

High School Pupil Progression Plan



2023-2024

Pupil Progression Plan 2023-2024

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Our VISION:

Preparing today's students for success within and beyond the classroom.

Our MISSION:

Placing students on a pathway to success by providing high quality instruction, a wide array of marketable experiences, and unparalleled extracurricular opportunities while developing relationships that meet both their academic and emotional needs.

Our SHARED VALUES:

We are **PASSIONATE** about what we do.

We make **DATA-BASED** decisions.

We are personally **ACCOUNTABLE** and have courage to hold others accountable.

We **LISTEN** and seek to understand.

We are lifelong **LEARNERS**.

We are committed to **COACHING** and **DEVELOPING** our people.

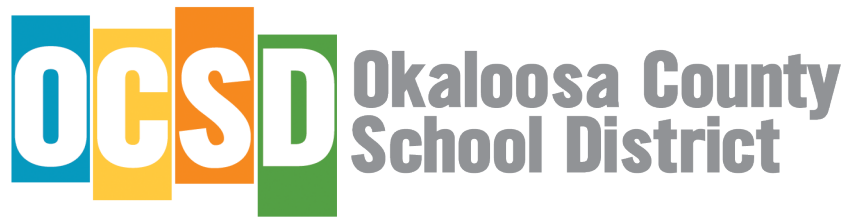
We value **HUMILITY**.

We are grounded in the **RELATIONSHIPS** we build.

OKALOOSA SCHOOLS



THE NEXT GENERATION...



Pupil Progression Plan Introduction

To ensure that Okaloosa County School District is meeting the needs of students, and in response to legislation, the Okaloosa County School Board has established a comprehensive program for student progression, which includes the following:

- standards for evaluating each student's performance, including how well he/she masters the performance standards approved by the State Board of Education,
- specific levels of performance in reading, writing, science, mathematics, social studies for each grade level, including the levels of performance on statewide assessments*,
- appropriate alternative placement for a student who has been retained two or more years, and
- procedures for informing each student and his/her parents/legal guardians of the student's academic progress.

The Okaloosa County School District Pupil Progression Plan is a contract delineating what a student must know and be able to do in order to be promoted and what the district will do to help the student meet the requirements for promotion. The plan and the procedures for its implementation clearly reflect that promotion is based on student mastery of grade level/course standards.

The plan established a partnership that includes procedures in order to increase parent knowledge and support of the student's placement.

School attendance procedures as described in the district's Attendance Policy are considered part of the Pupil Progression Plan.

The district program for student progression is based upon local goals and objectives that are compatible with the state's plan for education. Okaloosa County Schools does not grant social promotions or retentions and no official committee, or school has the authority to promote or retain a student on any basis other than academic progress. Therefore, no student may be assigned to a grade based on age or other factors that constitute social promotion. The district School Board has prescribed pertinent factors considered by the teacher before recommendation that a student progress from one grade to another in this plan.

* A student scoring below grade level must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The enrolling school must implement a Progress Monitoring Plan/System (PMP/PMS), developed in consultation with the student's parents or legal guardian, which should assist the student in meeting state and district expectations for proficiency.

State statutes and district policy govern the Pupil Progression Plan. All procedures in the Pupil Progression Plan are subject to change due to School Board or legislative action. The Pupil Progression Plan is updated yearly and posted on the district website.

Students will be placed in programs and levels best suited to meet their academic needs, with consideration given to their social, emotional, and physical development. Educators in Okaloosa County Schools have high academic expectations for all students and draw on diverse cultural backgrounds of students to ensure that all students learn. Race and ethnicity will never

be an excuse for differing expectations of performance, nor a reason for discrimination or preferential treatment.

It is the responsibility of the School Board and district administration to provide students with effective instructional and support programs that accomplish the following:

- monitor student progress,
- promote continuous achievement,
- make provisions for individual differences,
- promote students' ability to assume responsibility for their own learning and attendance,
- provide effective, engaging instruction and support, and
- document instruction in, and student mastery of, the standards.

Every pupil in the School District of Okaloosa County deserves the opportunity to grow academically, culturally, emotionally, physically, and socially. The Pupil Progression Plan of this district shall set forth guidelines that, properly applied, will contribute to a growth that is continuous and healthy.

Our educational environment must assure that individual growth and development will nurture our democratic way of life.

The responsibility for progressive achievement through the various levels of students' educational experience is, first and foremost, the province of the student. Parents, the school system, and the community share responsibility as well. Decisions affecting the welfare of the individual child will be cooperatively derived from home, school, and where appropriate, community agencies.

The purpose of the instructional program in the School District of Okaloosa County is to provide appropriate instruction and selected services to enable each student to develop individual talents at the student's ability level and to meet the community's standards for academic and career/technical proficiency.

Maximum effort will be made to keep the parent and child informed about expectations, progress, and problems. This shall include grade reports, reports of progress, parent conferences, telephone calls and notes (including electronic communications) from teacher(s), state assessment results, standardized test results, and district test results.

It is expected that a vast majority of the students will make satisfactory progress in the normal time limits. Decisions regarding retention and promotion will be made on the basis of academic progress and scholastic readiness for the next grade.

Section I

Admissions, Placement, Transfers, Withdrawals, Attendance and Truancy

A. Admission:

For detailed information concerning enrollment, please visit

<https://www.okaloosaschools.com/schools/registration>

Any student entering the School District of Okaloosa County for the first time must present one of the following:

- A birth certificate, or an official birth registration card; or
- Certificate of baptism showing the date of birth, accompanied by an affidavit sworn by the parent; or
- Insurance policy showing the date of birth, which has been in force for at least two years of the child's life, or
- Bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn by the parent; or
- Passport or certificate of arrival in the United States showing the age of the child; or
- A transcript or record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or
- If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these shall be available in the county, by a licensed practicing physician designated by the School Board. The certificate states that the health officer or physician has examined the child and believes that the age as states in the affidavit is substantially correct.

In addition to the listed requirements, a parent or legal guardian must also provide proof of residency.

A homeless child, as defined in 1003.01 F.S., shall be given temporary exemption from this section for 30 school days.

Copies of official documents such as birth certificates and Social Security cards should not be kept at the school or in a student's cumulative folder.

All students entering OCSD for the first time must present one of the following:

- Florida Certification of Immunization, DH680, documenting the following:

Immunization Requirements 1003.22(10)(b) F.S.

All students entering OCSD for the first time must present one of the following:

- Florida Certification of Immunization, DH680, documenting the following:

Public/Non-Public Schools Pre-K-12
Children entering, attending, or transferring to Florida schools for 2023-2024SY

The timeline for these immunizations is provided in the appendix

Immunization	Pre-K Doses	K-12 Dose(s)
Diphtheria, Tetanus, and Pertussis (DTaP)	Age-appropriate doses as indicated	5 doses or 4 if last doses given after age 4
Polio	Age-appropriate doses as indicated	4 or 5 doses of polio vaccine. If the 4 th dose of the vaccine is administered prior to the 4 th birthday, a 5 th dose of polio vaccine is required for Kindergarten
Measles, Mumps, and Rubella	1 dose	2 doses
Hepatitis B	2-3 doses depending on when child started the vaccine series	3 doses
Varicella	1 dose	2 doses ALL K – Grade 12 children, 1 dose Grade 11-12 OR documented history of Varicella disease by a healthcare provider
Tetanus Booster (Td or Tdap)	Age-appropriate doses as indicated	Grade 7-12 Tdap

OR

- Private health care providers may grant a Temporary Medical Exemption (TME), documented on the Form DH 680, Florida Certification of Immunization, for those who are in the process of completing any necessary immunizations. The TME requires an expiration date after which the exemption is no longer valid, and the immunizations must be completed before or at that time; or,
- A Permanent Medical Exemption, documented on the Form DH 680, can be granted if a child cannot be fully immunized due to medical reasons. In this case, the child's physician must state in writing, the reason(s) for exemption based on valid clinical reasoning or evidence; or
- A Religious Exemption From Immunization, documented on Form DH 681, is issued if immunizations are in conflict with the religious tenets and practices of the child's parent or guardian. This exemption is issued by a County Health Department (CHD) and based on established religious beliefs or practices only.

A written exemption issued by an authorized school official (MIS4124) for transfer and military students, not to exceed thirty (30) school days, to permit a child who transfers into the district to attend classes until his/her records are transferred. (According to the Florida Department of Health, the following students are eligible for a 30-day exemption: 1) Students that transfer from one Florida School District to another Florida School District; 2) Military students; 3) Students that are identified as homeless according to the McKinney-Vento Act; 4) Department of Juvenile Justice (DJJ) students. All other students, including Pre-K and Kindergarten students, must meet all immunization requirements, unless they fall into one of the above four categories, BEFORE being enrolled in a school and should be referred to their local medical provider or the Department of Health in Okaloosa County for immunization services and temporarily excluded from school until compliance is met. **FS 1003.22, FAC 64D-3.046. This does not pertain to Pre-K and Kindergarten students, who must meet all**

immunization requirements before being enrolled in a school. If at the end of the thirty-day exemption period a proper immunization certificate is not presented, the principal will temporarily exclude the student from school until the proper and current immunization certification is presented to the school. (For more information concerning Florida's immunization requirements, please visit <http://www.floridahealth.gov/programs-and-services/immunization/children-and-adolescents/school-immunization-requirements/> .

Medical Physical Exams, 1003.22, F.S.

Florida statutes require that each school aged child, upon initial entrance into a Florida public school, must present certification of a school entry medical examination performed within the twelve (12) months prior to enrollment in school. Without such certification, a medical appointment slip from a licensed physician signifying that the child will have the physical exam within thirty (30) school days must be presented to the school. If no evidence of a medical physical exam is present, the principal will exclude the student until documentation is presented.

A child shall be exempt from the requirements upon written request of the parent or guardian of such student stating objections on religious grounds. A form certifying the same may be obtained in the school office and must be entered into the child's record.

Controlled Open Enrollment

Controlled Open Enrollment (COE) provides parents and legal guardians of children entering grades K-12 the opportunity to seek enrollment in a school other than the zoned school of attendance. Per **1002.31, F.S.**, parents/legal guardians currently residing in any school district in the State of Florida may select schools from a list identified by the Okaloosa County School District as having available seats based upon published guidelines.

To request a student assignment through COE, a parent/legal guardian must submit an application. The application will be available online but a parent/legal guardian who is unable to submit an application online may submit an application at their student's zoned school. For more information, please see the Okaloosa Schools Controlled Open Enrollment site <http://www.okaloosaschools.com/content/coe> .

Enrollment and Grade Level Placement

Students who have earned a high school diploma from another country are not eligible to enroll in OCSD schools.

Requirements for Information Prior to Placement, 1006.07, F.S.

Each student, at the time of initial registration for school placement, must note previous school expulsions, arrests resulting in a charge, arrests pending, and previous juvenile justice actions. Schools have the authority to honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board, private school, for an act which would have been grounds for expulsion according to the OCSD Code of Student Conduct, as outlined in **1006.07(1)(b) F.S.**

Students under suspension and/or expulsion from schools inside or outside the district will be denied admission unless approved by the Superintendent or his/her designee.

Alternate education programs for expelled students are defined in the appendix, MIS 1501. The processes for both ESE and general education students transitioning back to the Okaloosa County School District are also provided in the appendix, MIS 5382 and MI 5383 [Okaloosa County School Board Policy 4-32].

Grade Level Classification and Promotion within High School

For classification purposes, a student entering his/her first year of high school will be classified as a freshman.

Under normal circumstances, students are classified at the end of the school year.

- Any student entering high school for the first time must enter as a 9th grader (freshman) no matter how many credits were earned while in middle school.
- In order to be classified as a sophomore (grade 10 student), the student must have completed one year of high school with a minimum of six credits.
- In order to be classified as a junior (grade 11 student), the student must have completed two years of high school and been awarded twelve credits.
- In order to be classified as a senior (grade 12 student), the student must have completed three years of high school and been awarded a minimum of seventeen credits.
- High schools may promote retained students from grade 9 to grade 10, grade 10 to grade 11, or grade 11 to grade 12 upon documentation of the awarding of required make-up credit(s).
- To qualify for early graduation, a junior who is enrolled in 24-credit diploma program may be moved to senior status at the end of the first semester if enrolled in the necessary coursework to graduate in the spring.

For testing purposes, students are to test at the grade level and/or cohort in which they are receiving instruction.

Classroom Transfers, 1003.301, F.S., 1012.42, F.S.

The following are the guidelines for a parent to request their child be transferred to another classroom teacher:

- The transfer cannot violate maximum class-size provisions.
- Transferring student(s) will be placed in the classroom with the lowest number of students while striving to maintain a balance of gender, ethnicity, academic levels of students, and time intensive needs of the students; parents may not choose a specific teacher.
- The school is required to notify parents if their transfer request(s) are denied, along with the reason(s) of the denial within two (2) weeks of the request.

Placement of Students with Disabilities

Students with disabilities shall be placed in appropriate courses as dictated by their Individual Education Plan (IEP). Please see the section on Exceptional Student Education in this document for details.

Placement of Students on Community Control, 948.037, F.S

If a juvenile on community control attends a regular educational school program because a public adult education program or dropout prevention program, which includes a second chance school or an alternative to expulsion, is not available in the school district, the identity of the juvenile on community control, the nature of the felony offense committed by the juvenile, and the conditions of community control must be made known to each of the student's teachers.

DJJ Transition to School, FS 1003.52 3(b)

For the purpose of transition planning and reentry services, representatives from the school district and the one-stop center where the student will return shall participate as members of the local Department of Juvenile Justice re-entry teams. The school district, upon return of a student from a juvenile justice education program, must consider the individual needs and circumstances of the student and the transition plan recommendations when re-enrolling a student in a public school. **A local school district may not maintain a standardized policy for all students returning from a juvenile justice program, but place students based on their needs and their performance in the juvenile justice education program, including any virtual education options.**

Termination of School Placement at Age 16

A student who is between the age of 16 and 18 years of age is not subject to compulsory school attendance if the student files a formal declaration of intent to terminate school enrollment with the district School Board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent.

The following steps must also be taken:

- The school shall notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment.
- The student's guidance counselor or school administrator shall conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school.
- The student shall be informed of opportunities to continue his/her education in a different environment, including, but not limited to, adult education and the State of Florida High School Equivalency Assessment (GED) test preparation.
- The student shall complete a survey in a format prescribed by DOE to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

The following steps must be taken in order for a student to obtain a State of Florida High School Equivalency Assessment (GED):

- The student and his/her parent must go to their last brick and mortar school of enrollment to complete the Exit Interview with an administrator or school counselor. The Exit Interview can be found in the Appendix and at <http://www.fldoe.org/core/fileparse.php/5576/urlt/0076246-fldropoutsurvey.pdf>.
- MIS Form 6009 must be completed and signed by the last zoned school principal to withdraw from school.

- The student must create an account on GED.com
- The student and his/her parent must take the MIS 6009 Form to Okaloosa Technical College and Choice High School (South End) or contact Beth Barnes barnesb@okaloosaschools.com 833-5867 in order to receive the Permission Letter from OCSD to take the State of Florida High School Equivalency Assessment (GED) at Okaloosa Technical College (OTC).
- OCSD will email the State of Florida High School Equivalency Assessment (GED) Testing Program Underage Waiver Form to FLDOE.
- It is the responsibility of the student and his/her parent to register at OTC and pay all testing fees.
- The State of Florida High School Equivalency Assessment (GED) is administered online at OTC.

Important Information Regarding the State of Florida Underage Waiver:

- Pursuant to section 1003.435, Florida Statutes, the minimum age to take the GED® tests to meet the requirements for a high school equivalency diploma is 18 years. A candidate may take the examination after reaching the age of 16, in extraordinary circumstances.
- Extraordinary circumstances are determined based on the exit interview conducted by the school administration.
- If a student is denied an underage waiver by their zoned school they may contact the Director of Curriculum at 850-833-4208 to obtain information on the process to appeal the decision.
- For questions regarding the underage waiver process please contact:
Beth Barnes
BarnesB@Okaloosaschools.com
850-833-5867
Or
Patricia Aucoin
Patricia.aucoin@okaloosaschools.com
850-833-3500

A student who is between the age of 16 and 18 years of age is not subject to compulsory school attendance if the student files a formal declaration of intent to terminate school enrollment with the district School Board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent.

Placement of Students Aged 18 or Older

A person who is involved in a continuous program of study and progressing to a standard high school diploma may be enrolled in a regular high school program through the end of the semester in which the person reaches twenty (20) years of age as long as there are no attendance or discipline issues. A person is deemed in a continuous program of study even though such program was interrupted by illness or other extenuating circumstances as deemed by the principal or designee. A person who has not been enrolled in a continuous program of study and has attained the age of nineteen (19) years of age on or before the opening of the school year shall not be enrolled in any regular high school program. An eighteen (18) year-old

person who has had a break in enrollment, who will reach nineteen (19) years of age during the school year may enroll in a regular high school program.

A student with a disability shall be considered to be “in a continuous study program” when the student has chosen to defer the receipt of a standard high school diploma according to guidelines set forth in **1003.4282 (F.S.)**. The student must: 1. Have an individual education plan (IEP) that prescribes special education, transition planning, transition services, or related services through age 21; **AND** 2. be enrolled in accelerated college credit instruction, industry certification courses 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. Graduation with a standard diploma, regardless of age, constitutes cessation of FAPE and a change in placement, requiring prior written notice.

In order to protect the safety and welfare of younger students, the principal or designee may refuse enrollment in the regular high school program of those persons who have had a history of disruptive behavior in the school setting, who have attained the age of sixteen (16) years and have filed a formal declaration of intent to terminate enrollment with the District School Board, in accordance with statute and are seeking to reenroll in school. Such persons shall be afforded the opportunity to pursue a high school diploma through alternative educational options.

Placement of Out-of-State, Out-of-County, or Home Education (School) Transfer Students 1003.433, F.S. & 1003.4282(8) F.S.

Florida School Board Rule 6A-1.09941 establishes uniform procedures relating to the acceptance of transfer work and credit for students entering Florida’s public schools. The procedure for secondary students shall be as follows:

- Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value. If the student does not possess an official transcript or is a home education student, credits shall be validated through the student’s performance during the first grading period. Assessment requirements must be validated.
 - If validation of credits must be based on performance in classes at the receiving school, the transfer student should be placed in the appropriate sequential course level and attain a minimum grade point average (GPA) of 2.0 at the end of the first grading period.
 - If the transfer student does not meet the 2.0 GPA requirement for the validation of credits at the end of the first grading period, then any of the alternative validation procedures shall be used for validation purposes as determined by the teacher, principal, and parent:
 - Portfolio evaluation by the Superintendent or designee;
 - Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - Satisfactory performance in courses taken through Dual Enrollment or at other public or private accredited schools;
 - Satisfactory performance on nationally-normed standardized subject area assessments;
 - Satisfactory performance on a statewide, standardized assessment; or
 - Written review of the criteria utilized for a given subject provided by the former school.

Students must be allowed at least ninety (90) days from date of transfer to prepare for assessments outlined above. **F.S. 1003.25 and 1003.4282**

Transfer students who enter a Florida public high school from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school, district, state, or country from which he or she is transferring. However, to receive a standard high school diploma, a transfer student must earn a 2.0 GPA and pass the Grade 10 FSA ELA or an alternate assessment **and** pass the Algebra I EOC assessment. For graduation requirements for transfer students, see the FLDOE's site on Graduation Requirements at <http://www.fldoe.org/academics/graduation-requirements/> .

*Out of State, Out of Country, Home Education, and Transfer students should be recommended to the Fast Track Program if they are not passing two (2) or more of their core subjects at the conclusion of the nine weeks.

If a student transfers from a school on a block schedule where they teach a year of an entire course within one semester he/she may earn transfer credit. Since each case will vary, schools should confer with the Curriculum Department to ensure appropriate awarding of credit.

If a transfer student's transcript shows a final course grade in Algebra I, Geometry, Biology, or U.S. History, the transferring course grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and with the assessment results constituting 30% of the student's final course grade. For a listing of the statewide assessment mathematics exams and Algebra I statewide assessments, please see <http://www.fldoe.org/core/fileparse.php/7764/urlt/0084239-hs-assessments-state.pdf> .

Placement of Gifted Transfer Students (6A-06.0334(4))

Transferring students who have been found eligible for Gifted services within the state of Florida or outside the state of Florida are not required to be reevaluated for eligibility under Florida guidelines. If a student who had a gifted plan that was in effect in a previous school district in another state transfers to a Florida school district and enrolls in a new school within the same school year, the new Florida school district (in consultation with the parents or legal guardians) must provide the student with services comparable to those described in the student's gifted plan from the previous school district, until the new Florida school district develops, adopts and implements a Florida EP that meets the applicable requirements of Rule 6A-6.030191, F.A.C. Students who transfer with gifted eligibility from another state do not need to meet the requirements of Rule 6A-6.030191, F.A.C., for continued services. The new school district is not required to obtain parental consent for the initial provision of services for transferring gifted students determined eligible for services in Florida under this rule.

Placement of Homeless Students and Notification of *In Loco Parentis*, 1003.01, F.S. & 1003.22, F.S.

A homeless student is defined as a child or youth who:

- shares the housing of other persons due to loss of housing, economic hardships, or a similar reason,
- lives in motels, travel trailer parks, or camping grounds due to the lack of alternative adequate accommodations, or emergency transitional shelters,
- is abandoned in hospitals or awaiting foster care placement, or
- lives in cars, parks, public spaces, abandoned buildings, bus or train stations, or similar settings.

The Okaloosa County School District adheres to the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. Homeless students shall be permitted to enroll in Okaloosa County Public Schools. They shall not be placed in a separate school or program within a school based on their homeless status, and shall be provided services comparable to those offered to other students enrolled in the school.

It is the responsibility of the enrolling school to contact immediately the school last attended by the homeless student to obtain relevant records. If the student needs to obtain immunization records, the enrolling school shall refer the student immediately to the school nurse for assistance.

A homeless student shall be permitted to enroll immediately, 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, medical and immunization records, and proof of residency or proof of age. A homeless child shall be granted a temporary exemption from entrance requirements for thirty (30) school days.

Notification of In Loco Parentis

Special Power of Attorney and Certification (MIS 5243) is used for admission purposes in cases for which a student is not residing with his/her parent or legal guardian. This form designates that the adult person with whom the student reside stands in loco parentis. In special circumstances, the principals may accept a notarized statement signed by the parents/legal guardian until MIS 5243 can be obtained.

Information regarding Students in Transition Services is available at:
<http://www.okaloosaschools.com/district/titleI> .

Transfers and Withdrawals

Grades and Course Weightings for Transfer Students- see Uniform Transfer of Credits 6A-1.09941

Students transferring credits into Okaloosa County School District will be subject to current course credit weighting approved by the Okaloosa County School Board and in alignment with Florida DOE course code directory.

Grades transferred from another state may not be adjusted in any way and must be entered into the AS400 system as listed on the transcript or report card. If only a numerical grade is provided and no scale is given, OCSD scale is applied to the student record. The only exception to not adjusting grades transferred from another state would be if the grade is not compatible with the OCSD grading system. For example: a student transcript lists a grade as B+, with a

grade delineation indicating B+=92%. In that case, and **if** the school provides a grading scale using percentile ranges, the grade entered may reflect the OCSD equivalent grade based on the percentile designation.

Copies of a student's grades (i.e., Gradebook, Interim Progress Reports) should be sent with any student who transfers within the district.

Students transferring into the School District of Okaloosa County from a private school, a non-district operated school, or a homeschooling program may be evaluated for placement by the school's MTSS committee using assessments listed in the Pupil Progression Plan. This same process will be used if a student transfers from another school and the report card or official transcript is not received from the sending school. The final decision for promotion, retention, and placement will be made by the principal (with input from the MTSS committee), on an individual basis, providing the prohibition against social promotion is not violated. Secondary students must be assessed within the first two weeks of attendance with adjustment of placement based on results of the assessments.

Students Withdrawing to Okaloosa Online or Homeschool, 1002.41, F.S.

When the parent/legal guardian of a student inform their school of their intent to withdraw their child from a brick and mortar school to enroll in Okaloosa Online or a Homeschool Program, the following procedures should be followed:

- Parent/legal guardian should be provided with MIS 5381, Homeschool Notification to Parent form. *MIS 5381 can be found in the Appendix.*
- The school should notify the administrator of Okaloosa Online and Homeschool Coordinator. Student Intervention Services will track the student to ensure enrollment in one of the programs.
- Students who have demonstrated a pattern of excessive absenteeism will be provided a copy of MIS 5380, Home School Truancy Procedures. The parent/legal guardian and the student must sign the Homeschool Truancy Procedures Form, *MIS 5380 can be found in the Appendix.*

No student who has been deemed as a habitual truant by the court will be allowed to enroll in Okaloosa Online or Homeschool without permission of the court.

Early Withdrawal when Course Credit is Probable Before the Final Ten (10) Days

Procedures based upon a parent's request or need to withdraw a student before the final ten (10) days of each semester are as follows:

- The parent/legal guardian must make their request in writing to the school principal to explain the reason for early withdrawal and give the last day the student will attend.
- All staff members working with the student will be notified to ensure the return of all materials, textbooks, etc.
- The student's grades will be analyzed and if the results show the student has made satisfactory progress academically as of the withdrawal date, the teacher(s) and principal shall write a letter stating that as of that date, all standards for promotion to the next grade level have been met and should the student have continued enrollment through the final day of the school he/she would be promoted. The

teacher(s) and the principal will sign the letter. It will then be the responsibility of the receiving school to make a decision regarding promotion/retention based upon the progression criteria of that district.

- The semester exam(s) will be administered.

Early Withdrawal when Promotion is Probable Within the Last Ten (10) Days

The semester exam(s) will be administered for students withdrawing from school early.

Awarding of Credits of Late-in-the-Year Transfer Students

The awarding of credits of students transferring into Okaloosa County during the last grading period shall be determined primarily by grades and records received from the sending school.

Attendance

Patterns of nonattendance and truancy are identified as early warning signs of academic failure. The continuum of truancy to delinquency typically includes other behaviors that result in suspension, expulsion and drop out. Students with chronic absenteeism are found to have the lowest academic achievement, which puts them at greater risk of dropping out of school.

Reporting an Absence

Students will have five (5) school days, including the day they return, to bring in written verification for an excused absence. The absence will be considered unexcused if the school does not receive written verification for the excused absence within that timeframe.

Students who place on file with OCSD legal and/or medical documentation or a permanent and total disability as defined by the U.S. Social Security Act are excused from school and eligible to make up any and all work for absences from medical care or medical conditions related to their permanent and total disability.

High School Attendance

Excused absences resulting from the following:

- Death in the family;
- Any reason up to 9 absences per semester;
- Illness or injury requiring medical or dental attention (physician's statement required);
- Illness, injury, or circumstances not requiring medical attention will require a parent note explaining the absences, up to 9 absences per semester;
- Appointments for medical or dental care (physician's note required);
- Appointments scheduled to receive a therapy service provided by a licensed health care practitioner or behavior analyst for the treatment of autism spectrum disorder, including, but not limited to, applied behavioral analysis, speech therapy, and occupational therapy;
- Religious holidays: students are permitted to be absent in observance of established religious holidays, but they must be counted absent on all school records. Absences of a religious nature, preceded by prior parent notice, will not require written notification on the student's return to school. Review School Board Policy for additional information.

Unexcused absences are absences resulting from:

- Any absences not designated as excused/unverified absences
- Truancy
- Suspension
- Expulsion
- Participation in private lessons, activities, or classes sponsored by outside agencies

Students with an unexcused absence will receive a grade of zero (0) for any classwork, tests, and assignments by the teacher on the day of the absence.

Attendance Notification Procedure

- After each absence, an automated phone call from the school to the phone number on record will notify the parents/legal guardian of the absence. Additionally, all absences are reported on FOCUS.
- After the fifth (5th) unexcused absence per semester, the parents/legal guardian will be notified of the absences. The contact will include a review of the current attendance/truancy policies. The MTSS Committee may be convened.
- On the tenth (10th) absence (excused or unexcused) per semester, a letter will be mailed or emailed to the parent/legal guardian notifying them of the necessity for a parent excuse, doctor's excuse, or an excuse from an official agency in order to receive grades for make-up work. In addition, this letter will notify parents of the potential truancy concerns resulting from any additional absences. The parent shall be required to meet with the MTSS Committee.
- Prior to the fifteenth (15th) absence, the principal may review any absence caused by some insurmountable situation or event that places an undue hardship on the student and notify the teachers that this student may make up all work.
- After the fifteenth (15th) absence per semester, no make-up work will receive grades. An attendance expectation agreement may be initiated, outlining the consequences of non-attendance.
- After the fifteenth (15th) absence per semester, the student's parent/legal guardian can appeal to the school's MTSS Committee for permission to receive grades for missed work. Pending approval of the appeal, absences after the fifteenth (15th) may be entered as an excused absence in FOCUS.

Attendance for Children/Dependents of Active Duty Military, 100.36, Article V(E), F.S.

Section 1000.36, Article V(E), F.S., states that "a student whose parent or legal guardian is an active duty member of the uniformed services, as defined by the Compact, and has been called to duty for, or is on leave from, or immediately returned from deployment to a combat zone or combat posting, shall be granted additional excused absences at the discretion of the school superintendent." The additional excused absences are to allow the student to visit with the student's parent or legal guardian for the reasons specified. Notwithstanding the above, the local school superintendent or head of school may provide a maximum number of additional excused absences.

Teenage Parent Program (TAPP) and Attendance Requirements, 1003.54, F.S.

Pregnant students, parenting students, their children and program completers are eligible to participate in a teenage parent program. Pregnant students, parenting students and program

completers (to include the father of the child) registered in teenage parent programs (TAPP) are exempt from minimum attendance requirements for absences related to pregnancy or parenting; however, they are required to make up work missed due to their absences. That is, other than absences due to pregnancy or parenting, TAPP students are subject to district policy regarding regular attendance.

Teenage parents who do not participate in TAPP are not exempt from district minimum attendance requirements.

Make Up Work

Students will be provided five (5) school days to complete assignments following an excused absence; the five (5) day period begins the day the student returns to school. However, the teacher and/or principal may grant additional time for make-up work to be completed if the situation warrants.

It is the student's responsibility to request make-up work for excused absences (up to 15). Students absent for multiple days are expected to seek and work on make-up assignments, as medically appropriate and practical. Students absent for any reason on a school sanctioned/sponsored trip on the day a previously assigned project is due, or a previously assigned test is scheduled, will submit the project or take the test the day of his/her return, as appropriate and practical. At the discretion of the Principal, additional time may be allowed. Principals will ensure that teachers provide make-up assignments upon parental or student request. Make-up work will be provided no later than 24 hours following a parental or student request.

Tardiness

Each school will monitor tardiness and early check out policy.

Truancy Procedures, 984.03 F.S., 1002.41 F.S., 1003.26 F.S.

The Superintendent may file a truancy petition for the following situations:

- Five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month, or;
 - After the fifth (5th) unexcused absence in a calendar month, if appropriate, the school principal or his/her designee shall refer the case to the MTSS committee. If the MTSS committee finds that a pattern of nonattendance is developing, whether the absences are excused or not, a meeting with the parent/legal guardian must be scheduled to identify potential remedies. The school should send out a School Truancy Letter to either inform the parent/legal guardian of the situation or to schedule an MTSS committee meeting with the parent/legal guardian.
- Ten (10) unexcused absences, or absences for which the reasons are unknown, within a ninety (90) calendar day period, or;
 - After the ninth (9th) unexcused absence, the student's primary teacher shall report to the school principal or his/her designee that the student may be exhibiting a pattern of nonattendance. If appropriate, the principal shall refer the case to the MTSS committee. If the MTSS committee finds that a pattern of nonattendance is developing, whether the absences are excused or not, a meeting with the parent/legal guardian must be scheduled to identify potential remedies. A letter should either be

mailed to the student's home or delivered by an attendance officer, informing the parent/legal guardian of the MTSS committee meeting and their need to attend.

- More than fifteen (15) unexcused absences in ninety (90) calendar day period
 - After the fifteenth (15th) unexcused absence in a 90-day calendar period, if the MTSS committee determines that remedial recommendations are not working, either a truancy petition may be filed by the Superintendent, or the student may be referred to an appropriate agency. Driver's License Suspension Form (MIS6265) should be sent to Student Intervention Services.

Learnfare Program and Truancy, 414.1251 F.S.

Florida statute requires the Department of Children and Families (DCF) to reduce the temporary cash assistance for an eligible parent's dependent child or for an eligible teenage participant who is not exempt from school attendance requirements, if the eligible child or teen participating has been identified as a habitual truant or dropout. A habitual truant is a student who has accumulated fifteen (15) unexcused absences within ninety (90) calendar days with or without the knowledge or consent of the student's parent/legal guardian. For more information on the Learnfare Program, visit [Learnfare Program Rules](#).

If the parent/legal guardian agrees to the remedial interventions, but the meeting does not resolve the problem, the MTSS committee shall implement other remedial interventions or recommend to the Superintendent or his/her designee to refer the family to an appropriate agency to be presented to the case staffing committee.

Driver's License Law and Truancy, 322.091 F.S., 1003.27, F.S.

Florida statute mandates attendance requirements for obtaining a driver's license or learner's license. In order to be eligible for driving privileges a minor must satisfy one of the following criteria:

- Be enrolled in a public school, nonpublic school, or home education program and satisfy relevant attendance requirements;
- Have received a high school diploma, a high school equivalency diploma, a special diploma, or a certificate of high school completion;
- Be enrolled in a study course in preparation for the Test of General Education Development and satisfy attendance requirements;
- Have been issued a certificate of exemption according to section 1003.21, F.S.; or
- Have received a hardship waiver.

Each public school principal or designee is required to notify the School Board of each minor who accumulates fifteen (15) unexcused absences within ninety (90) calendar days. The Superintendent must report the legal name, gender, date of birth, and social security number of each minor who fails to meet attendance requirements to the Department of Highway Safety and Motor Vehicles.

Section II

Special Programs

Credit Acceleration Program for High School Credit, 1003.4295(3), F.S.

The Credit Acceleration Program (CAP) was created for the purpose of allowing a student to earn high school credit in courses required for high school graduation through passage of an EOC assessment administered under **1008.22 F.S.**, an Advanced Placement Examination, or a College Level Examination Program (CLEP).

Notwithstanding **1003.436 F.S.**, 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 EOC, AP exam, or CLEP exam.

The school district shall permit a public school or home education student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment or examination.

If a student elects to take the EOC without being enrolled in the course, and does not earn a passing score, the student will be required to enroll in and complete the course before being allowed to retake the exam.

Drop Out Prevention, 1003.52 F.S.

Dropout prevention and academic intervention programs (grades 1-12) may differ from traditional educational programs and schools in scheduling, administrative structure, philosophy, curriculum, or setting and shall employ alternative teaching methodologies, curricula, learning activities, and diagnostic and assessment procedures in order to meet the needs, interests, and talents of eligible students.

A student shall be identified as being eligible to receive services funded through the dropout prevention and academic intervention program based upon one of the following criteria:

- The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics, or writing.
- The student has a pattern of excessive absenteeism or has been identified as a habitual truant.
- The student has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension, or expulsion from school according to the district school board's code of student conduct should be referred to Okaloosa Academy. For the purposes of this program, "disruptive behavior" is behavior that:
 - Interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or

- Severely threatens the general welfare of students or others with whom the student comes into contact.
- The student is identified by a school's early warning system pursuant to s.1001.42 (18)(b).

High School Drop Out Prevention, Fast Track

A cohort is determined by the year in which students enter the 9th grade.

High School students may be referred to a Fast Track program if they meet any one of the criteria below:

- Current Grade 9 cohort students earning less than 4 required credits needed for their graduation plan
- Current Grade 10 cohort students earning less than 8 cumulative required credits needed for their graduation plan;
- Current Grade 11 cohort students earning less than 15 cumulative required credits needed for their graduation plan;
- Current Grade 12 cohort students short any number of credits or with a GPA deficit required for their graduation plan.

The Fast Track South Program will be housed at Fort Walton Beach High School, Choctaw, and Niceville High School.

The Fast Track North Program will be housed at the following schools:

- ECCI- Richbourg Campus
- Baker School
- Laurel Hill School

Fast Track students will be coded as Dropout Prevention. Students may only transfer into traditional classes at the semester. Any student who has caught up to their grade level cohort will return to traditional classes at the semester.

- If a student catches up with their cohort before the conclusion of a semester they may be enrolled in a Fast Track course(s) for new credit, as appropriate for the individual student.

College-bound student athletes will need to meet more rigorous academic rules to receive a scholarship at NCAA Division I colleges or universities. For more information on the NCAA's rules on which courses are approved, visit <http://www.ncaa.org/student-athletes/future/core-courses> .

Summer Intensive Studies and Credit Recovery

Summer Intensive Studies is primarily for credit recovery for failed courses for promotion and graduation purposes. The only way in which a student may receive less, or more, instruction than the state-mandated hours required to receive course credit is through eligibility and subsequent placement in a dropout prevention program.

The Edgenuity program is used for credit recovery during SIS; students must complete each semester, in full, in which a passing grade was not earned during the school year. Students may not skip any portion of the lesson/activities unless they meet the pre-determined score on a

lesson pre-test. The final Edgenuity grade, determined by an average of lesson quizzes, topic tests and the cumulative test, may be no less than 60%. For state assessed courses, the score of the state EOC must be calculated as part of the final grade, if required by the cohort designation.

One credit (1) in cooperative vocational education may be earned for supervised on-the-job training by only students who have previously been, or are currently enrolled, in a vocational program.

New credit courses offered during the summer months (available for seniors only) are dependent upon student needs.

Teenage Parent Program (TAPP) Model Process

The following process should be followed for pregnant students:

- When the school staff have been informed of a pregnant student/student with a child, the student's School Counselor should be notified. The School Counselor provides documentation to the teen parent and informs the School Social Worker of a possible TAPP student.
- When the student returns the required documentation, the district TAPP Coordinator enrolls the student in TAPP and informs the School Social Worker.
 - If a student declines enrollment in TAPP, the School Counselor obtains appropriate documentation and places the documents in the student's file.
- The School Social Worker and teen parent will work with the School Counselor to enroll in a parenting course. The student's academic plan is developed collaboratively and curriculum should include a parenting course (i.e., Parenting 1 & 2; Health for Expectant Parents; Peer Counseling; Personal, Social, & Family Relationships; Critical Thinking)
 - If the student is on a modified curriculum, the School Social Worker will use a book that is at the student's ability level to review parenting skills, instead of having the teen parent take a course that may be above their ability level.
 - If a student's scheduled courses are all required for graduation and the district does not allow an additional course to be added to the schedule, the student must remain enrolled in those courses. If there are no available courses due to the student's age, the student should keep their current schedule. In these cases, pregnancy and parenting instruction may be delivered by the School Social Worker.
- The School Social Worker continues to meet with the teen parent (monthly or more often as warranted) during pregnancy and initial postpartum phase (to include the full semester after the infant is born) to assess needs, follow up on arrangement of childcare, address attendance needs, follow progress of online parenting courses and any other TAPP related services/issues. The School Counselor is responsible for all academic advising related to the pregnant student.
- Section 1003.54(54(3)(a) F.S. indicates that students participating in TAPP shall be exempt from minimum attendance requirements for absences related to pregnancy or parenting, but shall be required to make up the missed work due to the absence(s).
- The School Social Worker will meet with each parenting student and their parent/legal guardian at the beginning of each school year to re-enroll the teen parent in TAPP and

follow up on TAPP services/issues. The School Social Worker will meet with teenage parent on an as needed basis for the remainder of the school year.

<https://www.okaloosaschools.com/depts/sis/tapp>

<https://www.fldoe.org/core/fileparse.php/5576/urlt/ADA-Teenage-Parent-Program-TAP-FINAL.pdf>

Parenting Students

The Social Worker will meet with each parenting student and their parent/legal guardian at the beginning of each school year to re-enroll the student in TAPP, if needed, and follow up on TAPP services/needs. The Social Worker will meet with teenage parents on an as needed basis for the remainder of the school year.

Home Education and Uniform Transfer of Credit, 1002. 41 F.S

Students entering Okaloosa County School District and requesting credit for a home education program must follow the Validation of Transfer Credit process specified by 6A-1.09941, F.A.C. For specified details on the Validation of Transfer Credit, see Transfers and Withdrawals, *Home Education (School) Uniform Transfer of Credit*. For more information, visit the FLDOE Office of Independent Education and Parental Choice Website at <http://www.fldoe.org/schools/school-choice/>.

To register for home education, contact the office of Home Education in the Okaloosa County School District by phone by calling Home Education office at (850) 833-3111 or visit <https://www.okaloosaschools.com/parents/home-schooling>.

Home Education Student Participation in Public Schools, 1006.15 F.S., 1002.41 F.S.

Students in home education programs may participate in public school interscholastic extracurricular activities. Home school students are required to register their intent to participate in interscholastic extracurricular activities as a representative of the school before participation. However, public schools are under no obligation to provide home education students access to classes, programs, services, or other educational opportunities.

Home Education students may participate in dual enrollment programs in accordance with **1007.27(4)** and **1007.271(13), F.S.** For more information on dual enrollment information for home education students, visit <http://www.fldoe.org/schools/higher-ed/fl-college-system/academic-student-affairs/dual-enrollment.stml>.

Hospital Homebound

According to Rule 6A-6.03020, Florida Administrative Code, the possibility of hospital or homebound services should be explored when it is anticipated that a student will be absent from school for at least fifteen (15) school days, or the equivalent on a block schedule, while under a physician's care because of severe, prolonged or chronic illness. A parent, teacher, social worker, guidance counselor, physician and others may initiate the process as soon as it is anticipated that the student will be absent for the duration specified in the rule. Grades will be reported to the school-based ESE Case Manager.

There is no established waiting period that must be met when considering initiating the process. For more information, please contact the ESE Department at (850) 833-3164.

Foreign Exchange Program

Foreign Exchange Student Guidelines

The following guidelines have been established for placement of foreign exchange students:

- Only organizations with tax-exempt status as conferred by the IRS pursuant to section 501(c)(3) and organizations that are listed as officially with the Council on Standards for International Education Travel (CSIT) may sponsor an international exchange student program in OCSD.
- The exchange student shall gain legal entry into the United States with a J-1 Exchange Visa, which includes clearances by Homeland Security or the appropriate government agency, and shall present documented proof with a birth certificate or passport, showing that he/she will be at least fifteen years of age, but not have attained the age of eighteen and a half prior to attendance at a school in the OCSD.
- No diploma will be issued from an Okaloosa County high school to a foreign exchange student/visitor unless the foreign exchange student/visitor presents both a translated transcript in the State of Florida transcript format certified by the student's home school and meets all Okaloosa County requirements for graduation. The translated transcript must be presented at the initial enrollment of the student. No foreign exchange student/visitor shall participate in the graduation ceremony without receiving a diploma.
- Foreign exchange students may be eligible to participate in sports and activities provided they meet Florida High School Athletic Association (FHSAA) or a sponsoring organization's rules and regulations.
- Foreign exchange students are subject to all school and district rules and regulations per OCSD Student Code of Conduct.
- Host parents must accept all responsibilities for foreign exchange students.
- High schools may limit the number of foreign exchange students they admit based on class size and/or total student enrollment.
- Representatives from foreign exchange programs must request permission for admission by submitting a completed packet to the district representative for approval prior to June 30th of the following year.
- Foreign students who have received a high school diploma, or its equivalent, in their home country are *not* eligible to be foreign exchange students.
- The Superintendent or his/her designee shall approve the admission of each foreign exchange student/visitor.

Okaloosa County Students Leaving the Country for Foreign Exchange

Rising juniors may participate in a foreign exchange program. Students may not participate in an exchange program in their senior year as it may jeopardize the completion of graduation requirements. There is no credit guarantee for courses taken in a foreign country. Course Descriptions in English can be reviewed for advanced approval, but there is a high probability that no credit will be granted. Therefore, students should consult with their counselor and carefully weigh their options for meeting graduation requirements. For additional information, contact the student's school counselor.

Virtual School Options, Requirements, and Recommendations 1003.4282, F.S.

Statutes related to virtual instruction programs provide student and parental rights relative to the eligibility of Florida Virtual School full-time students to participate in interscholastic extracurricular activities at certain public schools. Information on these changes is presented in the Florida Public Virtual Schools Questions and Answers, available at the FDOE Virtual Instruction webpage <http://www.fldoe.org/Schools/virtual-schools>.

Florida statute requires students earning a standard high school diploma to take at least one course within the 24 required credits to be through online/blended learning. A school district may not require students to take the online course outside the school day or in addition to a student's courses for a given semester.

Okaloosa Online is a virtual school which offers a variety of online "for credit" courses which are taught by specially trained teachers from within our school system. Each course is recognized by the Florida Department of Education, as part of the Florida Virtual School program.

Students can stay enrolled in Okaloosa Online until the age of 20 if they have remained continually enrolled in public school. Students who are ESE can stay enrolled in Okaloosa Online until the age of 22.

Once a student turns the age of 18, and has not been enrolled in public school, Okaloosa Online is not an option.

Homeschooled students, students who are homebound or temporarily homebound and students who desire to take courses, which are not offered at their high school, can all benefit from taking courses at Okaloosa Online. Other common reasons for taking courses online include scheduling conflicts, a desire to follow an individual pace, or a need for remediation in one or more courses.

An online or blended high school credit course taken through Okaloosa Online or Florida Virtual Schools (FLVS) in grade 6, 7, or 8 fulfills the online course requirement for a 24-credit standard high school diploma. The following options also satisfy the online or blended course requirement for a 24-credit standard high school diploma:

- Completion in a course in which a student earns a nationally recognized industry certification in information technology that is identified on the CAPE Industry Certification Funding List pursuant to s. 1008.44 or passage of the information technology certification examination without enrollment in or completion of the corresponding course(s), as applicable.

This online course requirement does not apply to a student who has an individual education plan (IEP) under **1003.57 F.S.**, 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 with an academic year or less remaining in high school. **1003.4284 F.S.**

The following schedule is for a student wishing to attend public school part-time while simultaneously taking virtual courses. Okaloosa County encourages all students to take six (6) courses. The following provides the minimum expectation for attendance at the public high school.

- **9th grade:** A minimum of **five (5)** classes at the brick and mortar school and two (2) virtual classes with Okaloosa Online.
- **10th grade:** A minimum of **four (4)** classes at the brick and mortar school and three (3) virtual classes with Okaloosa Online.
- **11th grade:** A minimum of **three (3)** classes at the brick and mortar school and four (4) virtual classes with Okaloosa Online.
- **12th grade:** For the 2022-2023 school year, a minimum of **one (1)** class at the brick and mortar school and up to six (6) virtual classes with Okaloosa Online. For the 2023-2024 school year, a minimum of **three (3)** classes at the brick and mortar school and four (4) virtual classes with Okaloosa Online.

All students must be “no classed” for the periods not taken at their zoned school.

In order to receive a diploma from a specific Okaloosa County public high school, the student must earn one credit over two semesters at the school during the school year of graduation. Students graduating at the end of the first semester must earn ½ credit at their school over the first semester.

Dual Enrollment students are considered Okaloosa County public high school students and are not required to earn credit at their high school and thus may receive a high school diploma from the high school in which they are Dual Enrolled.

NCAA division I and II prospective student athletes should consult NCAA initial eligibility requirements regarding virtual courses. Additional information is available at:
<http://www.okaloosaschools.com/district/athletics> .

For more information about Okaloosa Online please contact the Program Director at 689-2043 or corbinc@mail.okaloosa.k12.fl.us

Placement/Acceleration in Okaloosa Online or Florida Virtual School (FLVS)

As stipulated by the Florida K-20 Education Code (s.1002.20), parents have the right to choose educational options such as Okaloosa Online or Florida Virtual School (FLVS) for their children. A student’s full-time school may not deny access to courses offered by Okaloosa Online or FLVS assuming that the desired online course(s) is an appropriate course placement based on the student’s academic history, grade level, and age.

Okaloosa Online is the provider of first choice for virtual instruction; however, in situations in which Okaloosa Online cannot fulfill the need, students may qualify to access the services of Florida Virtual School. Okaloosa Online offers many of the same courses to Okaloosa public school students with less than a full six period schedule and to home educated, alternative placement, and private school students. Upon successful completion of a statewide, standardized assessment, if applicable, students will be awarded credit.

Okaloosa County students taking FLVS courses in which a statewide, standardized EOC exists will be awarded credit only after taking the statewide, standardized EOC for that course in order to comply with the statutory requirement that the EOC constitutes 30% of the final course grade. Access shall be available to students during or after the normal school day, and through summer school enrollment. These courses can be taken above the regular six-period school day. A list of available Florida Virtual School courses can be found at <http://www.okaloosaschools.com/content/okaloosa-online>

The Full Time Virtual Instruction Program (VIP), based on **S. 1002.45 F.S.**, and conforming to HB 1676, establishes that all Florida districts must offer a full-time Virtual Education option for all public school students. Any public school student who would like to apply for the full-time virtual program must withdraw from the “Physical School” and register with one of the approved vendors offered through Okaloosa Online. The student must have been in a Florida public school for both the October and February FTE surveys during the previous school term. To register on Okaloosa Online, please visit <http://www.okaloosaschools.com/content/okaloosa-online>

The School Board shall provide students with access to enroll in courses available through the Okaloosa Online/FLVS and shall award credit for successful completion of such courses. Access is available to students during or after the normal school day and through summer enrollment. Students wishing to take courses from Okaloosa Online/FLVS must work closely with their guidance counselor to ensure that placement is appropriate. **1012.28 (5) F.S.**

Section III

Curriculum and Instruction

High School Credit, 1003.436 F.S.

Definition of High School Credit

One high school credit is defined in statute as a minimum of 135 hours of bona fide instruction in a designated course of study, which contains student performance standards. A student without comparable transfer grades who enrolls beyond the time to obtain the seat time requirement may not be able to earn credit for courses in which he/she enrolls. The district School Board must verify achievement of course requirements and has, therefore, established School Board Policy 3-6(A) and (B) to address use of non-traditional programs.

Explanation of Credits Earned

In awarding credit for high school graduation, the district maintains a one-half (1/2) credit earned system which shall include courses provided on a full-year basis. A student will earn one-half credit for each semester of the course he/she successfully completes. The two semester grades will not be averaged for a full year grade. In year-long courses assessed by a statewide, standardized EOC, credit will be awarded at the end of a full-year after considering statutory requirements of the EOC assessment. If a student withdraws at the end of the semester, they will be awarded .5 credit and the EOC is 30% of the whole year.

Students who elect to withdraw from a course in which a half credit is earned at the end of the semester must do so on or before the mid-point (4 ½ weeks) of the first quarter of each semester or they will be given an F. Students who elect to withdraw from a yearlong course must do so by the end of the first nine weeks or they will be given an F for the year. If the student withdraws after the end of the first semester, he or she will receive an F for the year, but the first semester grade can be held in FOCUS. The student will need to repeat only the second semester.

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

- More than a total of nine (9) elective credits in remedial programs.
- More than three (3) credits in practical arts family and consumer sciences courses, unless the student is pursuing career and technical certifications.
- Any Level 1 courses, unless the student's assessment indicates a more rigorous course would be inappropriate.

Students are advised that two (2) credits in the same foreign language are required for admission to the Florida University System and for Florida's Bright Futures Scholarship program, except for the Gold Seal Scholarship.

Students must earn a non-weighted GPA of a 2.0 to qualify for graduation. In computing the grade point average for graduation purposes, a student may select the highest eight (8) elective

credit grades earned of the total elective credits taken. These students will have an opportunity to use their best twenty-four (24) credits for their final grade point average to meet graduation requirements. High school guidance counselors will assist students in selecting the best 24 credits to meet graduation requirements.

No Class

Students are encouraged to take no less than six (6) periods a day, which may include virtual classes, dual enrollment or DCT. For safety and security measures, students eligible for a “no class” should schedule the non-attendance at the very beginning (1st period) or the very end of the school day (7th period). Principals may consider approval for a different schedule based on special circumstances.

Forgiveness Clause, 1003.45(5)(e)(1) F.S.

Forgiveness policies for required courses shall be limited to replacing a grade of D or F with a grade of C or higher earned in the same or comparable course.

Forgiveness policies for elective courses shall be limited to replacing a grade of a D or an F with a grade of C or higher earned subsequently in another course.

A student may elect to retake a course under the following conditions of the Forgiveness Clause:

- A student who received a failing grade may take the course for forgiveness in summer school, if available.
- A student in grades 9-12 who made a D or F in a course and needs a higher grade to obtain the overall minimum 2.0 GPA for graduation may attend summer school, if available.
- A student may retake a course for forgiveness during the regular school year to improve a grade of D or F. If a student uses the district-approved software program for credit recovery purposes, a mastery level of 60% must be earned.
- Students who receive credit in middle school for a high school course may take the same or comparable course again in high school for grade forgiveness for any grade earned that is less than a B. (i.e., C-F)

High School Credit in Middle School

A student may take Algebra I Honors, Geometry Honors, Agriscience Foundations 1, Physical Science Honors, Earth/Space Science Honors, Intro to IT, Web Design, .NET Application Development Foundations and Spanish I, French I in a brick and mortar school for high school credit. Students must meet all high school requirements.

Section IV

Acceleration, Promotion, and Retention

Acceleration Programs, 1007.27 F.S

Articulated acceleration shall be available and can serve to shorten the time necessary for a student to complete the requirements associated with high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. This shall include, but not be limited to, dual enrollment, early admission, Advanced International Certificate of Education Program (AICE), Advanced Placement (AP), credit by CLEP examination, and the International Baccalaureate (IB) Program. Credit earned online shall provide additional opportunities for early graduation and acceleration.

International Baccalaureate Program

The International Baccalaureate (IB) Diploma Program is a rigorous pre-university course of study, leading to internationally standardized exams. The program is designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of many different nations; education systems, and is based on State Board of Education rules for cut-off scores and IB exams that will be used to grant the post-secondary credit. As with the AP and Dual Enrollment programs, students completing the IB courses and exams are eligible for post-secondary education credit. Credits are awarded based on the total number of points received on six (6) exams or credit may be given for each individual exam. Credit for IB is determined by individual university systems. Students can earn post-secondary semester credits by participating in this program at the high school level. Approximately sixty-two (62) Florida high schools currently participate in the IB program, with no cost associated with participation.

Advanced Placement Program, 1007.27(6) F.S.

The AP program, administered by College Board, provides secondary students the opportunity to enroll in AP courses, which awards postsecondary credit to students who score a minimum of 3 (on a 5-point scale) on the corresponding AP exam. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination. Students will be registered for these examinations in the fall in order to take the spring Advanced Placement examinations.

Students who score a minimum of 3 on a 5-point scale may receive college credit. Students who score a 4 or a 5 on certain examinations also benefit from course equivalency credit. A course equivalency chart may be found at <http://www.floridashines.org>.

Advanced International Certificate of Education Program (AICE)

AICE offers rigorous pre-university courses, leading to internationally standardized examinations, administered by the University of Cambridge Local Examinations Syndicate. The State Board of Education shall establish rules, which specify the cutoff scores on AICE exams, which shall be used to grant post-secondary credit at community colleges and universities. Any such rules, which have the effect of raising the required cutoff score or changing the AICE exams which will be used to grant postsecondary credit, shall apply to students taking AICE

exams after such rules are adopted by the State Board of Education. Students shall be awarded a maximum of 30 semester credit hours. The community college or university that accepts the student for admission shall determine the specific course for which a student receives credit. Students shall be exempt from the payment of any fees for administration of examinations regardless of whether the student achieves a passing score on the exam.

College Credit by Examination, 1007.27(7) F.S.

College credit by examination is the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations (AP, IB, AICE, CLEP). The Florida State Board of Education states minimum scores required for an award of credit in Florida institutions in the statewide articulation agreement. There is no guarantee that a college will accept credits earned through this program.

Concurrent Enrollment (CHOICE Institutes)

Students who are enrolled in a CHOICE Institute (Aerospace, Information Technology, Construction Technology, Creative Arts, Biomedical, Early Childhood, and Engineering) may be “Concurrently Enrolled” where college credit can be earned at the end of the course, if the student passes an exam and achieves industry certification.

Concurrent Enrollment (non-Florida Post-secondary institution)

High school students who have earned credit from a post-secondary institution in which no inter-institutional articulation agreement with OCSd exists may request that the credit be recognized by the school district as a transfer credit to be used towards high school graduation.

In order to do so, the credit must meet the following criteria:

- The credit must be earned at a public or private accredited post-secondary institution outside the Florida Public State University system and be ineligible for Dual Enrollment.
- Credits earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation.
- The credit earned will be considered an elective toward high school graduation. Requests for other subject area consideration may be submitted to curriculum specialists and subject to validation, if deemed necessary. Remedial coursework, physical education skills, and recreational courses will not be considered for high school credit.
- Credit issued will be unweighted unless the coursework can be verified to be comparable to other weighted coursework offered by the school district or to courses accepted by the Florida Department of Education.
- The School District of Okaloosa County is not responsible for tuition, fees, or instructional material costs for students seeking college credit outside of dual enrollment coursework.

Career Dual Enrollment

Career dual enrollment at Okaloosa Technical College (OTC) is available to students enrolled in the High Schools meeting the following criteria:

- Possess and maintain a minimum 2.0 grade point average (GPA);
- Are on-track for high school graduation; and,

- Are classified as an 11th or 12th grade student.

Applications for Career Dual Enrollment will be accepted by OTC in Spring and Summer for the beginning of the following school year. Mid-term applications will only be accepted on a space available basis and with mutual agreement of the home high school principal and the OTC Director. All career dual enrolled students will have the opportunity to achieve at least one industry certification as part of the Program. Registration in the Program requires the approval of the student's high school guidance counselor and parent or legal guardian.

A student seeking to register in the Program who does not currently maintain the required 2.0 grade point average may appeal that enrollment criteria requirement in accordance with the appeals process as contained in the OTC Career Dual Enrollment Program Handbook. The High Schools will ensure that all Career Dual Enrollment students will meet the OTC requirements for admission as established by this Agreement and Florida law.

Dual Enrollment, 1007.271 F.S.

The dual enrollment program is defined as the enrollment of an eligible secondary student or home education in a post-secondary course credible toward high school completion and a career certificate or an associate or baccalaureate degree. Instructional time may vary from 900 hours; however, the district may only report the student for a maximum of 1.0 Full-Time Equivalency (FTE). Any student so enrolled is exempt from the payment of registration, tuition, and laboratory fees. Applied academics for adult education instruction, college-preparatory instruction, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for the inclusion in the dual enrollment program. Guidance counselors play an important role in communicating accurate information to students and parents, fostering a positive understanding of the merits of dual enrollment and developing collaborative relationships with college advisors and peers.

Dual Enrollment Eligibility

Students must meet the following eligibility criteria:

- Be enrolled as a student in a Florida public or nonpublic secondary school (grades 6-12), or in a home education program;
- Have a 3.0 unweighted high school grade point average to enroll in college credit courses, or a 2.0 high school unweighted grade point average to enroll in career dual enrollment courses;
- For college credit courses, achieve a minimum score on a common placement test pursuant to **Rule 6A-14.064, Florida Administrative Code (F.A.C.)**;
- Juniors and seniors are eligible to participate in college-credit courses during school hours, after school hours, and during the summer term;
- Sophomore students are eligible to participate in college-credit courses after school hours, during the summer term, online, or during the regular school day on an exception basis;
- Rising sophomore students are eligible to participate in college-credit courses during the summer session that begins after the last day of their freshman school year;
- Students who dual enroll are considered OCS D students and will receive a diploma from their enrolled high school pending all graduation requirements are met;

- Under the dual enrollment articulation agreement, students are only allowed one attempt per course;
- Students are limited to two (2) total withdrawals from dual enrollment courses during high school;
- Students must pick up textbooks from Barnes and Noble College store on or before the designated time published in alignment with published deadlines for students receiving financial aid. No books will be issued to students beyond this date unless approved by an Okaloosa County School District designee.
- Dual Enrollment Eligibility is based on the Okaloosa County School District and Northwest Florida State Articulation Agreement.

Any student who has taken a dual enrollment course and failed it may re-take the course concurrently (parent pay) and may use the new grade for college and high school forgiveness purposes. Granting high school credit for concurrent course work will be limited to forgiveness purposes only.

A complete list of the state-approved college course list for dual enrollment courses can be found at <http://www.fl DOE.org/schools/higher-ed/fl-college-system/academic-student-affairs/dual-enrollment.stml> .

The Dual Enrollment options are addressed in the Dual Enrollment Articulation Agreement between OCSD and Northwest Florida State College and can be found at <https://www.okaloosaschools.com/district/documents-policies> .

Students may also participate in career dual enrollment for courses that will lead to an industry certification. Many industry certifications will articulate to college credit toward a degree. A listing of articulated industry certification can be found at: http://www.fl DOE.org/workforce/dwdframe/artic_indcert2aas.asp.

Early Admission

Early admission is a form of dual enrollment permitting high school students to enroll in college or career courses on a full-time basis. As with all dual enrollment programs, students earn both high school and college/career credits for courses completed. Participation in the career early admission program shall be limited to students who have completed a minimum of four (4) semesters of full-time secondary enrollment, including studies undertaken in the ninth grade. Students may not be required to enroll in more than 15 college credit hours per semester or the equivalent.

Graduation: Diplomas, Requirements, Options and Guidelines, 1003.4282 F.S.

Graduation Programs for Students in General Education Programs, 1003.4282 F.S.

Each school is required to provide students in grades 6 through 12 and their parents with information concerning three-year and four-year high school graduation options. The selection of one of the graduation program options that follow may be completed by the student and parent/guardian at any time and is exclusively up to the student and parent/guardian.

Students may choose from one of four State options to earn a diploma:

1. a four-year 24-credit standard program,
 - Scholar Designation
 - Merit Designation
 - Biliteracy Designation
2. an International Baccalaureate (IB) curriculum,
3. an Advanced International Certificate of Education curriculum, or
4. a three-year 18-credit ACCEL program (Academically Challenging Curriculum to Enhance Learning).

All of the graduation paths include opportunities to take rigorous academic courses to prepare students for their future academic and career choices. All students, regardless of the graduation program, must still earn a 2.0 grade point average on a 4.0 scale and achieve passing scores (or concordant scores) on the Grade 10 FAST ELA and the Algebra I End of Course assessment in order to graduate with a standard diploma.

The Florida Department of Education's *Graduation Requirements for Florida's Statewide Assessments* provides more specific information for Florida's students. For more specific graduation information, please visit the Florida DOE Graduation Requirements page at <http://www.fldoe.org/core/fileparse.php/7764/urlt/GradRequireFSA.pdf> **1003.43 F.S., 1003.4282 F.S.**

All students meeting graduation requirements or earning a Special Diploma or Certificate of Completion may participate in formal graduation exercises. Participation in formal graduation exercises shall not be a requirement for the awarding of any of the Diplomas or Certificates of Completion.

Additionally, a student needing one (1) credit or less to meet graduation requirements may participate in all graduation activities, subsequently complete the necessary coursework, and be awarded a diploma upon the successful completion of the coursework. Seniors who have not passed state mandated assessments (e.g., Grade 10 FAST ELA, Alg. I EOC, etc.) may participate in all graduation activities.

An outstanding debt for a lost or damaged textbook or other instructional materials **to include AP, IB, and AICE exams** may prevent a student from participating in graduation activities and ceremonies. A diploma cannot be withheld from a student, regardless of outstanding debt for a lost or damaged textbook or other instructional materials.

Dual Enrollment students are considered Okaloosa County Public high school students and are not required to earn credit at their high school and thus may receive a high school diploma from the high school in which they are Dual Enrolled.

Early High School Graduation, 1003.4282

Students in Florida have the option for early graduation and receipt of a standard high school diploma if the student earns 24 credits and meets the graduation requirements set forth in **s. 1003.4282**. "Early graduation" means graduation from high school in less than 8 semesters or the equivalent.

A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort, as if the student were

still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort.

Homeschooled Students and Graduation Requirements

Homeschooled students wishing to graduate and earn a diploma from a public high school must withdraw their registration as a homeschooled student as they cannot be both a homeschooled student and graduate from a public school. They must enroll, at the latest, at the beginning of their senior year. Additionally, home-schooled students must meet all graduation requirements to include GPA, 10th grade FAST ELA, and all state EOC requirements as well as obtain all necessary credits required for graduation.

Foreign Exchange Students and Graduation Requirements

Foreign students who attend the Okaloosa County School System may receive a high school diploma if they meet all criteria in the Okaloosa County Board Approved High School Admission and Progression Guidelines for International Travel and Exchange Program Guidelines.

The student must also present both a translated transcript in the State of Florida Transcript format, which must also be certified by the student's home school. However, if a foreign exchange student is not eligible for a high school diploma, he/she may not participate in the graduation ceremony.

Diploma Options

Twenty-Four Credit Program, 1003.4282 F.S., 1003.4285 F.S.

This program takes the traditional four years to complete high school and requires students to take at least 24 credits in core content areas. Foreign language credit is not required for this program, although it is recommended for Florida college preparation and is required for admission to Florida's state universities. The standard diploma prepares, and may qualify the student for a variety of post high school opportunities, including a military career, entry level or apprentice jobs, or admission to a four-year college or university.

Students who complete a minimum of 24 credits, achieve a cumulative grade point average (GPA) of a 2.0 on a 4.0 scale, and earn a passing score on the statewide assessments required for high school graduation have an option to graduate in fewer than eight semesters (four years) as specified in s. 1003.4281 F.S.

Three additional diploma designations are available: Scholar, Merit, and Biliteracy. Specific requirements are detailed in the graduation requirements by cohort year, at: <http://www.fldoe.org/academics/graduation-requirements>.

Eighteen Credit ACCEL Program, 1003.4282 F.S., 1002.3105 F.S.

The requirements of this program are identical to the 24-credit standard diploma program option except:

- 1 credit in PE is not required
- 3 electives are required instead of 8
- Online course is not required
- 18 total credits (student may earn additional credits)

This diploma program may be completed in three years, but students may take longer to complete it. All other graduation requirements for a 24-credit standard diploma must be met. See graduation requirements in the appendix or visit <http://www.okaloossschools.com/content/graduation-requirements> .

Additional 18-credit ACCEL Graduation Program Guidelines

Schools shall not establish requirements for the 18-credit high school graduation program in excess of the requirements in statute **1003.4282 F.S.**

A student choosing the 18-credit graduation program must attend high school as a full-time student for three school years, which may include virtual school. Students who choose the 18-credit graduation program may still qualify for acceleration programs (e.g., AP, AICE, IB, dual enrollment) and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admissions requirements for those programs and scholarships. Students who plan to apply to an out of state or private in state college or university and who are interested in the 18-credit graduation program should contact those institutions as early as possible for specific admissions requirements.

Selection of an accelerated high school graduation program may be completed by a student at any time and is entirely up to the student and parent or guardian. Students who fail to select the 18-credit graduation program shall be considered to have selected the 24-credit program.

1003.429 F.S.

Prior to selecting the 18-credit graduation program, designated school personnel shall meet with each student and the student’s parent or guardian to provide an explanation of the relative requirements, advantages, and disadvantages of this graduation option.

Physical Education High School Waiver Options

The following waiver options are available for Physical Education.

Personal Fitness/Physical Education Activity Elective	Health Opportunities through Physical Education (HOPE)
Two seasons of an interscholastic sport at the junior varsity or varsity level waives the .5 credit in Personal Fitness and the .5 credit requirement in a physical education activity elective.	Two seasons of an interscholastic sport at the junior varsity or varsity level waives the full one-credit physical education requirement.
One semester of marching band with a grade of “C” or better waives the .5 credit requirement of a physical education activity elective. <i>(NOTE: Another option is to have this waive the performing arts requirement.)</i> The student must still take the .5 credit Personal Fitness class to complete the requirement.	

One semester of a dance class waives the .5 credit requirement of a physical education activity elective. <i>(NOTE: Another option is to have this waive the performing arts requirement.)</i> The student must still take the .5 credit Personal Fitness class to complete the requirement.	Two years in an JROTC class (Year 1 waiver #1500450, Year 2 waiver #1500460) satisfies the full one credit physical education requirement AND the full one-credit performing arts requirement (also #1500480).
Two years in an JROTC class (#1500450 and #1500460) waives the .5 credit physical education activity elective AND the full one-credit performing arts requirement (also #1500480). The student must still take the .5 credit Personal Fitness class to complete the requirement.	

* Competitive cheer is considered a varsity sport by FHSAA. Sideline or spirit cheer is not considered a varsity sport by FHSAA. The competitive cheer sports season is in the winter.

Updated graduation chart will be added once released by DOE

Students Entering Grade Nine in the 2014-2015 School Year and Forward

Academic Advisement Flyer—What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

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

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts or a concordant score
- Algebra I end-of-course (EOC); the results constitute 30 percent of the final course grade* or a comparative score.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

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

- Biology I
- U.S. History
- Geometry

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

What is the credit acceleration program (CAP)?

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

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

What are the graduation requirements for students with disabilities?

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

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

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

4 Credits English Language Arts (ELA)	
<ul style="list-style-type: none">▪ ELA I, II, III, IV▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.	
4 Credits Mathematics	
<ul style="list-style-type: none">▪ One of which must be Algebra I and one of which must be Geometry.▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).	
3 Credits Science	
<ul style="list-style-type: none">▪ One of which must be Biology I, two of which must be equally rigorous science courses.▪ Two of the three required credits must have a laboratory component.▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).	
3 Credits Social Studies	
<ul style="list-style-type: none">▪ 1 credit in World History▪ 1 credit in U.S. History▪ 0.5 credit in U.S. Government▪ 0.5 credit in Economics with Financial Literacy	
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts [†]	
1 Credit Physical Education [†]	
<ul style="list-style-type: none">▪ To include the integration of health	
[†] Special note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory .	
8 Elective Credits	
1 Online Course Within the 24 Credits	
<ul style="list-style-type: none">▪ Students must meet the state assessment requirements (see left column).▪ Students must earn a 2.0 grade point average on a 4.0 scale.	

What are the requirements for standard diploma designations?

Diploma Designations
<p>Scholar Diploma Designation</p> <p>In addition to meeting the 24-credit standard high school diploma requirements, a student must meet the following requirements:</p> <ul style="list-style-type: none">▪ Earn 1 credit in Algebra II;▪ Pass the Geometry EOC;▪ Earn 1 credit in statistics or an equally rigorous mathematics course;▪ Pass the Biology I EOC;▪ Earn 1 credit in chemistry or physics;▪ Earn 1 credit in a course equally rigorous to chemistry or physics;▪ Pass the U.S. History EOC;▪ Earn 2 credits in the same world language; and▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none">▪ Takes the respective AP, IB or AICE assessment; and▪ Earns the minimum score to earn college credit. <p>Merit Diploma Designation</p> <ul style="list-style-type: none">▪ Meet the standard high school diploma requirements▪ Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).

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

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

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

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

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

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit [Florida Bright Futures Scholarship Program](#).

What are the public postsecondary options?

State University System (SUS)
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):</p> <ul style="list-style-type: none">▪ High school graduation with a standard diploma▪ Admission test scores▪ 16 Credits of approved college preparatory academic courses<ul style="list-style-type: none">○ 4 English (3 with substantial writing)○ 4 Mathematics (Algebra I level and above)○ 3 Natural Science (2 with substantial lab)○ 3 Social Science○ 2 World Language (sequential, in the same language)▪ 2 Approved electives <p>State University System of Florida</p>
The Florida College System
<p>The 28-member Florida College System offers career-related certificates and Associate in Science degrees that prepare students to go directly into the workforce, as well as Associate of Arts degrees that prepare students to transfer to a bachelor's degree program. Many also offer baccalaureate degrees in high-demand fields. The Florida College System has an open-door policy enabling students who have earned a standard high school diploma, high school equivalency diploma or have demonstrated success in postsecondary coursework to be admitted to an associate degree program.</p> <p>Division of Florida Colleges</p>
Career and Technical Centers
<p>Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p>Secondary Career and Technical Education Directors</p>

Where is information on financial aid located?

The Florida Department of Education Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit [Office of Student Financial Assistance](#).

Revised July 2017

Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

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

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

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

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

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in completion and industry certification
 - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

24 Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • One of which must be Algebra 1 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 1 and Geometry) • An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science
<ul style="list-style-type: none"> • One of which must be Biology 1, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) • An identified computer science** credit may substitute for up to one science credit (except for Biology 1)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
8 Elective Credits
1 Online Course
<p>Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.</p>

* Eligible courses are specified in the [Florida Course Code Directory](#).

**A computer science credit may not be used to substitute for both a mathematics and science credit.

Scholar Diploma Designation

In addition to the requirements of section (s.) [1003.4282](#), Florida Statutes (F.S.), a student must satisfy the following requirements (per. s. [1003.4285](#), F.S.):

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC*
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more [industry certifications](#) from the list established (per s. 1003.492, F.S.)

What are the additional graduation options for students with disabilities?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What is the CAP?

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

- Algebra 1
- Geometry
- Biology 1
- U.S. History



State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

[State University System of Florida](#)

The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

[Florida College System](#)

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career and Technical Education Directors](#)

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

General Educational Development (GED) Diploma

Any student who is in between the age of 16 to 18 years old and who has not earned a standard diploma may earn a State of Florida Diploma by passing the Tests of General Educational Development (GED). The GED consists of separate tests in **Mathematical Reasoning, Reasoning Through Language Arts, Social Studies, and Science.**

Certificate of Completion, 1003.43 F.S

A student who has not successfully met the minimal 2.0 GPA and/or passed required state assessments shall be awarded a Certificate of Completion based on the following:

- The student must be seventeen years of age.
- The student must have earned the 24 of required credits to graduate.
- Students with disabilities who have not received a waiver for required assessments.

Any student who is entitled to a certificate of completion may elect to remain in school as a full-time or part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies. Schools should take the necessary steps to obtain notification of a student's return for an additional year before the conclusion of the school year.

1003.428(4)(d) F.S.

Graduation Requirements for Transfer Students, 1003.433(1) F.S., 1003.4282(8), 1003.433(3), F.S.

Grade 11 and grade 12 students who enter a district high school from out of state or from a foreign country shall not be required to spend additional time in a district high school in order to meet the high school course requirements of the school district, if the student has met all the requirements of the district, state, or country from which they transferred.

Such students who are not proficient in English shall receive immediate and intensive instruction in English language acquisition.

Beginning in 2022-2023, English Language Learners (ELLs) who have been in the ESOL program less than 2 years and have met all requirements for the standard high school diploma except for passage of any assessment required for graduation as specified by ss. 1003.4282 or 1008.22, F.S., or alternate assessment is eligible for a standard high school diploma if the student:

(a) Passes the required assessment or alternate assessment after having received English language instruction

offered by a public school during the summer following the student's senior year through an instructional model for English Language Learners (Mainstream/Inclusion-English, Mainstream/Inclusion-Core/Basic Subject Areas, Sheltered English) ; **or**

(b) Beginning with the 2022-23 school year, meets the requirement to pass the statewide standardized Grade 10 ELA assessment by satisfactorily demonstrating grade-level expectations on a formative assessment that generates a score or metric that can be interpreted as a measure of Grade 10 level achievement in ELA.

Formative assessments that may be used for this purpose are:

1. OCSD's ELA Adopted Textbook – Savvas Learning Company - Grade 10 End-of-Year Test;
- 2 Assessments developed or purchased by districts in order to monitor academic progress;

3. Portfolios of teacher-selected, independently-produced student work demonstrating an accurate picture of the student's ability and which meets the following criteria:

- Include evidence that the standards assessed by the grade 10 statewide, standardized assessment in ELA have been met (such as chapter or unit tests from the district's adopted core reading curriculum that are aligned with the ELA content standards, or teacher-prepared assessments);
- Be an organized collection of evidence of the student's mastery of the ELA content standards that are assessed by the Grade 10 statewide standardized assessment in ELA; and
- Be signed by the teacher and the principal as an accurate assessment of the required skills.

All other transfer students, however, must earn a 2.0 cumulative GPA and pass the grade 10 FAST ELA/alternative assessments in reading or achieve scores on the SAT, ACT, or Classic Learning Test (CLT) concordant with FAST levels to receive a standard diploma. They must also meet the requirement to pass the Algebra I EOC assessment. If the transcript shows an Algebra I credit, then the student must pass the assessment unless:

- the student earned a comparative score, or
- passed an out of state Algebra I standardized assessment, or
- passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Act (20 U.S.C. s. 6301).

Graduation and Military Dependent Transfer Students 1000.36 F.S.

The Interstate Compact on Educational Opportunity for Military Children specifies what the local education agency (LEA) must do to facilitate the on-time graduation of children of military families in Article VII:

- LEA officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required graduation coursework so that graduation may occur on time.
- States shall accept exit or EOC exams required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu of testing requirements for graduation from the sending state. If these alternatives cannot be accommodated by the receiving state for a student transferring in his/her senior year, the provisions of Article VII, Section C 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 LEA after all the alternatives have been considered, the sending and receiving LEAs must ensure the receipt of a diploma from the sending LEA, if the student meets the graduation requirements from the sending LEA. If one of the states in question is not a member of this compact, the member state shall use its best effort to facilitate the on-time graduation of the student in Sections A and B of this Article.

Honors

Selection of Honor Graduates

Students must be on track for graduation with their cohort or before. The cumulative weighted GPA, listed below, delineates the selection of Honors Graduates, which includes high school courses taken

during middle school, dual enrollment, and virtual/online courses. School should make the calculation at the conclusion of the 7th semester and carefully review prior to submitting to the district.

Summa Cum Laude:	4.2500 and above
Magna Cum Laude:	4.0000-4.2499
Cum Laude:	3.7500-3.9999

Anne T. Mitchell County Honors Program

Three special awards are presented to graduating seniors:

- The Peggy Gorday Bruner Award is presented to the county's most outstanding academic scholar. Each high school principal may nominate that school's number one senior academic scholar. The Okaloosa County School Board will select one senior student countywide from the school nominations by using SAT ACT, and/or CLT scores, GPA, awards, leadership roles, community service, and a principal's nomination by using their cumulative weighted GPA.
- The Gerald B. Gill Award is an award given at each high school in OCSD to the student who has shown the most improvement during high school, in terms of leadership, character, and academics.
- The Maryann Foreman Award shall be presented at each high school to the senior who has faced the challenges of having a learning disability or other exceptionality and is committed to pursuing a post-secondary education and setting career goals. This school award winner must have a 2.5000 or higher GPA.

Honor students will be recognized at the Anne T. Mitchell Honors Program based on the following criteria:

Grade 12 Graduates: All students who are deemed Honor Graduates will be invited to attend the Anne T. Mitchell Senior Academic Honors Assembly.

School Based Recognitions

Each school will use the following criteria in recognizing Honors Students to send to the schools for confirmation:

- **Grade 11:** All students who have a cumulative 3.7500 WGPA or higher at the end of their 5th semester will be recognized at the honors assembly at their school.
- **Grade 10:** All students who have a cumulative 3.7500 WGPA or higher at the end of their 3rd semester will be recognized at the honors assembly at their school.
- **Grade 9:** All students who have a cumulative 3.7500 WGPA or higher at the end of their 1st semester will be recognized at the honors assembly at their school.

Section V

Assessment and Instructional Support, 1008.22 F.S.

Assessment Considerations for Dependent Children of Military Personnel, 1000.36 F.S.

A dependent child of a member of the United States Armed Forces who enters a district school in grade 12 from out of state or out of country and provides satisfactory proof of attaining a score on an approved alternate assessment that is concordant to a passing score on the grade 10 FSA ELA, shall satisfy the assessment requirement for a standard high school diploma.

PSAT Assessment for all 10th Graders

Each high school, including alternative sites and centers of the Department of Juvenile Justice, shall provide for the administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), to all enrolled grade 10 students.

SAT Assessment for all 11th Graders

Each high school, including alternative sites and centers of the Department of Juvenile Justice, shall provide for the administration of the SAT to all enrolled grade 11 students.

Assessment Opportunities for Home Education Students

Opportunities to take state assessment tests (FSA ELA, Math, and SSA Science) are available to home education students. Students will take state assessments at a district designated testing site. Arrangements can be made through the District Home School Coordinator.

Assessment of Virtual Students

Students enrolled in an OCSD/FLVS course that requires a state EOC are required to take the EOC in a district designated testing site. Arrangements can be made through the District Virtual School Program Director.

No Assessment Exemptions Based on Attendance 1003.33(2) F.S.

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.

Assessment of New/Transfer Students State Rule 6A-1.09941 F.A.C.

Students transferring into the district once the school year has begun shall be assessed within two weeks in reading and math to determine reading proficiency and to ensure proper course placement and remedial instruction placement.

If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and the student's transcript shows credit received in Algebra I or an equivalent course, the student must pass the statewide, standardized Algebra I assessment *in order to earn a standard high school diploma*, unless the student earned a comparative score, passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act.

If a student's transcript shows a credit in high school reading or English Language Arts II or III, *in order to earn a standard high school diploma*, the student must take and pass the Grade 10 ELA FAST Assessment or earn a concordant score.

If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I or U.S. History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the student taking the requisite statewide, standardized EOC assessment results constituting 30 percent of the student's final course grade. Students must take and pass the Algebra I EOC assessment in order to earn a standard diploma. Transfer students must pass Florida's EOC assessments for the scholar designation. See cohort requirement charts at <http://www.fldoe.org/academics/graduation-requirements/>.

If a student in an EOC course withdraws from the district and is going out of state, the student is awarded the .5 credit.

Algebra I EOC Information

Because passing the Algebra I EOC is a graduation requirement, it is important to understand the possible scenarios for Algebra I students:

Course	EOC	The EOC is always 30% of the final grade.
Passes	Passes	<ul style="list-style-type: none"> No retakes will be permitted unless grade forgiveness applies
Passes	Fails	<ul style="list-style-type: none"> The final course grade is included in the GPA Credit in the course is awarded The student must retake and pass the EOC to fulfill graduation requirements Student is eligible to attend the Summer Algebra Program
Fails (Grade Forgiveness)	Passes	<ul style="list-style-type: none"> The final course grade is included in the GPA Credit in the course is awarded If the student chooses to participate in grade forgiveness, the EOC grade must be used as 30% of the final grade
Fails	Fails	<ul style="list-style-type: none"> The final course grade is included in the GPA The student must retake and pass the EOC to fulfill graduation requirements Student is eligible to attend the Summer Algebra Program

Algebra I EOC Retake Policy

If the student failed the EOC, retake is permitted:

- For grade forgiveness
- To qualify for the scholar diploma designation

Grade Forgiveness within EOC State Courses

A high school student who is retaking an EOC course for grade forgiveness and has already taken the EOC does not have to retake the EOC, but may do so. If the student does not retake the EOC, then the

previous EOC results must be averaged into the grade for course average. Grade forgiveness does not mean a new grade without the EOC averaged into the new grade.

A student may retake an EOC to obtain a passing score to qualify for the scholar designation.

Students are not permitted to retake EOCs for the sole purpose of getting a higher score to recalculate their grade for GPA purposes.

State and District Assessments, 1008.22 F.S.

In all high school courses that do not have a state FAST/EOC assessment, high school students will take a teacher/district made mid-term and final exam.

Semester Exams

First Semester Exam: teacher developed first semester exams will be administered at the conclusion of the first semester for all students, with that exam counting 1/7th of the student's first semester grade.

Second Semester Exam: Students taking a course that requires the student to take an EOC, FAST, AP, IB, AICE, or an Industry Certification assessment will not be required to take a second semester teacher created exam.

- All remaining courses will administer a teacher-created second semester exam that constitutes 1/7th of the student's second semester grade to freshmen, sophomores, juniors, and seniors.

Teachers of like courses in the same school should collaborate on the creation of the semester exam.

State Assessments

Participation in the statewide testing program, which consists of the FAST, State EOC assessments and alternate assessments, is mandatory for all K-12 students attending public schools. The reading assessment shall be administered annually in grades 3-10, writing in grades 4-10, math in grades 3-8, and science in grades 5 and 8.

State EOC assessments for a subject shall be administered in addition to the comprehensive assessments for a subject under **1008.22(3)1 F.S.** All State EOC assessments are weighted 30% of the final grade.

Beginning with the 2013-2014 9th grade cohort, students who are enrolled in Algebra I or an equivalent must earn a passing score on the EOC to qualify for a standard diploma. **1003.4282, 1003.4285, F.S.**

The final course grade for all students enrolled in either standard or honors Algebra I, Geometry, Biology and U.S. History, must be calculated using the State EOC assessment as 30% of the final grade. This does not apply to students enrolled in Advanced Placement (AP) U.S. History or Dual Enrollment (DE) American History or AP/DE biology courses.

For the Scholar Diploma Designation, a student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology I or U.S History course and the

student takes the respective AP, IB, or AICE assessment and earns the minimum score to earn college credit.

Concordant Scores for FAST 1003.428(4)(b)(4)(c), 1003.249(6)(a), 1003.43(5)(a)

To graduate from high school, student must earn passing scores on FAST or passing scores on standardized tests that are concordant with passing scores on FAST, as defined by statute. Yearly, the Florida Legislature considers the authorization of the use of alternative assessment(s) for meeting high school graduation requirements.

For students entering grade 9 in 2010-2011 school year and thereafter, the passing score for all assessments required for high school graduation scholar designation or for the diploma requirement is the minimum scale score in Achievement Level 3. Student entering grade 9 in 2010-2011 school year and thereafter must pass the Grade 10 FAST in Reading/ELA for graduation purposes. Students entering grade 9 in 2011-2012 and thereafter must pass the Algebra I EOC assessment to qualify for a standard diploma. This applies to middle school students seeking high school course credit for Algebra I.

Beginning with students who entered grade 9 in the 2020-2021 school year, students and adults who have not yet earned their required passing score on the Grade 10 statewide, standardized ELA Assessment may meet this testing requirement to qualify for a high school diploma by earning a concordant passing score on the EBRW section of the SAT or the average of the English and Reading subject test scores for the ACT. For eligible students, the concordant passing scale score for the SAT EBRW shall be a score equal to or greater than 480 on the 200 to 800 scale, and the concordant passing scale score for the average of the English and Reading subject test scores on the ACT shall be a score equal to or greater than 18 on the 1 to 36 scale. The State Board of Education shall establish, in rule, a concordant passing score for the sum of the Grammar/Writing and Verbal Reasoning subject test scores on the Classic Learning Test (CLT). For the ACT, if the average of the two subject test scores results in a decimal of 0.5, the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests on the ACT or the Grammar/Writing and Verbal Reasoning subject tests on the CLT are not required to come from the same test administration. (HB 1537)

Beginning with students who entered grade 9 in the 2020-2021 school year, students and adults who have not yet earned their required passing score on the Algebra 1 EOC assessment may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score on the mathematics section of the PSAT/NMSQT, the SAT, or the ACT or on the Geometry EOC assessment. For eligible students, the comparative passing scale score shall be a score equal to or greater than 430 on the 160 to 760 scale for the PSAT/NMSQT mathematics section, equal to or greater than 420 on the 200 to 800 scale for the SAT mathematics section, equal to or greater than 16 on the 1 to 36 scale for the ACT mathematics section, or equal to or greater than an achievement level 3 on the range from achievement level 1 to achievement level 5 for the Geometry EOC assessment. The State Board of Education shall establish, in rule, a concordant passing score for the Quantitative Reasoning subject test on the CLT. (HB 1537)

Cohort	Scheduled Graduation Date	Concordant Scores
Those who entered 9 th grade in 2018-2019 and beyond	Spring 2022 and beyond	<p>Students can <u>only</u> use newly adopted scores</p> <p>For Grade 10 ELA:</p> <ul style="list-style-type: none"> • 480 on SAT EBRW or • An average of 18 on ACT English and Reading <p>For Algebra I EOC:</p> <ul style="list-style-type: none"> • 430 on PSAT/NMSQT Math • 420 on SAT Math or • 16 on ACT Math

Students seeking a standard high school diploma are not required to make three attempts at passing the FAST prior to using an approved concordant score. Students who enter high school in grades 11 or 12 can automatically apply passing concordant scores to meet the graduation requirement.

Additional guidance regarding FAST concordant scores is posted at <http://www.fldoe.org/core/fileparse.php/7764/urlt/GradRequireFSA.pdf>.

Instructional Support

Each student who does not meet specific levels of performance in ELA and/or mathematics shall be provided with scientifically research-based interventions as indicated by additional diagnostic assessments used to determine the nature of the student's difficulty and areas of academic need.

Instructional support shall continue performance expectations are met as documented by demonstrating mastery, passing the state assessment(s) or graduating from high school.

Programs of Remediation, 1008.25(4)(b) F.S.

Programs of remediation shall be the responsibility of the district school board through their schools. This remediation shall be documented in a single plan (PMP/PMS, IEP), provide enrichment through improvement of any basic skills in which students are deficient and assist students in achieving grade level/course expectations in order to move from one grade level to another.

Parents or legal guardians are formally notified of an academic deficiency as soon as the deficiency is identified. Parents/legal guardians will be notified in writing (i.e., parent letter) prior to initiating a PMP in ELA and/or math. At this time, a request for a conference with the parent will also be initiated. If not signed and returned, a copy of the letter should be signed at the parent/legal guardian teacher conference to indicate receipt. If no response is received (attempts to contact parent/legal guardian should continue) the development of the PMP should not be delayed.

Letters sent to the parent/legal guardian shall notify them of the following:

- Their child has been identified as having a substantial academic deficiency in reading and/or math.
- Notification that research-based strategies are being and will continue to be provided for their child.

- Notification that research-based strategies and materials will be suggested for parents/legal guardians to use at home with their child.
- A list of the assessments used to determine promotion or retention (FAST not being the sole determiner).
- If the child's deficiency is not corrected by the end of the current grade, and promotion criteria are not met, the child must be retained unless he/she is exempt from mandatory retention for Good Cause or through Administrative Promotion.
- Remediation will continue until the deficiency is corrected.

Parents or legal guardians should be notified at the end of the first semester, if the student exhibits substantial difficulty in learning and is in danger of failing. Written notification should be provided in person at a parent/teacher conference, by mail with return acknowledgement, receipt, or by certified mail. In the case of a student who transfers to a district school at a later date, a "possible retention" letter may be sent at any time a deficiency is identified. **1008.25(4)(b) F.S.**

Remediation Procedure for High School Students, 1008.25(4)(b) F.S.

A PMP/PMS should be created for any student of concern at any point in the school year, regardless of prior FAST Assessment scores.

Progress Monitoring will occur for students who score a Level 1, Level 2, and Level 3 on FAST (ELA or math).

Progress Monitoring will occur by:

Assessment	Course	Number of Assessment Periods
Semester Exams	English	2
Lexia	Intensive Reading	Monthly through program usage
Unit Assessments	Algebra I	2 (pre/post)

Progress Monitoring Plan (PMP)

A PMP defines a program of remediation that shall be developed for the following students:

- Grade 6-12 students
- ELL: an ELL student can have a PMP and an ELL plan if the student is having academic difficulties that are not related to English language proficiency, but rather are due to academic difficulties in their Heritage language and/or lack of academic progress when compared to other ELLs with similar DEUSS dates.

A PMP should be created for any student of concern at any point in the school year, regardless of prior FAST Assessment scores.

The PMP must be developed as soon as a deficiency is identified; the prescribed program of remediation must be in addition to the core instructional component and include research-based strategies. Final outcomes, supported by a system of formative and frequent assessments, will be established to monitor student progress and identify when grade level proficiency is met. Revisions shall be made to the PMP based on analysis of assessment results. Remediation will continue until grade level proficiency is consistently demonstrated. **1008.25(4)(b)**

The PMP process is initiated by evaluated academic performance on specified screening instruments and/or grades. The initial designation of deficiency is then supported through additional diagnostic

assessments to determine the exact nature of the student's difficulty and areas of academic need. In consultation with the student's parents or legal guardian, using the PMP, a detailed Progress Monitoring Plan will be designed to communicate and document the individual the assistance to be provided. A PMP does not replace the required ELL Plan. Parent notifications and compliance procedures outlined in the ESOL manual must be followed.

The PMP must clearly identify:

- The specific academic skill(s) which require remediation,
- The research-based strategies to be used for remediation,
- How, when, how often, by whom, and for how long intensive remedial instruction is to be provided, and
- The monitoring and reevaluation activities to be employed.
 - The expectation is that formative assessments will occur, at a minimum, two times a year in a pre-mid setting.
 - Assessment results are used for revision of the PMP and the instructional program.
 - Tier II and III students in MTSS will require more frequent progress monitoring to determine the effectiveness of the intervention strategies and should be discussed with the school's MTSS team.

The PMP is expected to be a collaborative venture with regard to development of the components, implementation of strategies, and progress monitoring. All teachers who interact with a PMP student will be an active member of the PMP team for that student. Each school will establish a system to ensure the required collaboration and to monitor student progress.

Students receiving Tier II or Tier III intervention supports require more frequent progress monitoring and should include collaboration and problem solving with the MTSS team.

Development of Progress Monitoring Plan (PMP)

Reading

- In consultation with the parents or legal guardian, develop and implement the PMP for:
 - Students with a Level 1 on FSA ELA, based on the previous year's data
- Parents will be notified of the academic deficiency, use of research-based strategies to correct the deficiency, and the assessment instruments and schedule used for progress monitoring

Math

- In consultation with the parents or legal guardian, develop and implement the PMP for:
 - Students with a Level 1 on Alg. I EOC or an incoming 9th grade student who earned a Level 1 on FAST math based on the previous year's data
- Parents will be notified of the academic deficiency, use of research-based strategies to correct the deficiency, and the assessment instruments and schedule used for progress monitoring

Secondary Reading and Math Remediation

Intensive Reading Placement Guidelines for Grades 9-12:

Students who score the following should be enrolled in an Intensive Reading Course.

- Students who scored at PM 3 Level 1 on FAST are identified as having a substantial reading deficiency. They must be placed in an IR class and receive intervention by a Reading Certified or Endorsed Teacher.
- Students in grades 11 and 12 who have not passed FAST or received a concordant score on SAT or ACT
- Any student identified as Tier 3 by the MTSS Team

Students who score at upper Level 2 on PM 3 FAST ELA are recommended for placement in an Intensive Reading Class with a Reading endorsed/certified teachers.

- **Additional Data:** this data may be used for placement and conferencing with parents
 - Student grades in ELA courses
 - Previous FAST Reading scores

Foundational Skills Placement Guidelines for Grades 9-12:

- Students who score at Level 1 on FAST PM 3 and/or Algebra EOC are strongly recommended for placement in Foundational Skills Class/Remedial Math Class. Students placed in Foundational Skills Class/Remedial Math are receiving Tier II interventions, which should be documented on the PMP under Tier II.
- Students with a FAST PM 3 Level 1 and/or Algebra EOC are strongly recommended for placement in Foundational Skills Class.
- Students who score a lower Level 2 on FAST PM 3 and/or Algebra EOC are highly recommended for placement in a Foundational Skills Class/Remedial Class.
- Students who score at upper Level 2 on FAST PM 3 and/or Algebra EOC are recommended for placement and conferencing with parents.
 - **Additional Data:** this data may be used for placement and conferencing with parents
 - Students grades in math courses
 - Previous FAST Math scores

Plan of Care (POC)

The allocation of POC funds will be determined on an annual basis, with consideration given to specific needs of students and practices proven most effective in accelerating student learning.

Parent Refusal for Support through Progress Monitoring and a Multi-Tiered System of Supports

The school district has the authority and responsibility to advise a student's course of study. Schools are held responsible for developing interventions through MTSS in consultation with the parent, but parental approval is not required, nor can parents veto a student being discussed with the MTSS team. The school is held accountable for the student's success and may implement targeted interventions through a MTSS without a parent's approval. Students whose progress monitoring is an IEP, however, must have parental consent at initial eligibility.

If the parent refuses to participate in the support strategies detailed in the MTSS because he or she believes the strategies are unnecessary or inappropriate, the parent may appeal to the principal. The principal shall provide a hearing officer, and the hearing officer shall make a recommendation for

final action to the principal. Consistent with school board rules and in accordance with state statute **1012.28(5) F.S.**, the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Participation in Interscholastic Extracurricular Student Activities, 1006.15 F.S.

Regulations on student standards for participation in interscholastic and intrascholastic extracurricular student activities are specified in Florida Statute **1006.15**, also known as the “Craig Dickinson Act.” 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 an interscholastic extracurricular student activity, a student must have:

- An unweighted, cumulative GPA of 2.0 or higher on a 4.0 non-weighted scale in the courses required by statute for high school graduation.
- Met all requirements for participation set forth by the FHSAA.
- Unpaid or outstanding debt for lost/damaged textbook(s)/other instructional material(s) may prevent a student from participating in extracurricular activities.

National Collegiate Athletic Association (NCAA)

College-bound student athletes will need to meet more rigorous academic rules to receive a scholarship at NCAA Division I colleges or universities. A student who enters a NCAA Division I college or university on or after August 1, 2016 (entered 9th grade in 2012-2013), will need to meet new academic rules in order to receive athletics aid (scholarship), practice, or compete during their first year.

The changes include the following:

- Minimum core-course GPA of 2.300 (Division 1) or GPA of 2.200 (Division 2) required in 16 core courses
- Change in GPA and test score index (sliding scale)
- Ten core courses required before the 7th semester of their senior year.

Section VI

Grading and Notification Procedures

Reporting Student Progress: Report Cards, 1003.33 F.S.

Report cards provide the student and the student's parents with an objective evaluation of scholastic achievement with indicators or progress. Report cards shall clearly depict and evaluate the following:

- The student's academic performance in each class or course in grades K through 12 based on examinations as well as other appropriate academic performance items,
- The student's performance at his or her grade level,
- The student's attendance, including absences and tardies.

Academic Grading and Gradebook, 1003.33 F.S.

Academic grades shall be based solely on scholastic proficiency in meeting the BEST Standards (ELA and math) and Next Generation Sunshine State Standards (science and social studies). As applied to the course or grade in which the student is enrolled. Classroom assignments, teacher observations, examinations, and achievement on district assessments are used to determine grades. In no case shall a disciplinary penalty be exacted in terms of a diminished academic grade. Grades should be clear, undiluted indicators of what students know and are able to do at the conclusion of the learning sequence. The evaluation of behavior/conduct shall be recorded and reported accurately and separately from all academic grades.

*Students who are found cheating on an academic assignment may receive academic consequences on the assignment at the discretion of the teacher.

Without exception, all teachers will use Gradebook system as the avenue for maintaining communication of student grades. In general, the expectation is that a minimum of one grade per subject per week will be entered in FOCUS, with the understanding that occasionally a two-week period will occur between grades. The principal should approve a longer period than two weeks, with notification provided to parents as to the specific reason/situation.

Teachers of the same course at a given school will develop a common weighting system.

Parent Notification and Grading

On an annual basis, the district will report to the parent/legal guardian of each student their progress toward achieving state and district expectations in ELA, math, and science. This reporting system will include two (2) documents: the end-of-year report card (identifying whether the student will be promoted or retained) and the grade level statewide assessment parent report (i.e., FAST).

Grading Scale for Conduct: Grades 1-12

Grade, Percent	Grade Definition	Grade Point Value, Non-Weighted	Grade Point Value, Weighted (AP, IB, AICE, DE, School Board Approved CTE)	Grade Point Value, Weighted (all other district-approved weighted courses)
A= 90-100	Outstanding Progress	4	5	4.5
B= 80-89	Above Average Progress	3	4	3.5
C= 70-79	Average Progress	2	3	2.5
D= 60-69	Lowest Acceptable Progress/In Danger of Failing	1	2	1.5
F= 0-59	Failing	0	0	0
I= 0	Incomplete (Secondary Only)	0	0	0

Students will receive a conduct number, based on the following:

- 1= Satisfactory
- 2= Needs Improvement
- 3= Unsatisfactory

Grade Level Performance (used to determine the GLP code)

Florida law requires that the report card be used to notify parent(s)/legal guardian(s) when a student is working at a skill level below that of his/her assigned grade placement.

Assigning preventative strategies, re-teaching, limiting number of practice problems, alternative assessment strategies for course content and/or reduced written requirements are not in themselves indications of “operating below grade level.” They are good instructional strategies for matching curriculum to the child’s academic needs.

Students will be assigned one of the following GLP codes based on their performance:

- S= performance is at or above grade level
- U= performance is below grade level or performance is below course expectations in the case of weighted courses

A student is considered to be operating below grade level in a class or course when either one of the following have occurred:

- The student receives a D or an F in any course
- The concepts on which the student is assessed are not taught at the current grade level and are taken from instructional materials, adopted CCRP, or benchmarks from a lower grade level

- The condition under which the student is assessed and/or leading to the assessment will vary to a large degree from other students (i.e., extensive accommodations, support, modifications).
- If a student's performance on an assessment included in the Progression Charts is consistently below minimum standards, report card grades should commensurate.

Parent Notification and Grading

When a Grade 9-12 student has a cumulative GPA below a 2.0, or appears to be making insufficient progress in accumulating credits, his/her parent or legal guardian will be provided written notification at the end of each semester.

Parents of Grade 12 students will be provided written notification in the same manner if their child is at risk of not meeting the graduation requirements (see grade level graduation charts).

Progress Reporting

Teacher/parent or legal guardian communication such as conferences, letters, telephone conversations, and e-mail are recommended. Mid-quarter progress reports remain a school decision.

Students with a Progress Monitoring Plan (PMP) or on a Progress Monitoring System (PMS) will be assessed a minimum of two times per year (see appropriate grade-level charts); results of the assessment will be formally communicated to parents following each assessment event. At a minimum, a PMP must be reviewed at the conclusion of the first semester to document student progress and determine whether adjustments to the instructional program are appropriate.

Students with IEPs will be given grades in all subject areas and general behavior. Student progress is reported each nine weeks, in accordance with the report card schedule. Further communication of progress will be provided through the ESE Annual Goal Progress Report. Progress on annual goals must be reported as often as progress is reported each non-disabled peers. Conferencing and personal communication between classroom teacher(s) and parent(s)/legal guardian(s) are necessary at regular intervals during the year.

Grade Forgiveness of High School Credit by Middle School Students

High school level courses taken below grade 9 may be used to satisfy high school graduation requirements and Bright Futures award requirements. Middle school students who have taken high school courses may receive grade forgiveness if they earned a grade of C, D, or F or the numerical equivalent of C, D, or F. In such case, the district forgiveness policy must allow the replacement of the grade with a grade of C or higher, or the numerical equivalent of a grade of C or higher, earned subsequently in the same or comparable course. For a grade of A or B in the course, the grade cannot be forgiven and will appear on the student's high school transcript and will be used in the calculation of high school grade point average and for Bright Futures.

Grade Forgiveness for High School Students

A high school student who is retaking an EOC course for grade forgiveness and has already taken the EOC does not have to retake the EOC, but may do so. If the student does not retake the EOC, then the previous EOC results must be averaged into the grade for course average. Grade forgiveness does not mean a new grade without the EOC average into the calculation of the new grade.

Parent/Student/Teacher Notifications and Public Reporting 1003.429(3) F.S.

Parent Notification of Student's Annual Progress Report

Each year, schools shall provide parents with a report of the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each statewide assessment test. This report traditionally accompanies the last report card of each year but may be sent at an earlier date as determined by the school. In addition, progress reporting information shall be provided to parents.

Parent Notification of Student Retention

Parents shall be notified in writing when it is apparent that the student may need to be retained. Documentation shall be kept, and acknowledgement of such notification shall be obtained. Ongoing communication with the parents shall be maintained.

Parent Notification of Remediation

Parent notification shall be documented when a student is being remediated in reading, writing, and/or math and is being considered for retention. School personnel shall use available resources to achieve parent understanding and cooperation regarding a student's remediation, progress monitoring plan, and possible retention. Parents shall be informed of student progress via quarterly report cards and conferences as deemed necessary by the school.

Teacher Notification of Students on Community Control

If a juvenile on community control attends a regular educational school program, then the identity of the juvenile and the nature of the felony offense shall be made known to each of the student's teachers and appropriate district staff.

Section VII

Exceptional Student Education 1003.57 F.S.

The Okaloosa County School District actively seeks to locate exceptional students and maintains information on those students screened and identified as “exceptional.” The term “exceptional student” includes, but is not limited to, the following:

- Students who have intellectual disabilities
- Students with speech and language impairments
- Students who are deaf or hard of hearing
- Students who are blind or visually impaired
- Students who have orthopedic impairments
- Students who have traumatic brain injuries
- Students who have other health impairments
- Students who have emotional or behavioral disabilities
- Students who are gifted
- Students who have autism spectrum disorders
- Students who are developmentally delayed

Admission and Placement:

Eligibility for Exceptional Student Education (ESE) Services

All students having difficulty meeting promotional requirements shall be monitored carefully by the Multi-Tiered System of Supports (MTSS) Intervention Team, or its equivalent. Eligibility for an Exceptional Student Education program may be considered upon completion of appropriate interventions and activities. State law requires that students with learning problems in reading and/or math or have behavior that interferes with learning must have been on an intervention plan for a reasonable amount of time prior to beginning the referral process for Exceptional Student Education. OCSD has defined a “reasonable amount of time” as a minimum of 45 school days for most students. Exceptions apply in emergency/extreme situations. Evaluation must be completed within 60 days from the date the parent signs consent and that the student is in attendance. Eligibility for Exceptional Student Education is determined by the staffing committee in accordance with current eligibility criteria as defined in the Exceptional Student Education Policies and Procedures (P&P) located on the Florida Department of Education website at <https://beessgsw.org/#/spp/institution/public/>.

Gifted Students enrolled in Exceptional Student Education (ESE)

Florida’s plan for K-12 gifted education is intended to set a path for districts to ensure high expectations and achievement for gifted learners. The strengths of the student determine the programming options to guide rigorous and differentiated instruction.

An Educational Plan (EP) will be developed for any student qualifying for gifted services. The state recommended duration for EPs are as follows: K-2, 3-5, 6-8, and 9-12. EPs must be reviewed at transition years: 2nd to 3rd grade, 5th to 6th grade, and 8th grade to 9th grade. EPs should also be reviewed any time the level of gifted services changes.

Students with Disabilities enrolled in Exceptional Student Education

All students with disabilities have access to the general education curriculum as determined by their Individual Education Plan (IEP). The IEP team must have high expectations for all students. The Florida Standards (ELA and math) and Florida's State Assessment Standards (science and social studies) are considered the curriculum for the majority of students with disabilities. An IEP team must consider the extent to which the student's disability adversely impacts the student's potential for learning or rate of learning. The IEP team must then decide if the student should participate in general education with accommodations that lead to the mastery of the Florida Standards and Florida's State Assessment Standards, or participate in a modified curriculum that leads to the mastery of the Florida Standards Access Points.

Curriculum and Instruction

Accommodations for Students with Disabilities

Accommodations are changes in how students are instructed and/or assessed (i.e., instructional materials, learning environment, presentation, and time demands). Accommodations included in the IEP, with the appropriate annual goals, must be documented for:

- Appropriate courses and settings
- Classroom and statewide assessments

Reporting Student Progress Notification of IEP Goals

All parents will be notified of their child's achievement during the school year with at least the same frequency as that of a non-disabled peer enrolled in the same school. Progress toward IEP goals will be reported to the parent at the frequency designated on the IEP.

Report Cards and Grading

1. A student's placement in an ESE program may not be designated on the report card due to FERPA.
2. Students with IEPs must receive a district report card as well as a progress report noting progress toward IEP goals and whether the goals will be mastered by the end of the IEP's duration. The final report card for the year shall contain a statement indicating end-of-the-year status or performance, or non-performance, at grade level, acceptable or unacceptable behavior and attendance and promotion or non-promotion.
3. Students may not be discriminated against in grading because of their disability.
4. A grade of F can be assigned when sufficient and appropriate IEP accommodations/modifications have been implemented and the student demonstrates a lack of progress. A student's lack of progress should be addressed through the IEP process to develop appropriate interventions to remedy the lack of progress, whether toward mastery of IEP goals or reflected by failing grades.
5. When a student also receives supplementary instruction from a special area teacher, the teachers will work collaboratively to give the student a single grade.
6. Students with IEPs shall not be penalized with a lower grade for using accommodations.

Statewide Assessment

Assessment of Students with Disabilities

All students, including students with disabilities must participate in the state's assessment and accountability system. Students with disabilities who are following the general education program and pursuing a standard diploma shall participate in the same state and district assessments as their general education peers, including the Florida's Assessment of Student Thinking (FAST) and End-of-Course (EOC) exams. If students with disabilities receive testing accommodations, the accommodations must be listed in the student's Individual Education Plan (IEP) or 504 Plan and utilized regularly during classroom instruction and assessment. Allowed accommodations are listed in the procedure's manual for each specific assessment.

Florida Statute [1008.22\(3\)\(c\)2](#) states that students with disabilities may be eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade and standard high school diploma. To be considered for a waiver, the following criteria must be met:

1. The student must be identified as a student with a disability, as defined in [S.1007.02,F.S.:](#) The term "student with disability" means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including but not limited to, dyslexia, dyscalculia, or developmental aphasia.
2. The student must have an individual education plan (IEP).
3. The student must have taken the statewide, standardized assessment with appropriate, allowable accommodations at least once.
4. In accordance with [S.1008.22\(3\)\(c\)2,F.S.](#), the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities.
5. The IEP team must meet to determine whether the statewide assessment results should be waived.

The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment is not appropriate, even with accommodations. The Florida Standards Alternate Assessment measures student academic performance on the Florida Standards Access Points (FS-AP) in language, mathematics and science. Access Points are written specifically for students with significant cognitive disabilities and reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

IEP Teams are responsible for determining whether students with disabilities will be assessed with the FSA or with the FSAA based on criteria outlined in Rule 6A-1.0943(5), Florida Administrative Code (F.A.C.) The IEP team should consider the student's present level of educational performance in reference to the Florida standards. The IEP team should also be knowledgeable of FSA guidelines and the use of appropriate testing accommodations. Only students with the most significant cognitive disabilities are eligible to participate in the FSAA.

Most significant cognitive disability means a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired, or traumatic brain injury or syndrome and is verified by either: High School 2022-2023 57

1. A statistically significant below average global cognitive score that falls within the first percentile rank (i.e., a standard, full-scale score of sixty-seven (67) or under): or

2. In the extraordinary circumstance when a global, full-scale intelligent quotient score is unattainable, a school district-determined procedure that has been approved by the Florida Department of Education.

If the IEP team determines that a student is eligible to participate in the FSAA, the parent/legal guardian will be notified and provided information regarding the implications of this decision by receipt of Parental Consent Form: Instruction in State Standards Access Points Curriculum and Florida Alternate Assessment Administration.

Extraordinary Exemption from Statewide Assessments

A student with a disability who has a circumstance or condition that leads to results that reflect the student's impaired sensory, manual or speaking skills rather than the student's achievement of the benchmarks assessed by a statewide standardized assessment may be allowed an extraordinary exemption from participating in the assessment per [S. 1008.212, F.S.](#) The IEP team, which must include the parent, determines if the student is eligible for an extraordinary exemption and submits documentation to the superintendent. The request for exemption must be approved by the OCSD Superintendent and the Commissioner of Education. A specific process and timeline must be followed as outlined in Rule [6A-1.0943\(5\)F.A.C.](#)

Exemption for Students with Medical Complexity

A student with a disability may be allowed an exemption from participation in statewide standardized assessments because of the student's medical complexity per [s. 1008.22\(10\), F.S.](#) Medical complexity is defined to mean a student who is medically fragile and needs intensive care because of a condition such as a congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living and lacks the capacity to perform on an assessment. The IEP team, which must include the parent, determines if the student is eligible for an extraordinary exemption and submits documentation to the superintendent's designee. The request for exemption must be approved by the OCSD Superintendent and the Commissioner of Education.

Parent Notification of Classroom Instructional Accommodations Not Allowed on Statewide Assessments

If a student is provided with instructional accommodations in the classroom that are not allowable as accommodations in the statewide assessment program, as described in the test manuals, the school must:

- Inform the parent in writing (MIS6317), and
- Provide the parent with information regarding the impact on the student's ability to meet expected proficiency levels in ELA, math, and science.

This notification is documented on the student's IEP.

Promotion, Assignment, and Retention of Exceptional Students for Standard Diploma Promotion and Retention of Students with Disabilities

Students who are receiving ESE services and are following the general education program, take the state assessment (FSA) and fall under the same guidelines for promotion as non-disabled students.

The IEP team, based on progress achieved toward the student's individual goal and objectives, will make promotion and retention decisions for ESE students who are following the Access Points for students with significant cognitive disabilities.

Deferral of the High School Diploma

Only a student whose IEP requires special education transition planning, transition services or related services through the age of 21, **and** is enrolled in accelerated college credit instruction, industry certification courses 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 (i.e. Project Search), may defer receipt of their standard diploma. Students must make their decision to defer receipt of their high school diploma by May 15 in the school year in which they are expected to meet all of the requirements for graduation. For more information, visit <http://project10.info/PostsecondaryEducation.php#NS27>

High School Diploma Options for Students with Disabilities

Students with disabilities entering 9th grade for the first time in 2014-2015 can earn a standard high school diploma using any high school graduation option that is available to all students, including those described in sections 1003.4282(1)-(9) and **1002.3105(5), F.S.** The majority of students with disabilities will earn their diploma this way. Two additional high school graduation options, available only to students with disabilities, are provided in **s.1003.4282(11), F.S.**, and further described in Rule 6A-1.09963(3) and (4), F.A.C. These two additional options are outlined in the following charts entitled *Standard Diploma/Access Points/FSAA Participation* and *Standard Diploma/Access Points/FSAA Participation/Work Competencies*.

The IEP team, which includes the parents and the student, determines which high school graduation option is the most appropriate, using the postsecondary education and career goals of the student to guide the decision. Students who work toward a standard diploma via access courses must have written parental consent on record to be provided instruction in the state standards Access Points curriculum, as required by Rule 6A-6.0331, F.A.C. The diploma decision may be re-visited at any time, and students may move between options. A student may be awarded a standard diploma if they meet the requirements of any high school graduation option, as outlined in **s.1002.3105 (5), F.S.**, should they choose to do so.

Extended School Year (ESY)

Extended School Year is specially designed instruction and related services beyond the normal school year of the district. ESY is provided to a student with a disability who the IEP team determines needs these services in order to receive a free, appropriate public education (FAPE). ESY is available at no cost to the parent. Specific requirements and procedures must be followed. Refer to the *Exceptional Student Education Policies and Procedures (SP&P)* located on the Florida Department of Education website at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.

Section IX

English for Speakers of Other Languages (ESOL)

Definition, Placement, and Plan for ELL Students, 6A-6.0902, 6A 6.0904

Florida operates under a federal consent decree issued in the case of LULAC vs. Florida State Board of Education, Case No. 90-1913. All children have the right to enroll in K-12 public education, regardless of immigrant or English proficiency status. The school district may not inquire into a student's immigration status, may not keep records or lists pertaining to immigration status, and students may not *for any reason* be reported to U.S. Immigration and Customs Enforcement (ICE) prior to or subsequent to admission (except in the case of foreign exchange students).

By definition, an English Language Learner (ELL) has sufficient difficulty speaking, reading, writing, or listening to the English language. An ELL Plan must be developed for any student who has a primary language, or is influenced by a language, other than English, and scores below the English proficient level on a Department of Education approved assessment in listening, speaking, reading, and/or writing.

The following process will be followed:

- Enroll any student and do not ask about their immigration status.
- Although students in grades 6-12 may be placed by age or transcripts, the Uniform Transfer of Credit procedures are applicable.
- Each English Language Learner shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential. Appropriate programming includes enrollment in programs other than ESOL funded programs. Such programs shall seek to develop each student's English language proficiency and academic potential as required by **6A-6.0904, F.A.C.**
- Any ELL student without a transcript who has earned a 2.0 GPA at the end of the first nine week grading period shall be issued credits for the preceding courses, as appropriate.
- If the student does not earn a 2.0 GPA at the end of the first complete nine week grading period, then the school may validate the ELL student's credit using the Alternative Validation Procedure which includes:
 - Demonstrated proficiencies on nationally-normed standardized subject area assessments
 - Demonstrated proficiencies on the Florida Standards Assessments (FSA) or Florida's Assessment of Student Thinking (F.A.S.T.)

Upon initial enrollment in the district, screening for ESOL program eligibility will be conducted based on at least one "yes" answer on the Home Language Survey (MIS 4025). In order to effectively place ELL students, their academic abilities must be determined exclusive of their lack of English proficiency. Comprehensive interviews, teacher made tests, tests of academic abilities administered in the student's home language or other forms of informal assessment may be used to determine the appropriate grade level and class placements.

Please note that if the ELL student meets the definition of homeless, including but not limited to the following circumstances: natural disaster or no legal guardian, the student must be enrolled immediately. Understanding that each situation is unique, please contact the Student Services Program Director at (850) 833-3108 in order to make the best decision for the student.

The ELL Committee, which may be composed of the principal or designee, teacher(s) familiar with the ELL student, the school counselor, and any other instructional personnel responsible for the instruction of the ELL student, shall make recommendations concerning the appropriate placement, promotion and retention of English Language Learner students. Parents/guardians must be invited to any ELL Committee Meeting concerning their child.

Active ELL students must have a current ELL Plan which is updated at the beginning of each year or when classes, courses, or services change. This plan will address objectives and goals for each area of limited English proficiency and set forth specific instructional strategies and measurable outcomes for the student.

Appropriate placement considerations for ELL students based on Rule 6A-6.0902 include the following:

- Age appropriateness
- Parent input
- Review of records/assessments
- Comprehensive parent/guardian/student interview
- Academic records available, with consideration that other grade levels and grading systems may differ from the ones in the United States
- Telephone calls and records request to previous school

Criteria to be utilized in making appropriate placement decisions include the following:

- Academic performance and progress of a student based on formal and/or alternative assessments in English and/or the student's native language
- Age of the student
- Progress, attendance and retention reports
- Number of years the student has been enrolled in the ESOL Program

The Okaloosa County School District 3-Year ELL Plan may be accessed on the District's website at the following link: <https://www.okaloosaschools.com/district/docs>

Assessment, Retention, and Promotion

Assessment

- All ELLs are expected to participate in state assessments regardless of the Date Entered U.S. School (DEUSS) or number of years in the ESOL program (FDOE DPS Memo 2018-146).
- All ELLs coded LY at the beginning of the state testing window are required to take WIDA ACCESS for ELLs each year to measure English proficiency.
- Allowable state testing accommodations for ELLs coded LY and LF are defined in [6A-6.09091, F.A.C.](#), Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners.

Retention Considerations

ELL students shall not be retained solely on the basis of their limited English language proficiency. The MTSS and ELL Committees must meet to make the appropriate decisions regarding the retention of an ELL student based on unsatisfactory performance in ELA and mathematics. An ELL student shall not be retained if the appropriate instructional and testing accommodations have not been

provided and documented throughout the year. English language development support is not an intervention; rather it is considered comprehensible instruction as required by the **Florida META Consent Decree and 6A.6.0904, F.S.** ELL students must be provided with comprehensible instruction appropriate for their level of English proficiency and equal in amount, sequence, and scope as provided to non-ELL students.

Grading Guidelines for ELL Students:

Grading ELLs

ELL students shall not be penalized in grading or retained **solely** based on the lack of English proficiency. ELLs at beginning levels of English proficiency (LAS Links Levels 1 -2 / WIDA Access Tier A) should earn grades reflective of the adapted instruction and assessment strategies required to make content comprehensible. Grading should be a combination of process and product for all students. Grades should reflect a variety of performances such as projects, portfolios, and oral explanations as well as adapted assessments. Refer to Rule 6A-6.0904,F.A.C.and the **META Consent Decree** for details.

Summary of Grading Guidelines for ELL Students

- Teachers should not assign a student a lower grade based solely on lack of English proficiency, or use a single assessment to determine the mastery of skills taught.
- If the ELL student is attempting adapted assignments and assessments and showing progress while still in the process of learning the English language, a grade no lower than D shall be assigned unless evidence is documented of factors unrelated to the student's English proficiency.
- Adapt the curriculum by reducing the language demands of instruction without compromising the content of instruction.
- Provide comprehensible instruction to ELL students through the use of ESOL instructional strategies, supplementary materials, and native language assistance (Heritage Language Dictionary and / or Heritage Language Content Area Glossaries) and apply accommodations such as extended time as outlined in the student's ELL Plan.
- Document the use of ESOL instructional strategies in teacher lesson plans. Document adaptations, accommodations, and parent contacts made for each ELL student. Interventions should be based on the student's level of English proficiency. Examples of ESOL suggested strategies and interventions are located in the ESOL Manual – Instructional Program Section.
- Explain grading criteria and expectations to students and parents. Provide examples of model assignments or anchor papers meeting performance expectations as needed.

May a teacher report an ELL student as failing a class?

ELL students should not be retained or given failing grades if the student's lack of mastery is solely due to limited English proficiency.

- ELL students should only receive a failing grade if the contributing factor for failure is unrelated to second language acquisition. Examples of such contributing factors include documentation of limited or interrupted formal education, poor attendance, unwillingness to attempt or complete work when accommodations needed have been implemented.
- The classroom teacher must document the adaptations of content area materials and assignments to meet the needs of the ELL student. These adaptations include classroom work and assessments.

- If the ELL student does not master the content concepts after the teacher has implemented the appropriate classroom accommodations according to the student's level of English proficiency, a failing grade may be justified. Documentation is required to demonstrate why the student earned the failing grade.
- An ELL student should not receive failing grades or be considered for retention if the teacher has not implemented and documented the ESOL strategies and accommodations for instruction and assessment as previously described. If the accommodations were not implemented throughout the school year, the student was not provided comprehensible instruction required by the META Consent Decree and state mandates. Consequently, the student shall not be penalized.

MTSS and English Language Learners

MTSS interventions are appropriate for English Language Learners for issues unrelated to English proficiency. In such cases, MTSS interventions should be occurring concurrently with the ESOL services. Time on each tier may need to be extended based on the rate of skill acquisition and English language acquisition. Waiting a full year to even begin the MTSS process with an ESOL student for concerns unrelated to English proficiency would potentially deprive the student of extra support needed. Each case should be viewed individually with collaboration between the ELL Committee and MTSS team to determine the best support for the student.

Alternate Assessment Graduation Pathways for ESOL Students

In accordance with the revised STATE Board Rule, 1003.433(3), F.S., students who have been enrolled in an ESOL program for less than two years and have met all requirements for the standard high school diploma except for passage of the Grade 10 English Language Arts (ELA) assessment may meet the Grade 10 ELA assessment graduation requirement by satisfactorily demonstrating grade-level expectations on formative assessments.

Grade 11 or 12 (move down the list until proficiency is met)	
Assessment Tool	Proficiency Level
WIDA ACCESS for ELLs	Score of 4 or higher in the reading domain AND Overall score of 4 or higher
Savaas Learning Company – Grade 10 End-of-the-Year Test	Passing Score of A, B, C, or D
Portfolio	<ul style="list-style-type: none"> • Include evidence that the standards assessed by Grade 10 statewide standardized assessment in ELA have been met (such as chapter or unit tests from the district's adopted core reading curriculum that are aligned with the ELA content standards, or teacher prepared assessments); • Be an organized collection of evidence of the student's mastery of the ELA content standards that are assessed by the Grade 10 statewide standardized assessment in ELA; AND

	<ul style="list-style-type: none">• Be signed by the teacher and the principal as an accurate assessment of the required skills.
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High School

Pupil Progression Plan Committee Recognition

The OCSD School Board would like to thank the following staff members for serving on a committee to review academic policies related to student progression and to make recommendations for the 2023-2024 school year:

Denise Berry- Program Director, Curriculum
Elaine Crump- School Counselor, Niceville High School
Zoila Ganuza- Specialist, Student Services
Stephanie Gillis- Specialist, Curriculum
Jerral Horton- CTE
Lynn Kozak- Specialist, Curriculum
Tracey Lamb- Director, Student Services
Ryan Lanpher- Assistant Principal, Choctaw High School
Sheila Lightbourne- Assistant Superintendent, Academic & Student Services
Lee Martello- Principal, Laurel Hill
Gary Massey- Specialist, ESOL/Student Services
Jeff Palmer- Director, Curriculum and Instruction
John Spolski- Principal, FWBHS



High School Pupil Progression Plan

Appendix

Sample Parent Letter for Students with Academic Deficiencies
Notification of PMP/PMS Requirement- Secondary

Dear Parent:

Florida's goal is that every student demonstrates proficiency at or above grade level in all subject areas required for high school graduation. If a student is not performing at grade level and the teacher is concerned that an academic problem exists, the school will provide additional assessments to determine the specific nature of the deficiency.

If your child received a Level 1 on FAST Reading and/or Math, a Progress Monitoring Plan (PMP) will be developed. This plan will establish an achievement objective, identify effective strategies to correct the deficiency and provide a timeline for monitoring progress. The academic plan will remain in effect until the student demonstrates proficiency on FAST Reading and/or Math.

If your child received a Level 2 on FAST Reading and/or Math, a Progress Monitoring System will be initiated. A PMS requires that parents be notified of their child's academic deficiency, that assessment be administered 2-3 times a year, and that parents be informed of the assessment results.

If your child is on an Individual Education Plan (IEP), the objectives and strategies will be addressed within that system.

The purpose of this letter is to notify you that:

- _____ Your child will have a Progress Monitoring Plan developed in the subject area/s of reading and/or math. Please schedule a parent-teacher conference to discuss your child's academic needs and to develop his/her academic plan.
- _____ A Progress Monitoring System has been initiated for your child in the subject areas of reading and/or math. You will be informed of your child's assessment results in a pre-mid-post time frame.

School staff are available to provide resources and suggest strategies that you may use at home to help your child. A collaborative effort to correct the deficiency will assist your child in making significant academic progress.

Sincerely,

List of assessment:

FAST: Florida Assessment of Student Thinking

Letters generated by MIS

High School Report: Progress Towards Graduation

To the Parent or Guardian of:

Dear Parent/Guardian:

In order to graduate, the State of Florida, requires that students have a 2.0 GPA, earn 24 credits in specific courses and pass the statewide, standardized Reading/ELA assessment AND the state Algebra I EOC required of their 9th grade cohort. It is our goal to make sure your child graduates from high school in four years and is ready to enter post-secondary education, the work force, or the military.

This letter will serve as a formal notification that your child has not met one or more of the needed criteria for successful progression at the high school level.

Your child's GPA is: _____
(GPA is only identified if less than 2.0)

Please be sure to monitor your child's grades by logging on the Grade Online Parent Portal using the following website: <http://www.okaloosaschools.com/?q=students/grades-online>

In Okaloosa County, a student must earn 6 credits to progress to the 10th grade, 12 credits to progress to the 11th grade, and 17 credits to be a senior. You will be informed by the school if your child is lacking the required number of credits and is in danger of not progressing to the next grade level or graduating.

High School students may be referred to a Fast Track program if they meet any one of the criteria below:

- Grade 9 students earning less than 4 required credits needed for their graduation plan;
- Grade 10 students earning less than 8 cumulative required credits needed for their graduation plan;
- Grade 11 students earning less than 12 cumulative required credits needed for their graduation plan;
- Grade 12 students short any number of credits required for their graduation plan.

The following item will be checked if your child has not passed the Grade 10 FSA ELA assessment or the state Algebra I EOC required of his/her 9th grade cohort:

_____ FAST ELA _____ Algebra I EOC

It is vital that you discuss the significance of maintaining acceptable grades and earning the required number of credits for promotion with your child. Our school provides counseling services and support if a problem exists which interferes with that goal. Please schedule a parent-teacher conference to discuss your child's progress and to determine a course of action, which will lead to improved academic performance. A collaborative effort to correct the current problem will help prevent a delay in graduation.

Sincerely,

WEIGHTED GRADE POINT AVERAGE (GPA)

All courses held to a college standard will receive a weighting of one (1) point, as designated by an asterisk. These include all AP, IB, AICE, Dual Enrollment and designated CHOICE courses. All other courses listed on this district-weighting table will receive a weighting of one-half point (0.5).

ENGLISH

1001320	English Honors I
1001350	English Honors II
1001380	English Honors III
1001410	English Honors IV
1001420*	Advanced Placement English Language and Composition
1001425*	Advanced Placement English Language w/ Comp. Innovation
1001430*	Advanced Placement English Literature and Composition
1001800	English I - Pre IB
1001810	English II - Pre IB
1001820*	English III - IB
1001830*	English IV – IB

MATHEMATICS

1200320 & A, B	Algebra I Honors
1200340	Algebra II Honors
1201300	Mathematics Analysis
1201310	Analysis of Function
1201320*	Math Analysis IB
1202300	Calculus Honors
1202310*	Advanced Placement Calculus AB
1202320*	Advanced Placement Calculus BC
1202340	Pre-Calculus Honors
1210310*	Statistics IB
1202375* 1202375	IB Pre-Calculus
1202800*	Calculus - IB
1206320	Geometry Honors
1206330	Analytic Geometry
1206800*	Analytic Geometry - IB
1210300	Probability and Statistics with Applications Honors
1210320*	Advanced Placement Statistics

SCIENCE

2000320	Biology I Honors
2000321*	AICE Biology I
2000323*	AICE Biology 2
2000330	Biology II
2000340*	Advanced Placement Biology
2000360	Anatomy/Physiology Honors
2000800	Biology I - Pre IB
2000810*	Biology II - IB
2000820*	Biology III - IB
2001320	Earth Space Science Honors
2001380*	Advanced Placement Environmental Science
2002510	Marine Science I Honors
2002515*	AICE Marine Science I
2002530	Marine Science II Honors
2003320	A & B Physical Science Honors
2003350	Chemistry I Honors
2003360	Chemistry II
2003370*	Advanced Placement Chemistry
2003390	Physics I Honors
2003410	Physics II
2003420*	Advanced Placement Physics B
2003430*	Advanced Placement Physics C
2003421*	Advanced Placement Physics I
2003422*	Advanced Placement Physics 2
2003800	Chemistry I - Pre IB
2003810*	Chemistry II - IB
2003820*	Chemistry III - IB
2003840*	Physics 1-IB
2003845*	Physics 2-IB
2003850*	Physics III – IB

SOCIAL STUDIES

2100320	American History Honors
2100330*	Advanced Placement American History
2100490*	AICE International History 1945-1991
2100800*	History of the Americas - IB
2100810*	American History - IB
2102320	Economics Honors
2102360*	Advanced Placement Microeconomics
2102370*	Advanced Placement Macroeconomics
2103400*	Advanced Placement Human Geography
2103800*	World Geography - IB
2105870*	Philosophy 2- IB

2106320	American Government Honors
2106420*	Advanced Placement US Government and Politics
2106430*	Advanced Placement Comparative Government
2107350*	Advanced Placement Psychology
2107800*	Psychology I – IB
2107360*	AICE Psychology 1 AS
2108310*	AICE Sociology
2109320	World History Honors
2109380*	Advanced Placement European History
2109420*	Advanced Placement World History
2109371*	AICE European History
2109805*	Contemporary History - IB
2109810	World History Pre-IB
2102310*	Economics
2102320*	Economics Honors

ELECTIVES

2102372	Personal Financial Literacy
2102374	Personal Financial Literacy Honors
0100300*	Advanced Placement Art/Art History
0101320	Studio Art 3 Honors
0102320	Ceramics/Pottery 3 Honors
0104300*	Advanced Placement Art: Drawing Portfolio
0106320*	AICE Art and Design-Graphic Design
0107480*	AICE Art and Design-Film and Video
0109320	Portfolio Design 2D Honors
0109350*	Advanced Placement Studio Art: Two-Dimensional Design Portfolio
0109360*	Advanced Placement Studio Art: Three-Dimensional Design Portfolio
0114840*	Art I A Art/Design (Studio) Sub Level - IB
0114850*	Art I A & B - Art/Design Higher Level - IB
0114870*	Art III A & B - Art/Design Higher Level - IB
0200320*	Advanced Placement Computer Science
0200800*	Computer Studies IB-I
2003860*/2*/4*	IB Design Tech 1/2/3
0300390	Dance Choreography/ Performance 2 Honors
0300460	Dance History and Aesthetics 2 Honors
0300370	Ballet IV Honors
0400330	Theatre 3 Hon
0400340	Theatre 4 Hon
0400440	Stagecraft 4
0400470	Comprehensive Theatre III
0400480	Comprehensive Theatre IV
0701800	French I - Pre IB
0701810	French II – Pre IB
0701340	French III
0701350	French IV
0701360	French V
0701380*	Advanced Placement French Language
0701396	Pre-AICE French Language 2

0701825*	IB French 3
0701820	French III - Pre IB
0701830*	French IV - Language B – IB
0701840*	French V - Language B - IB
0701850*	French VI - Language A - IB
0702340	German III
0702350	German IV
0702360	German V
0702380*	Advanced Placement German Language
0705340	Italian III Honors
0705350	Italian IV Honors
07063200	Latin III
0706330	Latin IV
0706340	Latin V
0706375*	AP Latin
0706380*	AICE Latin Language
0706382	Pre-AICE Latin Language 1
0706384	Pre-AICE Latin Language 2
0706390*	AICE Latin Literature
0706800	Latin I - Pre-IB
0706810	Latin II - Pre-IB
0708360	Spanish III
0708370	Spanish IV
0708380	Spanish V
0708390	Spanish VI
0708400*	Advanced Placement Spanish Language
0708410*	Advanced Placement Spanish Literature
0708530*	AICE Spanish Language
0708532	Pre-AICE Spanish I
0708534	Pre-AICE Spanish II
0708536	Pre-AICE Spanish III
0708800	Spanish I – Pre IB
0708810	Spanish II – Pre IB
0708820	Spanish III - Pre IB
0708825*	IB Spanish 3
0708830*	Spanish IV - Language B – IB
0708840*	Spanish V - Language B – IB
0709310	Spanish for Spanish Speakers 2
0711330	Chinese 4 Honors
0711350	Pre-AICE Chinese
0711800	Pre-IB Mand. Chinese 1
0711810	Pre-IB Mand. Chinese 2
0711352	Pre-AICE Chinese 2
0717312	American Sign Language III
0717314	American Sign Language IV
0900310	Humanities Honors
0900500*	AICE Classical Studies
0900800*	Theory of Knowledge – IB
0900810*	Theory of Knowledge 2- IB
1006330	Journalism IV

1006331	Journalism V
1006332	Journalism VI
1700510*	AP Capstone Research
1006333	Journalism VII
1006334	Journalism VIII
1007370	Debate V
1007380	Debate VI
1007390	Debate VII
1008320	Advanced Reading
1009360*	AICE General Paper I
1300330*	Advanced Placement Music Theory
1300820*	Music III – IB
1302340	Band V
1302350	Band VI
1302530	Jazz Ensemble IV
1303340	Chorus V
1303350	Chorus VI
1700372*	AICE Thinking Skills
1700374*	AICE Thinking Skills II
1700365*	AICE Global Perspectives & Research A Level
1800360*	Aerospace Science IV
1801330N*	Army ROTC IV
2102400	Pre-AICE Travel and Tourism
2102410*	AICE Travel and Tourism I
2102420*	AICE Travel and Tourism II
2400320	Leadership Strategies
2400330	Approaches to Leadership
3026020*	AICE Physical Education
7963090	Skills for Gifted Learners, Multiple Credit
7963090N*	Skills for Gifted Learners, Multiple Credit (NaGISA)
7965010	Research Methodology for Students who are Gifted
7965010N*	Research Methodology for Students who are Gifted (NaGISA)
7965030	Externship for Gifted
7965040	Gifted Studies, Multiple Credit
7965040N*	Gifted Studies, Multiple Credit (NaGISA)

Career & Technical Education

8000110	Pre-Apprenticeship 1
8000120	Pre-Apprenticeship 2
8000130	Pre-Apprenticeship 3
8000140	Pre-Apprenticeship 4
8000150	Pre-Apprenticeship 5
8000160	Pre-Apprenticeship 6
8104310	Carpentry Fundamentals
8104320	Carpentry Layout
8104330*	Carpentry Framing
8104340*	Carpentry Exterior
8104350*	Carpentry Finish
8200100	Business Education Directed Study
8201410	Digital Video Technology 1
8201420	Digital Video Technology 2
8201430	Digital Video Technology 3
8201440	Digital Video Technology 4
8201450	Digital Video Technology 5
8201460	Digital Video Technology 6
8201510	Television Production Technology 1
8201520	Television Production Technology 2
8201530	Television Production Technology 3
8201540	Television Production Technology 4
8201550	Television Production Technology 5
8201560	Television Production Technology 6
8201570	Television Production Technology 7
8201580	Television Production Technology 8
8207040*	Networking 3, Infrastructure
8207050*	Networking 4, Infrastructure
8207060*	Networking 5
8209510	Digital Design 1
8209520*	Digital Design 2
8209530*	Digital Design 3
8209540*	Digital Design 4
8400100	Health Science Directed Study
8405130	Early Childhood Education 3
8405140	Early Childhood Education 4
8417100	Health Science Anatomy & Physiology
8417110	Health Science Foundations
8417131	Allied Health Assisting 3
8417171*	Emergency Medical Responder
8600520*	Principals of Engineering
8600530	Digital Electronics
8600540	Production Technology I
8600550*	Introduction to Engineering Design
8600560	Computer Integrated Mfg.
8600640	Production Technology 2
8600650*	Engineering Design & Development
8601740	Production Technology 3
8601900*	Advanced Applications in Technology

8708110	Principals of Biomedical Sciences
8708120	Human Body Systems
8708130	Biomedical Interventions
8708140*	Biomedical Science Research
8720330*	Building Construction Tech 3
8725010	Drafting 1
8725020	Drafting 2
8725030	Drafting 3
8725040	Drafting 4
8727230*	Electricity 3
8727240*	Electricity 4
8727250*	Electricity 5
8727260*	Electricity 6
8727270*	Electricity 7
8727280*	Electricity 8
8772130	TV Production 3
8772420	Digital Video Production 2
8772430	Digital Video Production 3
8800540*	Culinary Arts 4
8801000	Hospitality & Tourism Directed Study
8812000	Business Ownership
8812110	Principles of Entrepreneurship
8812120	Business Management and Law
8918030*	Criminal Justice Operations 3
9000100	Information Technology Directed Study
9001110	Foundations of Web Design
9001120*	User Interface Design
9001130*	Web Scripting Fundamentals
9001140*	Media Integration Essentials
9001150*	E-commerce & Marketing
9001160	Interactivity Essentials
9001320	Computer and Network Security Fund.
9001330	Cybersecurity Essentials
9001340	Operational Cybersecurity
9001350	Cybersecurity Planning & Analysis
9005140	Advanced Digital Media Systems
9007430	.NET Application Development Capstone
9007510*	Web Programming
9007520*	JavaScript Programming
9007530	PHP Programming
9200210	Advanced Manufacturing Technology 1
9200220	Advanced Manufacturing Technology 2
9200230	Advanced Manufacturing Technology 3
9200240*	Advanced Manufacturing Technology 4
9200250*	Advanced Manufacturing Technology Capstone
9201000	Manufacturing Directed Study
9204410	Welding Technology Fundamentals 1
9204420	Welding Technology Fundamentals 2
9204430	Welding Technology Fundamentals 3
9204440	Welding Technology Fundamentals 4

9204450	Welding Technology Fundamentals 5
9410110*	Foundations of Robotics
9410120*	Robotic Design Essentials
9410130*	Robotic Systems
9410140*	Robotic Applications Capstone
9501000	Transportation, Distribution, Logistics Directed Study
9504110*	Automotive Maintenance & Light Repair 1
9504120*	Automotive Maintenance & Light Repair 2
9504130*	Automotive Maintenance & Light Repair 3
9504140*	Automotive Maintenance & Light Repair 4
9504150*	Automotive Maintenance & Light Repair 5
9504160*	Automotive Maintenance & Light Repair 6
AMNT270*	Airframe Structures and Applications
AMNT280*	Powerplant Theory and Applications
AMNT281*	Turbine Engine Theory
ASCI121*	Private Pilot Operations
ASCI199*	Graphical Communications
CSCI109*	Introduction to Computers and Applications
CYBR155*	Foundations of Information Security
CYBR235*	Computer and Network Technologies
ENGR115*	Introduction to Computer Engineering
SFTY205*	Principles of Accident Investigation
SFTY210*	Introduction to Aerospace Safety
UNSY235*	sUAS Flight and Mission Planning

Florida School Immunization Requirements 2023/2024

Grade	*DTap Series	*Polio Series	MMR 2 doses	*Hepatitis B Series	Varicella 2 doses	Tdap Booster
K	X	X	X	X	X	
1	X	X	X	X	X	
2	X	X	X	X	X	
3	X	X	X	X	X	
4	X	X	X	X	X	
5	X	X	X	X	X	
6	X	X	X	X	X	
7	X	X	X	X	X	X
8	X	X	X	X	X	X
9	X	X	X	X	X	X
10	X	X	X	X	X	X
11	X	X	X	X	X	X
12	X	X	X	X	X	X

- Number of doses will vary based on child's age when receiving Tdap, and Polio vaccine.
- Documentation of at least one dose of polio vaccine given on or after the 4th birthday requirement is 4 doses, with the following exceptions:
 - If 4th dose is administered **prior** to 4th birthday, a 5th dose **is** required.
 - If 3rd dose is administered **after** 4th birthday, a 4th dose **is not** required.
- Hepatitis B vaccine doses are determined on the child's age and the formulation received.
- Varicella vaccine is not required if there is a history of Varicella disease (chicken pox) documented by healthcare provider.
- Tdap booster- required for Grade 7
- Varicella- 2 doses for kindergarten through Grade 12
- Children entering or attending public pre-school are required to have an age-appropriate number of DTaP, Polio, MMR, Hepatitis-B, Varicella, and Hib immunizations. Public pre-school aged students aged 3 and 4 years do not typically have all immunizations required for Kindergarten entry, thus their Certificates of Immunization are most often signed in Part B- Temporary Medical Exemption. The expiration dates of these Certificates of Immunization are typically set at Kindergarten entry or the child's fifth birthday.
- Certificates of Immunization for students of any age/grade who are lacking immunizations required for their grade level should be signed in Section B- Temporary Medical Exemption with an appropriate expiration date to recall the student for the missing immunizations.
- Certificates of Immunization for students of any age/grade who are lacking immunizations required for their grade-level should be signed in Section B-Temporary Medical Exemption with an appropriate expiration date to recall the student for the missing immunizations.
- One dose of tetanus-diphtheria-pertussis (Tdap) vaccine is required for current students entering Grade 7. Students transferring into school in Grades 7-12 are also required one dose of Tdap. An updated DH 680- form to include Tdap, must be obtained for submission to the school.

Hepatitis B

- All students entering or attending public or non-public school will be required to have the hepatitis B

vaccine series.

- Children who have no documentation of the hepatitis B vaccine series should be admitted after the first dose, issued a temporary medical exemption, and scheduled for the next appropriate dose.
- An alternate two-dose hepatitis B vaccine series for adolescents 11 through 15 years of age has been approved. Children in this age group who receive the two-dose series should be considered in compliance with Florida's hepatitis B immunization requirement for school entry and attendance.

Varicella

- Two doses of Varicella vaccine are required for students in Kindergarten- Grade 12. An updated DH-680 form, to include Tdap, must be obtained for submission to the school.

OKALOOSA COUNTY SCHOOL DISTRICT
STUDENT INTERVENTION SERVICES

MIS 5380
5/9/2016

Home School Truancy Procedures

To the Parent of: _____ Date: _____

Your child, _____ has exhibited a pattern of nonattendance while enrolled at _____ . Pursuant to chapter 1002 Florida Statutes you have the right to enroll your child in a home-based education program, however because a pattern of nonattendance has been exhibited, section 1003.26 (1)(f)(1), Florida Statutes will be strictly enforced. This law provides that, ***"The home education review committee shall review the portfolio of the student, as defined by s. 1002.41, every 30 days during the district's regular school terms until the committee is satisfied that the home education program is in compliance with s 1002.41(1)(b). The first portfolio review must occur within the first 30 calendar days of the establishment of the program."***

Further, the law provides that, ***"If the parent fails to provide a portfolio to the committee, the committee shall notify the district school superintendent. The district school superintendent shall then terminate the home education program and require the parent to enroll the child in an attendance option that meets the definition of "regular school attendance" under s. 1003.01(13)(a), (b), (c) or (e), within 3 days. Upon termination of a home education program pursuant to this subparagraph, the parent shall not be eligible to reenroll the child in a home education program for 180 calendar days. Failure of a parent to enroll the child in an attendance option as required by this subparagraph after termination of the home education program pursuant to this subparagraph shall constitute noncompliance with the compulsory attendance requirements of s. 1003.21 and may result in criminal prosecution under s. 1003.27(2)," or "the district school superintendent or his or her designee may file a truancy petition pursuant to the procedures in s. 984.151."***

Regular school attendance means ***"the actual attendance of a student during the school day as defined by law and rules of the State Board of Education. Regular attendance within the intent of s. 1003.21 may be achieved by attendance in:***

- (a) A public school supported by public funds;***
- (b) A parochial, religious, or denominational school;***
- (c) A private school supported in whole or in part by tuition charges or by endowments or gifts;***
- (d) A home education program that meets the requirements of chapter 1002; or***
- (e) A private tutoring program that meets the requirements of chapter 1002."***

OKALOOSA COUNTY SCHOOL DISTRICT
STUDENT INTERVENTION SERVICES

MIS 5380
5/9/2016

Home School Truancy Procedures

A copy of section 1002.41, Florida Statutes is being provided to you with this notice for your information and review.

Your first review of _____ portfolio will be conducted by the Home Education Review Committee on _____.

Name of Liaison/Designee
Okaloosa County School District

Date_____

I, _____ have read the above statement and understand that failure to comply with the presentation of the portfolio will result in my child's withdrawal from the home education program and possible prosecution if my child is not enrolled in regular school attendance.

Printed Name/Parent or Guardian

Date_____

Signature of Parent or Guardian

SCHOOL DISTRICT OF OKALOOSA COUNTY
STUDENT INTERVENTION SERVICES
Request for Florida High School Equivalency Diploma Program (G.E.D.) Age Waiver

STUDENT: _____ **DATE OF BIRTH:** _____

SCHOOL: _____ **DATE OF WITHDRAWAL:** _____

APPLICATION PROCEDURE

This application must be signed by the student, parent/guardian, and school principal and then submitted to the Principal of Okaloosa Technical College, 1976 Lewis Turner Blvd., Fort Walton Beach, FL or the Office of the Assistant Superintendent of Operations, Carver Hill Complex, 461 West School Avenue, Crestview, FL by the student and parent/guardian.

The following extraordinary circumstances apply to the student: _____

GUIDELINES

Students approved for and enrolled in a General Educational Development (G.E.D.) program are not eligible to return to the regular school program or to participate in school activities. G.E.D. diploma recipients do not participate in graduation exercises.

A student who enrolls in a G.E.D. program and successfully passes the G.E.D. examination will receive a Florida Department of Education High School Diploma and will not receive a high school diploma from his/her former school. The G.E.D. diploma is regarded as a high school diploma in Florida and will serve as a prerequisite to enter a community college in Florida. However, the armed forces may not recognize the G.E.D. diploma as a high school diploma. An applicant who plans to enter the armed forces is advised to meet with a recruiter before pursuing the G.E.D. program.

A GED age waiver does not exempt a student from the attendance requirement of s. 1003.27(2)(b) F.S. Students under the age of eighteen must meet strict attendance requirements in order to maintain their driving privilege.

We have read and understood the above and seek approval to enroll the student in the General Educational Development (G.E.D.) program.

Student's Signature

Parent/Guardian's Signature

SCHOOL APPROVAL

I have discussed educational alternatives other than the G.E.D. program with the student and have decided that it would be in the student's best interest to be allowed to attend G.E.D. classes and to take the G.E.D. examination.

Exit interview conducted by:_____ Date interview conducted:_____

I recommend that the student be allowed to attend General Educational Development (G.E.D.) classes and to take the G.E.D. examination.

Date

Principal's Signature

Original: Okaloosa Technical College or Office of Assistant Superintendent of Operations

Copy: School

Copy: Student

OKALOOSA COUNTY SCHOOL DISTRICT STUDENT INTERVENTION SERVICES

VERIFICATION OF RESIDENCY

To be completed for all 1st time applicants to the school district, including those newly entering the district under Controlled Open Enrollment.

Student's name Address

Required Documentation: *(Check two*; visual verification is sufficient)*

1. In-County Deed, mortgage/HUD statement, monthly mortgage statement, or residential rental/lease agreement, covering the current year [**MUST BE ONE OF THE TWO**]
2. Automobile or Homeowner's insurance policy or bill, In-County, dated within the last 30 days
3. Parent/legal guardian driver's license ID card with the stated current address as that of the registering address.
4. Mail from employment and /or financial institutions; including checking, savings, property tax record, credit card statements or investment account statements, In-County, dated within the last 30 days
5. Mail from Federal, State, County or City government agencies (including city and county agencies), to an In- County address, dated within the last 30 days
6. *A letter from a homeless shelter, transitional service provider, or a half-way house verifying that the parent/guardian resides at the given address, dated within the last 30 days (No other documentation needed)

Pursuant to §837.06, *Florida Statutes*, 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.

SIGNATURE PRINT NAME

DATE

OKALOOSA COUNTY SCHOOL DISTRICT STUDENT INTERVENTION SERVICES

HOMEOWNER/ RENTER ACKNOWLEDGEMENT

I, , acknowledge that _____ (Owner/Renter, Print Name) (Guest Resident, Print Name) and child(ren) _____
(Include the names of school-age children)

reside at _____, in Okaloosa County, Florida.
(Homeowner/ Renter Address)

I also certify that I am the Homeowner/ Renter at the above-listed address.

(Homeowner/ Renter Signature) (Current Phone Number)

Homeowner/Renter Documentation Provided: *(Check two; visual verification is sufficient)*

1. In-County Deed, mortgage/HUD statement, monthly mortgage statement, or residential rental/lease agreement, covering the current year **[MUST BE ONE OF THE TWO]**
2. Mail from Federal, State, County or City government agencies (including city and county agencies), to an In-County address, dated within the last 30 days
3. Mail from employment and /or financial institutions; including checking, savings, property tax record, credit card statements or investment account statements, In-County, dated within the last 30 days
4. Automobile or Homeowner's insurance policy or bill, In-County, dated within the last 30 days
5. Parent/legal guardian driver's license ID card with the stated current address as that of the registering address

Pursuant to §837.06, *Florida Statutes*, 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.

COUNTY OF _____) STATE OF _____)

SWORN TO AND SUBSCRIBED BEFORE ME this ____ day of _____, 20____, by
_____, who is personally known to me or has produced
_____ as identification.

Name: (SEAL) NOTARY PUBLIC

STATE OF _____ AT LARGE Commission Expires:

EXTENDED SCHOOL YEAR SERVICES: DETERMINATION OF NEED FOR STUDENTS WITH DISABILITIES

Student: _____

IEP Meeting Date: _____

Extended school year (ESY) services are required if the IEP or family support plan (FSP) team has reason to believe that the provision of a free appropriate public education (FAPE) for an individual student would be jeopardized without such services. The following questions are intended to assist IEP and FSP teams in making decisions regarding the necessity for ESY services. Parents, teachers, and other professionals are all valuable sources of information. For each question, provide the rationale for determining YES/NO for each area (N/A if the student has no goals in this area). If "YES" is indicated for one or more questions, ESY services may be needed.

Appropriate data to be reviewed includes, but is not limited to, the following:

- | | | |
|--|--------------------------------------|--|
| • Pattern of regression after past breaks in service | • Report cards | • Probes/running records |
| • Pre-/post-tests before/after breaks | • Teacher-made checklists | • Frequency charts |
| • Progress on annual goals | • Work samples | • Referrals/discipline file |
| • Point sheets | • Therapy logs | • Other documentation related to extenuating circumstances |
| | • Anecdotal records from home/school | |

1. Do the data indicate the likelihood that significant regression will occur in critical life skills related to **academics**, or, for pre-K students, **developmentally appropriate preacademic skills**, and that those skills cannot be recouped within a reasonable amount of time without ESY services?

Yes ☐ No ☐ Supporting Data Reviewed: _____

Rationale: _____

2. Do the data indicate the likelihood that significant regression will occur in critical life skills related to **communication**, and that those skills cannot be recouped within a reasonable amount of time without ESY services?

Yes ☐ No ☐ Supporting Data Reviewed: _____

Rationale: _____

3. Do the data indicate the likelihood that significant regression will occur in critical life skills related to **independent functioning and self-sufficiency**, and that those skills cannot be recouped within a reasonable amount of time without ESY services?

Yes ☐ No ☐ Supporting Data Reviewed: _____

Rationale: _____

4. Do the data indicate the likelihood that significant regression will occur in critical life skills related to **social/emotional development or behavior**, and that those skills cannot be recouped within a reasonable amount of time without ESY services?

Yes ☐ No ☐

Supporting Data Reviewed: _____

Rationale: _____

5. Do the data indicate the likelihood that the student is at a **crucial stage** in the development of a critical life skill, and that a lapse in services would substantially jeopardize the student's chances of learning that skill? This may include **emerging skills** as well as **critical points of instruction** on existing skills.

Yes ☐ No ☐

Supporting Data Reviewed: _____

Rationale: _____

6. Is the **nature or severity** of the student's disability such that the student would be unlikely to benefit from his or her education without the provision of ESY services? The nature of the disability may include the student's **rate of progress**.

Yes ☐ No ☐

Supporting Data Reviewed: _____

Rationale: _____

7. Are there **extenuating circumstances** pertinent to the student's current situation that indicate the likelihood that FAPE would not be provided without ESY services? Examples of students who may require ESY services under this criterion include, but are not limited to, the following:

- a student who has recently obtained paid employment and requires the services of a job coach in order to be successful
- a student who requires ESY services in order to remain in his or her existing LRE and prevent movement to a more restrictive setting
- a student whose frequent health-related absences have significantly impeded progress on goals related to critical life skills

Yes ☐ No ☐

Supporting Data Reviewed: _____

Rationale: _____

SCHOOL DISTRICT OF OKALOOSA COUNTY

SUPERINTENDENT OF SCHOOLS
MARCUS D. CHAMBERS

ATTORNEY TO THE BOARD
C. JEFFREY McINNIS, Esq.



BOARD MEMBERS
TIM BRYANT
LINDA EVANCHYK
MARTI GARDNER
DIANE KELLEY
LAMAR WHITE

Dear Parent, Guardian, or Adult Student:

Amendments to section 1003.4282, Florida Statutes, (F.S.) allows for a student with a disability who meets the standard high school diploma requirements to defer the receipt of a standard high school diploma under certain conditions. The conditions are as follows:

1. Has an individual education plan (IEP) that prescribes special education, transition planning, transition services, or related services through age 21; **AND**
2. Is enrolled in accelerated college credit instruction, industry certification courses 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 preapprenticeship program.

School districts are required by the state to notify parents/guardians/adult students of this opportunity. Please consider this letter to be your notification. If you choose to accept this option, this decision must be made prior to May 15, 2022, in collaboration with the student's IEP team. Programs available to students wishing to defer graduation will be reviewed during the IEP team meeting. Failure to attend the graduation ceremony does not constitute a deferral.

If you have questions or concerns, please contact the Okaloosa County School District at 850-833-3164 prior to May 15, 2022.

Amy Bowles
ESE Program Director