Okeechobee County School Board

STUDENT PROGRESSION PLAN

2022-2023

Okeechobee County School Board

STUDENT PROGRESSION PLAN

School Board Members

Joe Arnold

Melisa Jahner

Amanda Riedel

Jill Holcomb

Malissa Morgan

Superintendent

Ken Kenworthy

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

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

TABLE OF CONTENTS

Contents

I. ELEMENTARY SCHOOL INSTRUCTION....14

A. REGULAR PROGRAM – GENERAL PROGRAM REQUIREMENTS....14

B. SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT....17

C. ACCELERATION....18

II. ELEMENTARY SCHOOL ASSESSMENT....18

III. GRADING PROCEDURES....19

A. REPORT PROCESS....19

B. REPORT SYSTEM....20

C. ELEMENTARY GRADING....21

D. DEPARTMENT OF EDUCATION (DOE) PUBLIC REPORTING....23

IV. ELEMENTARY GRADE PLACEMENT (K-5)....24

V. PROMOTION TO GRADE FOUR (*Florida Statutes 1008.25*)....25

A. READING DEFICIENCY AND REQUIRED PARENTAL NOTIFICATIONS....25

~~A.~~ B. GOOD CAUSE EXEMPTIONS FROM MANDATORY GRADE THREE RETENTION (*Florida Statutes 1008.25*) ELIMINATION OF SOCIAL PROMOTION....26

C. SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE STUDENTS....27

C. STANDARDS FOR MID-YEAR PROMOTION OF RETAINED THIRD GRADERS (*Florida Statutes 1008.25*)....28

VI. SPECIAL PROGRAMS....29

A. TITLE I (PART A)....29

B. ENGLISH LANGUAGE LEARNERS PLAN (ESOL)....29

C. EXCEPTIONAL STUDENT EDUCATION (ESE)....30

I. MIDDLE SCHOOL INSTRUCTION....31

II. MIDDLE SCHOOL ASSESSMENT....34

III. SPECIAL PROGRAMS....35

A. ENGLISH LANGUAGE LEARNERS PLAN (ESOL)....35

B. EXCEPTIONAL STUDENT EDUCATION....35

IV. GRADING PROCEDURES....35

A. REPORTING STUDENT PROGRESS....35

B. SECONDARY GRADING -- MIDDLE SCHOOL....36

Example: (GPA for final class grade x 0.7) + (GPA for EOC x 0.3) = Final EOC Grade....38

V. MAKE-UP ASSIGNMENTS AND ASSESSMENTS FOR ABSENCES 38
VI. LATE WORK 38
D. PUBLIC REPORTING (*Florida Statutes 1002.20* and *1008.25*) 39
VIII. HIGH SCHOOL CREDIT 40
IX. EXCEPTIONS 41
I. COURSE OF STUDY 41
I. EARNING COLLEGE CREDIT IN HIGH SCHOOL 58
J. ALTERNATIVE TO EARNING A HIGH SCHOOL DIPLOMA 59
K. ENGLISH LANGUAGE LEARNERS PLAN (ESOL) 59
L. EXCEPTIONAL STUDENT EDUCATION 60
M. TRANSCRIPT INTEGRITY-COURSE CHANGES & WITHDRAWALS 60
II. GRADING PROCEDURES 60
A. Reporting Student Progress 60
B. SECONDARY GRADING -- HIGH SCHOOL 61
C. GRADE WEIGHTING 63
D. GRADE FORGIVENESS 63
E. HIGH SCHOOL COURSES 63
F. PUBLIC REPORTING (*Florida Statutes 1002.20 and 1008.25)* 64
G. FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM 64
H. RECOGNITION OF STUDENTS AT GRADUATION 64
III. MAKE-UP ASSIGNMENTS AND ASSESSMENTS FOR ABSENCES 64
IV. Late Work 65
I. OVERVIEW 66
II. STUDENT CLASSIFICATION 67
III. HIGH SCHOOL GRADUATION 68
IV. ENROLLMENT AND ELIGIBILITY 68
V. ANNUAL RE-ENROLLMENT POLICY 70
VI. PACE & PERFORMANCE 70
VII. REPORTING STUDENT PROGRESS 71
Report Cards 71
I. ADMISSION AND PLACEMENT OF STUDENTS 71
II. Home/Hospital 71
III. CURRICULUM AND INSTRUCTION 71

A. FLORIDA STANDARDS/FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.)....71
B. FLORIDA STANDARDS ACCESS POINTS/FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES....72
IV. REPORTING STUDENT PROGRESS....72
V. STATEWIDE ASSESSMENT FOR STUDENTS WITH DISABILITIES– RULE 6A-1.0943....72
A. GUIDELINES FOR DETERMINING APPROPRIATE ACCOMMODATIONS....73
B. STATEWIDE ASSESSMENT WAIVER....73
VI. GRADE PLACEMENT OF EXCEPTIONAL EDUCATION STUDENTS....74
A. PROMOTION AND RETENTION OF STUDENTS WITH DISABILITIES....74
B. MANDATORY GRADE THREE RETENTION....74
C. EXEMPTION FROM MANDATORY GRADE THREE RETENTION (*FL STATUTES 1008.25*) REFER TO ELEMENTARY EDUCATION SECTION....74
D. GRADE PLACEMENT OF EXCEPTIONAL EDUCATION STUDENTS IN FLORIDA STANDARDS ACCESS POINTS/FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.)ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES....74
E. SUMMER SCHOOL....75
F. EXTENDED SCHOOL YEAR (ESY)....75
VII. GRADUATION FOR EXCEPTIONAL EDUCATION STUDENTS....75
Addendum....80
NON-DISCRIMINATION NOTICE....81

ADMISSION, ENROLLMENT, AND TRANSFERS

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

A. ADMISSION

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

1. **First Entry to the State of Florida Schools:**
   Before admitting a student to Florida schools for the first time, the school must have received the following documents as required by Florida Statutes:
   a. proof of date of birth for students; (For acceptable alternates to birth certificates see *Florida Statutes 1003.21(4)).*
   b. a certificate showing a physical examination performed within one year prior to enrollment (height, weight, blood pressure, etc.)
   c. a valid Florida Certificate of Immunization (DH680) transcribed by a health professional.
   d. Kindergarten through 6th grade immunizations required for entry:
      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 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.

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

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

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

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

~~c.~~

d. ~~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 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/SeparatedParents:

a. divorced parents:
ONE or more of the following documents:
   i. certified copy of 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 anytime throughout his/her school career, a new physical exam is not required for entry.

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

Students who are participating in a home education program in accordance with section *1002.41 Florida Statutes*, may be admitted to the public schools in this district on a part-time basis. The child seeking entry must meet the same registration requirements as full-time students 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 students will be provided special education services determined appropriate by the school-based student study team, including the parent, using a Services Plan, not an Individual Education Plan (IEP). (K-12 only) The Board is not responsible for the transportation of students in a home education program/private school to or from the school. The school principal will establish the time and place for arrival and departure of these students. Students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students.

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

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

Exceptional education students will be provided special education services determined

appropriate by the school-based student study team, including parent(s), using a Services Plan, not an Individual Education Plan (IEP). (K-12 only)

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

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

Services are available for exceptional education students through the semester in which they turn 22 or they earn a standard diploma. In any instance consistent with the previous provision that admission or continued enrollment is denied, school personnel 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 students will be provided services as required by law. Students with disabilities who are parentally placed in a private school in Okeechobee County may receive ESE services based on a Service Plan, not an IEP (Individual Education Plan), developed by the serving school. (K-12 only)

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

B. ENROLLMENT GUIDELINES

A minor child's residence is that of the child's parent or parents. A child residing in Okeechobee County, Florida must be enrolled in and attend the public school that serves the child's residential attendance zone, unless otherwise authorized by participation in

Controlled Open Enrollment, ESE school assignment, the appropriate district level administrator, disciplinary assignment under the Student Conduct and Discipline Code, assignment by the School Board "in lieu of expulsion," a "no contact order" entered by a court of competent jurisdiction, or assignment by the Superintendent/designee.

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

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

2. **First Grade:**
   Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed. Successful completion of kindergarten will be defined as:
   a. regular attendance in a 180-day instructional program.
   b. regular attendance in a three-hour-net instructional day.
   c. attaining the age of five (5) on or before September 1 – required for legal entry into kindergarten.
   d. an official letter or transcript from a proper school authority (to include home education) which shows records of attendance, academic information, and grade placement of the student.

3. **Any child who has been promoted or assigned to grades 6, 7, or 8 will be admitted to middle school.**

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

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

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

6. **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.

7. **A parent residing in Okeechobee County relinquishing formal legal custody of**

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

8. **A parent NOT residing in Okeechobee County requesting that his/her student reside with someone other than a parent, (i.e., aunt, friend, grandparent, etc.), and there is no parent living in the district:**
For Enrollment: *This requires the person with whom the parents request the student to live with to obtain temporary custody. A notarized letter from the parents stating* the extenuating circumstances, which, by ordinary and reasonable standards, precludes the parent from actually caring for the student *must accompany this request. The person accepting responsibility for the student must also submit a letter stating he/she accepts responsibility of care for this student. This acceptance letter must be witnessed by an employee of the receiving school*

9. **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.

10. **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.

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

12. **Enrollment in Reading Scholarship Accounts (Section 17):**

Reading Scholarship Accounts are established, contingent upon available funds, and on a first-come, first-served basis, for students in grades 3 through 5 who are enrolled in a Florida public school and scored below a Level 3 on the grade 3 or grade 4 statewide, standardized English Language Arts (ELA) assessment in the prior school year. An eligible student who is classified as an English Language Learner and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of students who are English Language Learner shall receive priority for this funding.

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

13. Enrollment in Family Empowerment Scholarship

The Family Empowerment Scholarship (FES) Program was established during the 2019 Legislative Session and revised in 2021 to enhance Florida's menu of education options. It will provide children whose families have limited financial resources with the opportunity to attend the school that best meets their needs and enables them to reach their academic goals.

The FES provides eligible students a scholarship to attend a private school selected by the parent. A student is eligible for the FES if the student meets the following criteria:

- The student's household income does not exceed 375% of the federal poverty level ($77,250 for a family of four) or the students on the direct certification list (list of children who qualify for the food assistance program, the Temporary Assistance to Needy Families Program, or the Food Distribution on Indian Reservations program); or
- Priority must be given to a student whose household income level does not exceed 185% of the federal poverty level or the student is currently placed, or during the previous state fiscal year was placed, in foster care or in out-of-home care as defined in section 39.01, Florida Statutes; is a dependant child of a member of the United States Armed Forces; is a sibling residing in the same household as a student using the Family Empowerment Scholarship Program; and
- The student is eligible to enroll in kindergarten.
- Prior to scholarship funds being awarded, the student must be accepted and enrolled in a participating private school. For a list of eligible schools, please view the Department's Private School Directory. A private school that is currently eligible to participate in any of the scholarship programs is eligible to participate in the FES; however, parents should contact the school to inquire as to whether the private school will participate in the program.

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

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

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

C. 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 OCSB 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 OCSB Homeless Students (Families in Need) Policy found under Chapter 5.00: Students 5.27.*

D. 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 the 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 Okeechobee County School Board, 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.

E. TRANSFERS/WITHDRAWALS

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

   For Enrollment: *The Student Services Office must approve all zone waiver forms. District Policy 5.20 Controlled Open Enrollment outlines the component of the Controlled Open Enrollment procedures.*

2. **In-State Transfers from Nonpublic Schools to Kindergarten:**
   Students transferring from a nonpublic Florida kindergarten to 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 which 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).

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

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

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

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

7. **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.*

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 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.

10. Transfer of High School Credits

a. All evidence of work or credits earned at another school, community college, or university offered for acceptance will be based on an official transcript authenticated by the proper school authority.
b. Work or credits from all schools or institutions will be accepted at face value, subject to validation if required by the receiving schools accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period.
c. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Credits and grades earned from unaccredited schools shall be accepted at face value if submitted on an official transcript. An official transcript is sent directly from the past administrator to the present administrator and should clearly identify the school, the student, the course number, date the course was taken, credit earned and grade in each course. The transcript should be on official school letterhead and/or be embossed with the school seal. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.
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 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 Okeechobee County School Board'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 or transcript, it will be the responsibility of the principal to assign credit. Comprehensive tests may be required.

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

b. In order to receive credit for any course completed within the past year, a student shall pass a school-based competency exam if an examination is available for the subject. For those subjects where a test is not available, a curriculum outline, materials used, samples of work generated, and an indication of time devoted to study of the course shall be required.

c. In order to receive credit for any course completed prior to the past year, the principal/designee shall use discretion in determining whether a final examination shall be required.

d. Credit granted for courses shall receive Pass/Fail grades only.

e. Credit for courses shall not carry the Honors designation. However, should a student earn an “A” or “B” on a school-based competency exam in an honors course, the honors designation will be provided. (The student would receive a “Pass” grade). The Advanced Placement designation will only be provided if the student has taken the relevant Advanced Placement examination and had earned a score of 3 or higher on that exam.

f. Home education students transferring into The Okeechobee County School Board (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 and provided the student meets the requirements of the home education program. *Florida Statutes 1002.41.*

ELEMENTARY EDUCATION
(GRADES K-5)

I. ELEMENTARY SCHOOL INSTRUCTION

A. REGULAR PROGRAM – GENERAL PROGRAM REQUIREMENTS

1. Student Performance:

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 instructional plans, and a school wide system of progress monitoring is used to support students with identified deficiencies. Student progression is based upon mastering the standards in each course as evidenced by student grades on the student's report card as well as formative data obtained from progress monitoring and summative data obtained from a student's performance on the statewide, standardized assessments.

a. For grades and subjects in which no current state assessments are administered, school districts must establish and assess expected levels of performance for student progression using district-selected assessments such as students' class work, observations, tests, district and other assessments, or other relevant information.

b. It is the responsibility of the classroom teacher to screen, instruct, assess, and monitor the progress of student proficiency on all Florida Standards/Next Generation Sunshine State Standards. Each teacher shall develop daily lesson plans for all subjects taught. Plans should reflect the teaching of Florida Standards/Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) for K-5, including English Language Learners' and Exceptional Education Student modifications, when necessary. Lesson plans shall be checked regularly by the principal or principal designee. Standards will be consistently taught and assessed throughout the year. Assessment of proficiency will be based on Florida Standards/ Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.), Decision Trees located in the K-12 Comprehensive Reading Plan, supplemental materials, student work samples, observation of the student's performance, and student self-assessment.

c. Each elementary school shall regularly assess the reading ability of each K-5 student. (See K-12 Comprehensive Reading Plan: Grades K-5 Multi- Tiered System of Support (MTSS) Curriculum Decision Tree recommendations). State and district diagnostic assessment tools will be used to identify a student's area of academic need. It is the responsibility of the classroom teacher to screen all students within 30 school days of entry. The parent of any K-5 student who exhibits a reading deficiency shall be notified in writing of the student's deficiency within 45 school days from the students' first day of enrollment.

d. A student who has a substantial reading deficiency as determined in Florida Statute 1008.25 (5) (a) must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. (Florida Statute 1008.25(4)(c)

e. 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. The student's reading proficiency must be monitored and the intensive reading 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. Florida Statute 1008.25 (5)(a).

f. Student satisfactory achievement is defined by The Okeechobee County School Board as the on-going demonstration and application of Florida Standards/Next Generation Sunshine State Standards. **Each student must participate in assessments as required by *Florida Statutes 1008.22*.**

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

g. All parents will be notified regularly of their child's achievement during the school year. The Okeechobee County School Board will report to the parent of each student the progress of the student toward achieving state and district expectations for satisfactory achievement in English language arts, mathematics, science, and social studies. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. The final report card will indicate performance or non-performance at grade level, acceptable or unacceptable behavior, attendance, and promotion or retention.

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

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

i. Students working below grade level (working on curriculum standards below his/her current grade level) must be diagnostically assessed and provided remediation through the Multi-Tiered System of Supports (MTSS) and c*onsidered* for possible retention. Students marked below level for English language arts on the report card must:
   i. be diagnosed and provided remediation through intensive reading instruction as required by the K-12 Comprehensive Reading Plan
   ii. based on diagnoses, have his/her individual areas of deficiency in phonemic awareness, phonics, fluency, comprehension and/or vocabulary identified, addressed, and monitored frequently
   iii. be considered for possible retention and have this marked in the comment section
   iv. be reassessed by locally determined assessments and through teacher

observation at the beginning of the grade following the intensive reading instruction

v. continue to be provided intensive reading instruction until the reading deficiency is remedied.

2. Curriculum and Instruction

Each student in grades K-5 will receive regularly scheduled instruction using an integrated approach based on the district adopted curriculum program which includes state/district approved materials and/or textbooks for the assigned grade level and Florida Standards/ Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) (refer to OCSB Curriculum Maps). English language and arts instruction will follow the K-12 Comprehensive Reading Plan and the District Curriculum Maps. Mathematics instruction will follow the District's Mathematics Curriculum Maps. Science and Social Studies instruction will follow Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.)/ Florida Standards and District Curriculum Maps.

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.

3. School Schedules

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

· 90 minutes of uninterrupted literacy instruction;
· 30 minutes of intervention instruction to support students with identified deficiencies;
· 55 minutes of mathematics instruction (50 mins. K-2);

· 30 minutes of science instruction (20 mins. K-2);
· 25 minutes of social studies instruction (20 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.

4. Grouping for Instruction

Providing differentiated instruction for students at all levels is a best practice to meet their needs in mastering the FloridaStandards/ Florida's Benchmarks for Excellent Student Thinking (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).

B. SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT

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

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

1. Progress Monitoring

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

Strategies to help students achieve academic success will be discussed and documented in parent conferences. As required by *Florida Statutes 1001.42* (18) an early warning system (EWS) for students in grades K-8 is used to identify students who need additional support to improve academic performance and stay engaged in school.
Based upon assessments, the areas of deficiencies for each student will be identified and communicated to the parent within 30 days. Information regarding supplemental instructional services and supports through the MTSS process will be provided to the

parent during the conference.

2. Supplemental Instructional Support Activities

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

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

C. ACCELERATION

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

II. ELEMENTARY SCHOOL ASSESSMENT

All students must participate in the statewide assessment tests required by Florida Statutes 1008.22. For exceptional education students, other than gifted, the IEP team will make recommendations for accommodations students are to receive as part of regular classroom instruction on the statewide assessment. Starting with the school year 2021-22 grades K-10 will participate in the states Florida Assessment of Student Thinking, or FAST, 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., FAST 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 3 Math**	**Grade 4 ELA Reading** **Grade 4 Writing (Spring only)** **Grade 4 Math**	**Grade 4 ELA Reading** **Grade 4 Writing (Spring only)** **Grade 4 Math** **Grade 5 Science (Spring only)**

Elementary School State Standardized Assessments (FAST			
Grade VPK	**Grade K**	**Grade 1**	**Grade 2**
STAR (subjects pending)	**STAR (subjects pending)**	**STAR Reading** **STAR Math**	**STAR Reading** **STAR Math**

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)

III. GRADING PROCEDURES

A. 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 mid-point of the grading period. Every student who is enrolled at a school receives a report card, regardless of the length of the enrollment. The report card becomes a part of the school's permanent records. The report to the parent must include the student's progress toward achieving state and district expectations for satisfactory achievement in

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

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

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

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

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

B. REPORT SYSTEM

Reporting to parents shall include:

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

C. ELEMENTARY GRADING

Grades for ELA:

	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 Curriculum Maps, teacher - created quizzes or projects.	Unit Assessments, Standards-based assessments used to determine mastery of standards on the Curriculum Map

*No one score may count for more than 20% of the grade.
*There must be a minimum of 2 tests each nine weeks.
*Grades shall be based mastery of standards and/or course content
*Grades for compliance (i.e. bringing back signed progress reports) are prohibited.

Rubric Conversion Chart for Writing **This chart will change once the Writing Rubric is released from FLDOE**

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

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

Grades for Mathematics:

	Practice Work (30%)	Quizzes/Projects (30%)	Test (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.

*No grades should be taken on content that has not been taught (i.e. diagnostic testing).
*There must be a minimum of 2 test grades each grading period. Each lesson quiz will be recorded as a grade. Lesson quiz grades should not be double as a quiz and a test.

Grades for Science:

	Practice work (30%)	Quizzes/Projects (30%)	Test (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.

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

science or social studies curriculum.

Grades for Social Studies:

	Practice (30%)	Quizzes/Projects (30%)	Test (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.

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.

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	

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

D. DEPARTMENT OF EDUCATION (DOE) PUBLIC REPORTING
(*Florida Statues 1002.20* and *1008.25*)
Each district School Board must annually publish in the local newspaper, and report in

writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

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

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

IV. ELEMENTARY GRADE PLACEMENT (K-5)

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

The OCSB district adopted curriculum program includes state/district approved materials and/or textbooks for the assigned grade level Florida Standards/Florida's Benchmarks for Excellent Student Thinking (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/Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.).

A. PROMOTION

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

B. RETENTION

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

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

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

V. PROMOTION TO GRADE FOUR (*Florida Statutes 1008.25*)

A. READING DEFICIENCY AND REQUIRED PARENTAL NOTIFICATIONS

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English language arts assessment required under *Florida Statutes 1008.22* for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under *Florida Statutes. 1008.22* for grade 3, the student must be retained. 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, F.S. is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under Chapter 490, F.S., 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.

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

1. That his or her child has been identified as having a substantial deficiency in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies for parents to use in helping their child succeed in reading proficiency.
6. That the statewide, standardized English language arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school

district in knowing when a child is reading at or above grade level and ready for grade promotion.

7. The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English language arts. A 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. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.
9. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485, F.S., and information on parent training modules and other reading engagement resources available through the initiative.

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

~~A.~~ B. 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 Statutes1008.25 paragraph (5)(b) ,* for good cause. A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The Okeechobee County School Board 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:
3.
    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. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low- performing readers.

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 recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

C. SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE STUDENTS

(*Florida Statutes 1008.25*)

1. Students retained under the provisions of paragraph(5)(b) must be provided intensive interventions in reading to improve the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the school district's summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.
2. Each school district shall:
   Provided 3rd grade students who are retained under the provisions of paragraph(5)(b) with intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in the school district's summer reading camp as required under paragraph (a) and a minimum of 90 minutes of daily, uninterrupted literacy instruction, plus an additional 30 minutes of intervention instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district, which may include, but are not limited to:
   a. Integration of science and social studies content within the 90-minute block;
   b. Small group instruction;
   c. Reduced teacher-student ratios;

d. More frequent progress monitoring;
e. Tutoring or mentoring;
f. Transition classes containing 3rd and 4th grade students;
g. Extended school day, week, or year.

3. Provide written notification to the parent of a student who is retained under the provisions of FS 1008.25 (5) (b) that his or her child has not met the achievement level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification must comply with the provisions of *Florida Statutes 1002.20(15*) and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.
4. Implement a policy for the midyear promotion of a student retained under the provisions of paragraph (5)(b) who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading or, upon implementation of English language arts assessments, performing at or above grade level in English language arts. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate satisfactory achievement levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills.
5. Provide students who are retained under the provisions of paragraph (5)(b) with a highly effective teacher as determined by the teacher's performance evaluation under *Florida Statutes 1012.34*.
6. Establish at each school, when applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score Level 1 on the required statewide, standardized assessment identified in *Florida Statutes 1008.22*. The focus of the Intensive Acceleration Class shall be to increase a child's reading and English Language arts skill level at least two grade levels in one school year. The Intensive Acceleration Class shall:
    a. Be provided to a student in grade 3 who scores Level 1 on the statewide, standardized English Language arts assessment and who was previously retained in grade 3 the prior year.
    b. Have a reduced teacher-student ratio.
    c. Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade four Florida Standards in other core subject areas.
    d. Use a reading program that is scientifically research- based and has proven results in accelerating student reading achievement within the same school year.
    e. Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist.

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

1. As required by *Rule 6A-1.094222*, the district has adopted a policy for the mid-year promotion of a student retained in third grade due to a reading deficiency. To be eligible for mid-year promotion, a student must demonstrate that he or she:
    a. is a successful and independent reader as demonstrated by reading at or above grade level;
    b. has progressed sufficiently to master appropriate third grade reading

skills;

c. has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district School Board; and
d. demonstrate satisfactory performance on a locally-selected state approved standardized assessment.

VI. SPECIAL PROGRAMS

A. TITLE I (PART A)

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

B. ENGLISH LANGUAGE LEARNERS PLAN (ESOL)

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

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

is not performing on grade level in the subject area, the student will receive appropriate accommodations and/or modifications indicated by the student's English language proficiency.

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

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

The ELL committee will review and/or revise the student's ELL plan to develop and implement appropriate instructional services that are indicated for student success.
When an ELL student enrolls, the principal shall place him/her at the most appropriate grade level, based on age and maturity. ELL student achievement shall be assessed through a combination of ESOL, standardized and district tests. ELL students shall not be retained solely on the basis of their limited English proficiency.

Students currently enrolled in an approved ELL program less than one year may be exempt from taking the state mandated assessments. Exempted students must be assessed through other means determined by the district and school personnel.
Students currently classified as LF (Limited former ESOL in monitoring stage) or LZ (Limited previously beyond monitoring stage) may not be exempted from taking required state mandated assessments.

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

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

C. EXCEPTIONAL STUDENT EDUCATION (ESE)

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

Exceptional education students who are parentally placed in a private school within Okeechobee County may receive ESE consultative services based on a Services Plan even if they do not reside in Okeechobee County. This does not include gifted students who do not reside in Okeechobee County.

SECONDARY EDUCATION
MIDDLE SCHOOL
(GRADES 6-8)

I. MIDDLE SCHOOL INSTRUCTION

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

A. REGULAR PROGRAM - GENERAL PROGRAM REQUIREMENTS

Student Performance Standards

The 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 instructional plans and a school wide system of progress monitoring is used to support students with identified deficiencies. Student progression is based upon mastering the standards in each course as evidenced by student grades on the student's report card as well as formative data obtained from progress monitoring and summative data obtained from a student's performance on the statewide, standardized assessment program.

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

a. three middle grades or higher courses in mathematics; each middle school shall offer an accelerated math curriculum that includes Algebra I for high school credit. Middle grades students enrolled in Algebra I must take the EOC assessment. Students must earn a satisfactory score on the Algebra I EOC in order to earn a standard high school diploma. High school credit will be determined by the semester grades earned in the course.

b. three middle grades or higher courses in English language arts (ELA) which shall include experiences in reading, writing, speaking, listening and language.

c. three middle grades or higher courses in science which shall include instruction in life science, earth science, and physical science.

d. three middle grades or higher courses in social studies which shall include the study of government, economics, geography, and history (including world, United States and Florida history). Middle school students are required to take a civics education course that includes 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 historical documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. Middle grades students enrolled in Civics must take the Civics EOC assessment.

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

education**.**

e. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to *Florida Statutes 1010.305*. Such instruction may be provided by any instructional personnel as defined in *Florida Statutes 1012.01(2),* regardless of certification, who are designated by the school principal. The requirement in subsection II. A.6 (f) shall be waived for a student who meets one of the following criteria:
   i. The student is enrolled or required to enroll in a remedial course;
   ii. 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
   iii. The parent indicates in writing by completing the waiver request form and submitting to the principal that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

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

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

2. Scheduling Practices

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

3. Student Support Opportunities

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

B. ADVANCED COURSES

Advanced course work at the middle grades level is offered in mathematics (grades 6, 7, and 8). Advanced courses are open for enrollment to any student who desires to self-select a more rigorous and challenging curriculum. Students who fail to maintain a 2.0

average over two consecutive nine-week grading periods in an advanced course may be exited from that course.
Each middle school will provide additional academic support to assist students who are in jeopardy of being exited from an advanced class for failure to sustain the minimum performance expectations.

C. MONITORING STUDENT PROGRESS

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

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

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

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

D. SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT

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

1. Intensive Reading

Students who do not meet the requirements for satisfactory performance in English language arts, may be enrolled the following year in an accelerated reading support program.

2. Intensive Mathematics

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

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

Each school must offer the following ACCEL options: whole-grade and midyear promotion; subject matter acceleration and virtual instruction in higher grade-level subjects. Additional ACCEL options may include, but are not limited to: enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses, combined classes; self-paced instruction and advanced-content instruction. The principal, after consultation with the parent/guardian, guidance counselors, teachers and the Superintendent shall determine if placement in an above grade level course offered by The Okeechobee County School Board or grade level acceleration is appropriate. Factors considered in making this placement decision shall include, but not be limited to, the student's academic history, standardized test performance, current nine weeks exam performance, the student's attendance and conduct record.

Placement decisions shall be made on a case-by-case basis and the decision of the principal is final. All placement decisions shall be made on an annual basis and students shall be required to petition the principal each year they wish to enroll in above grade level courses

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

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

II. MIDDLE SCHOOL ASSESSMENT

All students must participate in the statewide assessment tests required by *Florida Statutes 1008.22*. For exceptional education students, other than gifted, the IEP team will make recommendations for accommodations students are to receive as part of regular classroom instruction on the statewide assessment. Starting with the school year 2021-22 grades K-10 will participate in the states Florida Assessment of Student Thinking, or FAST, 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., FAST 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 (FAST or EOC)		
Grade 6	**Grade 7**	**Grade 8**
Grade 6 - ELA Reading Grade 6 - Writing (Spring only)	Grade 7 - ELA Reading Grade 7 - Writing (Spring only)	Grade 8 - ELA Reading Grade 8 - Writing (Spring only)

Grade 6 - Math	Civics End of Course Assessment *(30% of course grade)	Grade 8 - Math **OR** Algebra 1 End of Course Assessment *(30% of course grade) Grade 8 - Statewide Science Assessment (Spring only)

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.*

III. SPECIAL PROGRAMS

A. ENGLISH LANGUAGE LEARNERS PLAN (ESOL)

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

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

B. EXCEPTIONAL STUDENT EDUCATION

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

IV. GRADING PROCEDURES

A. REPORTING STUDENT PROGRESS

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

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

3. Guidelines to review, modify, or to appeal a grade are listed below:
Step 1: Parents, student or both will request a conference with the teacher who assigned the grade. The teacher will explain how the grade was assigned.
Step 2: In the event satisfaction is not reached at step one, by all parties; they may appeal to the principal. Parents, student and teacher will present all information to the principal. After hearing all sides, the principal will make a decision.
Step 3: In the event satisfaction is not reached at step two by all parties, they may appeal to the Superintendent of Schools. The process in step two will be repeated. The superintendent will make a decision. The superintendent's decision will be final.

B. SECONDARY GRADING -- MIDDLE SCHOOL

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

The following is the grading system for The 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

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

2. As part of a district wide system of monitoring student progress, unit assessments which are common across the District will be administered to students enrolled in English language arts and mathematics. The nine-week grade in all other courses will be determined by the work completed by the student during that grading period.
3. Middle school students enrolled in courses for high school credit will have each nine-week course grade counted as 50% of the semester grade. No semester exam will be given. Students will be required to participate in the State Assessment connected to each high school course.
4. For English language arts, mathematics, social studies and science at middle school, Skyward gradebook will be divided into four categories, weighted as follows: Practice (30%), Quizzes/Projects (30%), Tests (40%)

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 Curriculum Maps, teacher -created quizzes or projects.	Unit Assessments, Standards-based assessments used to determine mastery of standards on the Curriculum Map

*Grades shall be based mastery of standards and/or course content
*Grades for compliance (i.e. bringing back signed progress reports) are prohibited

Middle School EOC Calculations

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

Calculation using GPA calculation for final grade (middle school):

Example: (GPA for final class grade x 0.7) + (GPA for EOC x 0.3) = Final EOC Grade

V. 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.

VI. 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.

VII. MIDDLE SCHOOL GRADE PLACEMENT

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

A. PROMOTION

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

B. ASSIGNMENT

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

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

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

C. RETENTION

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

D. PUBLIC REPORTING (*Florida Statutes 1002.20* and *1008.25*)

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

1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in grades 3 through 10 performing at levels 1 and 2 on the English language arts portion of the

standardized state assessment.
3. By grade, the number and percentage of all students retained in grades 3 through 10.
4. Information on the total number of students who were promoted for good cause, by each category of good cause.
5. Any revisions to the district school board's policy on student retention and promotion from the prior year.

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

VIII. 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.

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

   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.

IX. EXCEPTIONS

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

SECONDARY EDUCATION
HIGH SCHOOL
(GRADES 9-12)

I. COURSE OF STUDY

A. 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.

B. REQUIREMENTS FOR GRADUATION

I. 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
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Career and Technical Education (CTE) Pathway

In addition to the three options available for students to earn a standard diploma listed above, Rule 6A-l.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

II. Promotion and retention decisions

Retention. Decisions about whether it is in the best interest of a child to repeat a grade solely for academic reasons must be determined at the local level by the school's principal, after a careful review of the student's academic record, with input from the parents, the student, teachers and school leaders. Only academic performance, or provisions in a student's Individualized Education Program (IEP), can be considered when discussing a child repeating a grade.

III. Bright Futures

A. 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 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. If a student wishes to complete volunteer service at their own high school a maximum of 30 hours will be accepted. Note: Hours must be earned beyond the school day and the club/organization must be listed on the volunteer service application.

e. Volunteer service hours beyond the 100 may be self-reported on college applications or resumes.

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

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

For additional information on the Florida Bright Futures Scholarship go to

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

Students receiving a Standard High School Diploma from Okeechobee County Public Schools must meet the following requirements: Standard Diploma Requirements

SUBJECT	CREDITS	DESCRIPTION
English	4 credits	English I, II, III, IV or higher level courses AND a satisfactory score or above on the 10th 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)
Physical Education	1 credit	To include Personal Fitness (1/2) and PE elective (1/2 credit). See Waiver Section for course substitutions.
Fine/ Performing Arts	1 credit	
On-Line Course	1 course	To be completed through online learning; high school credited courses taken in grades 6-8 fulfill this requirement; OR completion of a course that leads to nationally recognized industry certification in information technology that leads to college credit or the passage of an information technology certification exam without enrollment in the course meets this requirement; or passage of an online content assessment by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes without enrollment or completion of the course meets this requirement, if the student has not been previously enrolled in Intro to Informational Technology course or taken the Intro to Informational Technology exam; or completing a blended learning course.

Electives	8 credits	College bound students are highly recommended to complete a minimum of two credits in the same world language
Total	24 credits	

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

SUBJECT	CREDITS	DESCRIPTION
English	4 credits	Standard Diploma requirements including a satisfactory score or above on the 10th 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	6 credits	Students must earn one credit in an AP, or dual enrollment course
Fine/ Performing Arts Physical Education Online Course Additional	2 credits	Students must meet all standard diploma requirements in these areas.

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

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

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

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

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	Must complete 2 credits in CTE courses and earn program completion and an industry certification. Must complete 2 credits in work-based learning program. A student may substitute up to two credits of electives, including one-half credit of financial literacy, for work based learning program courses to fulfill this requirement.

FLORIDA SEAL OF BILITERACY

The Florida Seal of Biliteracy Program recognizes a high school graduate who has attained a high level of competency in one or more world languages in addition to English. Beginning with the 2016-2017 school year, the Gold Seal/Silver Seal of Biliteracy will be awarded to high school students who earn a standard diploma and who earn four world language course credits in the same world language with a cumulative grade point average of 3.0 or higher on a 4.0 scale and achieve a qualifying score on a world language assessment (pending State Board of Education rule making) defined as a passing score on an International Baccalaureate exam in the world language or Advanced Placement exam in the world language or SAT Subject Test in the world language or Advanced International Certificate of Education Dual examination in the world language or satisfy an alternative requirement as determined by the State Board of Education for a student to demonstrate equivalent competency in a world language, including requirements a student who native language is not English may satisfy to demonstrate competency in his or her native language.

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

ADVANCED PLACEMENT CAPSTONE DIPLOMA

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

- Satisfactory completion of the AP Seminar course as determined by College Board.
- Satisfactory completion of the AP Research course as determined by College Board.
- Satisfactory completion of four additional AP courses as determined by College Board.
- 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; 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/Rule6Aloq422Ann-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. For exceptional education students, other than gifted, the IEP team will make recommendations for accommodations students are to receive as part of regular classroom instruction on the statewide assessment. Starting with the school year 2021-22 grades K-10 will participate in the states Florida Assessment of Student Thinking, or FAST, 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., FAST 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 FAST

English Language Arts	Math	Science	Social Studies
9th grade state standardized ELA Reading assessment Grade 9 Writing (Spring only) 10th grade state standardized ELA assessment satisfactory score required for graduation Grade 10 Writing (Spring only)	Algebra 1 EOC *(30% of course grade) and satisfactory score required for graduation Geometry EOC *(30% of course grade)	Biology EOC *(30% of course grade)	US History EOC *(30% of course grade) Beginning with the 2021-2022 school year, United States Government will be required to take the assessment of civic literacy. 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.

The Geometry EOC may replace the Algebra I EOC requirement for graduation for the 2020-21 SY and all years thereafter.
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.

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

Course	Waiver/ Substitution applies to
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. · Students must not have taken or be enrolled in the Personal Fitness course to be eligible for the waiver.	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 not 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 not 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 ½ credit requirement in physical education (not Personal Fitness) and the one credit requirement in performing arts.	Physical Education graduation requirement (not 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 ½ credit requirement in physical education. This may not 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 not 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

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

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

3. Graduation Options

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

1) Completion of the general requirements for high school graduation pursuant to *Florida Statutes 1003.4282 (IIB1);*

2) Completion of the 18 credit Academically Challenging Curriculum to Enhance Learning

(ACCEL) *Florida Statutes 1002.3105*

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

Requirements for the 18 credit ACCEL Diploma

SUBJECT	CREDITS	DESCRIPTION
English	4	English I, II, III, IV or ELA honors, Advanced Placement (AP), ~~Advanced International Certificate of Education (AICE), International Baccalaureate (IB),~~ and dual enrollment courses may satisfy this requirement.
Mathematics	4	Algebra I and Geometry, Algebra 1 EOC and Geometry EOC assessment will constitute 30% of final course grades EOC assessments were not calculated as 30% of the course grade for students taking Algebra 1, Geometry and Algebra 2 in the 14-15 school year. Industry certifications that lead to college credit may substitute for up to 2 math credits, except for Algebra 1 and Geometry
Natural Science	3	Two must have a laboratory component, one must be Biology 1 and EOC assessment will constitute 30% of final course grade. Chemistry, physics or equally rigorous courses are required. Industry certifications that lead to college credit may substitute for up to 1 science credit, except for Biology 1. An identified rigorous computer science course with a related industry certification substitutes for up to 1 science credit except for Biology 1.
Social Science	3	World History (1), American History (1), American Government (1/2), Economics with Financial Literacy (1/2), US History EOC assessment will constitute 30% of final course grade.
Fine/Performing Art	1	
Electives	3	
State Assessment Requirements		Satisfactory score on the Grade 10 required state assessment for reading/ELA or a concordant score Satisfactory score on the Algebra I End-of-Course Exam or a concordant score.

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

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

- Designated school personnel shall meet with the student and student's parent to give an explanation of the relative requirements, advantages, and disadvantages of each graduation option.

- Participation in the 18 credit ACCEL diploma program can be principal initiated or parent initiated.

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

4. Early High School Graduation

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

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

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

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

5. Acceleration Coursework

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

C. DEFINITION OF A HIGH SCHOOL CREDIT

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

D. GRADE CLASSIFICATION OF STUDENTS

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

A student selecting a 24-credit options must have:

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

A student selecting an 18-credit option must have:

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

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

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

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

No credit will be granted for non-interscholastic athletic extracurricular activities, or any

course which is not listed in the Course Code Directory.

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. FS 1003.436 (2).

E. ASSESSMENT AND REMEDIATION

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

Levels for FSA/EOC student satisfactory performance are:

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

The school district will offer either the SAT or the ACT to every student in 11th grade free of charge, subject to an appropriation from DOE for that purpose.

Cohort	Scheduled Graduation Date	Concordant Scores

Those who entered 9th grade in 2018-2019 and beyond	Spring 2022 and beyond	Students can only use newly adopted scores For Grade 10 FSA ELA: · 480 on SAT EBRW or · An average of 18 on ACT English and Reading ● ELL students who have been enrolled in an ESOL program for less than two years may demonstrate grade-level expectation on formative assessment in lieu of Grade 10 FSA in accordance with State Board of Education Rule) For Algebra 1 EOC: · 430 on PSAT/NMSQT* or · 420 on SAT Math** or · 16 on ACT Math · 499 on FSA Geometry EOC*
Those who entered 9th grade between 2010-2011 and 2017-2018	Spring 2021 Spring 2020 Spring 2019 *Spring 2017* *Spring 2016* *Spring 2015* *Spring 2014*	Students can use last-adopted scores For Grade 10 FSA ELA: · 430 on SAT EBRW*** or · 24 on SAT Reading subtest or · 19 on ACT Reading For Algebra 1 EOC: · 97 on PERT Mathematics Students can also use the newly adopted scores.

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

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

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

* Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by Rule 6A-1.09422(6)-(7), F.A.C., may use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the Scholar Diploma Designation section on the next page for eligibility criteria.

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

providing academic supports to improve the student's performance.

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

- A federally required student plan such as an individual education plan;
- A school wide system of progress monitoring for all students. A student who scores Level 4 or above on the English language arts and mathematics assessments may be exempted from participation by the principal. Or
- An individualized progress monitoring plan.

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

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

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

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

    The IEP team will meet and complete the waiver process.

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

F. INTENSIVE INSTRUCTIONAL SUPPORT

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		
Assessment	**English Language Arts**	**Mathematics**
SAT	480+	530
ACT	22+ Reading & 18+ English	22+

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

G. TESTING EXEMPTIONS (ESE)

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

H. EARNING ADDITIONAL CREDIT TOWARD GRADUATION

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

1. Earning High School Credit Prior to the Ninth Grade

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

2. **Summer School Remediation/Credit Recovery**
   Students may attend summer school for remediation in 9th – 12th grades. Students who do not successfully earn ample credits to be promoted to the next grade are provided the opportunity to enroll in summer school courses to remediate deficiencies and recover credit. It is the expectation that summer school students attend every day.

3. **Volunteer Service**
   The purpose of volunteer service is to encourage students to develop a sense of responsibility for others within their community. It helps students foster an understanding of the value of volunteerism and the rewards of helping others. One of the requirements to receive a Bright Future Scholarship is the successful completion of volunteer service for all three Bright Futures award levels. Bright Futures Florida Academic Scholars (FAS), Florida Medallion Scholars (FMS), and Florida Gold Seal Vocational Scholars (GSV) must complete the following hours: FAS – 100 hours, FMS – 75 hours and GSV – 30 hours Per HB 793, except for course credit earned through service-learning courses, students may not receive high school credit for performance of volunteer service work. The guidelines for volunteer service are as follows:

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

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

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

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

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

available

I. EARNING COLLEGE CREDIT IN HIGH SCHOOL

Students may earn college credit in high school through any of the following programs 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

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.

J. ALTERNATIVE TO EARNING A HIGH SCHOOL DIPLOMA

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

K. ENGLISH LANGUAGE LEARNERS PLAN (ESOL)

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

All ELL students must meet state requirements (*Rule 6A-6.903*) to be exited from the program. If a student has been exited from the ESOL program and is not performing

satisfactory in the regular classes, he/she may be re-classified and placed back into the ESOL program within the two year monitoring period.

L. EXCEPTIONAL STUDENT EDUCATION

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

M. TRANSCRIPT INTEGRITY-COURSE CHANGES & WITHDRAWALS

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

II. GRADING PROCEDURES

A. Reporting Student Progress

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

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

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

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

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

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

B. SECONDARY GRADING -- HIGH SCHOOL

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
I			Incomplete an I becomes an F at the end of the next semester

*GPA Value=Grade Point Average (GPA) Value
*Grades shall be based mastery of standards and/or course content
*Grades for compliance (i.e. bringing back signed progress reports) are prohibited

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

*No one assignment will be worth more than 20% of a student's overall grade for the 9 weeks.
**Each nine-week grade will be counted as 40% of the semester grade and 20 % will be from the semester exam or Common Course Exam.
***The student's semester grade in courses with state mandated End of Course assessments will be calculated as follows: 30% of the semester grade will be determined by the grade earned on the End of Course assessment.

High School EOC Calculations

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

Calculations using GPA Calculation for ½ credit/semester (high school):

(GPA for semester grade x 0.7) + (GPA for EOC x 0.3) = 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.

(4 x 0.7) + (2.5 x 0.3) = 2.8 + 0.75 = 3.55 Semester 1 grade = B

(3 x 0.7) + (2.5 x 0.3) = 2.1 + 0.75 = 2.85 Semester 2 grade = C

EOC assessments were not calculated as 30% of the course grade for students taking Algebra 1, Geometry and Algebra 2 in the 14-15 school year and played no role in determining credit earned in these courses.

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

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

C. GRADE WEIGHTING

Grade weighting in The 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.

D. GRADE FORGIVENESS

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

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

E. HIGH SCHOOL COURSES

All high school courses are designated as semester courses. Students will be awarded credit in one-half (½) credit increments if the student successfully completes either the

first or the second half of a full year course. Grades are based on student mastery of course standards. Students transferring credit must have at least 1 quarter credit and a semester exam, or 2 quarters of grades in order to constitute a semester credit.

F. PUBLIC REPORTING (*Florida Statutes 1002.20 and 1008.25*)

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

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

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

G. FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

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

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

H. RECOGNITION OF STUDENTS AT GRADUATION

This ranking will be based upon a weighted ranking of all courses taken and will be done at the end of the first semester of the graduating year. The G.P.A. calculation shall be carried out to 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

III. MAKE-UP ASSIGNMENTS AND ASSESSMENTS FOR ABSENCES

Regardless of whether an absence is excused or unexcused, students are required to make up all coursework and assessments missed during the period of nonattendance. Immediately upon returning to class, it is the responsibility of the student to obtain missed coursework, confirm corresponding dates for completion, and schedule missed

assessments. Students shall earn full credit for all short-term assignments, long-term assignments, tests, and quizzes made up within the reasonable time limits established by the teacher.

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

1. Short-Term Assignments
    a. Short-term assignments are those assignments given less than five (5) school days in advance of a student's absence.
    b. Full credit will be given for those short-term assignments turned in within the reasonable time limits set by the teacher, which shall be no less than the number of days the student was absent, plus one (1) additional day
    c. Partial credit will be given for those short-term assignments turned in after the due date. The teacher will grade short-term assignments turned in late. After the letter grade for the assignment has been determined, the teacher may reduce it by no more than one (1) letter grade for every day the assignment was turned in late.
2. Long-Term Assignments
    a. Long-term assignments are those assignments given five (5) or more school days in advance of a student's absence.
    b. Unless exempted from this requirement by the principal or the principal's designee, in consultation with the teacher, long-term assignments are due on the assigned date for full credit.
    c. Partial credit will be given for those long-term assignments turned in after the due date. The teacher will grade long-term assignments turned in late. After the letter grade for the assignment has been determined, the grade shall be reduced by one letter grade for every day the assignment was turned in late.
3. Tests and Quizzes
    a. Students are required to make-up tests and quizzes missed during an absence. At a minimum, students have no less than the number of days they were absent, plus one (1) additional day, to make-up tests and quizzes missed during an absence. The time and place for the make-up is the decision of the teacher. The teacher's decision on make-up schedules shall be final.
    b. The teacher may administer an alternate form test or quiz to assess competency or mastery of subject matter. There shall be no academic penalty imposed for tests and quizzes completed within the reasonable time period set by the teacher. However, if a student fails to make up the test or quiz within the reasonable time period established by the teacher, then the teacher may impose a reasonable academic penalty.
4. Exams

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

IV. Late Work

Late work is defined as work that was not turned in on time even though the student was present when the assignment was due. Late work shall not be granted full credit. Late work shall be accepted for one day from the due date unless otherwise extended by the teacher or by accommodations of the student's IEP. The student will receive no less than 75% of the earned credit for the assignment. Honors and Advanced Placement courses that have a contract that includes a policy regarding late work will be exempt from the Late Work section of

Student Progression. Parents and students will be required to review and sign the contract prior to placement in these courses. Dual Enrollment courses are also exempt from this section and the policies and procedures dictated by the postsecondary institution where they are enrolled will be followed. This deadline may be extended with the approval of the teacher or principal.

VIRTUAL EDUCATION

I. OVERVIEW

A. The 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 Statutes1002.20(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 location 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 behavior performance as required by other students in the school district. Students intending to participate must register his or her intent to participate in interscholastic extracurricular activities with the school before the beginning date of the season for the activity in which he or she wishes to participate. s. 1006.15.

      Florida Virtual School will be available to students during or after the normal school day and through summer school enrollment. 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 areemployed 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.

II. STUDENT CLASSIFICATION

A. Public School Students
   1. A student in grades K-12 entering virtual education to participate as a public school student will be classified as:
      a. Full-time in 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.*

III. 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.

IV. ENROLLMENT AND ELIGIBILITY

A. Public school students seeking enrollment into a full-time virtual education option must register with the Director of Student Services at the OBSB Office and meet all of the admission requirements.To qualify for enrollment, a student must maintain satisfactory attendance as measured by course pacing and/or the district attendance policy, not have been retained in the previous school year, and earn a Level 3 or higher for scores on FSA English Language Arts and/or FSA/EOC Mathematics and Science (at or above grade level on district assessment or equivalent exam for grades K-2).
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 *Florida Statutes1002.45* 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 return to zoned school at semester or end of school year as appropriate.

E. Completion Restrictions

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

Students that 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, providing 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 [§ 1002.20(6), Fla. Stat.].
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).

V. 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 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).

VI. PACE & PERFORMANCE

A. During the first twenty-eight (28) days of any virtual education course, or for a shorter period of time if so established by the principal of 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 on-line lessons and assessments. Students should stay within pace of the expectations. If students are not logging into their virtual courses and completing assignments each week, they are considered absent or truant from school. Excess unexcused absences will result in the student being removed from the Virtual Instruction Program and will need to go back to their brick and mortar school, register for the district's Home Education Program, or report other means in which the student will attend school. Full or part time students taking a virtual course that do not follow attendance requirements could be withdrawn from the program with a "W" Withdraw, "WP" Withdraw Passing, or "WF" Withdraw Failing depending on their grade at time of withdrawal.

C. Students in an elementary (K-5) virtual instruction program should have a legal guardian or a designated learning coach preparing daily assignments, materials and monitoring the student's day to day progress. Students of middle and high school virtual instruction program should also be monitoring students work and progress on a regular basis. Legal guardians are responsible for making sure the student has access to a computer and to internet service each school day. Legal guardians of students falling behind two weeks or more in pace will be contacted for a conference to discuss the student's continued enrollment in the VIP or withdrawal.

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 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 withdraw/failure or denial of future access to virtual education courses.

VII. REPORTING STUDENT PROGRESS

Report Cards

Report cards shall be issued to students in grades K-5 each semester to inform parents of the child's progress. Grades on report cards must clearly reflect the student's level of achievement in mastery of the virtual courses. The final report card for the school year will indicate the following designations: Promoted/ Retained.
Legal guardians of students in grades 6-12 shall be able to log into their student's virtual instruction program to view current progress and completion grades. The district will obtain the completion grades and place them on the student's transcripts.

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

EXCEPTIONAL STUDENT EDUCATION (GRADES K-12)

I. ADMISSION AND PLACEMENT OF STUDENTS

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

II. Home/Hospital

Students confined to the home/hospital for 15 consecutive days or more, may be eligible for Home/Hospital services under the exceptional student education program. Students grades K-12 and Pre-K students with disabilities who are determined to be eligible by IEP 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.

III. CURRICULUM AND INSTRUCTION

A. FLORIDA STANDARDS/FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.)

The expectation is for students with disabilities to receive instruction in the Florida Standards/Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.). Accommodations are provided based on individual student need to support the participation of students with disabilities in the general education curriculum.

Accommodations are changes to how a student accesses information and demonstrates performance. Accommodations may change how students are instructed and how they are assessed. As permitted by state or national testing guidelines, accommodations provided in the classroom will be made accessible on standardized tests. The use of an accommodation must not change the standards, the instructional level, or the content; instead it provides the student with equal access and equal opportunity to demonstrate

his/her skills and knowledge. For exceptional education students, other than gifted, who are working towards Next Generation Sunshine State/Florida Standards, the student's IEP (Individual Education Plan) will specify the student's present levels of performance, special education services, related services, and accommodations as the district's offer of a free and appropriate public education.

B. FLORIDA STANDARDS ACCESS POINTS/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.

IV. REPORTING STUDENT PROGRESS

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

V. STATEWIDE ASSESSMENT FOR STUDENTS WITH DISABILITIES– RULE 6A-1.0943

It is expected that all students participate in state and district assessments. Students with disabilities must be afforded the appropriate allowable accommodations for state and district assessments as indicated on the IEP. The IEP team decides which, if any, testing accommodations the student will receive. The team should only consider accommodations that the student receives for classroom instruction and testing and determine whether the student also needs those accommodations for state and district

assessments as allowable by state and national testing guidelines. A student's IEP team may determine that a student is eligible to participate in the statewide accountability system by participating in the Florida Standards Alternate Assessment (FSAA). This decision must be made based on specific guidelines from Florida Statute and with parental consent.

A. GUIDELINES FOR DETERMINING APPROPRIATE ACCOMMODATIONS

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

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

B. STATEWIDE ASSESSMENT WAIVER

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

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

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

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

VI. GRADE PLACEMENT OF EXCEPTIONAL EDUCATION STUDENTS

A. PROMOTION AND RETENTION OF STUDENTS WITH DISABILITIES

1. PROMOTION

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

2. RETENTION

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

3. MIDYEAR PROMOTION OF RETAINED THIRD GRADERS

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

B. MANDATORY GRADE THREE RETENTION

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

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

1. Refer to the Elementary Education section Good Cause Exemption from Mandatory Retention in grade 3 for requests for good cause exemptions for students with disabilities from the mandatory retention requirements.
2. Remediation
   a. Remediation opportunities will be based on student progress, demonstrated need and IEP goals.

   b. The IEP team will review and/or revise the Individual Educational Plan, if needed, when student achievement on state/district assessment does not meet the level of proficiency required in any area.

   c.

D. GRADE PLACEMENT OF EXCEPTIONAL EDUCATION STUDENTS IN FLORIDA STANDARDS ACCESS POINTS/FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.)ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

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

E. SUMMER SCHOOL

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

F. EXTENDED SCHOOL YEAR (ESY)

A student with a disability receives extended school year (ESY) services if the student's IEP team determines that the student needs specific services beyond the regular 180-day school year in order to maintain the skills they have learned. ESY services are determined for each student by the IEP team based on emerging critical life skills, severity of their disability, and/or regression and recoupment as documented before and after breaks, (i.e Christmas Break, Spring Break). The IEP team determines the initiation, duration, and frequency of ESY services.

G. TRANSITION PLANNING

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

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

COURSE CODE CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

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

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

VII. GRADUATION FOR EXCEPTIONAL EDUCATION STUDENTS

A. 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 lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.

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

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

Standard Diploma High School Graduation Options

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

24 credit standard diploma option available to all students, including students with disabilities	24 credit standard diploma option available only to students with disabilities	24 credit standard diploma available only to students with disabilities, who take access courses and the alternate assessment.*
4 Credits English Language arts (ELA)		
· ELA I, II, III, IV · ELA honors, Advanced Placement(AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement.	· Must earn credits for all of the courses listed in the first column · May substitute a CTE course with content related to English for English IV	· Must earn credits for all of the courses listed in the first column · May substitute access courses for general education courses · May substitute a CTE course with content related to English for English IV
4 Credits Mathematics		

· One of which must be Algebra I and one of which must be Geometry · Industry certifications that lead to college credit may substitute for up to two mathematics credits(except for Algebra I and Geometry	· Must earn credits for all of the courses listed in the first column · May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry)	· Must earn credits for all of the courses listed in the first column · May substitute access courses for general education courses · May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry)
3 Credits Science		
· Three of the four required credits must have a laboratory component · One of which must be Biology I, two of which must be equally rigorous science courses. · An Industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) · An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology)	· Must earn credits for all of the courses listed in the first column · May substitute a CTE course with content related to science for one science credit (except for Biology I)	· Must earn credits for all of the courses listed in the first column · May substitute access courses for general education courses · May substitute a CTE course with content related to science for one science credit (except for Biology I)
3 Credits Social Studies		
· 1 credit World History · 1 credit in U.S. History · .5 credit in U.S. Government · .5 credit in Economics With Financial Literacy	· Must earn credits for all of the courses listed in the first column · May substitute a CTE course with content related to social studies for one social studies course (except for U.S. History)	· Must earn credits for all of the courses listed in the first column · May substitute access courses for general education courses · May substitute a CTE course with content related to social studies for one social studies course (except for U.S. History)

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts**		
7 Elective Credits		
	· Must include .5 credit in an employment based course · May include ESE courses	· May include employment based course/s
1 Credit Physical Education to include the integration of health		
1 Online Course		

	To be completed through online learning; high school credited courses taken in grades 6-8 fulfill this requirement. Completion of a course that leads to nationally recognized industry certification in information technology that leads to college credit or the passage of an information technology certification exam without enrollment in the course meets this requirement. Passage of an online content assessment by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes without enrollment or completion of the course meets this requirement. Online course may be waived by IEP team
Students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments unless a waiver of assessment results is granted by the IEP team.	

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

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

B. CERTIFICATE OF COMPLETION

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

A certificate of completion may be given to students with disabilities who have not satisfied all high school graduation requirements, (see Regular Education High School Section).

A P P E N D I X

Addendum

Interstate Compact on Educational Opportunity for Military Children *Florida Statutes 1000.36*

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

This compact applies to the children of:

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

The compact does not apply to the children of:

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

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

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

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

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

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

assessments conducted at the sending school.

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

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

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

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

Reauthorized: HB 7003, 4/10/2013

NON-DISCRIMINATION NOTICE

The Okeechobee County School Board has adopted Board Policy 6.43, Unlawful Discrimination Prohibited. No person shall, on the basis of race, (including anti-Semitism), color, religion, gender, pregnancy, age, national or ethnic origin, genetic information, political beliefs, marital status, sexual orientation, gender identity, disability, if otherwise qualified, social and family background or on the basis of the use of a language other than English by Limited English

Proficiency (LEP) students, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by the Okeechobee County School Board, except as provided by law.

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

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

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

Prohibición de discriminació

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

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

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

El Coordinador de Justicia del Distrito/

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

Rev. 06-20-19