student transferring into Okeechobee County School Board must be enrolled during their last academic year prior to graduation and must have a course schedule containing all remaining graduation requirements. All graduation requirements must be met in order for the student to receive a diploma.
 - Students with credit awarded for Home Education programs shall be eligible to be ranked in their graduating class only if they have been enrolled in Okeechobee High School for a minimum of one year earning seven credits. No ranking in the Top 10 of a graduating class shall be permitted for a transferring Home Education student with less than a minimum of two years (14 credits) earned in Okeechobee High School.
 - Credits will be accepted from a virtual instruction program.

Responsibilities Related to Foreign Transcript Review and Credit Alignment

School Site - Each school site must follow the process for enrolling ELLs, which includes the home language survey, a records review process, and multiple indicators for identification, that must include initial placement assessment (IPT) to determine appropriate placement. Therefore, a school site must follow the process on academic records review which may include credit transfers, credit equivalency, translations, appropriate grade placement and program service identification.

High School Counselors - High School Counselors are responsible for evaluating foreign transcripts and using the International Curriculum Frameworks with the current course requirements to determine credit reciprocity.

Credit Requirements

The requirements of the Board shall not be retroactive for a transfer student provided the student has met all requirements of the district or state from which he/she is transferring.

Students who enter a Florida public school in the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English may receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 GPA and pass the grade 10 statewide standardized assessment for ELA, required in [1008.22\(3\), F.S.](#), or an alternate assessment as described in [1008.22\(10\), F.S.](#)

In-county or out-of-county students must attend Okeechobee County High School for the last two semesters to be placed in class rank. Transfer students not meeting the requirements for ranking may be given an approximate rank.

In awarding credit for high school graduation, each school district shall maintain a one-half credit earned system which shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course. This excludes courses with an End of Course (EOC) exam that require passing the exam to earn credit.

Each course offered for credit in grades 9-12 must be in the Course Code Directory and have a State-Adopted Curriculum Framework (course descriptors). Additionally, student performance standards that relate directly to the intended outcomes specified in the curriculum frameworks (course descriptions) must be adopted by the Board. Any credit awarded must be based upon mastery of the performance standards in accordance with the district grading system.

Course grades shall be posted at each quarter. Quarter grades will be averaged on quality points to yield the half-credit semester grade for non-EOC non-blocked courses.

Assessment and Remediation

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

Algebra 1 EOC Concordant Scores

Available for students who entered grade 9 in 2020–21 and beyond. Additional information regarding other cohorts may be found at Graduation Requirements for Florida’s Statewide Assessments.	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
Geometry EOC	Level 3

Grade 10 ELA Concordant Scores

Available for students who entered grade 9 in 2010–11 and beyond. Additional information regarding other cohorts may be found at Graduation Requirements for Florida’s Statewide Assessments.	
SAT EBRW	480
ACT English and Reading subtests	18

Assessment and Support.—

- (a) Each student must participate in the statewide, standardized assessment program required under s. [1008.22](#) and the coordinated screening and progress monitoring system required under subsection (8). Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment; the statewide, standardized Mathematics assessment; or the Algebra I EOC assessment must be evaluated to determine the nature of the student’s difficulty, the areas of academic need, and strategies for providing academic supports to improve the student’s performance.
- (b) A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:
 1. A federally required student plan such as an individual education plan;

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

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

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

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

The IEP team will meet and complete the waiver process.

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

Intensive Instructional Support

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

College Ready Scores

Common Placement Tests	Reading	English/Writing	Mathematics, QAS
PERT	106	103	114
ACT	19	17	19
SAT	24	25	24
NEXT GEN ACCUPLACER	256	253	261

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

Testing Exemptions (ESE)

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

Earning Additional Credits Toward Graduation

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

Earning High School Credit Prior to the Ninth Grade

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

[6A-6.0521 Dropout Prevention and Academic Intervention Programs.](#)

(2) Requirements.

- (a) Credits. Students served in dropout prevention and academic intervention programs must retain their right to earn the number and type of credits required for a standard high school diploma.
- (b) Coordination. All dropout prevention and academic intervention programs must coordinate with appropriate agencies and other school programs that provide services to participating students in order to fully utilize human and financial resources. A part of this coordination must ensure that procedures for postsecondary transition include child care referral, career counseling and academic and vocational training options. Appropriate agencies include, but are not limited to: the Department of Health, the Department of Children and Families, the Department of Juvenile Justice, the Department of Law Enforcement, the Department of Corrections, the Department of Commerce, and the Florida Interagency Coordinating Council for Infants and Toddlers.
- (c) Exceptional student education (ESE) referral. An exceptional student referred for enrollment in a dropout prevention and academic intervention program must have an individual educational plan (IEP) review prior to enrollment. A staff representative of the dropout prevention department in the district must participate in that review. This requirement does not apply to students served in county or municipal jail programs and Department of Juvenile Justice detention or residential programs.

- (d) Limited English proficient students. Limited English proficient students, meeting the eligibility criteria for individual dropout prevention and academic intervention program categories, must be considered for enrollment in the appropriate dropout prevention and academic intervention program based on student needs. Limited English language proficiency must not be used as a criterion for enrollment.
- (e) Parent notification.
 - 1. Except as set forth in subparagraph (2)(e)2., at least five (5) days before a student is initially enrolled in, or at least five (5) days before a student initially receives services under, a dropout prevention and academic intervention program, the student's parent or guardian must be notified by certified mail, return receipt requested, of such assignment or service in accordance with Section [1003.53\(5\)](#), F.S. After the initial notice, notice must be provided annually.
 - 2. The notice in subparagraph (2)(e)1. is not required for county or municipal jail programs and Department of Juvenile Justice detention and residential programs.
 - 3. Notification must be in the parent's primary language or other mode of communication commonly used by the parent unless clearly not feasible pursuant to Rule [6A-6.0908, F.A.C.](#)
- (f) Student records. Records of students participating in dropout prevention and academic intervention programs must contain the following:
 - 1. The students' dropout prevention and academic intervention program category.
 - 2. Students' entry and exit dates in the dropout prevention and academic intervention program.
 - 3. Documentation of the eligibility of each student and any required interventions that are dated prior to each enrollment in a dropout prevention and academic intervention program. Eligibility for multi-year programs must be documented annually.
 - 4. Number of instructional periods or hours of participation.
 - 5. Evaluation of each student's academic and behavioral progress.
 - 6. Annual written documentation of parent notification and evidence of involvement in the enrollment decision.
- (g) Eligibility. Districts must establish and implement eligibility criteria and procedures for each individual dropout prevention and academic intervention program offered in their district. Eligibility must be based on academic achievement, attendance, and discipline, pursuant to Section [1003.53\(1\)\(b\)-\(c\)](#), F.S.
- (h) Academic Intervention Plan. For each student in a dropout prevention and academic intervention program, an individual academic intervention plan must be developed no more than thirty (30) calendar days after a student's entry into the program. An ESE student's academic intervention plan must be consistent with the student's IEP. At a minimum, the plan must include:
 - 1. Measurable objectives, strategies, supports and related services that support the program's goals to improve academic achievement, attendance and discipline, as appropriate; and
 - 2. Transition goals to support the next educational placement or postsecondary options.
- (i) Certification. Dropout prevention teachers must be instructional personnel as defined in Section 1012.01, F.S. The school district must ensure that only qualified instructional personnel, consistent with the Florida Course Code Directory and Instructional Personnel Assignments as adopted in Rules [6A-1.09441](#), [6A-1.0502](#), and [6A-1.0503](#), F.A.C., provide instruction in dropout prevention and academic intervention programs.

Credit Recovery Course Procedures

The district will offer credit recovery courses to students who are not meeting state academic standards. The following procedures will be followed per [6A-6.0521 Dropout Prevention and Academic Intervention Programs](#):

- 1. Students enrolled in a Credit Recovery Course must have previously attempted a corresponding non-credit recovery course;
- 2. Students enrolled in a Credit Recovery course must meet end-of-course assessment requirements pursuant to [Section 1003.4282, F.S.](#);

3. The District will develop individually designed courses of study for students based on a thorough review of the student's current academic records so that students can meet course standards;
4. The District will provide any related student services and accommodations required by IEPs Section 504 plans or English Language Learner plans, if applicable to the student;
5. The course delivery model will be direct instruction, blended learning, or virtual instruction via a third-party vendor. No matter the course delivery model, the course content will be aligned with Florida Standards and designed to meet the state academic and/or graduation requirements if applicable pursuant to Sections [1002.33](#), [1002.37](#), [1002.45](#), [1002.455](#), [1003.498](#), and [1011.62\(1\)](#), F.S.; and
6. The Credit Recovery grading process will align with the grading process for middle and high school. The student must work to master standards and complete the course for the grade earned and credits to be included on a student's transcript. The focus of credit recovery is on the mastery of course content objectives. Specific course credit is awarded when students demonstrate competency in the intended learning outcomes and the performance standards for the course.

Grade/Credit Recovery

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

Credit Recovery – PLATO Credit recovery courses have been developed and implemented as components of the dropout prevention efforts of The OCSB. The focus of credit recovery is on the mastery of course content objectives. Specific course credit is awarded when students demonstrate competency of the intended learning outcomes and the performance standards for the course.

Summer School – Students who are behind in credits or have a “D” or “F” in an academic course are permitted to enroll in summer school.

Earning College Credit in High School

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

1. Advanced Placement

Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course may be awarded. Students should consult their college requirements/policies. Students who are enrolled in an Advanced Placement course and earn the minimum score necessary to earn college credit are not required to take the state end-of-course assessment for that subject.

2. Credit Acceleration Program (CAP)

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

or who has not completed the course, to take the assessment or exam during the regular administration of the assessment or exam.

3. Dual Enrollment Programs- [1007.271, F.S.](#)

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

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

- a. Students must have completed at least one semester of 9th grade *and* have earned a minimum of 4 high school credits, and a cumulative unweighted high school grade point average of 3.0 or better and/or the approval of their high school principal.
- b. Students must meet the same entrance requirements as students desiring to enroll in the same courses on the college campus and have the approval of the high school principal.
- c. Dual enrollment course offerings are limited to approved courses at Indian River State College. Students must receive prior approval from their principal to enroll. Courses not taken at IRSC are not covered by the Dual Enrollment Contract and therefore are not eligible for tuition and instructional materials reimbursement by OCSB. This includes talent identification programs, college summer programs, summer camps and courses at schools other than IRSC.
- d. College ready scores are required for all students participating in dual enrollment. Grades earned in dual enrollment courses will carry the same grade weight as Advanced Placement courses when grade point averages are calculated.
- e. Any college credit course comprising 3 credits or higher and/or any vocational clock hour course comprising 75 hours or higher that is listed in the State Common Course Numbering System (SCNS) for postsecondary credit can be considered for Dual Enrollment. Courses that meet high school graduation requirements are listed in the DUAL ENROLLMENT COURSE EQUIVALENCY LIST. All high schools shall accept these postsecondary courses toward meeting the requirements of Section [1003.43, F.S.](#)

4. Early College Admission (FULL TIME COLLEGE)

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

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

- The student must earn sufficient college credit to fulfill the remaining high school graduation requirements (based on three semester hours equaling one-half high school credit).
- The student must maintain at least a 2.0 GPA in college courses.

High School Equivalency Diploma Program

[HB 265](#) prohibits a school district school board from requiring a student at least 16 years of age to take any course before taking the General Education Development (GED) exam for a high school equivalency diploma, unless the student fails to achieve a passing score on the GED practice test. For additional information please contact the school's guidance office or ged.com.

English for Speakers of Other Languages (ESOL)

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

ELLs two years or less in the program, will not be marked below grade level. (For additional information, see ESOL section.)

Exceptional Student Education

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

For additional information regarding grading practices for students with disabilities, see Inclusion Grades: Exceptional Student Education.

Transcript Integrity-Course Changes & Withdrawals

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

Grading Procedures

Reporting Student Progress

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

- the student's academic performance in each class or course in grades 9- 12 (based upon examinations as well as written papers, class participation and other academic performance criteria);

- the student's conduct and behavior;
- the student's attendance; and
- the student's cumulative grade point average.

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

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

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

Student's Decrease in Grade

A conference with the parent should be held when there is more than one letter grade drop from the previous reporting period. 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:

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

Letter Grade	Percentage Range	GPA Value*	Definition
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure

*GPA Value=Grade Point Average (GPA) Value

High School Grading Information

1. Grades shall be based on mastery of standards for grade level and course content.
2. Grades for compliance (i.e. bringing back signed progress reports) are prohibited.
3. Teachers will provide multiple opportunities for students to show mastery of the standards as learning is the goal of instruction.
4. There must be a grade for each subject each week.
5. No one assignment will be worth more than 20% of a student's overall grade for the 9 weeks.
6. No grades shall be taken on content that has not been taught (i.e. diagnostic testing).
7. Assessments should cover the grade appropriate standards.
8. There must be a minimum of 2 tests each nine week grading period.
9. Each nine-week grade will be counted as 50% of the semester grade.
10. The student's semester grade in courses with state mandated End of Course assessments will be calculated as follows: 30% of the semester grade will be determined by the score earned on the End of Course assessment.
11. ELLs, two years or less in the program, will not be marked below grade level. (For additional information, see ESOL section.)
12. For additional information regarding grading practices for students with disabilities, see Inclusion Grades: Exceptional Student Education.

Nine Weeks Grade Calculations

Practice (30%)	Quizzes/Projects (30%)	Tests (40%)
Short assignments to determine a student's progress toward mastery of the B.E.S.T standards. Work that is sent home as review or practice work over a standard or skill that has been taught in class.	Lesson quizzes, quizzes identified on the Curriculum Maps, teacher -created quizzes or projects.	Unit Assessments, Standards-based assessments used to determine mastery of standards on the Curriculum Map

Semester Grade Calculation

Beginning with the 2023 - 2024 school year, students enrolled in high school courses will no longer have semester exams resulting in each nine-weeks grade being calculated as 50% of the semester grade. Semester grades will be calculated based on the average of the percentages earned in both quarters and apply to the existing grading scale.

Example	Calculation
A student earns a 92% A in quarter 1 and an 86% B in quarter 2.	Letter grades are determined based on the percentage earned.
Add both quarter percentage grades earned in that semester	Quarter 1 - 92 Quarter 2 - 86 $92 + 86 = 178$
Divide the total for the semester by two and round to the nearest whole number to determine the final grade for the semester.	$178 \div 2 = 89.0$ and rounds to 89 $89 = B$ Semester grade is an B

High School EOC Calculations

The student's semester grade in courses with state mandated End of Course assessments will be calculated as 30% of the semester grade and will be determined by the score earned on the End of Course assessment.

Score Level	Conversion
Level 1	.5
Level 2	1.5
Level 3	2.5
Level 4	3.5
Level 5	4.5

EOC Grade Calculations Example:

$(\text{The semester grade} \times 0.7) + (\text{The EOC Conversion} \times 0.3) = \text{Semester EOC Grade}$

Example:

For a student receiving an A in semester 1, a B in semester 2 and a Level 3 on the EOC, the following calculations would be used to determine each semester grade.

$(A = 4, B = 3, C = 2, D = 1, F = 0)$

$$(4 \times 0.7) + (2.5 \times 0.3) = 2.8 + 0.75 = 3.55$$

Semester 1 grade = B

$$(3 \times 0.7) + (2.5 \times 0.3) = 2.1 + 0.75 = 2.85$$

Semester 2 grade = C

For the purpose of class rank and honors/awards for graduating seniors, grade point average will be calculated at the completion of the seventh semester of high school enrollment.

Schools shall not exempt students from academic performance requirements, 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.

Grade Weighting

Grade weighting in The Okeechobee County School Board is as follows:

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

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

Make-up Assignments and Assessments for Absences

Regardless of whether an absence is excused or unexcused, students are required to make up all coursework and

assessments missed during the period of nonattendance. Immediately upon returning to class, it is the responsibility of the student to obtain missed coursework, confirm corresponding dates for completion, and schedule missed assessments. Students shall earn full credit for all short-term assignments, long-term assignments, tests, and quizzes made up within the reasonable time limits established by the teacher. Partial credit shall be given for assignments not completed within the time limits established by the teacher.

1. Short-Term Assignments

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

2. Long-Term Assignments

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

3. Tests and Quizzes

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

4. Exams

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

Late Work

Late work is defined as work that was not turned in on time even though the student was present when the

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

Grade Forgiveness [1003.4282\(6\), F.S.](#)

GRADE FORGIVENESS POLICY.—Each district school board shall adopt policies designed to assist students in meeting graduation requirements including grade forgiveness policies. Forgiveness policies for required courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in another course. The only exception to these forgiveness policies shall be made for 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”. In such case, the district forgiveness policy must allow the replacement of the grade with 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 a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

High School Courses

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

Florida Bright Futures Scholarship Program

[1009.531](#) Florida Bright Futures Scholarship Program; student eligibility requirements for initial awards.—

- (1) In order to be eligible for an initial award from any of the scholarships under the Florida Bright Futures Scholarship Program, a student must:
 - (a) Be a Florida resident as defined in [s. 1009.40](#) and rules of the State Board of Education.
 - (b) Earn a standard Florida high school diploma pursuant to [s. 1002.3105\(5\)](#), [s. 1003.4281](#), or [s. 1003.4282](#) or a high school equivalency diploma pursuant to [s. 1003.435](#) unless:
 1. The student completes a home education program according to [s. 1002.41](#);
 2. The student earns a high school diploma from a non-Florida school while living with a parent or guardian who is on military or public service assignment away from Florida; or
 3. The student earns a high school diploma from a Florida private school operating pursuant to [s. 1002.42](#).
 - (c) Be accepted by and enroll in an eligible Florida public or independent postsecondary education institution.
 - (d) Be enrolled for at least 6 semester credit hours or the equivalent in quarter hours or clock hours.
 - (e) Not have been found guilty of, or entered a plea of nolo contendere to, a felony charge, unless the student has been granted clemency by the Governor and Cabinet sitting as the Executive Office of Clemency.
 - (f) Apply for a scholarship from the program by high school graduation. However, a student who graduates from high school midyear must apply no later than December 31 of the student's graduation year in order to be evaluated for and, if eligible, receive an award for the current

academic year.

- (2) A student graduating from high school in the 2012-2013 academic year and thereafter is eligible to receive an award for 5 years following high school graduation. A student who applies for an award by high school graduation and who meets all other eligibility requirements, but who does not accept his or her award, may reapply during subsequent application periods up to 5 years after high school graduation. For a student who enlists in the United States Armed Forces immediately after completion of high school, the 5-year period shall begin upon the date of separation from active duty. For a student who is receiving a Florida Bright Futures Scholarship award and discontinues his or her education to enlist in the United States Armed Forces, the remainder of his or her 5-year renewal period shall commence upon the date of separation from active duty. For a student who is unable to accept an initial award due to a full-time religious or service obligation lasting at least 18 months which begins within 1 year after completion of high school, the 5-year period begins upon the completion of his or her religious or service obligation. The organization sponsoring the full-time religious or service obligation must meet the requirements for nonprofit status under s. 501(c)(3) of the Internal Revenue Code or be a federal government service organization, including, but not limited to, the Peace Corps and AmeriCorps programs. The obligation must be documented in writing and verified by the entity for which the student completed the obligation on a standardized form prescribed by the department. If a course of study is not completed after 5 academic years, an exception of 1 year to the renewal timeframe may be granted due to a verifiable illness or other documented emergency pursuant to [s. 1009.40\(1\)\(b\)4](#).
- (3) For purposes of calculating the grade point average to be used in determining initial eligibility for a Florida Bright Futures Scholarship, the department shall assign additional weights to grades earned in the following courses:
 - (a) Courses identified in the course code directory as Advanced Placement, pre-International Baccalaureate, International Baccalaureate, International General Certificate of Secondary Education (pre-AICE), or Advanced International Certificate of Education.
 - (b) Courses designated as academic dual enrollment courses in the statewide course numbering system.The department may assign additional weights to courses, other than those described in paragraphs (a) and (b), that are identified by the Department of Education as containing rigorous academic curriculum and performance standards. The additional weight assigned to a course pursuant to this subsection shall not exceed 0.5 per course. The weighted system shall be developed and distributed to all high schools in the state. The department may determine a student's eligibility status during the senior year before graduation and may inform the student of the award at that time.
- (4) Each school district shall annually provide to each high school student in grade 11 or 12 a complete and accurate Florida Bright Futures Scholarship Evaluation Report and Key. The report shall be disseminated at the beginning of each school year. The report must include all high school coursework attempted, the number of credits earned toward each type of award, and the calculation of the grade point average for each award. The report must also identify all requirements not met per award, including the grade point average requirement, as well as identify the awards for which the student has met the academic requirements. The student report cards must contain a disclosure that the grade point average calculated for purposes of the Florida Bright Futures Scholarship Program may differ from the grade point average on the report card.
- (5) A student who wishes to qualify for a particular award within the Florida Bright Futures Scholarship Program, but who does not meet all of the requirements for that award by the applicable deadlines, may be allowed additional time to complete the requirements, if the principal of the student's school or the district superintendent verifies that the deficiency is caused by the fact that school district personnel provided inaccurate or incomplete information to the student. The school district must provide a means for the student to correct the deficiencies and the student must correct them, either by completing comparable work at the postsecondary institution or by completing a directed individualized study

program developed and administered by the school district. If the student does not complete the requirements by December 31 immediately following high school graduation, the student is ineligible to participate in the program. If the student completes the requirements by December 31, the student must receive the award for the full academic year, including the fall term.

- (6)(a) The State Board of Education shall publicize the examination score required for a student to be eligible for a Florida Academic Scholars award, pursuant to [s. 1009.534\(1\)\(a\) or \(b\)](#), as follows:
 - 1. For high school students graduating in the 2018-2019 and 2019-2020 academic years, a student must achieve an SAT combined score of 1290 or an ACT composite score of 29.
 - 2. For high school students graduating in the 2020-2021 academic year and thereafter, a student must achieve the required examination scores published by the department, which are determined as provided in paragraph (c).
- (b) The State Board of Education shall publicize the examination score required for a student to be eligible for a Florida Medallion Scholars award, pursuant to [s. 1009.535\(1\)\(a\) or \(b\)](#), as follows:
 - 1. For high school students graduating in the 2018-2019 and 2019-2020 academic years, a student must achieve an SAT combined score of 1170 or an ACT composite score of 26.
 - 2. For high school students graduating in the 2020-2021 academic year and thereafter, a student must achieve the required examination scores published by the department, which are determined as provided in paragraph (c).
- (c) To ensure that the required examination scores represent top student performance and are equivalent between the SAT and ACT, the department shall develop a method for determining the required examination scores which incorporates all of the following:
 - 1. The minimum required SAT score for the Florida Academic Scholarship must be set no lower than the 89th national percentile on the SAT. The department may adjust the required SAT score only if the required score drops below the 89th national percentile, and any such adjustment must be applied to the bottom of the SAT score range that is concordant to the ACT.
 - 2. The minimum required SAT score for the Florida Medallion Scholarship must be set no lower than the 75th national percentile on the SAT. The department may adjust the required SAT score only if the required score drops below the 75th national percentile, and any such adjustment must be made to the bottom of the SAT score range that is concordant to the ACT.
 - 3. The required ACT scores must be made concordant to the required SAT scores, using the latest published national concordance table developed jointly by the College Board and ACT, Inc.
- (d) Before each school year, the department shall publish any changes to the examination score requirements that apply to students graduating in the next 2 years.

Florida Academic Scholars, Florida Medallion Scholars, Florida Gold Seal Vocational, and CAPE Scholars Awards.

Volunteer hours. One of the requirements to receive a [Bright Future Scholarship](#) is the successful completion of volunteer service for all three Bright Futures award levels. Bright Futures Florida Academic Scholars (FAS),

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

- a. Only approved OCSB volunteer service sites will be accepted. [HB 461](#) modifies the eligibility requirements for Bright Futures to include an option for students to use paid work hours to qualify for a scholarship. The paid work hours must meet the requirements for volunteer hours, including documentation in writing of paid work hours and a student evaluation and reflection upon his or her volunteer service or paid work experience through papers or other

presentations. The bill also makes it optional for a student to identify a social or civic issue or a professional area and develop a plan for personal involvement or learning about the area.

- b. The volunteer service application should be approved by the agency site supervisor PRIOR to a student volunteering.
- c. All hours must be completed by May 1, of the student's year of graduation.
- d. Volunteer service hours beyond the 100 may be self-reported on college applications or resumes.
- e. School principals have the final authority to approve student volunteer service.
- f. Volunteer hours authorized by parents will not be permitted. Students must have hours verified by a supervisor who is not an immediate family member.

For additional information on the Florida Bright Futures Scholarship go

<http://www.floridastudentfinancialaid.org/ssfad/bf/>

Type	16 High School Course Credits ¹	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT®/SAT®)	Volunteer Service*	Paid Work Hours*
FAS	4 - English <i>(three must include substantial writing)</i> 4 - Mathematics <i>(at or above the Algebra I level)</i> 3 - Natural Science <i>(two must have substantial laboratory)</i>	3.50	2022-23 Graduates: 29/1330 2023-24 Graduates: 29/1340	100 hours	100 hours
FMS	3 - Social Science 2 - World Language <i>(sequential, in same language)</i>	3.00	2022-23 Graduates: 25/1210 2023-24 Graduates: 25/1210	75 hours	100 hours

Merit Recognition Program	College Entrance Exams by High School Graduation Year (ACT®/SAT®)		Volunteer Service*	Paid Work Hours*	Bright Futures Award
	2022-23	2023-24			
National Merit® Finalists and Scholars			100 hours	100 hours	FAS
			75 hours	\	FMS
National Hispanic Recognition Program			100 hours	100 hours	FAS
			75 hours	\	FMS
Advanced International Certificate of Education (AICE) - Diploma			100 hours	100 hours	FAS
			75 hours	\	FMS
International Baccalaureate (IB) - Diploma			100 hours	100 hours	FAS
			75 hours	\	FMS
AICE - Curriculum	29/1330	29/1340	100 hours	100 hours	FAS
	25/1210	25/1210	75 hours	100 hours	FMS
International Baccalaureate (IB) - Curriculum	29/1330	29/1340	100 hours	100 hours	FAS
	25/1210	25/1210	75 hours	100 hours	FMS

student must earn either the required volunteer service or paid work hours, but not a combination of both.

Volunteer Service and Paid Work Hours

Students must complete a program of volunteer service or, beginning with a high school student graduating in the 2022-2023 academic year and thereafter, paid work, as approved by the district school board, the administrators of a nonpublic school. Each district school board and the administrators of a nonpublic school must establish approved activities and the process for documentation of volunteer service or paid work hours including the deadline by which they must be completed. Students must earn either the required volunteer service OR paid work hours, but not a combination of both. The student may identify a social or civic issue or a professional area that interests them

and develop a plan for their personal involvement in addressing the issue or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon their volunteer service or paid work experience. Such volunteer service or paid work may include but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer service or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

Only approved OCSB volunteer service sites will be accepted. Qualifying sites must be a nonprofit (501-C) entity; For-profit businesses or sites do not qualify for volunteer service hours, even if the student does not receive pay for services. The volunteer service application should be approved by the agency site supervisor PRIOR to a student volunteering. All hours must be completed by May 1, of the student's year of graduation. If a student wishes to complete volunteer service at their own high school a maximum of 30 hours will be accepted. Note: Hours must be earned beyond the school day and the club/organization must be listed on the volunteer service application. Volunteer service hours beyond the 100 may be self-reported on college applications or resumes.

School principals have the final authority to approve student volunteer service.

Volunteer hours authorized by parents will not be permitted. Students must have hours verified by a supervisor who is not an immediate family member.

For additional information on the Florida Bright Futures Scholarship go to:

<http://www.floridastudentfinancialaid.org/>

Recognition of Students at Graduation

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

Graduation for Exceptional Education Students

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

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

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

The decision to accept or defer the standard high school diploma must be made by May 15 of each school year. The parent (or the student if over 18 years of age and to whom rights have transferred), must sign a document stating

whether or not they wish to defer. Please note that failure to attend the graduation ceremony does not constitute a deferral of the diploma.

Transition Planning

[CS/CS/HB 19](#) Requires school districts to, as a part of the transition portion of an IEP, provide certain information to a student with a disability and his or her parent at least 1 year before the student turns 18. Transition needs are addressed by the IEP team and may include the following electives designed to prepare students with disabilities for careers and post-school adult living: The first course is Career Preparation, ESE course number 7980110, which focuses on the acquisition of the necessary knowledge and skills. Career Experiences/Job Experience Training (JET), ESE course code 7980120, is recommended for ages 16 and older and provides opportunities for the application of knowledge and skills in a non-paid school or community work experience setting with coaching and instructional assistance.

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

VIRTUAL EDUCATION

Overview

- A. The Okeechobee County School Board offers a virtual instruction program in accordance with [Florida Statutes 1002.45\(1\)\(b\)](#) with at least two options for part-time and full-time virtual instruction.
 1. The virtual instruction program is a public school choice option per [Florida Statutes 1002.20\(6\)\(a\)](#).
 2. OCSB offers virtual education, including, virtual education during the school day in a computer lab or elsewhere on campus on a space-available basis, and/or virtual education from home or other off-campus locations if authorized by the parent.
- B. The following virtual education options may be available to students
 1. Florida Virtual School may provide part-time and full-time virtual instruction for students in Kindergarten through grade 12. In order to be eligible for part-time instruction, students must meet at least one of the eligibility criteria in s. [1002.455](#). The District School Board shall provide students with access to enroll in courses available through the Florida Virtual School and award credit for successful completion of such courses.

Part-time courses:
Kindergarten through grade 5 students taking part-time courses from Florida Virtual School may not enroll in the same course concurrently and may not exceed the hours of the school day equaling 1.0 FTE.

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

Extracurricular Activities

A student of the Florida Virtual School full-time program may participate in any interscholastic extracurricular activity at the public school to which the student would be assigned according to the District School Board attendance area policies. The student must also meet the same standards of acceptance based on academic and behavioral 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. Students requesting to take a course offered by Florida Virtual School must have certified school counselor, principal, and parent permission. The Okeechobee County School Board will award credit for successful completion of courses taken through Florida Virtual School. Courses coded with “W/F” will be treated as a grade of “F” on the student transcript.

2. Okeechobee Virtual Instruction Program (OVS 7004) is a provider-operated FRANCHISE contracted with Florida Virtual School to provide part-time or full-time options for students in Kindergarten through 12th grade. All instructors are employed by the Okeechobee County School Board and are highly qualified, Florida-certified teachers who have undergone a background check. For eligibility requirements for the OVS programs, refer to the Enrollment in Virtual Program section.
3. The District may offer a full-time or part-time program of core courses for students in grades 9 through 12 enrolled in dropout prevention; academic intervention; Department of Juvenile Justice (DJJ); or community colleges in order to meet class size requirements.

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

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

Student Classification

A. Public School Students

1. A student in grades K-12 entering virtual education to participate as a public school student will be classified as:
 - a. Full-time in OVS (7004) if the student enrolls in virtual education for all core academic courses and PE, art, and music, and takes no courses in a brick-and-mortar school. However, a full-time OVS student may take one or more courses at the student’s zone school by mutual agreement of the OVS principal or designee and the principal of the zone school or designee. In these cases, the student is co-enrolled in OVS and the brick-and-mortar school. In this option, the student would take state assessments, take district assessments, and receive counseling and intervention services at the OVS offices.
 - b. Part-time in OVS (7004) if the student is enrolled in a brick-and-mortar OCSB school and enrolls in at least one OVS course. In this case, the student is co-enrolled in OVS and the brick-and-mortar school. In this option, the student would take state assessments, take district assessments, and receive counseling and intervention services at the brick-and-mortar school. Students may not be simultaneously enrolled in the same course in a virtual school and brick-and-mortar school.
- B. Non-Public School Students: A student who is enrolled in a non-public school may also enroll in one or more virtual education courses on a part-time basis and will be assigned to a virtual school/program based on the course(s) selected in accordance with I(B) above.
- C. Home Education Students: A student who is registered in a Home Education program in Okeechobee County per [Florida Statutes 1002.41](#) may access one or more virtual education courses through OVS on a part-time

basis. Home Education students in secondary courses may not exceed six (6) half-credit courses per semester in OVS. Even in cases where the entire home education program consists of virtual education, the parent of a Home Education student remains responsible for maintaining a Home Education program and portfolio as required in [Florida Statutes 1002.41](#).

High School Graduation

- A. Any students who are enrolled full-time in Okeechobee County Virtual School (7004) and meet the high school graduation requirements in the High School section of this document, will earn a high school diploma from Okeechobee Virtual School.
- B. Nonpublic school and home education students enrolled in an OCSB virtual education option who subsequently wish to enter a brick-and-mortar school as a public school student for the entire semester prior to graduation for the purpose of graduation from high school should review the Transfers provisions of the High School section of this document.

Enrollment Eligibility

- A. Public school students seeking enrollment into a full-time virtual education option must register with the Director of Student Services at the OBSB Office and meet all of the admission requirements. To qualify for enrollment, a student must maintain satisfactory attendance as measured by course pacing and/or the district attendance policy, not have been retained in the previous school year, and earn a Level 3 or higher for scores on F.A.S.T. EOC and Science (at or above grade level on district assessment or equivalent exam for grades K-2).
- B. The District must provide parents/guardians with timely written notification of at least one (1) open enrollment period for full-time students that consists of 90 days or more and ends 30 days before the first day of the school year. The VIP written notification will be distributed annually during the prior school year's third grading period to notify parents prior to the open enrollment period.
- C. Non-public school students and home education students seeking enrollment into a part-time virtual education option must register with the Director of Student Services at the OCSB Office and meet all of the admission requirements. To qualify for enrollment, a student must maintain satisfactory attendance as measured by course pacing and/or the district attendance policy, not have been retained in the previous school year, and earn a Level 3 or higher for scores on FSA English Language Arts and/or FSA/EOC Mathematics and Science (at or above grade level on district assessment or equivalent exam for grades K-2).
- D. OVS Full-Time Enrollment Windows and Requirements
 - 1. Full-time enrollment in OVS for semester 1 will be open annually for at least 90 days ending 30 days before the first day of the school year as required by [F.S. 1002.45](#) and then continuing September 15.
 - 2. Full-time enrollment in OVS for semester 2 will be open on a space-available basis beginning the Monday after Thanksgiving until January 15..3. The enrollment period restriction may be waived for good cause (such as medical documentation, family hardship, and transfer from another virtual school) by the principal of OVS
 - 3. Any student entering OVS with a prior year FSA English Language Arts or FSA/EOC Math score of Level 1 or Level 2, or with no score for the prior year, will be required to participate in an additional academic screening and may, at the discretion of the OVS principal, be required to sign a contract as a condition of enrollment committing to progress monitoring through the OVS office. Failure to meet the provisions of this contract will result in a return to zoned school at the semester or end of the school year as appropriate.
- E. Completion Restrictions

Students have until the end date, July 15 of Survey 4 to complete an OVS course if they were enrolled and working in the course during either Survey 2 or 3. Students who begin an OVS course after Survey 3 must finish the segment of the course by the last day of school. Students may remain enrolled beyond the last

day of school if the course is needed for credit recovery.

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

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

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

- G. Full-Time/Part-Time Virtual Education Enrollment

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

Students who have previously been unsuccessful in a virtual school course (F or WF) will need to meet with their school counselor before the course request is approved. Students requesting to take a virtual course offered by OVS or FLVS must have a school counselor and parent/caregiver approval [F.S. 1002.45](#).

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

Annual Re-enrollment Policy

To qualify for enrollment for the following school year, a student enrolled in full-time OVS must maintain satisfactory attendance as measured by course pacing and/or the district attendance policy, not have been retained in the previous school year, and earn a Level 3 or higher for scores on F.A.S.T. and STAR Early Literacy and/or STAR Reading.

Pace & Performance

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

progress. Parents of middle and high school virtual instruction programs should also be monitoring students' work and progress on a regular basis. Legal guardians are responsible for making sure the student has access to a computer and to internet service each school day. Legal guardians of students falling behind two weeks or more in pace will be contacted for a conference to discuss the student's continued enrollment in the VIP or withdrawal.

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