# SCHOOL COUNSELOR / GUIDANCE PLAN

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISTRICT VISION STATEMENT, MISSION STATEMENT, CORE VALUES</td>
<td>5</td>
</tr>
<tr>
<td>SCHOOL COUNSELOR (ELEMENTARY) JOB DESCRIPTION</td>
<td>7</td>
</tr>
<tr>
<td>SCHOOL COUNSELOR (SECONDARY) JOB DESCRIPTION</td>
<td>9</td>
</tr>
<tr>
<td>MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)</td>
<td>11</td>
</tr>
<tr>
<td>ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)</td>
<td>12</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE LEARNER (ELL) COMMITTEE</td>
<td>13</td>
</tr>
<tr>
<td>STUDENT RECORDS</td>
<td>15</td>
</tr>
<tr>
<td>CUMULATIVE FOLDER CHECKLIST</td>
<td>16</td>
</tr>
<tr>
<td>STORAGE OF RECORDS</td>
<td>17</td>
</tr>
<tr>
<td>REGISTRATION</td>
<td>17</td>
</tr>
<tr>
<td>RECORD MANAGEMENT FOR OUTGOING STUDENTS</td>
<td>18</td>
</tr>
<tr>
<td>TRANSFER OF RECORDS</td>
<td>19</td>
</tr>
<tr>
<td>PUBLIC NOTIFICATION</td>
<td>19</td>
</tr>
<tr>
<td>COST FOR REPRODUCTION OF RECORDS</td>
<td>20</td>
</tr>
<tr>
<td>CONFERENCING</td>
<td>20</td>
</tr>
<tr>
<td>PARENT/TEACHER CONFERENCE FORM (MIS 6245)</td>
<td>21</td>
</tr>
<tr>
<td>DISTRICT STUDENT ASSESSMENT SCHEDULE</td>
<td>23</td>
</tr>
<tr>
<td>FLORIDA STATEWIDE ASSESSMENT SCHEDULES</td>
<td>24</td>
</tr>
<tr>
<td>STATE MANDATED STANDARDIZED TESTS</td>
<td>28</td>
</tr>
<tr>
<td>FLORIDA ACADEMIC COUNSELING &amp; TRACKING OF STUDENTS (FLVC.ORG)</td>
<td>29</td>
</tr>
<tr>
<td>COLLEGE AND CAREER READINESS EVALUATION</td>
<td>29</td>
</tr>
<tr>
<td>GRADUATION REQUIREMENTS FOR STUDENTS ENTERING 9TH GRADE 2013-2014</td>
<td>30</td>
</tr>
<tr>
<td>GRADUATION REQUIREMENTS FOR STUDENTS ENTERING 9TH GRADE 2014-2015</td>
<td>32</td>
</tr>
<tr>
<td>GRADUATION REQUIREMENTS FOR STUDENTS ENTERING 9TH GRADE 2015-2016</td>
<td>34</td>
</tr>
<tr>
<td>GRADUATION REQUIREMENTS FOR STUDENTS ENTERING 9TH GRADE 2016-2017</td>
<td>36</td>
</tr>
<tr>
<td>BRIGHT FUTURES SCHOLARSHIP INFORMATION</td>
<td>38</td>
</tr>
<tr>
<td>EXCEPTIONAL STUDENT EDUCATION</td>
<td>40</td>
</tr>
</tbody>
</table>
REFERRAL CHECKLIST SAMPLE.........................................................................................................................44
MTSS REFERRAL CHECKLIST SAMPLE...........................................................................................................45
ESE ELIGIBILITIES REQUIRING IN-SCHOOL REFERRAL (MIS 1233)...............................................................46
IN-SCHOOL REFERRAL (MIS 1233).....................................................................................................................48
OTHER REQUIREMENTS FOR CERTAIN ESE ELIGIBILITIES...........................................................................52
GIFTED.................................................................................................................................................................55
504 MANUAL.......................................................................................................................................................57
504 COMMON QUESTIONS AND ANSWERS......................................................................................................61
504 FORMS
  MIS 6309 504 PROCEDURES CHECKLIST..................................................................................................64
  MIS 6310 SECTION 504 REFERRAL..............................................................................................................65
  MIS 3373 504 DETERMINATION FORM.....................................................................................................66
  MIS 6311 PARENT FORM LETTER...............................................................................................................71
  MIS 1103 AUTHORIZATION FOR RELEASE OF INFORMATION.................................................................72
  MIS 3371 PHYSICIANS STATEMENT............................................................................................................73
  MIS 6312 NOTICE OF 504 MEETING...........................................................................................................74
  NOTICE OF PARENTAL RIGHTS....................................................................................................................75
  MIS 4190 ACCOMMODATION PLAN............................................................................................................76
  MIS 6313 504 MANIFESTATION DETERMINATION / COURSE OF ACTION..............................................77
  MIS 6349 PARENTAL INPUT AND MEETINGS FORM.................................................................................78
DISCIPLINING STUDENTS WITH DISABILITIES...............................................................................................79
  MIS 4284 SECTION 504 GRIEVANCE PROCEDURE....................................................................................82
IMPARTIAL HEARING PROCEDURES..................................................................................................................83
HOMELESS.........................................................................................................................................................88
  MIS 1502 TITLE X (HOMELESS) STUDENT RESIDENCY FORM...............................................................92
  MIS 1502 TITLE X (HOMELESS) STUDENT RESIDENCY FORM – SPANISH...........................................93
THINGS ADMINISTRATORS CAN DO TO HELP HOMELESS STUDENTS.........................................................94
DCF/FFN/GUARDIAN AD LITEM..........................................................................................................................95
ALTERNATIVE PLACEMENT...............................................................................................................................99
  MIS 6326 ALTERNATIVE PLACEMENT FORM..........................................................................................100
VISION STATEMENT, MISSION STATEMENT, CORE VALUES

VISION STATEMENT

We inspire a lifelong passion for learning.

MISSION STATEMENT

We prepare all students to achieve excellence by providing the highest quality education while empowering each individual to positively impact their families, communities, and the world.

CORE VALUES

Accountability: We, working in conjunction with students’ families, accept responsibility to ensure student learning, to pursue excellence, and to hold high standards for all.

Citizenship: We prepare all students to exercise the duties, rights, and privileges of being a citizen in a local community and global society.

Excellence: We pursue the highest academic, extracurricular, and personal/professional standards through continuous reflection and improvement.

Integrity: We embrace a culture in which individuals adhere to exemplary standards and act honorably.

Personal Growth: We promote the acquisition of knowledge, skills, and experience to develop individuals with the aspiration, perseverance, and resilience to be lifelong learners.

Respect: We show regard and consideration for all through a culture of dignity, diversity, and empathy.

Leadership: We provide guidance and direction to accomplish tasks while being a moral compass to others.
SCHOOL COUNSELORS/GUIDANCE PLAN
SCHOOL DISTRICT OF OKALOOSA COUNTY
JOB DESCRIPTION FOR INSTRUCTIONAL PERSONNEL

IT IS THE POLICY OF THE SCHOOL DISTRICT OF OKALOOSA COUNTY NOT TO DISCRIMINATE AGAINST
EMPLOYEES OR APPLICANTS EMPLOYMENT ON THE BASIS OF RACE, COLOR, RELIGION, SEX, NATIONAL ORIGIN,
MARITAL STATUS, AGE, OR HANDICAP. IT IS THE POLICY OF THE SCHOOL DISTRICT OF OKALOOSA COUNTY TO
HIRE ONLY U. S. CITIZENS AND ALIENS LAWFULLY AUTHORIZED TO WORK IN THE UNITED STATES. THESE
POLICIES SHALL APPLY TO RECRUITMENT, EMPLOYMENT, TRANSFERS, COMPENSATION, AND OTHER ITEMS AND
CONDITIONS OF EMPLOYMENT.

Position Title: Elementary Guidance Counselor
Reports to: Principal

Minimum Eligibility Requirements:
Holds a valid Florida Educator's Certificate with appropriate coverage for the course assignments. Any
alternative qualifications as the Board may find appropriate.

Communication Skills:
Demonstrates articulate speech. Uses vocabulary appropriate to task and student ability. Writes with
appropriate grammar, spelling and structure. Communicates effectively with students, parents, and
administrators.

Specialization Competence:
Demonstrates proficiency in area of specialization. Uses subject area materials appropriately.

Administrative/Supervisory Requirements:
Keeps appropriate records. Maintains effective lesson plans. Conforms to rules and policies of the district,
school, and state.

Instructional/Evaluation Procedures:
Makes effective use of time. Provides instructional orientations, transitions and clear directions. Uses effective
questioning techniques. Develops concepts and provides appropriate reviews, practice and corrective feedback.
Uses appropriate evaluative techniques. Analyzes and interprets test results.

Management Techniques:
Establishes rules; monitors rules consistently and fairly. Maintains academic focus. Establishes routines for use
of materials. Controls and stops spread of misconduct. Maintains instructional momentum.

Interpersonal Relationships:
Provides a supportive atmosphere; establishes and maintains effective relationships with students, peers, and
parents.

Physical Demands:
The physical demands described here are representative of those essential for an employee to successfully
perform the functions of this job. Reasonable accommodations may be made for individuals with disabilities.

The employee is frequently required to stand, talk, hear, walk, and sit. The employee may occasionally push or
lift up to 50 pounds. The employee demonstrates physical energy commensurate with assigned tasks and
controls emotions appropriately.

Work Environment:
The noise level in the work environment is moderate to loud. Duties are performed indoors and occasionally
outdoors.

(over)
Job Goal:
To help students overcome problems that impede learning and to assist them in making educational, occupational, and life plans that hold promise for their personal fulfillment as mature and responsible men and women.

Essential Duties and Responsibilities:
1. Assist in the registration of students.
2. Provide classroom and small group developmental guidance activities to all students.
3. Provide personal and social counseling to identified students.
4. Provide both behavioral and academic counseling to identified students.
5. Provide assistance in the identification and placement of students with special needs.
6. Provide assistance to parents of students with special needs.
7. Provide appropriate consultation and inservice to school staff as requested.
8. Assist students who are experiencing attendance difficulties through counseling and referral to appropriate resources.
9. Provide assistance in the testing programs and interpretation of results to parents, students, and other school staff.
10. Assist students in acquiring basic care through referral to appropriate resources.
11. Assist in the development of curriculum and policies and continue to upgrade skills.
12. Provide or assist with orientation and screening of all students new to a school.
13. Assist in the proper maintenance of Student Records.
14. Evaluate the overall guidance program on a continuing basis.
15. Advise administrators and faculty on the matter of student discipline.
16. Assist in the orientation of new faculty members.
17. Provide student information concerning summer school.
18. Assist parents in scheduling teacher conferences.
20. Abide by all policies of the Okaloosa County School Board.
21. Performs other tasks as assigned within the limits of the Master Contract.

Terms of Employment/Length of Employment:
Ten, eleven or twelve month. Salary is based on adopted salary schedule for instructional personnel.

Evaluation:
Annual performance evaluation in accordance with the Master Contract, local policies, and state law.

Position Title: Secondary Guidance Counselor
Reports to: Principal

Minimum Eligibility Requirements:
Holds a valid Florida Educator’s Certificate with appropriate coverage for the course assignments. Any alternative qualifications as the Board may find appropriate.

Communication Skills:
Demonstrates articulate speech. Uses vocabulary appropriate to task and student ability. Writes with appropriate grammar, spelling and structure. Communicates effectively with students, parents, and administrators.

Specialization Competence:
Demonstrates proficiency in area of specialization. Uses subject area materials appropriately.

Administrative/Supervisory Requirements:
Keeps appropriate records. Maintains effective lesson plans. Conforms to rules and policies of the district, school, and state.

Instructional/Evaluation Procedures:

Management Techniques:

Interpersonal Relationships:
Provides a supportive atmosphere; establishes and maintains effective relationships with students, peers, and parents.

Physical Demands:
The physical demands described here are representative of those essential for an employee to successfully perform the functions of this job. Reasonable accommodations may be made for individuals with disabilities.

The employee is frequently required to stand, talk, hear, walk, and sit. The employee may occasionally push or lift up to 50 pounds. The employee demonstrates physical energy commensurate with assigned tasks and controls emotions appropriately.

Work Environment:
The noise level in the work environment is moderate to loud. Duties are performed indoors and occasionally outdoors.

(over)
Job Goal:
To help students overcome problems that impede learning and to assist them in making educational, occupational, and life plans that hold promise for their personal fulfillment as mature and responsible men and women.

Essential Duties and Responsibilities:
1. Assist in the registration of students.
2. Provide to all interested students, information and counseling in the areas of career exploration and selection, further education, college entrance exams, financial aid, and employment opportunities.
3. Provide assistance to students in the selection of classes.
4. Provide classroom and small group developmental guidance activities to all students.
5. Provide personal and social counseling to identified students.
6. Provide both behavioral and academic counseling to identified students.
7. Provide or assist with orientation to all students new to a school.
8. Identify and counsel potential dropouts.
9. Provide appropriate consultation and inservice to school staff as requested.
10. Assist in the development of curriculum and policies and continue to upgrade skills.
11. Assist students who are experiencing attendance difficulties through counseling and referral to appropriate resources.
12. Provide assistance in the testing programs and interpretation of results to parents, students, and other school staff.
13. Provide assistance to parents of students with special needs and confers with parents in general evaluating progress of students.
14. Provide assistance in the identification and placement of students with special needs.
15. Assist students in acquiring basic care through referral to appropriate resources.
16. Assist in the proper maintenance of Student Records.
17. Evaluate the overall guidance program on a continuing basis.
18. Advise administrators and faculty on the matter of student discipline.
19. Assist in the orientation of new faculty members.
20. Provide student information concerning summer school.
23. Abides by all policies of the Okaloosa County School Board.
24. Performs other tasks as assigned within the limits of the Master Contract.

Terms of Employment/Length of Employment:
Ten, eleven or twelve month. Salary is based on adopted salary schedule for instructional personnel.

Evaluation:
Annual performance evaluation in accordance with the Master Contract, local policies, and state law.

Each School principal shall select an MTSS Committee. This committee shall act as the multidisciplinary evaluation team as required by Public Law 94-142 (121a.540).

The MTSS Committee shall include a minimum of the following:

- Regular classroom teacher(s)
- Specialist in the area of the suspected deficit (which may eventually become an eligibility), such as speech/language pathologist, staffing specialist, social worker, behavior specialist/analyst.
- School counselor and/or MTSS coordinator
- School psychologist or other person qualified to administer an individual diagnostic examination of children, such as school psychologist or remedial reading teacher.

It is recommended that the school counselor chair the MTSS Committee and that the school administrator be an active member of the committee.

MTSS Committees may include but are not limited to: administration, school counselors, reading coaches, intervention specialists, ELL instructors, behavior specialists, staffing specialists, Title I instructors, speech and language pathologists, school psychologists, attendance officers, social workers and classroom teachers. Individual schools will structure the assignment of responsibilities not designated to specific personnel based on the expertise and talents of their committee members. MTSS Committees are fluid by nature. The members involved in the various meetings will vary dependent upon the needs of the students being addressed at each scheduled meeting.

Responsibilities of the MTSS Committee

1. Establish a regular meeting time to review individual student data to determine support required and to process referrals.
2. Inform the faculty of the purpose of the MTSS Committee and procedures for requesting that a particular student be put on the agenda.
3. Designate one committee member to record data from the meeting.
4. Examine all available data to determine if educational planning can be provided via general educational remediation strategies in the school setting.
5. Develop and implement possible intervention techniques applicable to alleviating the student’s area of difficulty. Document on the student’s Progress Monitoring Plan (PMP).
6. Obtain written parental consent prior to screening and/or psychological evaluation.
7. Examine all available data to determine response to the interventions and/or if additional interventions are needed and/or if a referral should be made to Exceptional Student Education for possible eligibility.
8. Record summary (minutes) of the In-School Conference. Include data pertinent to time, date, place, participants, recommendations and responsibilities of specific personnel relative to follow-up procedures.
9. Record data and maintain in student’s cumulative folder.

FOR SPECIFIC AND INDEPTH PROCESSES AND PROCEDURES REGARDING MTSS, PLEASE REFER TO THE OKALOOSA COUNTY SCHOOL DISTRICT MULTI-TIERED SYSTEM OF SUPPORT (MTSS) MANUAL.
English for Speakers of Other Languages (ESOL)

State requirements for English for Speakers of Other Language (ESOL), which were mandated to be implemented in 1990-1991, have far reaching implications for English Language Learner (ELL) students, school districts, and teacher training. The Florida Department of Education (DOE) negotiated with Multicultural Education, Training and Advocacy, Inc. (META) and reached consensus on an agreement in August of 1990. The State Board of Education vs. LULAC, et al., Consent Decree was designed to bring ESOL programs in Florida into compliance with federal requirements. Florida Statutes and State Board Rules were enacted to implement the agreement. Each Florida school district was required to submit a District Plan outlining programming for English Language Learner students.

The intent of the State Board of Education vs. LULAC, et al., Consent Decree or META Agreement and of the subsequent State mandates is to provide the English Language Learner access to programs and services which are equal and comparable in amount, scope, sequence and quality to those provided to English proficient students and which are understandable to the student given his or her level of English language proficiency. The mandates address identification and assessment of students, equal access to appropriate programming, teacher certification and eligibility, in-service and hiring of program personnel, collection of data regarding the ESOL program, and parental involvement.

The education of English Language Learners is tailored to the student needs through design, scheduling, instructional strategies, philosophy, or learning activities by the identification, assessment, and the classification process. The School Board of Okaloosa County provides equal educational opportunities for English Language Learner (ELL) students through the ESOL program with the purpose of gaining English language proficiency. The major goals for each student are to develop basic communication skills, to instill a basic understanding of American culture, to promote self-acceptance and self-esteem, and to provide the basic foundation for future employment and/or continued education.

Okaloosa County School District’s ESOL Department Goals:

- To identify and acknowledge the challenges and obstacles that we must work around to achieve English language proficiency for all English Language Learners
- To train and encourage personnel to research, create, solve, and implement possible solutions to these challenges and obstacles
- To build a strong foundation for the school to home communication and involvement creating a community effort towards achievement
- To put an evaluation system in place to monitor success or areas in need of improvement

Any Home Language Survey with an affirmative answer must be faxed to the Office of Student Intervention Services/ESOL. All other Home Language Surveys are to be retained in the student’s cumulative folder.

For more information about the ESOL program contact:

Student Services Department/ESOL: Dr. Zoila Ganuza
202A North HWY 85
Niceville, FL 32578
Phone: (850) 833-3108
Fax: (850) 301-3112
TSA ESOL (850) 833-3107
ENGLISH LANGUAGE LEARNER (ELL) COMMITTEE

Each school must have an established ELL Committee. School personnel and parents must be aware of its existence and when to refer a student to the Committee.

The Committee meets and makes recommendations regarding students who are referred because of:

- A special problem related to ESOL placement
- Possible accommodations or exemptions from statewide assessments
- A student’s over-achievement which may indicate possible eligibility for the gifted program
- A student’s over-achievement which may indicate possible eligibility for exiting the program
- A problem related to progress in the ESOL program which requires special review or possible MTSS intervention
- A student’s under-performance after exiting the ESOL program
- Any other concern the parent, teacher, or student may want to address

WHO CAN CONVENE THE ELL COMMITTEE?

Parent/Guardian, Teacher, Administrator or Designee and other school personnel as needed. Parents must be invited through MIS 4270 every time the ELL Committee is convened.

WHO ATTENDS THE ELL COMMITTEE?

Teacher(s), Administrator or Designee with invited parent and other school personnel as needed, serves as the ELL Committee. Membership is adjusted to meet student’s individual needs. The ELL Committee MUST include a minimum of three (3) school based personnel, as evidenced by their signatures on the MIS 4298.

RECOMMENDED PARTICIPANTS:

- Parent/Guardian
- Classroom Teacher
- ESOL Contact
- ESOL Paraprofessional
- Administrator or Designee
- School Counselor
- Other Educators as appropriate for situation

Each time the ELL Committee meets, the parents MUST be invited (MIS 4270) and the ELL Committee minutes must be recorded on MIS 4298 and kept in the student’s ELL folder. The student’s ELL Plan must be updated to reflect reviews and recommendations for necessary changes in the student’s program.

Because placement in the ESOL program is based on mandated cut scores, the ELL Committee is not required to be convened in the initial placement, routine assessment, classification, or exit process of ELL students unless requested by a parent, teacher, administrator or other interested personnel. The ELL Committee can be convened if assessment data determines a student is borderline proficient. A student whose Home Language Survey had affirmative answers to any of the three questions and had been tested but found ineligible for ESOL services may be referred to the ELL Committee.
If the ELL Committee is convened to determine a student to be ELL or not, at least two of the following criteria must be met:

- Extent and nature of prior educational and social experiences and a student interview
- Written recommendation and observation by current and previous instructional and support staff
- Mastery level of basic skills in English and/or heritage language according to appropriate local, state, and national standards
- Grades from current or previous year
- Test results from tests other than the entrance testing information

The ELL Committee may also address any questions or concerns regarding appropriateness of ELL Student Plans, or instructional programming AFTER the student has been enrolled in the ESOL program for one semester. After inviting the parent to attend, the student’s current needs are reviewed and recommendations for necessary changes in the student’s program are made. The ELL Student Plan is then updated.

Although routine student progression from year to year (up to the first three years) does not require an annual ELL Committee meeting, if assessment results and/or grades indicate a need to consider exiting or deficits that need to be reviewed for ELL Plan intervention/strategy changes, the scheduling of an ELL Committee meeting should be considered.

**INITIAL PLACEMENT**

ELL Committee Meeting/Minutes are **NOT** required for initial placement if based on mandated cut scores.

The Parent Notification of Placement form is sent home.

**At the end of the third year in ESOL, based on the date the ELL student entered a US school (DEUSS),** the ELL Committee must be convened to determine whether to extend services to the fourth year or exit the student from the program. **NOTE: this must be done by the third year in the ESOL program.**

**ANNUAL REEVALUATION**

*(Occurs after the student has been enrolled in the ESOL program for 3 years.)*

The ELL Committee must meet for Annual Reevaluation to determine the possible need for extension of ESOL services beyond the base three (3) years of the date when the student entered a US school (DEUSS). After reviewing the reevaluation data provided by the teacher, the ELL Committee will determine whether or not the student needs extension of service for an additional year. This process must be repeated on an annual basis. Three (3) additional years is the maximum extension recommended for a total of six years in ESOL.

*The ESOL FTE funding ends after the sixth year in ESOL. Lack of ESOL funding eligibility does not relieve districts of any obligation they may have under state or federal law to continue to provide appropriate services to ELL children beyond the six years of state ESOL program funding.*

**RECORDS OF TRANSFER OF ELL STUDENTS**

If the ELL student transfers in-county, the school sends the blue ELL folder with its contents to the receiving school. If the student transfers out-of-county, the school of origin retains the blue ELL folder and contents and sends copies to the receiving school.
The Student Education Record is primarily composed of two elements:

(A) The major component of a Student Education Record is the Automated Permanent Record which is maintained on the AS400.

(B) The Student Education Record housed and maintained at each school site contains limited Category A and Category B information, such as historical and/or current pertinent information not being maintained on the district electronic data base. Also included is hard copy information required for compliance documents (i.e., ESE, ELL).

(a) Category A – Directory Information: Verified information of clear educational importance which shall be retained indefinitely. Category A information shall be retained for each student or adult student. (Legal Reference 6A-1.0955(3)(a1-8, F.A.C.)

(b) Category A information consists of:
   1. Student’s full legal name
   2. Authenticated birthdate, place of birth, race, ethnicity and sex,
   3. Last known address of the student
   4. Names of the student’s parent(s) or guardian(s)
   5. Degrees, honors, and awards received
   6. Name and location of last school attended
   7. Number of days present and absent, date enrolled and date withdrawn
   8. Courses taken and record of achievement, such as grades, units, or certification of competence
   9. Date of graduation or date of program completion
   10. Records of requests for access to & disclosure of personally identifiable information as required by FERPA

(c) Category B – Temporary Information: The superintendent is authorized, at his/her discretion and after all applicable audits have been conducted (i.e., Headstart, ESE records), to destroy general correspondence which is over three (3) years old and other records, papers and documents over three (3) years old which do not serve as part of an agreement or understanding nor have value as permanent records.

(d) Category B Information consists of:
   1. Health information and health care plans
   2. Family background data
   3. Standardized test scores
   4. Educational and career plans
   5. Honors and activities
   6. Work experience, including employer ratings, if a part of an educational program
   7. Teacher/counselor comments
   8. Reports of student services, or exceptional student staffing committees, to include all of the following information: “The principal of the school in which the student is taught shall keep a written record of the case history of each exceptional student showing the reason for the student’s withdrawal from the regular class in the public school and his enrollment in or withdrawal from a special class for exceptional students. This record shall be available for inspection by school officials at any time.”
   9. Correspondence from community agencies or private professionals
   10. Driver education certificates
   11. List of schools attended
   12. Written agreements of corrections and/or deletions as a result of meetings or hearings to amend education records
CUMULATIVE FOLDER CHECKLIST

Every student should have one cumulative folder that follows the student through his or her educational career with OCSD schools.

Records in the cumulative folder should include documents in the following order:

1. Record of Disclosure (MIS 4042)
2. Custody/Adoption paperwork (legal documents, power of Attorney)
3. Home Language Form (MIS 4025)
4. Social Security Verification Form
5. Internet Form (MIS 5251)
6. Parental Release for Use of Student Images
7. Pertinent letters (such as retention, administrative placement, etc.)
8. Withdrawal forms
9. Any assessments/testing/evaluations/referrals other than red folder-put most recent first
10. FCAT, Florida Writes! SAT 10, etc.
11. Out of county records with most recent first

Red Folder
Any student who has a special education designation with an IEP must have a red confidential folder in addition to a cumulative folder.

Blue Folder
Any student who has been classified as an English Language Learner (ELL) with an ELL Plan must have a blue folder in addition to a cumulative folder.

Yellow Folder
Any student who has been identified as a student with a disability under section 504 will have a yellow folder in addition to a cumulative folder.

Green Folder
Any student who has a Progress Monitoring Plan (PMP) or has been referred to the school’s MTSS committee may have an intervention folder in addition to a cumulative folder.

Health Folder
All students will have a health folder which is maintained by the school clinic.

Information that should not be filed in student education records:

1. Birth certificates, passports, visa, and social security card or copies
2. Attendance card
3. Duplicate copies of Standardized Test Reports
4. Duplicate copies of Progress Reports or IEP’s
5. Misleading or inaccurate information
6. Information which may tend to label or stereotype a student
7. Records described in “Policies and Procedures Concerning Student Education Records”
8. Any other information which a principal judges to be no longer educationally useful
9. Deficiency reports, discipline referrals, and forms are not filed in the student educational record.
10. Complete test booklets – Score page only may be kept
Information that may be expunged periodically must be in compliance with “Policies and Procedures Concerning Student Education Records”.

See School Board Policy Chapter 5-Student Education Records for information on:
Parent and Eligible Student’s Right to Inspect and Review Education Records
School Records-Hearing Procedures
Disclosure of Information
Third Party Restrictions
Record of Disclosure
Right of Waiver of Access to Confidential Letters or Statements

STUDENT RECORD STORAGE
Student Education Records shall be secure from general scrutiny, but where they are accessible to teachers, counselors and school personnel for use on a regular basis. All hard copy records shall be placed in a locked, secure location in the administrative complex of each school. No original Student Education Records shall be removed from the school except by court order or authority of the principal.

REGISTRATION
Each school should have a routing procedure for incoming records/registration paperwork.

Students not previously in attendance at a Florida school (out-of-state):
- Request records, by mail, from previous school
- Prepare a Student Education Record

Students received from another school in Okaloosa County:
- Sending school should send the Student Education Record, including all inserts.

Students entering from another school in the State of Florida:
- Request records from the previous school, including Florida student identifier (student number) by using the Florida Automated System for Transferring Education Records (F.A.S.T.E.R.). If records cannot be obtained from that school system, prepare a new Student Education Record.

Students not in continuous attendance at an Okaloosa County School, upon return, one or a combination of the following should take place:
- Request records from sending school, In-state by F.A.S.T.E.R., out of state by mail.
  - If student has previously attended an Okaloosa County District school, reactivate files on data base. Do not assign a new student number. The returning student will reactivate his former student number.

When all records have been received, create an Automated Permanent Record/Transcript. Build back to include the student’s current involvement (K-5, 6-8, or 9-12).

If records indicate a child was in an ESE program, the staffing specialist must be notified for proper placement. Any Home Language Survey with an affirmative answer must be faxed to the Office of Student Intervention Services/ESOL. All other Home Language Surveys are to be retained in the student’s cumulative folder.
RECORD MANAGEMENT FOR OUTGOING STUDENTS

1. The Student Education Record, and all inserts, for students changing schools within the Okaloosa School District shall be forwarded by the school having the records to the receiving school.

2. The Student Education Record for students leaving the Okaloosa School District shall be processed as follows:
   a. Prior to assignment of a withdrawal code all Automated Permanent Records must be updated on the district data base, including grades in progress. Students who have not been continuously enrolled in Okaloosa District Schools should have prior school records entered to reflect their current school involvement (K-5, 6-8, or 9-12).
   b. When withdrawing to a school out of the district, each school should encourage parents to hand carry the Student Education Record and a copy of the Automated Permanent Record from the district electronic data base in an official school sealed/secure envelope to the receiving school. Each school shall maintain a log of student records hand carried from that school (MIS 4234). If an ESE student or an ESOL student: COPIES of the most recent IEP, most recent test data, eligibility paperwork (RED folder) and/or ESOL plan and copies of documents (Blue folder).
   c. Upon records request by mail by a student’s parent or the receiving school with a parent release form, schools should send a copy of the Automated Permanent Record from the district electronic data base. If the student is an ESE student or an ESOL student COPIES of the most recent IEP, most recent test data, eligibility paperwork (RED folder) and/or ESOL plan and copies of documents (Blue folder). The original documents in the red and blue folders remain in Okaloosa County.
   d. Upon receiving an Automated Permanent Record request, schools will receive from Data Processing a hard copy of the students Automated Permanent Record for verification. Upon verification, the school will implement the automated transfer of records.
   e. The school from which a student has withdrawn shall send to Management Information Services (MIS):
      i. Copy of Automated Permanent Record (the copy Data Processing sends when a withdrawal code is assigned to a student.)
      ii. Inserts, if any, plus any other academic history information contained in the Student Education Record.
   f. In cases where records were electronically transferred, the Student Education Record will be maintained at each school site under the current retention/destruction schedule.

3. The Student Education Record for graduating students shall be processed as follows:
   a. Schools shall verify and update all student information on Automated Permanent Record data base.
   b. In August the school shall return the verified copy of the student’s Automated Permanent Record and any white insert to MIS for microfilming.
   c. The school shall retain graduating students’ Education Records at the school site under the retention/destruction schedule.

4. Transcripts of High School Credits:
   a. All transcripts shall be mailed directly to the school, college, prospective employer, etc. In case of a student transferring from one school to another, a transcript of credits will be forwarded to the receiving school upon request of the principal.
   b. MIS will maintain a copy of the Automated Permanent Record of all students who withdraw from the district. It is the responsibility of the principal to insure that MIS receives a current updated copy of the Automated Permanent Record of any student who withdraws from a district school.
   c. An official request for transfer of records from a receiving school will be considered prima facie evidence of the parent’s or eligible adult student’s knowledge of the transfer of records.
   d. The transfer of records shall be made immediately upon receipt of a proper request.
e. Under no condition shall the transfer of a student’s record be delayed or denied for failure to pay a fine or fee assessed by the school. All reasonable efforts shall be made to collect for damaged or lost library books and textbooks.

**NOTE:** Records for in-state transfers will be accomplished electronically upon request of the receiving school. Records for out-of-state transfers may be mailed or the sending school can generate an electronic copy to include in the Student’s Educational Record that is sealed and hand carried.

**TRANSFER OF RECORDS (IN-COUNTY)**

1. Records that are being transferred in-district are sent via courier.
2. At elementary schools, a review each 5th grade student folder (Eglin and Destin Elementary will review 4th grade folders, as appropriate) and at middle schools a review each 8th grade student folder. Purge any information that is not relevant.
3. Send folders in alphabetical order to appropriate in-county school.
4. The deadline for in-county transfer of student records of matriculating students to the next school level is **JULY 1ST** of each year. The transferring of these records will be the responsibility of the principal of the sending school. Records of students retained pending summer school will be transferred upon the successful completion of summer school.
5. Before transfer of records is made, the sending school should insure that all current grades, state assessment results, and all Category A and Category B information is posted on the AS400.

**PUBLIC NOTIFICATION**

The school district annually provides to parents and eligible adult students notification of their rights with respect of the student’s educational records (MIS 1198). The notification should be in the language of the parent or eligible student, if feasible. The following points must be included:

1. The types of education records and information contained therein which are directly related to students and maintained by the institution.
2. The name and position of the official responsible for the maintenance of each type of record; the persons who have access to those records; and the purposes for which they have access.
3. The policies of the institution for reviewing and expunging those records.
4. The procedures established for parents and eligible students to inspect and review education records.
5. The procedures established for amending the content of education records.
6. The categories of information designated as “directory information”. In this regard, notification must also be made that the parent or eligible adult student will be given a reasonable period of time to inform the institution that a part or all of the directory information should not be released without the appropriate prior consent. The objection should then be stamped or otherwise noted on the student’s record.
7. The conditions under which the rights accorded to the parents are transferred to the student.
8. The right of parents and eligible adult students to obtain copies of Student Education Records and the cost charged by the institution for said reproduction.
9. Copies of the District Policies for Student Education Records may be obtained from the office of the Superintendent of Schools.
10. Procedures of transferring student records to another school district.
11. The right of waiver of access, right to challenge contents in the record, right to a hearing, and right to privacy.
COST FOR REPRODUCTION OF STUDENT RECORDS

With the exception of parents and eligible students, no charge is to be assessed to those authorized requesting reproduction of student records.

When parents and eligible students request reproduction of student records, copies will be provided at cost; provided that the fee does not effectively prevent the parents and students from exercising their right to inspect and review those records.

An educational agency or institution may not charge a fee to search for or to retrieve the education records of a student.

Two free transcripts shall be provided for a student to post-secondary institutions or scholarship granting agencies designated by the student. Thereafter, a charge of $1.00 shall be assessed for each copy of transcript to cover mailing and handling charges.

CONFERENCING

MIS 6245-School/Home Communication Report-Use this form to document any and all parent conferences whether in person or via phone.
<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Round</td>
<td>PERT</td>
<td>Secondary - Concorndant/Dual Enrollment</td>
</tr>
<tr>
<td>Aug 10 - Sep 21</td>
<td>FLKRS - Florida Kindergarten Readiness Screener</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>Aug 22 - Sep 30</td>
<td>DEA Test A Follow PPP Guidelines</td>
<td>K-5 ELA/Math, 5th Science Retakers, Identified New Students and Completers</td>
</tr>
<tr>
<td>Sep 12 - 23</td>
<td>FSA EOCs - Algebra 1, Geometry, Algebra 2 NGSSC EOCs - Alg1 Retake, Biology 1, Civics, US History</td>
<td>Retakers, Identified New Students and Completers</td>
</tr>
<tr>
<td>Oct 10 - Oct 21</td>
<td>FSA ELA Grade 10 Writing Retake</td>
<td>Retakers, Identified New Students and Completers</td>
</tr>
<tr>
<td>Oct 10- 21</td>
<td>FSA ELA Grade 10 Reading Retake</td>
<td>Retakers, Identified New Students and Completers</td>
</tr>
<tr>
<td>Oct 10 - 21</td>
<td>FCAT 2.0 Reading Retake</td>
<td>Retakers, Identified New Students and Completers</td>
</tr>
<tr>
<td>Oct 19</td>
<td>PSAT/NMSQT</td>
<td>Grade 10</td>
</tr>
<tr>
<td>Oct 31 - Dec 16</td>
<td>DEA Test B Follow PPP Guidelines</td>
<td>Gr 3-5 ELA/Math, 5th Science Retakers, Identified New Students and Completers</td>
</tr>
<tr>
<td>Nov 28 - Dec 16</td>
<td>FSA EOCs - Algebra 1, Geometry, Algebra 2 NGSSC EOCs - Alg1 Retake, Biology 1, Civics, US History</td>
<td>Retakers, Identified New Students and Completers</td>
</tr>
<tr>
<td>Jan 30 - Mar 10</td>
<td>DEA Test C Follow PPP Guidelines</td>
<td>All New Students and K-2 ELA/Math Retakers, Identified New Students and Completers</td>
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<tr>
<td>Jan 30 - Mar 10</td>
<td>NAEP - DOE Selected Schools National Assessment of Educational Progress</td>
<td>Grades 4 and 8</td>
</tr>
<tr>
<td>Jan 30 - Mar 24</td>
<td>ACCESS for ELLS 2.0</td>
<td>ELL Identified Students</td>
</tr>
<tr>
<td>Feb 27 - Mar 3</td>
<td>FSA English Language Arts - Writing PBT</td>
<td>Grades 4 - 7 &amp; PBT accommodated 8-10, Retakers</td>
</tr>
<tr>
<td>Feb 27 - Mar 10</td>
<td>FSA English Language Arts - Writing CBT</td>
<td>Grades 8 - 10, Retakers</td>
</tr>
<tr>
<td>Feb 27 - Apr 14</td>
<td>Florida Standards Alternate Assessment</td>
<td>Grades 3 - 8 ELA/Math, Writing 4-8</td>
</tr>
<tr>
<td>Mar 13 - Apr 28</td>
<td>Florida Standards Alternate Assessment ESE (Non-FSA)</td>
<td>Science 5 &amp; 6, Civics EOC</td>
</tr>
<tr>
<td>Mar 27 - Apr 7</td>
<td>FSA ELA Grade 10 Retake FCAT 2.0 Reading Retake</td>
<td>Grades 9 - 10 ELA, Writing, EOCs</td>
</tr>
<tr>
<td>Mar 27 - April 7</td>
<td>FSA English Language Arts (Paper-based)</td>
<td>Grade 3</td>
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<tr>
<td>Apr 10 - May 12</td>
<td>FSA English Language Arts - Reading CBT FSA Mathematics CBT</td>
<td>Grades 4 – 10</td>
</tr>
<tr>
<td>Apr 10 - May 26</td>
<td>DEA Test D Follow PPP Guidelines Only available for K-8 ELA/Math</td>
<td>Grades 3 – 8</td>
</tr>
<tr>
<td>May</td>
<td>AP, AICE and IB Exams</td>
<td>Secondary</td>
</tr>
<tr>
<td>July 10 - 21</td>
<td>FSA EOCs - Algebra 1, Geometry, Algebra 2 NGSSC EOCs - Alg1 Retake, Biology 1, Civics, US History</td>
<td>Retakers, Identified New Students and Completers</td>
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</table>
## FSA English Language Arts and Mathematics

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>October 10–19, 2016</td>
<td>Paper-Based Accommodations: English Language Arts Grade 10 Retake – Writing &amp; Reading</td>
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<tr>
<td>October 10–21, 2016</td>
<td>Computer-Based: English Language Arts Grade 10 Retake – Writing</td>
</tr>
<tr>
<td>October 10–28, 2016</td>
<td>Computer-Based: English Language Arts Grade 10 Retake – Reading</td>
</tr>
<tr>
<td>February 27–March 3, 2017</td>
<td>Paper-Based: Grades 4–7 English Language Arts – Writing</td>
</tr>
<tr>
<td></td>
<td>Paper-Based Accommodations: Grades 8–10 &amp; Retake English Language Arts – Writing</td>
</tr>
<tr>
<td>February 27–March 10, 2017</td>
<td>Computer-Based: Grades 8–10 &amp; Retake English Language Arts – Writing</td>
</tr>
<tr>
<td>March 27–April 7, 2017</td>
<td>Paper-Based: Grade 3 English Language Arts – Reading</td>
</tr>
<tr>
<td>March 27–April 7, 2017</td>
<td>Computer-Based (and Paper-Based Accommodations): English Language Arts Grade 10 Retake – Reading</td>
</tr>
<tr>
<td>April 10–28, 2017</td>
<td>Paper-Based Accommodations: Grades 4–10 English Language Arts – Reading</td>
</tr>
<tr>
<td></td>
<td>Grades 3–8 Mathematics</td>
</tr>
<tr>
<td>April 10–May 12, 2017</td>
<td>Computer-Based: Grades 4–10 English Language Arts – Reading</td>
</tr>
<tr>
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<td>Grades 3–8 Mathematics</td>
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</table>

## FSA End-of-Course Assessments

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 27–April 7, 2017</td>
<td>Computer-Based (and Paper-Based Accommodations): Algebra 1 Retake*</td>
</tr>
<tr>
<td>September 12–16, 2016</td>
<td>Paper-Based Accommodations: Algebra 1, Geometry, Algebra 2</td>
</tr>
<tr>
<td>November 28–December 9, 2016</td>
<td>Paper-Based Accommodations: Algebra 1, Geometry, Algebra 2</td>
</tr>
<tr>
<td>April 17–28, 2017</td>
<td>Paper-Based Accommodations: Algebra 1, Geometry, Algebra 2</td>
</tr>
<tr>
<td>July 10–14, 2017</td>
<td>Paper-Based Accommodations: Algebra 1, Geometry, Algebra 2</td>
</tr>
<tr>
<td>September 12–23, 2016</td>
<td>Computer-Based: Algebra 1, Geometry, Algebra 2</td>
</tr>
<tr>
<td>November 28–December 16, 2016</td>
<td>Computer-Based: Algebra 1, Geometry, Algebra 2</td>
</tr>
<tr>
<td>April 17–May 12, 2017</td>
<td>Computer-Based: Algebra 1, Geometry, Algebra 2</td>
</tr>
<tr>
<td>July 10–21, 2017</td>
<td>Computer-Based: Algebra 1, Geometry, Algebra 2</td>
</tr>
</tbody>
</table>

* Spring administration only; students retaking the FSA Algebra 1 EOC in Fall, Winter, or Summer participate in the regular EOC administration.

Revised: 07/29/16
## FLORIDA STATEWIDE ASSESSMENT PROGRAM
### 2016–2017 SCHEDULE

### Next Generation Sunshine State Standards (NGSSS) Assessments

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>October 10–14, 2016</td>
<td>Paper-Based Accommodations: FCAT 2.0 Reading Retake</td>
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<tr>
<td>October 10–21, 2016</td>
<td>Computer-Based: FCAT 2.0 Reading Retake</td>
</tr>
<tr>
<td>March 27–31, 2017</td>
<td>Paper Based Accommodations: FCAT 2.0 Reading Retake</td>
</tr>
<tr>
<td>March 27–April 7, 2017</td>
<td>Computer-Based: FCAT 2.0 Reading Retake</td>
</tr>
<tr>
<td>May 1–5, 2017</td>
<td>Paper-Based: Grades 5 and 8 Science</td>
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</table>

### End of Course Assessments

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>September 12–16, 2016</td>
<td>Paper-Based Accommodations: Algebra 1 Retake, Biology 1, Civics, U.S. History</td>
</tr>
<tr>
<td>November 28–December 9, 2016</td>
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</tr>
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<td>July 10–14, 2017</td>
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<tr>
<td>September 12–23, 2016</td>
<td>Computer-Based: Algebra 1 Retake, Biology 1, Civics, U.S. History</td>
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<tr>
<td>November 28–December 16, 2016</td>
<td></td>
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<tr>
<td>July 10–21, 2017</td>
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</tr>
<tr>
<td>March 27–31, 2017</td>
<td>Paper-Based Accommodations: Algebra 1 Retake</td>
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<td>March 27–April 7, 2017</td>
<td>Computer-Based: Algebra 1 Retake</td>
</tr>
<tr>
<td>April 17–May 12, 2017</td>
<td>Paper-Based Accommodations: Biology 1, Civics, U.S. History</td>
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<td>April 17–May 19, 2017</td>
<td>Computer-Based: Biology 1, Civics, U.S. History</td>
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Revised: 05/06/16
## FLORIDA STATEWIDE ASSESSMENT PROGRAM
### 2016–2017 SCHEDULE

<table>
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<tr>
<th>Dates</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>August–October, 2016</td>
<td>Florida Kindergarten Readiness Screening (FKRS) (\text{Administered within the first 30 instructional days of the school year})</td>
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<tr>
<td>August 2016–June 2017</td>
<td>Florida Assessments for Instruction in Reading (FAIR) (\text{optional – K-12})</td>
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<tr>
<td>September–December, 2016</td>
<td>Preliminary ACT (PreACT)</td>
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<tr>
<td>October 15 and 19, 2016</td>
<td>Preliminary SAT/National Merit Scholarship Qualifying Test (\text{PSAT/NMSQT})</td>
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<tr>
<td>November 2, 2016</td>
<td>National Assessment of Educational Progress (NAEP) (\text{Reading, Mathematics, and Writing: Grades 4 and 8}) (\text{Civics, Geography, U.S. History: Grade 8})</td>
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<tr>
<td>January 30–March 10, 2017</td>
<td>Accessing Comprehension and Communication in English State-to-State for English Language Learners (\text{ACCESS for ELLs 2.0}) (\text{Alternate ACCESS for ELLs})</td>
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<tr>
<td>January 30–March 24, 2017</td>
<td>Florida Standards Alternate Assessment (FSAA) – Performance Task (\text{Grades 3–8}) (\text{English Language Arts and Mathematics}) (\text{Grades 4–8 Writing}) (\text{Grades 5 and 8 NGSSS Science}) (\text{End-of-Course Assessment (Civics)})</td>
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<tr>
<td>February 27–April 14, 2017</td>
<td>Florida Standards Alternate Assessment (FSAA) – Performance Task (\text{Grades 9–10}) (\text{English Language Arts}) (\text{Grades 9 and 10 Writing}) (\text{End-of-Course Assessments (Algebra 1, Biology 1, Geometry, U.S. History)})</td>
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<td>March 13–April 28, 2017</td>
<td>Florida Standards Alternate Assessment (FSAA) – Datafolio (\text{Grades 3–10}) (\text{English Language Arts – Reading &amp; Writing}) (\text{Grades 3–8 Mathematics}) (\text{Grades 5 and 8 NGSSS Science}) (\text{End-of-Course Assessments (Algebra 1, Biology 1, Civics, Geometry, U.S. History)})</td>
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<td>Data Collection Periods:</td>
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<td>September 2016, November 2016, and February 2017</td>
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<tr>
<td>May 2017</td>
<td>Advanced Placement (AP) Exams</td>
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Revised: 05/06/16
### Florida’s Transition to Computer-Based Testing for Statewide Assessments 2014–18

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<tbody>
<tr>
<td><strong>Florida Standards Assessments</strong></td>
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<tr>
<td>Grade 3 ELA*</td>
<td>PBT</td>
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<td>1st year CBT</td>
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<td>Grade 3 Mathematics</td>
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<td>1st year CBT</td>
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<td>Grade 4 ELA**</td>
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<td>Grade 4 Mathematics</td>
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<td>Grade 5 ELA**</td>
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<tr>
<td>Grade 5 Mathematics</td>
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<td>Grade 6 ELA**</td>
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<td>Grade 7 ELA**</td>
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<td>Grade 10 ELA</td>
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<td>Algebra 1 EOC</td>
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<td>Geometry EOC</td>
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<td>Algebra 2 EOC</td>
<td>New CBT</td>
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</table>

**Next Generation Sunshine State Standards (NGSSS) Assessments**

<table>
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<th></th>
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<tbody>
<tr>
<td>Grade 5 Science</td>
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<tr>
<td>Grade 8 Science</td>
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<tr>
<td>Algebra 1 EOC (retake)</td>
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<tr>
<td>Geometry (retake)</td>
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<tr>
<td>FCAT 2.0 Reading Retake</td>
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<td>NLA</td>
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<tr>
<td>FCAT Mathematics Retake</td>
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<td>NLA</td>
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<tr>
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<tr>
<td>Civics EOC</td>
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<td>U.S. History EOC</td>
<td>CBT</td>
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</tbody>
</table>

* Grade 3 ELA—PBT Reading Component only (no Writing Component).
** Grades 4–7 ELA—Reading Component is CBT; Writing Component is PBT.

ELA = English Language Arts  PBT = Paper-based test  CBT = Computer-based test
EOC = End-of-Course  NLA = No longer administered

Updated November 2015
STATE MANDATED STANDARDIZED TESTS

What is FSA (Florida Standards Assessment)?
The Florida Standards Assessment is the foundation of the statewide educational assessment and accountability program. The FSA includes assessments in the following areas:

- English Language Arts (ELA) including Writing in grades 4-11
- Mathematics for students in grades 3-8
- Algebra 1, Geometry, Algebra 2 for appropriate grade levels (EOC’s)
- Science for students in grades 5 and 8

What are the changes Florida Students will see and the benefits to students?
The FSA will be aligned to the new Florida Standards, adopted by the State Board of Education in February 2014. The new test will provide a more authentic assessment of the Florida Standards because it will include more than multiple choice questions. Students will be asked to create graphs, interact with test content and write and respond in different ways than on traditional tests. New question types will assess students’ higher-order thinking skills in keeping with the higher expectations of the Florida Standards.

What is measured by FSA?
The FSA will measure each child’s progress and achievement on the Florida Standards in English Language Arts, Mathematics and Science.

When do students take the FSA?
- FSA ELA Writing in March.
- FSA ELA and Mathematics in March - May. Ask a teacher, principal, or school counselor for the exact testing dates or see the District’s Assessment schedule on the previous page.

How can students prepare for the FSA?
Teachers should prepare students for success on the FSA by teaching the Florida Standards and providing our students with opportunities to develop more critical and analytical thinking skills.

End of Course Exams
Students enrolled in specific subjects will be required to take a state end-of-course exam (EOC). These exams are aligned to the Florida Standards. The exams that will be assessed through the FSA are high school Algebra 1, Geometry, and Algebra 2. As the state continues to transition to full implantation of the Florida Standards, the following end-of-course exams (EOC) will continue to be aligned with the Next Generation Sunshine State Standards (NGSSS) Assessments – Algebra 1 EOC Retakes, Biology 1, Civics, Geometry EOC Retakes, US History.
On July 1, 2012, four organizations with long histories of service to Florida's public colleges and universities came together to form an exciting new academic support organization: the Florida Virtual Campus (FLVC).

Section 1006.73, Florida Statutes, establishes the Florida Virtual Campus to provide access to online student and library support services, and to serve as a statewide resource and clearinghouse for technology-based public postsecondary education distance learning courses and degree programs. FLVC's services to the students, faculties, and staff of the state's public colleges and universities include:

- Support for Florida's ever-growing population of distance learners and institutions offering online courses and degrees.
- Online academic advising services to help students identify the requirements of their chosen degree.
- A variety of tools used by staff at college and university libraries to provide services to their students and faculties.
- Online access to the library holdings of all Florida public colleges and universities, including electronic resources such as full-text journals, databases, and eBooks.
- Support and training for college and university students and staff using the services of FLVC.

For more information about the former organizations and the services that they bring to FLVC, visit the links to their legacy sites below. These sites will temporarily remain active during this transitional period as FLVC works to expand its online resources.

- College Center for Library Automation
- Florida Center for Library Automation
- Florida Distance Learning Consortium

COLLEGE & CAREER READINESS

Students starting out in college or a career need to be well prepared. While high school students are earning credits toward graduation, they can also be preparing to enter college or a career field by taking the right courses.

The College & Career Readiness Evaluation shows currently enrolled public high school students the course requirements for various graduation plans and their individual progress towards meeting those requirements. Students' transcript courses and grades, GPA, and assessments, such as the PERT, are included. Florida’s College and Career Readiness information and website is [https://www.floridashines.org/go-to-college/get-ready-for-college-careers](https://www.floridashines.org/go-to-college/get-ready-for-college-careers).

Additional Resources

- Postsecondary Education Readiness Test (PERT)
- Pathways to Success College & Career Readiness (PDF)
GRADUATION REQUIREMENTS BY GRADE LEVEL

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

What are the diploma options?
Students must successfully complete one of the following diploma options:
- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?
Students must pass the following statewide assessments:
- Grade 10 ELA (or AC/SAT concordant score)
- Algebra I end-of-course (EOC) and the results constitute thirty percent of the final course grade* or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)
- Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade*. These assessments are in the following subjects:
  - Geometry
  - Biology I
  - U.S. History
  - Algebra II (if enrolled)

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

What is the credit acceleration program (CAP)?
This program allows a student to earn high school credit if the student passes an advanced placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:
- Algebra I
- Biology I
- Geometry
- Algebra II
- U.S. History

What are the graduation requirements for students with disabilities?
Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTS) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).
- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 5.5 credit via paid employment.
- Certain students may earn a special diploma.

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Students must earn a 2.0 grade point average on a 4.0 scale.

Florida Department of Education
Revised April 2016
### Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must:
- Earn 1 credit in Algebra II;
- Earn 1 credit in statistics or an equally rigorous mathematics course;
- Pass the Biology I EOC;
- Earn 1 credit in chemistry or physics;
- Earn 1 credit in a course equally rigorous to chemistry or physics;
- Pass the U.S. History EOC;
- Earn 2 credits in the same world language; and
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.

A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student:
- Takes the respective AP, IB or AICE assessment; and
- Earns the minimum score to earn college credit.

### Merit Diploma Designation

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

### What are the requirements for standard diploma designations?

### What are the public postsecondary options?

#### State University System

Admission into Florida’s public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida’s public universities, a first-time-in-college student must meet the following minimum requirements:
- High school graduation with a standard diploma
- Admission test scores
- 16 credits of approved college preparatory academic courses
  - 4 English (3 with substantial writing)
  - 4 Mathematics (Algebra I level and above)
  - 3 Natural Science (2 with substantial lab)
  - 3 Social Science
  - 2 World Language (sequential, in the same language)
- 2 approved electives

[http://www.fldogov/fga/college/planning](http://www.fldogov/fga/college/planning)

#### The Florida College System

The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor’s degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.

[http://www.flo.edu/collegesystem/index.html](http://www.flo.edu/collegesystem/index.html)

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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.

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

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

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

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- Physical education is not required
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The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit [http://www.floridastudentfinancialaid.org/SSFAH/](http://www.floridastudentfinancialaid.org/SSFAH/).

### Where is information on financial aid located?

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

Revised April 2016
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Revised April 2016
What are the requirements for standard diploma designations?

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

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Revised April 2015
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<th>Where is information on financial aid located?</th>
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<tr>
<td>The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <a href="http://www.floridascholarship.org/">http://www.floridascholarship.org/</a>.</td>
</tr>
</tbody>
</table>

Revised April 2016
Students Entering Grade Nine in the 2016-2017 School Year
Academic Advisement Flyer—What Students and Parents Need to Know

What are the diploma options?
Students must successfully complete one of the following diploma options:
- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?
Students must pass the following statewide assessments:
- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) and the results constitute thirty percent of the final course grade
- Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:
  - Biology I
  - U.S. History
  - Geometry
  - Algebra II (if enrolled)
*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

What is the credit acceleration program (CAP)?
This program allows a student to earn high school credit if the student passes an advanced placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:
- Algebra I
- Biology I
- Geometry
- U.S. History

What are the graduation requirements for students with disabilities?
Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).
- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

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

<table>
<thead>
<tr>
<th>Credits</th>
<th>English Language Arts (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>ELA I, II, III, IV</td>
</tr>
<tr>
<td></td>
<td>ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One of which must be Algebra I and one of which must be Geometry.</td>
</tr>
<tr>
<td></td>
<td>Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One of which must be Biology I, two of which must be equally rigorous science courses.</td>
</tr>
<tr>
<td></td>
<td>Two of the three required credits must have a laboratory component.</td>
</tr>
<tr>
<td></td>
<td>An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).</td>
</tr>
<tr>
<td></td>
<td>An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1 credit in World History</td>
</tr>
<tr>
<td></td>
<td>1 credit in U.S. History</td>
</tr>
<tr>
<td></td>
<td>.5 credit in U.S. Government</td>
</tr>
<tr>
<td></td>
<td>.5 credit in Economics with Financial Literacy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Fine and Performing Arts, Speech and Debate, or Practical Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To include the integration of health</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Credit Physical Education*</td>
</tr>
</tbody>
</table>

*Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/ccd.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Online Course</td>
</tr>
</tbody>
</table>

Students must earn a 2.0 grade point average on a 4.0 scale.

Revised April 2016
What are the requirements for standard diploma designations?

<table>
<thead>
<tr>
<th>Scholar Diploma Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the 24-credit standard high school diploma requirements, a student must:</td>
</tr>
<tr>
<td>- Earn 1 credit in Algebra II (must pass EOC);</td>
</tr>
<tr>
<td>- Pass the Geometry EOC;</td>
</tr>
<tr>
<td>- Earn 1 credit in statistics or an equally rigorous mathematics course;</td>
</tr>
<tr>
<td>- Pass the Biology I EOC;</td>
</tr>
<tr>
<td>- Earn 1 credit in chemistry or physics;</td>
</tr>
<tr>
<td>- Earn 1 credit in a course equally rigorous to chemistry or physics;</td>
</tr>
<tr>
<td>- Pass the U.S. History EOC;</td>
</tr>
<tr>
<td>- Earn 2 credits in the same world language; and</td>
</tr>
<tr>
<td>- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>- Takes the respective AP, IB or AICE assessment; and</td>
</tr>
<tr>
<td>- Earns the minimum score to earn college credit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Merit Diploma Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet the standard high school diploma requirements</td>
</tr>
<tr>
<td>Attain one or more industry certifications from the list established per section 1003.492, Statutes (F.S.).</td>
</tr>
</tbody>
</table>

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

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

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

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

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4292(3)(a)-(e), F.S.).

Where is information on Bright Futures Scholarships located?

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

What are the public postsecondary options?

<table>
<thead>
<tr>
<th>State University System</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
<tr>
<td>- High school graduation with a standard diploma</td>
</tr>
<tr>
<td>- Admission test scores</td>
</tr>
<tr>
<td>- 16 Credits of approved college preparatory academic courses</td>
</tr>
<tr>
<td>- 4 English (3 with substantial writing)</td>
</tr>
<tr>
<td>- 4 Mathematics (Algebra I level and above)</td>
</tr>
<tr>
<td>- 3 Natural Science (2 with substantial lab)</td>
</tr>
<tr>
<td>- 3 Social Science</td>
</tr>
<tr>
<td>- 2 World Language (sequential, in the same language)</td>
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<td><a href="http://www.flo.edu/forstudents/jaining">http://www.flo.edu/forstudents/jaining</a></td>
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The Florida College System

The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor’s degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.

[http://www.flc.edu/schools/higher-ed/#college-system/index.html](http://www.flc.edu/schools/higher-ed/#college-system/index.html)

Career and Technical Centers

Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career and Technical Centers](http://www.floridastudentfinancialaid.org/)

Where is information on financial aid located?

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

Revised April 2016
BRIGHT FUTURES SCHOLARSHIP REQUIREMENTS

The Florida Bright Futures Scholarship Program’s purpose is to reward students for their academic achievements during high school by providing funding to attend postsecondary education in Florida.

Florida Academic Scholar (FAS) and Florida Medallion Scholar (FMS) Awards

<table>
<thead>
<tr>
<th>Type</th>
<th>16 High School Course Credit</th>
<th>High School Weighted GPA</th>
<th>ACT / SAT Score</th>
<th>Service Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida Academic Scholars (FAS)</td>
<td>4 – English (3 must include substantial writing) 4- Mathematics (at or above Algebra 1 level) 3- Natural Science (two must have substantial laboratory)</td>
<td>3.50</td>
<td>29/1290</td>
<td>100 hours</td>
</tr>
<tr>
<td>Florida Medallion Scholars (FMS)</td>
<td>3 – Social Science 2 – World Language (sequential, in same language)</td>
<td>3.0</td>
<td>26/1170</td>
<td>75 hours</td>
</tr>
</tbody>
</table>

**FAS** – Optional qualification criteria earn the AICE Diploma; or complete the AICE curriculum **plus** earn a 1290 SAT or 29 ACT, or be a National Merit or Achievement Scholar or Finalist, or be a Hispanic Scholar; **plus** 100 community service hours.

**FMS** – Optional qualification criteria complete the IB curriculum **plus** earn an 1170 SAT or 26 ACT; or complete the AICE curriculum **plus** earn an 1170 SAT or 26 ACT; or be a National Merit or Achievement Scholar or Finalist; or be a Hispanic Scholar with no documented community service hours; **plus** 75 community service hours.

Academic courses taken in excess of the 16 academic credits (up to a total of 18 total credits) will be included if the grades improve the student’s GPA.

**Gold Seal Vocational Scholars (GSV) Award**

Requirements include the following:

16 core credits required for high school graduation

- 4 English
- 4 mathematics (including Algebra 1)
- 3 natural science
- 1 Fine OR identified Practical Art; OR .5 credit in each
- 1 physical education (to include integration of health)

3.0 weighted GPA in the 16 core credits required for graduation*

A minimum of 3 career and technical education credits in 1 vocational program taken over at least 2 academic years with an unweighted 3.5 GPA in those courses

Test Scores – Students must earn the minimum score listed below on each section of the College Placement Test (CPT), SAT, or ACT (test sections cannot be combined)

- PERT: Reading 106/Writing 103/Math 114 **OR**
- SAT: Reading 440/Math 440 (Information at [http://www.collegeboard.org](http://www.collegeboard.org)) **OR**
- ACT: English 17/Reading 19/Math 19 (Information at [http://www.act.org](http://www.act.org))
30 community service hours

* College or career preparatory diplomas may be used to qualify for GSV, with appropriate career and technical education electives.

**Gold Seal CAPE Scholars (GSC) Award – New for 2016-17 HS Graduates**

Award can be used only to fund a career education or certificate program. Upon completion of an associate in science (AS) degree program that articulates to a Bachelor of Science degree, the GSC scholar may also receive an award for a maximum of 60 credit hours toward a bachelor of applied science degree program.

Eligibility Requirements:
- General requirements for Bright Futures;
- 5 postsecondary credit hours through CAPE industry certifications which articulate for college credit
- 30 community service hours


**Postsecondary Options**

**State University System (SUS) Minimum Admissions Requirements**

Admission into Florida’s public universities is competitive. Acceptance is determined by enrollment limitations and the qualifications of the freshmen applicant pool. 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 in summer 2011 or later must meet the following minimum requirements:

- High school graduation with a standard diploma
- Admission test scores
- 16 credits of college preparatory academic courses – see Bright Futures requirements (FAS and FMS)
- 2 approved electives

The high school GPA is calculated by the university using a 4.0 scale from grades earned in high school academic core courses (additional weights may be assigned for grades in AP, dual enrollment, honors, IB diploma program, AICE program, and other advanced courses).

Although the potential for academic success is primary, many other factors may be considered in reviewing a student’s application for admission. These may include, but are not limited to, a combination of test scores and GPA that indicates potential for success, improvement in high school record, family educational background, socioeconomic status, graduation from a low–performing high school, graduation from an IB program, geographic location, military service, special talents or abilities, or other special circumstances.

For more information on individual Florida public universities, visit [http://www.fldoe.org/schools/higher-ed/fl-college-system/academic-student-affairs/admissions.shtml](http://www.fldoe.org/schools/higher-ed/fl-college-system/academic-student-affairs/admissions.shtml)
EXCEPTIONAL STUDENT EDUCATION (ESE)
GUIDE FOR EVALUATION, ELIGIBILITY / ESE PLACEMENT

In Florida, children who have special learning needs are called exceptional students. Exceptional students include students who are gifted and students with disabilities. The special help these students are given at school is called exceptional student education (ESE). The purpose of ESE is to help each child with an exceptionality to progress in school and prepare for life after school. Exceptional student education services may include special teaching methods and materials. Decisions about a child’s ESE services are made by a team. The child’s parents are part of this team. This process is based on federal/state requirements.

I. Introduction
This outline is designed as a guide to describe evaluation, eligibility, individual educational plan (IEP) and placement procedures for Exceptional Student Education (ESE) programs in Okaloosa County Schools. It is intended to explain procedures and safeguards mandated by PL 101-476 Individuals with Disabilities Act (IDEA), PL 99-457 (birth to three year olds) and PL99-456 (three to five year olds).

II. Procedural Safeguards
Procedural Safeguards are rights extended to parents to assure that they are informed about how decisions are made regarding their children. A copy of this document, which explains these rights in more detail, is on the district website and provided to parents at every IEP meeting. Parents should contact their child’s school or appropriate preschool contact person if they have any questions about procedures or their safeguards.

III. Pre-referral
The pre-referral process begins at the child’s school when the parent or school personnel suspect that a child might have special learning needs. Referral only occurs after observations of the child’s needs have been documented, school-based interventions have been implemented and conferences with the parents have been held to discuss the problems or interventions. Upon written consent of the parent, screenings will be conducted to assure that the child has the adequate vision, hearing, speech and language needed to perform optimally during evaluation. Screening tests may also assess intellectual ability, academic functioning (excluding PreK), and behavior. The screeners will be conducted by qualified professionals. This information may adequately answer the concerns parents have about their child and the process may end at this point.

IV. Referral
The referral is the process whereby a written request is made for a formal evaluation of students who are suspected of needing special programs. The referral is multi-faceted and information in the referral is discussed at Multi-Tiered Systems of Support (MTSS) team meetings. When the MTSS team determines that additional evaluation(s) are needed, the school counselor or MTSS Coordinator will prepare the referral packet for the school psychologist. A completed referral packet should include a copy of the in-school referral, a copy of PMP/MTSS Monitoring, copies of consent, copies of screening results and copies of any educational achievement instruments that have been taken by the student. The school psychologist will review the referral and, if complete, will accept the referral.

Note: Discussion of referrals for suspected articulation issues must be included in MTSS team meetings and will be managed by the school’s Speech/Language Pathologist.

V. Evaluation
Evaluation is a method of collecting information about a student’s individual strengths and weaknesses. It may be used to help make decisions in determining if a child has an educational disability and is eligible for an Exceptional Student Education Program. “Exceptional” means having an educational disability or gifted abilities as defined by state criteria. Evaluation may include giving individual tests, observing the student, reviewing records and work samples, and talking with the student and/or his parents. These evaluations will be completed by qualified professionals. Services provided by the School Psychology staff will comply with ethical standards adopted by the National Association of School
Psychologists and the Florida Association of School Psychologists. The test administrator(s) will be included on the “Invited” side of all initial eligibility meetings to explain results of the assessment and to provide input for the team (which includes parents) to consider.

1. The following types of tests may be administered to a child during the evaluation process:

a. **Tests of Intellectual Functioning** – These tests are used to measure general intelligence. Tests most often used are: Age appropriate Wechsler Scale, Kaufman Assessment Battery for Children, Stanford-Binet Intelligence Scale, Differential Ability Scales, Kaufman Adolescent and Adult Intelligence Scale, Universal Nonverbal Intelligence Test. Other tests may be used as appropriate.

b. **Tests of Developmental Functioning** – These instruments assess the current developmental functioning of infants and children. Tests most often used are: Bayley Scales of Infant Development and Battelle Developmental Inventory. Other tests may be used as appropriate.

c. **Tests of Academic Achievement** – These tests evaluate the student’s skills in reading, spelling, math, written language, general knowledge and content areas. Tests most often used are: Woodcock-Johnson IV Tests of Achievement, Wechsler Individual Achievement Test, Woodcock Reading Mastery Tests, Key Math. Other tests may be used as appropriate.

d. **Tests of Learning Processes** – These tests are used to measure a student’s learning strengths and weaknesses in specific cognitive processes. Tests most often used are: Woodcock Johnson IV Tests of Cognitive Ability, Comprehensive Test of Phonological Processing, Beery Buktenica Developmental Test of Visual-Motor Integration, Test of Language Development, and Test of Adolescent Language. Other tests may be used as appropriate.

e. **Scales of Adaptive Behavior** – These tests are used to assess personal and social independence. Tests most often used are: Adaptive Behavior Assessment System, Vineland Adaptive Behavior Scales. Other tests may be used as appropriate.

f. **Social History** – Parent perspective of their child’s psychological, social, and/or physical development. Consult with ESE Staffing Specialist as to which social history is applicable.

g. **Behavior Checklist** – These behavioral rating scales are used to measure individual student behavior, to include a variety of internalizing and externalizing behaviors, as well as behaviors consistent with an autism spectrum disorder. Tests most often used are: Autism Spectrum Rating Scale, Gilliam Autism Rating Scale, Childhood Autism Rating Scale and Behavior Assessment System for Children, which may include a child or adolescent self-report.

h. **Speech Evaluation** -
   1. Speech Sound Disorders- the assessment of articulation is a measure of speech and sound production. Tests most often used are: Goldman-Fristoe Test of Articulation, Hodson Assessment of Phonological Patterns, Photo Articulation Test, oral motor exam, conversational sample and other tests as deemed appropriate.
   2. Fluency Disorders- Test of fluency measure whether there is a significant stuttering behavior present. Tests most often used are: Stuttering Severity Instrument and structured speech sample.
   3. Voice Disorders- This requires a referral by a physician.

i. **Language Evaluation** – These test measure the ability to understand spoken language and to verbally express thoughts. Tests most often used are: Clinical Evaluation of Language Fundamentals (CELF), Comprehensive
Assessment of Structured Language (CASL), Test of Language Development (TOLD), Test of Pragmatic Language (TOPL) and other tests as deemed appropriate.

j. **Motor/Physical Evaluation** – The assessment of fine and gross motor skills. Tests used are determined by the occupational therapist and physical therapist.
   
   **Note:** OT and PT are related services and a current ESE disability/Gifted eligibility is required. Consult ESE Staffing Specialist for the process.

k. **Other** – Additional evaluations (such as a functional vision or hearing assessment, sensory evaluations, etc.) as deemed necessary and appropriate the MTSS Team.

**VI. Eligibility**

Following the evaluation(s), a meeting will be held to discuss the evaluation results. Included in this meeting may be an ESE Staffing Specialist, a School Psychologist, and school based staff, to include, the student’s classroom teacher and exceptional education teachers as needed. Parents are considered part of the team and will be invited to participate in the meeting. At this meeting it will be determined if the student meets State Board of Education Rules (SBER), Rule 6A-6.03411.FAC for exceptional student education placement and/or related services.

1. Programs for which a child may be staffed eligible:
   
   a. **Autism Spectrum Disorder (MIS 1233)** The Autistic program serves students with severe pervasive disorders of communication, social relationships, and adaptive which may impact academic achievement, despite interventions provided through the MTSS process.
   
   b. **Developmentally Delayed** – The Developmentally Delayed program serves students who have mild delays in one or more areas of development. This program serves children ages 3-6.
   
   c. **Dual Sensory Impaired (MIS 1233)** The Dual Sensory Impaired Program serves students with hearing and visual impairments.
   
   d. **Emotional/Behavioral Disabilities (MIS 1233)** The Emotional/Behavioral Disabilities Program serves students with persistent emotional and behavioral issues, which significantly interfere with academic achievement and social skills development, despite interventions provided through the MTSS process.
   
   e. **Gifted (MIS 1197)** The Gifted Program serves students K-12 whose abilities require enrichment or acceleration beyond that offered in a regular program.
   
   f. **Hearing Impaired (MIS 1233)** The Hearing Impaired Program serves students with mild to severe hearing losses who are experiencing learning difficulties because of the hearing loss.
   
   g. **Hospital/Homebound (MIS 1102, MIS 6282, MIS 6314)** The Hospital/Homebound Program serves students who are recommended by a physician due to acute/catastrophic/chronic medical conditions that preclude full time attendance.
   
   h. **Intellectual Disabilities (MIS 1233)** The Intellectual Disabilities Program serves students with significant cognitive deficits.
   
   i. **Language Impaired (MIS 4335)** Language therapy or classroom academic support is provided to students with language deficits that impact the child’s ability to understand spoken language and to express thoughts, and present with poor academic achievement, despite interventions provided through the MTSS process.
j. **Occupational Therapy** – The Occupational Therapy Program serves students who require a specially prescribed program for occupational therapy in order to benefit from special education. This is a related service for students with a primary eligibility.

k. **Orthopedically Impaired** *(MIS 1233)* There is evidence of an orthopedic impairment that adversely affects the student’s performance in an educational environment.

l. **Other Health Impairment** *(MIS 1233)* There is evidence of a health impairment, as verified by Physician Statement *(MIS 1100)*, that results in reduced efficiency in school work and adversely affects student’s academic performance in an educational environment.

m. **Physical Therapy** – The Physical Therapy Program serves exceptional students who require a specially prescribed program for physical therapy in order to benefit from special education. This is a related service for students with a primary eligibility.

n. **Specific Learning Disabilities** *(MIS 4333)* The Specific Learning Disabilities Program serves students with learning disabilities not due to intellectual deficits, sensory impairment, or lack of educational opportunity, but who present with poor academic achievement, despite interventions provided through the MTSS process.

o. **Speech Impaired** *(MIS 4335)* Speech therapy is provided to students with speech and sound production errors, and fluency and voice disorders. **These students must be brought up during the MTSS process.**

p. **Traumatic Brain Injury** *(MIS 1233)* This applies to a mild, moderate, or severe open or closed head injury, as verified by a physician’s report that adversely affects educational performance. The term includes anoxia due to trauma. The term does not include brain injuries that are congenital, degenerative, or induced by birth trauma.

q. **Visually Impaired** *(MIS 1233)* The Visually Impaired Program serves students with visual impairments, who are experiencing learning difficulties because of the impairment.

### VII. IEP Plan/Placement

If a student is eligible for exceptional student education services, an individual educational plan (IEP) will be designed to meet his/her educational needs. The IEP will include the student’s current levels of performance, goals and objectives as well as services and / or related services. Placement options are discussed with the IEP team and the parent’s written consent for initial placement will be requested.

A student’s individual educational plan must be reviewed annually or more frequently as requested by parents or school staff.

### VIII. Re-Evaluation

A formal re-evaluation discussion (requiring completion of Consent for Formal Individual Re-evaluation, *(MIS 1139)*) will occur at least every three years. This is a process whereby information about a student is gathered and reviewed to determine the need for continuation in exceptional student education/specific services. Before consent to re-evaluate a student is signed by the parent, the school psychologist should, at a minimum, review the student’s record. The school psychologist must be invited to any meeting when re-evaluation testing is being discussed. Professionals who provide related services (speech/language, OT, PT) must also be consulted and invited to this meeting, as well.
REFERRAL CHECKLIST SAMPLE

Documentation of General Education Interventions (Minimum 2 Required)
- One of the interventions must be the PMP and the provision of remedial instruction for a reasonable period of time (4-6 weeks) if the problem subject can result in retention
- If the problem subject area cannot result in retention, then PMP is not specifically required prior to referral, but still must clearly document the 2 general education interventions attempted
- There must be evidence of pre- and post-intervention measures of the academic and/or behavioral concerns
- Interventions must match purpose of referral, i.e., academic strategies for academic difficulties, behavioral strategies for behavior difficulties, etc.
- Examples of Interventions include but are not limited to: PMP, supplemental academic instruction; change in student’s class schedule or teacher; change in instructional strategies or techniques; interventions provided by student services personnel or state or community agencies, etc.
- Interventions must be initiated prior to In-School Referral

Documentation of Parent Conferences
- At least 2 – to discuss academics/behavior – not results of testing. Student’s response to intervention must also be documented as part of the conference notes

Consent for Screening MIS 4226
- Vision and hearing, language and speech screenings required. Vision and hearing always required.
- Screenings must be conducted and passed prior to referral
- May skip achievement and IQ screenings if parent requested formal evaluation regardless of screening outcome – document on referral
- May skip speech/language screenings if parent requested formal LGI/SPI evaluation regardless of screening outcome – document on referral

In-School Referral (4-pg.) MIS 1233
- Observations must be made by at least two people, one of whom is the student’s teacher, and in more than one situation. Observations must pertain to the specific behavior indicating the need for referral.

Informed Notice and Consent for Evaluation MIS 1138
- Date parent signed Consent (MIS 1138) must be after Team signed Disposition I on 4-pg. In-School Referral
- Formal evaluations cannot begin prior to signed parent consent on the MIS 1138

Screenings
- Results of Vision/Hearing Screening
- Results of Language/Speech Screening
- Results of Intellectual and Achievement Screening
- All evaluations that were consented for on MIS 1138 (e.g., Psychological report, Language evaluation, FBA, etc., depending on reason for referral/suspected disability)
### MTSS Referral Checklist Sample

**PMP**

**Documentation of Parent Conferences** – At least 2 – to discuss academics/beha
or. Student’s response to interventions attempted must also be documented as part of the conference notes.

**Vision and hearing screenings**

**Observation #1** (*by School Psychologist*)

**Observation #2** (*by Counselor or other Team member*)

**Documentation of any educationally relevant medical findings**

- [ ] Attached
- [ ] None

**Consent form(s)** – signed by parent for any screenings or formal evaluations requested

- [ ] Attached
- [ ] None

**Results of any screening done** (IQ, LGI, achievement, etc)

- [ ] Attached
- [ ] None

**Results of any formal evaluations completed** (IQ, LGI, achievement, etc)

- [ ] Attached
- [ ] None

**Intervention Summary** – Core, Targeted, and Intensive levels – include detail of instruction intervention, implementer, duration/frequency for each Tier and each intervention within a Tier, fidelity support (e.g., teacher log showing student attendance at sessions), and student’s response to each intervention (*documented in psychological report*)

**School Attendance Card**

**Teacher Log for Tier II** - showing student attendance at Targeted intervention sessions

**Teacher Log for Tier III** - showing student attendance at Intensive intervention sessions

**Performance Discrepancy** – Analysis/summary of MTSS data showing student performance compared to:

- [ ] State
- [ ] District
- [ ] School
- [ ] Class
- [ ] SES Group
- [ ] Peer Group #2

**Graph showing student rate of progress** – chart detailing intervention intensity, rate of progress, expected rate of progress/trend line (*documented in psychological report*)
CONSIDERATION OF THE FOLLOWING ESE ELIGIBILITIES REQUIRE COMPLETION OF
MIS 1233 (IN-SCHOOL) REFERRAL

AUTISM SPECTRUM DISORDER (asd)
Dual sensory Impaired (dsi)
Intellectual Disabilities (ind)
defaf / hard of hearing (hi)
other health impaired (OHI)
orthopedically impaired (oi)
traumatic brain injury (tbi)
visually impaired (vi)

*REFER TO SP&P/ESF STAFFING SPECIALIST FOR DETAIL OF FORMAL EVALUATIONS REQUIRED FOR CONSIDERATION OF SPECIFIC ESE ELIGIBILITIES

Instructions for Completing In-School Referral (MIS 1233)

First Observation:
Rate the student’s strengths and needs. This is done by the classroom teacher. Describe the presenting problem as specifically as possible.

Second Observation:
This observation is done by a person other than the classroom teacher. It is best to make the observation in a situation where the problem behavior described above can be evidenced. For example, if the issue is reading comprehension, an observation in the cafeteria may not be appropriate. However, if additional pertinent information is observed, please include that also.

School/Home Communication:
Two documented parent conferences that address the presenting problem are required before the referral is begun. Document these on the School/Home Communication Report (MIS 6245).

School Based Interventions:
Interventions, specific to MTSS guidelines, implemented over a reasonable time frame designed to address the presenting problem are required. If the interventions are successful, there is no need for a referral. These interventions must be implemented before the referral is initiated. These interventions are to be documented through the progress monitoring process, to include: Identification of Student Needs, Responsibilities, Progress Monitoring, MTSS Plan: Progress Monitoring. Dates and outcome are important.

Sensory Screening (vision, hearing, speech and/or language):
This must be completed within one calendar year prior to the referral. Deficits must be corrected before testing can be initiated (Informed Notice of Individual Assessment to Assist in the Intervention Process, MIS 4226). *504 Procedural Safeguards must be provided to the parent.

Review of Records:
Document the most recent data in the child’s record, (i.e: Diagnostic testing, grades, scores on District/Statewide Testing.)

Medical Information, Attendance, Retention, Infractions of Student Code of Conduct: These categories are self-explanatory.
Disposition I: This section has two options.
A. The committee may meet and decide to implement further interventions. For example, a new computer program may be available to the child or a mentor could be available for emotional support or tutoring. Add additional interventions to the Progress Monitoring Plan and sign the section at the top.
B. The committee may decide that the interventions have not modified the presenting problem and suspect that the child has a handicapping condition. Write in the questions that need to be answered by the evaluation process and sign below them. The questions to be answered are related to intelligence, academic levels, adaptive levels, processing strengths and weaknesses, attention deficits, or behavior that interferes with learning (Informed Notice and Consent for Formal Individual Evaluation, MIS 1138). *IDEA procedural safeguards must be provided to the parent.

Disposition II:
This section is completed only after the evaluation and report are completed and the decision has been made to go to an eligibility/ineligibility determination.
### First Observation

<table>
<thead>
<tr>
<th>Learning and Behavior Characteristics</th>
<th>Strength</th>
<th>Need</th>
<th>N/A</th>
<th>Learning and Behavior Characteristics</th>
<th>Strength</th>
<th>Need</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking questions in class appropriately</td>
<td></td>
<td></td>
<td></td>
<td>Reading Content Material</td>
<td></td>
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<tr>
<td>Class Discussion</td>
<td></td>
<td></td>
<td></td>
<td>Reading Specific Information</td>
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<tr>
<td>Following Directions</td>
<td></td>
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<td>Remembering</td>
<td></td>
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<tr>
<td>Getting Started</td>
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<td></td>
<td>Social Skills</td>
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<tr>
<td>Independent Work Skills</td>
<td></td>
<td></td>
<td></td>
<td>Staying on Task</td>
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<tr>
<td>Learning from Demonstrations</td>
<td></td>
<td></td>
<td></td>
<td>Study Skills &amp; Learning Strategies</td>
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<td></td>
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<tr>
<td>Learning from Oral Presentations</td>
<td></td>
<td></td>
<td></td>
<td>Taking Notes</td>
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</tr>
<tr>
<td>Learning from Tape Recordings</td>
<td></td>
<td></td>
<td></td>
<td>Thinking Skills</td>
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<tr>
<td>Listening</td>
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<td></td>
<td>Transferring Information or Skills</td>
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<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td>Understanding Content Vocabulary</td>
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<tr>
<td>Oral Expression</td>
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<td>Working In Groups</td>
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<tr>
<td>Organization</td>
<td></td>
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<td>Writing</td>
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<tr>
<td>Paying Attention</td>
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<td>Other</td>
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</tbody>
</table>

Describe the presenting problem:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Signature: ____________________________ Date: ____________________________

### Second Observation

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Setting</th>
</tr>
</thead>
</table>

Narrative of behavior observed: (may attach MIS 6246)

Signature/Title ____________________________ Date ____________________________

### School/Home Communication:

Attach MIS 6245 documenting at least two parent contacts designed to address area of concern for this student.

### Progress Monitoring Plan:

Attach a copy of PMP documenting at least two specific interventions designed to address area of concern for this student.
Student’s Name_______________________________________

SENSORY SCREENING (within one calendar year prior to evaluation date)

VISION     Date______________  Pass___Fail ___  Glasses?____

HEARING    Date_______________   Pass___Fail___ Hearing Aid?____

SPEECH/LANGUAGE    Date_______________   Pass___Fail___ In Therapy?____

REVIEW OF RECORDS (may attach MIS 6247)

Previous Assessment Data from Educational Records

<table>
<thead>
<tr>
<th>Area</th>
<th>Date</th>
<th>Instrument</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
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<tr>
<td>Process</td>
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<td>Adaptive</td>
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<tr>
<td>Intellectual</td>
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<tr>
<td>Social/Behavioral</td>
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MEDICAL INFORMATION

<table>
<thead>
<tr>
<th>Date</th>
<th>Diagnosis</th>
<th>Treatment</th>
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ATTENDANCE

Number of days enrolled this school year___________
Number of absences___________  Reason________________________________________
Number of tardies ____________  Reason________________________________________

RETENTION

Has this student ever been retained? _____Yes _____No  Grade (s) repeated______________________

INFRACTIONS OF STUDENT CODE OF CONDUCT

Does this student have infractions? _____Yes _____No  (If yes, attach copy)
Recurring discipline issues are:____________________________________________________________
### DISPOSITION I

The committee consisting of the members documented below met on ______________ (date) and recommended additional interventions to address the identified problem area. See attached PMP.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>(Name)</td>
<td>Referring Teacher</td>
</tr>
<tr>
<td>(Name)</td>
<td>Principal</td>
</tr>
<tr>
<td>(Name)</td>
<td>Guidance Counselor</td>
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<tr>
<td>(Name)</td>
<td>School Psychologist</td>
</tr>
<tr>
<td>(Name)</td>
<td>Parent</td>
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</tbody>
</table>

The committee consisting of the members documented below met on ______________ (date) and requested formal individual evaluation.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>(Name)</td>
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<td>(Name)</td>
<td>School Psychologist</td>
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<tr>
<td>(Name)</td>
<td>Parent</td>
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</tbody>
</table>
The committee consisting of the members documented below met on ______________________ and reviewed the following evaluation and referral information: (Date)

**REFERRAL INFORMATION** (required documentation):
- First Observation
- Second Observation
- School/Home Communication Reports
- Review of Records
- Record of Interventions
- Sensory Screenings
- Other ________________

**EVALUATION INFORMATION:**
- Educational Assessment (s)
- Intellectual Assessment (s)
- Psychological Process Assessment (s)
- Adaptive Assessment (s)
- Developmental Assessment (s)
- Behavioral Assessment (s)
- Personality Assessment (s)
- Social History
- Speech Assessment (s)
- Language Assessment (s)
- Motor/Physical Assessment (s)
- Sensory Evaluation (s)

**OTHER INFORMATION:**
- Academic Progress
- Attendance Report
- Discipline Report
- Medical Information
- Other ________________
- Learner Strength/Needs Report (MIS 6249)

The committee requests:
- Additional interventions based on assessment results
- Eligibility/Ineligibility Staffing by school-based committee
- Eligibility/Ineligibility Staffing by district ESE Department

<table>
<thead>
<tr>
<th>(Name)</th>
<th>Referring Teacher</th>
<th>(Name)</th>
<th>(Title)</th>
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<tr>
<th>(Name)</th>
<th>Principal</th>
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<th>(Title)</th>
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<tr>
<th>(Name)</th>
<th>Guidance Counselor</th>
<th>(Name)</th>
<th>(Title)</th>
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<tr>
<th>(Name)</th>
<th>School Psychologist</th>
<th>(Name)</th>
<th>(Title)</th>
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<tr>
<th>(Name)</th>
<th>Parent</th>
<th>(Name)</th>
<th>(Title)</th>
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OTHER REQUIREMENTS FOR CERTAIN ESE ELIGIBILITIES

Prior to conducting a meeting to determine eligibility/ineligibility for SPECIFIC LEARNING DISABILITY (SLD), MIS 4333 (pg. 1) is completed by the MTSS Coordinator.

MIS 4333 Response to Intervention Coversheet for Written Summary – Specific Learning Disability

Meeting Date: This is the date the IEP team meets to determine eligibility/ineligibility for Exceptional Student Education (ESE) services.

Demographic Information: Fill in with the appropriate information.

Identified AREA(S) OF CONCERN: Explain the specific area(s) of concern (e.g., decoding skills, reading fluency, computation, math problem solving, etc.) which necessitated additional interventions through the provision of MTSS strategies.

Observation(s): Document observation(s) of student performance. Observations should be made in more than one situation and by more than one person, one of whom is the school psychologist. Behavioral observations must pertain to the specific academic skill(s) indicating the need for additional intervention through the MTSS process.

Educationally Relevant Medical Findings: List, if any, otherwise “None.”

Diagnostic Assessment Results: List results of any screenings and/or formal evaluations completed throughout the MTSS process, as well as any previously completed or independent screening/evaluative scores that may be relevant.

Intervention Summary: “Instruction Intervention,” “Implementer,” and “Duration/Frequency” at the Core, Targeted, and Intensive levels will be detailed through the psychological report (i.e., it is acceptable to write “see psychological report” in these blocks).

“Fidelity Support” – List type (e.g., attendance card, fidelity logs, lesson plans, etc.) and attach documentation.

“RtI Response” – Mark as appropriate.

Performance Discrepancy: Include detailed analysis/summary of target student’s performance relative to State, District, School (e.g., grade level), Class, SES Group, and Peer Group #2 (e.g., gender, remediation group, etc.) Assessment instruments used for comparison of target student to comparison groups should be standardized to ensure objectivity and may include but are not limited to: DEA, FCAT, Cold Reads, etc. Attach relevant data.

Rate of Progress: Attach graph(s) showing student’s rate of progress in response to each area of academic intervention. Chart will detail intervention intensity, rate of progress, and expected rate of progress/trend line. Graph showing student response to Tier III intervention(s) must be attached at a minimum, though documentation/data showing student response to intervention should be attached for all tiers. Graph will be included with/attached to psychological report detailing student response to MTSS strategies implemented (i.e., it is acceptable to write “see psychological report” in this block).

Statement of Need: Detail student’s priority educational skill need(s), as determined through student response to MTSS interventional strategies, as necessary to remediate the existing performance discrepancy and support the student’s achievement of the required benchmarks.

MIS 4333 Response to Intervention Coversheet for Written Summary – Specific Learning Disability (P. 2)
Drafted by ESE Staffing Specialist and completed by IEP team at meeting.
Prior to conducting a meeting to determine eligibility for LANGUAGE IMPAIRED (LGI), MIS 4335 (pg. 1) is completed by Speech/Language Pathologist

MIS 4335 Response to Intervention Coversheet for Written Summary – Language Impairment

Meeting Date: This is the date the IEP meets to determine eligibility/ineligibility for Exceptional Student Education (ESE) services.

Demographic Information: Fill in with the appropriate information.

Identified AREA(S) OF CONCERN: Explain the specific area(s) of concern (e.g., social interaction, listening comprehension, reading comprehension, phonological processing, written expression, or oral expression) which necessitated additional intervention through the provision of MTSS strategies.

Observation(s): Document observation(s) of student performance. Observations should be made in more than one situation and by more than one person, one of whom is the speech/language pathologist. Behavioral observations must pertain to the specific area(s) of concern indicating the need for additional intervention through the MTSS process.

Educationally Relevant Medical Findings: List, if any, otherwise “None.”

Diagnostic Assessment Results: List results of any screenings and/or formal evaluations completed throughout the MTSS process, as well as any previously completed or independent screening/evaluative scores that may be relevant.

Note: Completion of a formal language evaluation is required prior to determination of eligibility as Language Impaired.

Intervention Summary:
For non-language based intervention strategies, “Instruction Intervention,” “Implementer,” and “Duration/Frequency” at the Core, Targeted, and Intensive levels will be detailed through the psychological report (i.e., it is acceptable to write “see psychological report” in these blocks).

For language based interventions, “Instruction Intervention,” “Implementer,” and “Duration/Frequency” at the Core, Targeted, and Intensive levels will be detailed directly on p. 1 of MIS 4335 Response to Intervention Coversheet for Written Summary – Language Impairment.

Fidelity Support” – List type (e.g., attendance card, fidelity logs, lesson plans, etc.) and attach documentation.

RtI Response” – Mark as appropriate.

Performance Discrepancy: Include detailed analysis/summary of target student’s performance relative to State, District, School (e.g., grade level), Class, SES Group, and Peer Group #2 (e.g., gender, remediation group, etc.). Assessment instruments used for comparison of target student to comparison groups should be standardized to ensure objectivity and may include but are not limited to: DEA, FCAT, Cold Reads, etc.

Attach relevant data.

Rate of Progress: Attach graph(s) showing student’s rate of progress in response to each area of language and/or academic intervention. Chart will detail intervention intensity, rate of progress, and expected rate of progress/trend line. Graph showing student response to Tier III intervention(s) must be attached at a minimum, though documentation/data showing student response to intervention should be attached for all tiers.

Graph detailing student response to non-language based intervention strategies will be included with/attached to psychological report detailing student response to non-language based intervention strategies implemented [i.e., it is acceptable to write “see psychological report” in this block for the non-language intervention(s)].

Graph detailing student response to language based intervention strategies will be included with/attached to p. 1 of MIS 4335 Response to Intervention Coversheet for Written Summary – Language Impairment.
**Statement of Need:** Detail student’s priority language/educational skill need(s), as determined through student response to MTSS interventional strategies, as necessary to remediate the existing performance discrepancy and support the student’s achievement of the required benchmarks.

**MIS 4335 Response to Intervention Coversheet for Written Summary – Language Impairment (P. 2)**
Drafted by ESE Staffing Specialist and completed by IEP team at meeting.

**HOSPITAL / HOMEBOUND (HH):**

Consideration of eligibility for the Hospital / Homebound program will be considered following completion of the following required documents:

1) **MIS 6282** Parental Agreement (* to be completed by parent/guardian)
2) **MIS 6314** Medical Referral Form (* to be completed by student’s licensed, treating physician)
3) AS400 screens: 313, 315, current 614, current 702 to be forwarded to the ESE Staffing Specialist for processing.
GIFTED

In Florida, children who have special learning needs are called exceptional students. Exceptional students include students who are gifted and students with disabilities. The special help these students are given at school is called exceptional student education (ESE). The purpose of ESE is to help each student with an exceptionality to progress in school and prepare for life after school. Exceptional student education services may include special teaching methods and materials. Decisions about a student’s ESE services are made by a team. The child’s parents are part of this team. Below is a basic explanation of the ESE process for students who are gifted. This process is based on state requirements.

REFERRAL FOR INDIVIDUAL EVALUATION

A referral is a request for an individual evaluation of a student who is suspected of needing ESE/Gifted services. Some students are referred because their needs are not being met in the general classroom or consideration of state or district assessments and classroom grades. Once a student is referred, consent for screening is obtained from the parent. The student is then given a screening assessment. A score of 127 or higher on the screening assessment moves the student forward to formal evaluation with a school psychologist. It is the procedure of the Okaloosa County School District’s Student Services Department that a student only be screened once per calendar year.

INDIVIDUAL EVALUATION

An individual evaluation is a way of collecting information about a student’s learning needs, strengths, problems, and interests. The evaluation may include tests, observations, interviews, or other ways of gathering information. In order for a student to be individually evaluated, the parent or guardian must give written consent.

ELIGIBILITY DETERMINATION

After the evaluation, the school holds a meeting called an eligibility staffing. The team at the eligibility staffing discusses the information collected about the student. Then the team determines whether the student is eligible for ESE/Gifted services.

If the student is eligible for Gifted services, the team will develop an educational plan (EP) for the student. The EP team documents the student’s present levels of performance, establishes goals for the child, and decides which special services and supports the child needs in order to make progress and achieve his or her goals.

The parent is asked to give written consent for the child to begin to receive Gifted services.

DEVELOPMENT OF A NEW EP

EPs are multi-year in duration. Prior to the duration date, the EP team meets to discuss the student’s progress and to develop a new EP. A student’s needs may change more frequently and the EP team may meet sooner. The child’s services can only be changed during an EP meeting. Note: Programs for students with disabilities are also part of ESE. However, the process for serving students with disabilities is not the same as the process described above. For more information, contact the school’s ESE Staffing Specialist for ESE/Gifted procedures.

Consideration of eligibility as Gifted requires MIS 1197 (P. 1) In-School Referral for Candidates for the Gifted Program.

DEMOGRAPHIC INFORMATION: Fill in with appropriate information

ENROLLMENT IN OTHER EXCEPTIONAL EDUCATION PROGRAMS: Mark/List as appropriate

STATEMENT OF NEED: Write a statement indicating that the student demonstrates a need for a special education program such as Gifted

STATEMENT OF NONACADEMIC PERFORMANCE: Check as appropriate
**MEDICAL ANALYSIS:** List/explain any pertinent medical findings reported in the student’s health records or through parent contact

**AVAILABLE PSYCHOEDUCATIONAL INFORMATION:** Indicate scores of screenings/tests recorded in the student’s cumulative folder

**IN-SCHOOL GUIDANCE COMMITTEE MEETING/INITIAL:**

**INITIAL DISPOSITION:** If referring a student for formal evaluation, check as appropriate, date, and obtain signatures of relevant team members before or concurrent to obtaining consent for formal evaluation

**CONCLUDING REFERRAL/DISPOSITION:** To be completed subsequent to completion of formal evaluations. Check as appropriate, date, and obtain signatures of relevant team members before turning over referral and evaluation documentation for consideration of ESE eligibility.

*Refer to your school psychologist for details of formal evaluations required for consideration of Gifted eligibility.
I. **SECTION 504: WHAT IS IT AND WHAT DOES IT REQUIRE?**

"Section 504" is short for Section 504 of the Rehabilitation Act of 1973. It is an anti-discrimination law that was enacted in 1973. In essence, Section 504 provides that:

No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. 29 U.S.C. § 794.

In general, the intent of Section 504 is to prohibit discrimination solely on the basis of disability and to afford equal access for individuals with disabilities to all programs, activities and benefits offered by federal fund recipients, such as school systems. With respect to educational services, the 504 regulations require a “free appropriate public education” to be provided that is defined as the provision of regular or special education and related aids and services that are designed to meet the educational needs of a student with a disability as adequately as the educational needs of nondisabled students are met. 34 C.F.R. § 104.33.

In 1977, the U.S. Department of Education issued regulations in order to clarify obligations under Section 504. These regulations can be found at 34 C.F.R § 104 and their requirements have been incorporated into the procedures contained in this Manual.

II. **WHAT "PROGRAMS OR ACTIVITIES" ARE COVERED BY SECTION 504?**

All of the programs or activities operated by the School Board of Okaloosa County are subject to the antidiscrimination provisions of Section 504. Students with disabilities, therefore, cannot be discriminated against within the school environment or with respect to any school activities. As part of ensuring that equal access is afforded to students with disabilities, school personnel may be required to provide some of them with educational accommodations in accordance with the procedures herein that are necessary to ensure that the student’s educational needs are met as adequately as those of nondisabled students.

III. **WHO IS A STUDENT WITH A DISABILITY UNDER SECTION 504?**

504 regulations provide definitions relevant to whether a student is disabled under Section 504.

A. **Who is protected under Section 504?**

An individual with a disability under Section 504 is defined as any person who:

1. Has a physical or mental impairment that substantially limits one or more major life activities.
2. Has a record or history of such impairment.
3. Is regarded as having impairment.

For purposes of making 504 determinations, the pertinent questions are:

1. Whether the student is disabled because he/she has a physical or mental impairment that substantially limits a major life activity; and
2. If so, whether the student needs 504 services in order that his/her educational needs are met as adequately as those of nondisabled students.
It could be that a student is found to have a disability, but is not in need of services because his/her educational needs are being met as adequately as those of nondisabled students. In other cases, a student may be disabled and in need of 504 educational services that will be determined and reflected in a 504 Plan.

In making the determination as to whether a student has a disability (question 1. above), it is important to note that the positive effects of any medications or other measures that are being used by the student are not considered. For instance, a student with ADHD who is on medication may not exhibit any symptoms but still may be disabled when the medication’s effects are not considered. However, the positive effects of such measures can be considered when determining whether the student needs educational services and a 504 Plan (question 2. above).

B. What about persons with a “record of” or those “regarded as” having an impairment?

Students cannot be discriminated against because of a record of or history of having a disability or because the School System regards a student as disabled. For example, a student who has a history of cancer that has been successfully treated could not be excluded from extracurricular activities based solely upon his “record of” cancer, if the student is otherwise qualified to participate in a certain activity. Similarly, a student who tests positive with the HIV virus could not be excluded from school because he is “regarded as” disabled by school personnel, even though he presently has no condition that is substantially limiting a major life activity.

C. What is a "physical or mental impairment"?

A physical or mental impairment is:

1. any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or

2. any mental or psychological disorder.

D. What are "major life activities”?

"Major life activities" include, but are not limited to, activities such as caring for self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking and communicating, and the operation of major bodily functions. The major life activity affected and how it manifests itself in a school environment is particularly important in determining what accommodations a student may need in order to equally access a program or activity.

E. What is a "substantial limitation"?

Several courts have found that a student does not have a disability simply because an impairment prevents a person from performing a particular activity in a better or in the best way. Rather, a student's ability to perform a major life activity is to be compared to the ability of the average student to perform the same activity or skill. Thus, if the major life activity of “learning” is at issue, the fact that a student is making passing or even below average grades is a factor to consider in determining whether the student truly has a disability. Of course, any student who could perform better in the area of learning than he/she actually is, for whatever reason, should be provided extra assistance by school personnel, including the provision of an AIP or other appropriate instructional assistance. However, a student does not need to be considered “disabled” to receive such assistance. Only where a student truly meets the definition of an “individual with a disability” does Section 504 come into play.
F. Are students who are receiving ESE/special education services covered by Section 504?

Obviously, students with disabilities that are found to substantially limit a major life activity such as learning, reading, concentrating or thinking are generally evaluated and found eligible for and are educated through the special education/ESE process contemplated by the Individuals with Disabilities Education Act (IDEA) and are provided ESE services through an IEP. As students with disabilities, ESE students, therefore, are protected against disability discrimination under Section 504, but their learning needs require more than regular education accommodations under Section 504.

Where a student is suspected of having a condition that substantially limits a major life activity like learning, school personnel should first follow the process of referring and evaluating the student for ESE consideration to determine whether a disability exists and whether the student more than accommodations are required. After the referral process is complete and evaluations are conducted, if the student is found not eligible for ESE services, then a referral needs to be made to consider whether there is a physical or mental impairment that constitutes a disability under Section 504 and, if so, whether the student may need some services set out in a Section 504 Plan.

G. What are some examples of students who may be covered under Section 504 but are not covered by the IDEA?

Students who may need accommodations or other services under Section 504 (to ensure that their educational needs are met as adequately as the needs of nondisabled students) but who are not in need of ESE services under IDEA may include the following:

1. Alcoholics or drug addicted students, if they are not currently engaging in the illegal use of drugs;
2. Students with diseases, such as AIDS, tuberculosis or Hepatitis-B;
3. Students with medical conditions, such as juvenile rheumatoid arthritis, asthma, severe allergies, diabetes, heart disease, epilepsy or Attention Deficit Hyperactivity Disorder (ADHD);
4. Students who are physically disabled but not in need of ESE services, such as a student with cerebral palsy who needs a special desk or a student who needs only catheterization or some other school health service; or
5. Students with temporary disabilities, such as students with broken limbs or students otherwise injured in accidents.

H. Is every student dismissed from an ESE program automatically covered under Section 504?

Every student dismissed from ESE is not automatically a student with a disability covered under Section 504. However, when a student is dismissed from ESE, the staffing specialist or ESE designee must notify the school-based Section 504 Coordinator in order to ensure a smooth transition and to ensure that the student’s once-recognized disability does not begin again to adversely affect educational performance such that a 504 disability is recognized, 504 accommodations or services are needed, or a referral for ESE services is indicated.

I. Is every student referred for an ESE evaluation and found ineligible automatically covered under Section 504?

When a student is evaluated and found ineligible for ESE services, this does not mean that he or she is automatically disabled under Section 504. However, the staffing specialist or ESE designee must notify the school-based Section 504 Coordinator of the determination of ineligibility so that the school-based
committee can meet and ensure that the student is not a student with a disability under Section 504 and/or in need of accommodations or other services under Section 504.

IV. SCHOOL DISTRICT'S GENERAL COMPLIANCE PROCEDURES

A. District Assurance

The Okaloosa County School District must provide to the U.S. Department of Education written assurance of nondiscrimination as a condition of the receipt of federal funds. Such an assurance is signed annually by the Superintendent.

B. Appointment of District Section 504 Coordinator

The District must appoint a Section 504 Coordinator. The Okaloosa County School District’s 504 Coordinator is:

The Program Director, Student Intervention Services
Teri Schroeder, M.Ed, BSN, RN; 504 Compliance Officer
120 Lowery Place, S.E.
Fort Walton Beach, Florida 32548
Phone: 850-833-3108
Fax: 850-833-3112

C. Appointment of School-based Section 504 Coordinator

Each school principal shall appoint a school-based Section 504 Coordinator who will be charged with following the procedures contained in this Manual.

D. Informal Grievance Procedures

The District maintains informal grievance procedures to resolve complaints of discrimination under Section 504. These grievance procedures are contained in Appendix C of this Manual.

E. Impartial Hearing Procedures

The district maintains formal impartial hearing procedures with respect to complaints concerning any action regarding the identification, evaluation or educational placement of a student under Section 504. Applicable procedures are contained in Appendix D of this Manual.

F. Notice of Nondiscrimination

The District must provide notice to students and parents of its nondiscrimination policy. The notice contains the name of the compliance officer and is posted in each school. The Director of Student Services is responsible for ensuring that this requirement is met. In addition, students and their parents must be notified annually of the district’s responsibilities under Section 504. This requirement will be met by incorporating this notice in the Code of Student Conduct and/or the Student Handbook for each school.

G. Notice of Parent Rights under Section 504

Parents of students with disabilities are to be provided with notice of any action taken regarding the identification, evaluation or educational placement of their child and are to receive Notice of their rights under Section 504. This is accomplished through the use of and provision of appropriate forms, including the Notice of Parent Rights under Section 504, as well as the publication of the Rights in the Code of Student Conduct and/or the Student Handbook for each school.
Amendments were added in 2008 to the Rehabilitation Act of 1973, including Section 504, which contained additional major life activities and mitigating circumstances to take into consideration when determining eligibility. Hopefully, the answers contained here will be helpful to you when planning for students requiring services under Section 504.

1. **How does the Rehabilitation Act of 1973 define a “person with disabilities?”**
   The Rehabilitation Act of 1973 defines a person with disabilities as any person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having an impairment.

2. **Which students are considered “Disabled” under Section 504**
   A student is “disabled” under the Section 504 regulations if the student meets any one of the three “prongs” of eligibility listed in 35 CFR 104.3(j)(1), as follows:  
   (i) has a physical or mental impairment which substantially limits one or more major life activities  
   (ii) has a record of such an impairment, or  
   (iii) is regarded as having such an impairment.

3. **What are considered major life activities that may be impacted to trigger a possible Section 504 eligibility?**
   Prior to the amendments, the following major life activities under consideration were:  
   - caring for oneself, walking, seeing, hearing, speaking, breathing, learning, working, performing manual tasks.  
   The amendments added the following:  
   - eating, standing, lifting, bending, reading, concentrating, thinking, sleeping.

4. **What does “substantial limitation” mean?**
   Section 504 does not provide an operational definition of “substantial limitation”; however, this term has been interpreted to mean “significantly restricted as to the condition, manner, or duration under which the student can perform a particular major life activity as compared to the condition, manner, or duration under which the average student of the same age/grade level in the general population can perform the same major life activity”. (29CFR 1630.2(j)(2))

5. **How could the expanded life activities impact the student in the school environment?**
   An example provided by FLDOE demonstrated a narrower focus. Students who can learn to read despite a reading impairment (dyslexia, for example) are more likely to demonstrate substantial limitation as the impact of the impairment is viewed with respect to a smaller range of skills. A student with dyslexia who was able to learn (due to compensatory skills and extra work) may not have been eligible prior to ADAAA; but after the ADAAA, may be substantially limited in her ability to read (as opposed to her ability to learn).
6. **What situations may result in consideration of Section 504 eligibility?**

The following situations may result in consideration of Section 504 eligibility: When a parent or teacher initiates a request; When a disability is suspected; When a student exhibits a chronic health condition; When a student exhibits persistent academic, learning, or behavioral problems and traditional behavior management approaches (including MTSS support) have been ineffective; When a student exhibits behaviors that result in suspension or expulsion and traditional behavior management approaches have been ineffective; When a student is evaluated but not eligible for a disability under IDEA (i.e. the student is not sufficiently disabled to meet eligibility criteria or is not in need of special education).

Disqualification under IDEA does not necessarily mean that the student will be eligible for Section 504, as the student may not, in fact, have impairment but may be struggling for non-disability reasons.

7. **What if a student is being successful in the classroom due to services or things provided to the student or used by the student to decrease the impact of impairment?**

Congress created a new ADAAA rule addressing the impact of mitigating measures during the evaluation. Mitigating measures are services or things provided to the student or used by the student to decrease the impact of impairment, such as: medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses); prosthetics, hearing aids, cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; learned behavioral or adaptive neurological modifications.

The ADAAA mitigating measures rule provides that “the determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures. In short, the Section 504 team must screen out the positive impact of mitigating measures.”

However, the Section 504 team must review all data to determine if the student is in need of accommodations via a 504 plan.

8. **Would a student be disqualified from a Section 504 Plan if s/he is doing well in school?**

To qualify for a Section 504 plan, a student’s disability need not impact his/her academic performance or his/her ability to attend class. So long as the student has a mental or physical impairment that substantially limits one or more of his/her major life activities, s/he may be eligible for Section 504 benefits. The amendments take into consideration the “whole child”.

9. **Is medical documentation required for initial eligibility or continuation of services?**

The Section 504 regulations include no requirement that the district must have a medical evaluation in order to determine a child eligible under Section 504. The result of an OCR complaint from 1992 is as follows: If a public agency believes that a medical evaluation by a licensed physician is needed as a part of the evaluation to determine whether a child suspected of having ADD meets eligibility criteria, the school district must ensure that this evaluation is conducted at no cost to the parents. In other words, if the school feels that medical documentation is necessary to determine if the child’s education or access to education is being substantially limited, the school must be prepared to cover the cost.

10. **What documentation is needed for initial eligibility?**

Eligibility must not be based on a single piece of evaluation data. The school should draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior.
11. Can a student be dismissed from Section 504?

Yes. Once a student no longer meets eligibility requirements, the Section 504 committee can dismiss him/her from Section 504. The student does, however, continue to receive protection under Section 504 because he/she has a record of a disability. No further Section 504 meetings are required for this child following dismissal, unless the school believes that he/she is again eligible for services.

12. Can a student have an IEP and a Section 504 plan?

Typically, a student will have either a Section 504 plan or an IEP. A student receiving special education services is covered under Section 504. All information about the student should be written into the IEP. On rare occasions, a student may have both, usually as a result of a parent request.

13. Are the Section 504 forms available in Spanish?

The Section 504 Manual and all forms are in Spanish. Remember to have an interpreter available for meetings with parents who require this service.

14. Can a parent demand that Section 504 provide services rather than IDEA for his/her IDEA eligible child?

OCR has rejected this demand. When a child qualifies under IDEA, the District satisfies the provisions of Section 504 by developing and implementing the IEP under IDEA.

15. What about teachers who refuse to implement accommodations in a student's Section 504 plan?

The student’s accommodation plan is what federal law requires to be done in the classroom. A teacher who refuses to accommodate as required by the plan is in violation of federal law.

16. What about students who refuse to use their accommodations?

Districts can’t force students to use the accommodations provided in their Section 504 plans. However, teachers should use due diligence in documenting the frequency that the accommodations are provided to the student.

17. When a student moves into the district with an existing Section 504 plan, what is the new district's duty?

When a student with a Section 504 plan moves in, the District’s obligation is to provide a free appropriate public education (FAPE). Best practice is to replicate the student’s services until teachers gain experience with the student. After a few weeks, conduct a reevaluation and make changes as necessary.

18. What is the school required to do when a request for a Section 504 plan is received?

The school must take the request seriously and follow the procedures to determine eligibility or ineligibility for a Section 504 plan. This includes appropriate documentation of a Referral, Authorization for Release of Information (if needed), Physician’s Statement (if available), Notice of Meeting, Evaluation Information, Eligibility Determination, Notice of Parental Rights, Accommodation Plan, Parental Input and Meetings Form. If an eligible student is referred due to discipline issues, a Manifestation Determination/ Course of Action must also be completed.
OKALOOSA COUNTY SCHOOL DISTRICT
STUDENT INTERVENTION SERVICES
504 PROCEDURES CHECKLIST FOR DETERMINING DISABILITY AND PROVIDING 504 SERVICES

Student Name: ___________________________________________  Date: _____________________

☐ Referral — Referral should be made when there is reason to believe or reason to suspect that a student may be a student with a disability in need of special services under Section 504. A referral may be initiated by parents, school personnel or the student. The referral form must be completed and forwarded to the local school's 504 Coordinator (MIS 6310). If the student has already been referred and evaluated for ESE but was found ineligible, proceed with 504 consideration of a disability and need for 504 services.

  o Where a student's disability is clearly observable and a physical accommodation is clearly needed, no formal meeting or review of information is necessary. Provide immediate accommodations needed and notify the student's parents by letter from the school principal/designee. (MIS 6311). For such students, the process is complete once the letter has been sent to the parents, along with a copy of the Notice of Parent Rights under Section 504. Where the student's condition requires a Health Plan, the process for developing and providing a Health Plan should be followed, and the process is complete once the parents are provided with a copy of the Notice of Parent Rights under Section 504.*

☐ Authorization for Release of Information — If information from an outside provider or other person/agency is needed to determine existence of physical or mental condition, ask parents to sign Authorization for Release. (MIS 1103)

☐ Physician's Statement - If medical information is needed to determine existence of condition or how it impacts major life activities, Physician's Statement is completed by the student's physician. (MIS 3371)

☐ Notice of 504 Meeting — Once sufficient data has been collected to indicate a possible disability or need for 504 services, the Notice of 504 Meeting (MIS 6312) shall be sent to the parents of the student and school invitees should be notified of the meeting. Enclose Notice of Parent Rights along with Notice of Meeting.

☐ Disability and 504 Services Determinations — School 504 Committee will meet to determine existence of disability and whether 504 services are needed. Disability and 504 Plan Determination Form (MIS 3373) will be completed and a copy provided to parents or mailed if they choose not to attend meeting.

☐ Parental Input and Meeting Form (MIS 6349)

☐ Notice of Parent Rights under Section 504 must always be provided to parents or mailed if they do not attend the meeting.

NOTE: If it is found that student does not have a disability, procedure is complete when copies of documentation and Notice of Parent Rights are provided to the parents.

☐ 504 Plan — Where student is found disabled and in need of 504 services, a Plan will be developed (MIS 4190). Copies of all documentation shall be provided to the parents and originals will be kept in the school folder.

☐ 504 Plan Implementation — All staff responsible for providing accommodations or other 504 services must be notified of their responsibilities for immediate implementation. At any time appropriate, the Plan or a student’s continuing need for 504 services should be reviewed. It is best practice to review the disability determination and Plan at least annually. Use the Notice of Meeting (MIS 6312) to notify parents, and if changes are made to the disability determination or the 504 Plan, provide the parents with a copy of all relevant documentation and a copy of the Notice of Parent Rights under Section 504.

*It is important to note that a Health Plan is an Accommodation Plan for purposes of Section 504. Thus, it is assumed that these students are students with disabilities and, therefore, are protected against disability discrimination. For this reason, their parents must be provided with Notice of Parent Rights under 504 at least annually.
OKALOOSA COUNTY SCHOOL DISTRICT
STUDENT INTERVENTION SERVICES
SECTION 504 REFERRAL

Student’s Name:________________________________________  DOB:________________________________________

School:_______________________________________________

Your relationship to the student:_____________________________________________________________________

Describe the student’s physical or mental condition about which you are concerned:
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

Describe how the physical or mental condition affects a major life activity of the student:
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

______________________________________________________

Signature                                                                                               Date

Date form received by the school-based 504 Coordinator:________________________________________

Signature of school-based 504 Coordinator:___________________________________________________________

The school-based 504 Coordinator will consider this referral and gather additional information where appropriate, including any medical information that is needed. Where medical or other information is needed, parent(s) will be asked to authorize release of information. Once sufficient information is gathered, it will be evaluated and reviewed by the 504 Committee.
## SECTION 504 EVALUATION/REEVALUATION REVIEW MEETING

This 504 Meeting is being held on: [ ] at:

(Day/Date) (Time)

The following have been provided to the parent/guardian:

<table>
<thead>
<tr>
<th>Date Sent</th>
<th>Sent By</th>
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<tbody>
<tr>
<td>Notice of 504 Meeting</td>
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<tr>
<td>Notice of Parent Rights under Section 504 of the Rehabilitation Act of 1973</td>
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Parent/guardian responded to Section 504 Meeting notice as follows: [ ] Will attend [ ] Will not attend [ ] No Response

Reason for Section 504 Meeting:

- [ ] Initial Section 504 Evaluation Review Meeting
- [ ] Re-evaluation Review Meeting

## EVALUATION DATA COLLECTED AND REVIEWED

(complete as applicable to the student)

### OBSERVATION DATA
(attach observation form(s), if applicable)

### ACHIEVEMENT DATA
List Most Recent Achievement Test Scores (if available)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade Tested</th>
<th>Current Grade</th>
<th>Percentiles</th>
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</thead>
<tbody>
<tr>
<td>Reading Vocabulary</td>
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<tr>
<td>Reading Comprehension</td>
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<tr>
<td>Mathematics</td>
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<td>Language Arts</td>
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<tr>
<td>Other</td>
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</tbody>
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This student’s achievement test scores:

- [ ] have been higher each year
- [ ] have stayed about the same each year
- [ ] have become worse each year
- [ ] have suddenly dropped
- [ ] data not available
Current Grades

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<th>Subject</th>
<th>Grade</th>
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**This student's grades:**

- [ ] have improved each year
- [ ] have stayed about the same each year
- [ ] have become worse each year
- [ ] have suddenly dropped
- [ ] data not available

**Compared with most of the other students in this student's class, this student's grades:**

- [ ] are better
- [ ] are about the same
- [ ] are worse
- [ ] data not available

**Has this student been retained?**

- [ ] If yes, at which grade level(s):

**BEHAVIORAL DATA**

Does this student have behaviors that disrupt or adversely affect the education of the student or others? If so, describe those behaviors. If behaviors resulted in disciplinary action within the past year, please describe (or attach relevant documentation):

**HOME LANGUAGE SURVEY**

**English Language Learner:**

- [ ] Yes
- [ ] No

If yes, is this student's language contributing to the student's lack of achievement in school?

- [ ] Yes
- [ ] No

**VISION/HEARING INFORMATION**

<table>
<thead>
<tr>
<th>Vision</th>
<th>Hearing</th>
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<tr>
<td>Screening Date</td>
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<td>Screening Results</td>
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</table>
EVIDENCE OF A PHYSICAL OR MENTAL CONDITION

YES  NO  

Does the student have a documented physical or mental impairment or health condition? If YES, describe and attach supporting medical documentation, health plan or other information:

SCHOOL ATTENDANCE INFORMATION

YES  NO  

Does the student have school attendance problems, e.g., truancy or excessive tardiness? If YES, explain and attach relevant documentation:

OTHER RELEVANT EVALUATIVE INFORMATION CONSIDERED

SECTION 504 DISABILITY AND 504 PLAN DETERMINATION

A. Disability Determination

Based on evaluation data drawn from a variety of sources as documented above, the Section 504 Committee answers the following questions to determine whether the student is a student with a disability under Section 504:

1. Does the student have a physical or mental impairment?  
   YES  NO

If NO, the student is not a student with a disability under 504. Move to Section B and check box #1. If YES, describe/identify the impairment:
2. Does the physical or mental impairment substantially limit a major life activity? (In making this determination, the Committee should determine whether, as a result of the physical or mental impairment, the student can perform a particular major life activity in a manner comparable to most students of the same age/grade level. When making this determination, the Committee must make its decision without considering the positive effects of mitigating measures currently in use by the student and must make its decision as if the student were not using mitigating measures (such as medication; equipment, prosthetics or appliances; low-vision devices (not including ordinary eyeglasses or contact lenses); hearing aids and cochlear implants or other implantable hearing devices; mobility devices; oxygen therapy equipment and supplies; assistive technology; reasonable accommodations or auxiliary aids or services; and learned behavioral or adaptive neurological modifications). In addition, the fact that the impairment is episodic or currently in remission does not preclude a finding of disability if the impairment would substantially limit a major life activity when active).

☐ YES  Major life activity substantially limited: _______________  ☐ NO

If NO, the student is not a student with a disability under 504. Move to Section B and check box #1. If YES, describe documentation or other information that supports the finding of a substantial limitation:

☐ For Initial Evaluation check section B

☐ For reevaluation/annual review check section C

B. Determination of Need for 504 Plan

Based upon all evaluative information reviewed and answers to the above questions, it is the determination of the Section 504 Committee that:

CHECK ONE:

1. ☐ The student is not disabled because there is no physical or mental impairment that substantially limits a major life activity and a 504 Plan is not required.

2. ☐ The student is disabled because there is a physical or mental impairment that substantially limits a major life activity and services are needed in order that the student’s educational needs are met as adequately as those of nondisabled peers. A 504 Plan will be developed.

3. ☐ The student is disabled because there is a physical or mental impairment that substantially limits a major life activity, but the student does not need a 504 Plan because the student’s educational needs are met as adequately as those of nondisabled peers and no services are needed. While the student currently is not in need of a 504 Plan, it is understood that the student is protected by Section 504’s antidiscrimination provisions and that the school cannot discriminate against the student on the basis of the disability.

4. ☐ For disabilities that are episodic: The student is disabled because there is an episodic physical or mental impairment that, when active, substantially limits a major life activity, and services are needed in order that the student’s educational needs are met as adequately as those of nondisabled peers. A 504 Plan will be developed that will be implemented when the impairment is active. When the impairment is inactive, the 504 Plan will not be implemented, but it is understood that the student will still be protected by Section 504’s antidiscrimination provisions and the school cannot discriminate against the student on the basis of disability.
5. □ For disabilities that are in remission: The student is disabled because there is a physical or mental impairment that is in remission but, when active, substantially limits a major life activity, and services are needed in order that the student's educational needs are met as adequately as those of nondisabled peers. The need for a 504 Plan will be addressed if/when the impairment comes out of remission. When the impairment is inactive, it is understood that the student is protected by Section 504's antidiscrimination provisions and that the school cannot discriminate against the student on the basis of disability.

C. Determination upon Reevaluation/Periodic Review:
Based upon all evaluative information reviewed and answers to the above questions, it is the determination of the Section 504 Committee that:

CHECK ONE:

1. □ Based upon re-evaluation data, the student continues to be disabled under Section 504 because there is a physical or mental impairment that substantially limits a major life activity. The 504 Plan will be reviewed/revised.

2. □ Based upon re-evaluation data, the student no longer is disabled under Section 504 because there is not a physical or mental impairment that substantially limits a major life activity. A 504 Plan is no longer needed.

The following Section 504 Committee members acknowledge by signature their participation in this meeting.

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Original: To 504 Folder (Yellow Folder)
Copies: To Parent (along with Notice of Parent Rights under 504)
To System and School-based 504 Coordinator
Dear Parents:

This is to inform you that we have observed that your child, (Name of Student), has difficulty (describe life activity, such as walking, sitting, etc.) and that this affects his/her ability to equally access school activities. For that reason, we are providing him/her with (list physical accommodation, such as "a special desk", "use of peer buddy as escort", "use of special pencil," etc.).

Since your child has a condition that may be protected under Section 504 of the Rehabilitation Act of 1973, I have enclosed a copy of a Notice of Parent Rights under Section 504 for your information. If you have any questions or concerns about this letter, or if you would like to meet with me to discuss this, please do not hesitate to contact me.

Sincerely,

Principal/Designee

Cc: System Section 504 Coordinator
School-based 504 Coordinator
Teachers(s)
OKALOOSA COUNTY SCHOOL DISTRICT
STUDENT INTERVENTION SERVICES
AUTHORIZATION FOR RELEASE OF INFORMATION

Student Name:______________________________________          DOB:______________________________

School:____________________________________________

I, the parent/legal guardian of the above referenced student, hereby authorize the designated agent below to
communicate with, receive records from and release any and all pertinent information to the School District of Okaloosa
County and, specifically, ________________________________________________________________.

Copies of psychological or other evaluations, medical records or other information and other pertinent information
released will be used by school personnel and maintained in a fashion to protect its confidentiality. Please include in
information forwarded to the School District any information concerning any medical or psychiatric diagnoses and any
other information that could be relevant to educational planning or participation in school activities.

Designated Agent and Address:

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

__________________________________________________________

Parent/Guardian Signature   Date
OKALOOSA COUNTY SCHOOL DISTRICT
STUDENT INTERVENTION SERVICES
PHYSICIAN'S STATEMENT

To: ______________________________________________

Student's Name: ________________________________  Sex: ________ Date of Birth: ______________

Parent(s): ________________________________  School: ________________________________

The School District of Okaloosa County seeks information from you for the purpose of educational planning for the above-referenced student. Please complete the form below, sign and return it to the designated school agent listed below.

Nature and extent of any physical/health/medical condition about which school personnel should be aware:
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

__________________________________________________
Date of onset of condition(s): _________________________  Prognosis: _____________________________

Medications prescribed (if any): _______________________ Dosage: _______________________________

How do/does the above-referenced condition(s) impact upon the student's major life activities, if at all?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

__________________________________________  _____________________________________
Physician's Signature      Date

Please return form to:
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
Date: ______________________________

Parent(s) Name: _______________________

Address:
__________________________________________________________________________________________________
__________________________________________________________________________________

Dear Parent(s):

This is to advise you that a meeting has been scheduled in order that school personnel may review and evaluate all available data and other relevant information pertaining to your child, _______________________. We encourage you to attend the meeting, where it will be determined whether your child is (or, as appropriate, continues to be) a child with a disability under Section 504 of the Rehabilitation Act of 1973 and, if so, whether any accommodations or other services need to be provided in order to adequately meet your child’s educational needs. The meeting has been scheduled to occur on (date)_______________ at (time)___________________ at (location)______________________________.

If you wish to attend the meeting but cannot attend on the date and time indicated, please contact me as soon as possible so that we may attempt to re-schedule the meeting. I look forward to working with you.

Sincerely,

________________________
Signature

Phone: __________________

Enclosure: Notice of Parent Rights under Section 504
NOTICE OF PARENT RIGHTS UNDER SECTION 504
OF THE REHABILITATION ACT OF 1973

If it is determined that your child has a physical or mental condition that substantially limits a major life activity and, as a result, requires instructional or other accommodations within the school environment, your child is disabled under Section 504 of the Rehabilitation Act of 1973. In addition, if your child does not have a disability but has a record of a disability or is considered disabled by school personnel, your child is protected from discrimination under Section 504. If your child is disabled or you believe that your child is disabled or has been discriminated against, you are entitled to certain rights. This notice is designed to provide you with information about those rights.

Under Section 504, you have the right to:

1. Have your child participate in all school activities without discrimination solely on the basis of disability;

2. Have your child educated in facilities and receive services that are comparable to those provided to nondisabled students;

3. Have your child receive a free appropriate public education (FAPE), which consists of regular or special education and related services designed to meet the educational needs of your child as adequately as the educational needs of nondisabled children are met. If it is determined that your child is eligible for special education services, those services will be provided under the Individuals with Disabilities Education Act (IDEA) through an Individualized Education Plan (IEP);

4. With respect to the provision of educational services:
   a. Notice with respect to actions regarding the identification, evaluation or educational placement to your child;
   b. Access to all records relevant to decisions concerning identification, evaluation or education placement of your child;
   c. The right to challenge any action regarding the identification, evaluation or educational placement of your child by requesting mediation or an impartial hearing or, in the alternative, filing an informal grievance with the School System’s Section 504 Coordinator listed below;
   d. The right to attend any hearing requested;
   e. The right to be represented by counsel if a hearing is requested; and
   f. The right to have any decision made at a hearing reviewed.

   The procedures and forms for the initiation of an impartial hearing regarding the identification, evaluation or educational placement of your child are generally the same as those for students with disabilities under the Individuals with Disabilities Education Act (IDEA) and may be obtained from the School District’s Section 504 Coordinator listed below.

5. With respect to complaints of discrimination that do not relate to the identification/eligibility, evaluation or educational placement of your child, you have the right to file a local grievance with the school system in accordance with its grievance policy and procedures. Procedures and forms for the initiation of an informal grievance may be obtained from the School District’s Section 504 Coordinator listed below.

6. With respect to complaints of discrimination based upon a record of a disability or that school personnel have taken adverse action against your child because they regard your child as disabled, you have the right to file a local grievance with the school system in accordance with its grievance procedures. Procedures and forms for the initiation of an informal grievance may be obtained from the School District’s Section 504 Coordinator listed below.

The Section 504 Coordinator for the School District of Okaloosa County is the Program Director, Student Intervention Services. If you have any questions or concerns, he/she may be contacted at:

202 A North HWY 85
Niceville, FL 32578
Phone: 850-833-3108
Fax: 850-833-3112
OKALOOSA COUNTY SCHOOL DISTRICT
STUDENT INTERVENTION SERVICES
ACCOMMODATION PLAN

Name ___________________________ DOB _______________

Date _______ School ___________________________ Grade _________

Type of Meeting: _____Initial Evaluation _____Annual Review _____Interim Review

Indicate the duration of this plan if the impairment is temporary (less than 6 months):
Beginning date _____________ Ending Date _____________ Describe the
Temporary Disability:

Physical/mental Condition that is a disability: ________________________________

The school-based Section 504 committee has reviewed all relevant information regarding the above student
and determined that the student is protected under Section 504 and is in need of accommodations in the school
environment and/or in school activities. The following accommodations will be provided (committee should list
accommodations and other relevant considerations, such as specific activity/environment where needed, etc.):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

The need for accommodations will be reviewed periodically as necessary.

The following were present at the meeting (as reflected by signature):

Section 504 Coordinator __________________________________ Parent

School Administrator ___________________________________________ Teacher

Other ________________________________________________________ Other

Other ________________________________________________________ Other
OKALOOSA COUNTY SCHOOL DISTRICT
STUDENT INTERVENTION SERVICES
504 MANIFESTATION DETERMINATION/COURSE OF ACTION

Name: ______________________________________________________ DOB: ____________________

Date: ____________________ School: __________________________ Grade: __________________

504 Disability: _____________________________________________________

Number of days suspended already in school year: _______________________

Offense committed and date: ________________________________________

Answer the following questions, taking into consideration all relevant information, including any evaluations, teacher observations or other relevant documentation, including any information supplied by the parents.

Check One:
Yes  No

1. Was the conduct in question caused by or did it have a direct and substantial relationship to the child's disability?

2. Was the conduct in question a direct result of the school district's failure to implement the Accommodation Plan?

NOTE: If the 504 Plan is NOT being implemented appropriately, further suspension is not appropriate and the 504 Committee MUST develop a plan to implement it. Stop Manifestation Meeting, sign form and develop a plan to ensure implementation of the 504 Plan.

If the 504 Committee answered "yes" to either 1 or 2 above, further disciplinary sanctions are not appropriate because the student's behavior is considered to be a manifestation of disability. If the answer to both 1 and 2 is "no," then further disciplinary sanctions/consequences are appropriate and should be documented below.

Recommended Disciplinary Consequence where no manifestation found: _________________________

The following were present at the meeting (as reflected by signature):

Section 504 Coordinator/Designee

Parent

School Administrator

Teacher

Other

Other

Other
Student’s Name: __________________________________________________

Student ID#: ______________________________________________________

Meeting Date: ____________________________________________________

Type of Meeting: __________________________________________________

Dear Parent, Surrogate Parent, Guardian or Adult Student:

Today, a ___________________________ meeting was held regarding your child, or on your behalf if you are an adult student.

Section 1002.20, Florida Statutes, K-12 student and parent rights, has been changed to state that school district personnel may not, through any actions taken or statements made, object, discourage or attempt to discourage the attendance of an adult of the parent’s choice at meetings with school district personnel. Actions that are prohibited include attempted or actual coercion or harassment, or retaliation or threats of consequence.

Parents, surrogate parents, guardians or adult student attending today’s meeting:

___ School personnel have not prohibited, discouraged or attempted to discourage me from inviting a person of my choice to today’s meeting.

___ School personnel have prohibited, discouraged or attempted to discourage me from inviting a person of my choice to today’s meeting.

Signature of parent: ___________________________________

School district personnel attending today’s meeting:

___ School personnel have not prohibited, discouraged or attempted to discourage the parent, surrogate parent, guardian or adult student from inviting a person of choice to today’s meeting.

___ School personnel have prohibited, discouraged or attempted to discourage the parent, surrogate parent, guardian or adult student from inviting a person of choice to today’s meeting.

Signature(s) of all district personnel:

________________________________________________________________________________
________________________________________________________________________________
Disciplining Students with Disabilities

As part of the antidiscrimination provisions of Section 504, students with disabilities cannot be excluded from school solely on the basis of disability. To exclude a student from school for behaviors that are caused by or based upon a disability could be discriminatory.

Because the majority of students who are disabled in the School System are eligible for and receive ESE services, the procedures to be followed when disciplining them are generally those that are utilized by the ESE Department in accordance with the Individuals with Disabilities Education Act (IDEA). However, there may be some students who are not covered under the IDEA who are entitled to the protections of Section 504 and cannot be discriminated against when disciplined for violations of school rules. Therefore, it is important that the school-based 504 Committee ensure that no discrimination has occurred by conducting a proper manifestation determination where it is contemplated that a student with a disability under Section 504 (with or without a 504 Plan) is going to be excluded from school for more than (10) school days consecutively or for more than (10) days cumulatively in the same school year for disciplinary purposes. (MIS 6313).

Grievance Policy and Procedure

Policy

It is the policy of the School District of Okaloosa County, Florida to provide a learning and working environment free from discrimination. To that end, the District requests students, parents and staff to assist the Superintendent and the School Board in identifying barriers to a discrimination-free learning environment in our school(s). The following Grievance Procedure is provided as an informal and non-litigious avenue for the expeditious processing and resolution of complaints alleging discrimination on the basis of disability.

Definitions

1. Grievance: a complaint alleging a violation of any policy, procedure, or practice that would be prohibited by Section 504 and other federal and state civil rights laws, rules and regulations.

2. Grievant(s): a student or parent/guardian of the School District of Okaloosa County who submits a grievance.

3. School District: 120 Lowery Place S.E. Ft. Walton Beach, FL 32548

4. Section 504 Coordinator: the employee designated to coordinate the District’s efforts to comply with equity regulations and facilitate processing of complaints (hereafter Coordinator): Program Director, Student Intervention Services, 504 Compliance Officer.

5. Day: a school day/working day; the calculation of days in grievance processing shall exclude Saturdays, Sundays and school holidays.

Basic Procedural Rights: applicable to all levels of the grievance process.
The Section 504 Coordinator shall receive complaints, actively and independently investigate the merit of complaints, and assist the parties in resolution of complaints. The Coordinator may be utilized as a resource by any party at any level of this procedure.

Intimidation, harassment or retaliation against any person filing a grievance or any person participating in the investigation or resolution of a grievance is a violation of law and constitutes the basis for filing a separate grievance.

All records pursuant to the grievance shall be maintained by the District separate and apart from student records for a period of not less than five (5) years.

It is the policy of this District to process all grievances in a fair, expeditious and confidential manner.

**Process**

**Level 1: Principal**

Many problems can be solved by an informal meeting with the parties and the principal or Coordinator. An individual with a complaint is encouraged to first discuss it with the teacher, counselor, or building administrator with the objective of resolving the matter promptly and informally.

**Level 2: Section 504 Coordinator**

If the complaint or issue is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. The grievance must be signed and dated and must be filed with the Coordinator. The Level 2 written grievance must be filed with the Coordinator within fifteen (15) days of any action or lack thereof from Level 1, or from the date the grievant could reasonably become aware of such occurrence.

The Coordinator has authority to investigate all written grievances. If possible, the Coordinator will resolve the grievance. If the parties cannot agree on resolution, the Coordinator will prepare a written report of the investigation which shall include the following:

- A clear statement of the allegations of the grievances and remedy sought by the grievant.
- A statement of the facts as contended by each of the parties.
- A statement of the facts as found by the Coordinator and identification of evidence to support each fact.
- A narrative describing attempts to resolve the grievance.
- The Coordinator’s conclusion as to whether the allegations in the grievance are meritorious.
If the Coordinator believes the grievance is valid, the Coordinator will recommend appropriate action to the Superintendent.

The Coordinator will complete the investigation and file the report with the Superintendent within fifteen (15) days after receipt of the written grievance. The Coordinator will send a copy of the report to the grievant.

If the Superintendent agrees with the recommendation of the Coordinator, the recommendations will be implemented.

Level 3: School Board

If the Superintendent rejects the recommendations of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within ten (10) days of receiving the report of the Coordinator to the School Board for a full contested case hearing. On receipt of the written appeal, the matter shall be placed on the agenda of the School Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the School Board will be final.
OKALOOSA COUNTY SCHOOL DISTRICT
STUDENT INTERVENTION SERVICES
Section 504 Grievance Filing Form

Date: __________________________

Your Name: __________________________

Your School and Grade: __________________________

Place where you may be reached: __________________________

Address: __________________________

Phone: __________________________

Nature of your grievance. (Please describe the policy or action you believe is discriminating on the basis of disability).

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

If others are affected by the possible violation, please give their names and grades:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please describe any corrective action you wish to see taken with regard to the possible violation. You may also provide other information relevant to this grievance.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature of Grievant

Date

Signature of Person Receiving Grievance

Date

Signature of Parent(s)

Date

Location
Impartial Hearing Procedures

1. GENERAL

Parents may file a request for an impartial hearing on any action regarding the identification, evaluation, or educational placement of their child under Section 504. The hearing request must allege a violation that happened not more than two years before the parents knew or should have known about the alleged action that forms the basis of the request. The above timeline does not apply if the parents could not file a hearing request within the timeline because:
   a. The School District specifically misrepresented that it had resolved the issues identified in the complaint; or
   b. The School District withheld information from the parents that it was required to provide the parents under Section 504.

2. LEGAL SERVICES

The School District must inform the parents of any free or low-cost legal and other relevant services available in the area if the parents request the information or file a request for an impartial hearing under Section 504.

3. IMPARTIAL HEARING REQUESTS

In order to request an impartial hearing under Section 504, the parents (or their attorney) must submit an impartial hearing request to the School District. The request must contain all of the content listed below and must be kept confidential. The parents must also provide the Florida Department of Education with a copy of the request for an impartial hearing.

Content of a request for impartial hearing under Section 504

The impartial hearing request must include:
   1. The name of the student;
   2. The address of the student’s residence;
   3. The name of the student’s school;
   4. If the student is a homeless child or youth, the student’s contact information and the name of the student’s school;
   5. A description of the nature of the problem of the student relating to the challenged action regarding identification, evaluation, or placement under 504, including facts relating to the problem; and
   6. A proposed resolution of the problem to the extent known and available to the parents at the time.

Notice required before a hearing on an impartial hearing request

Parents may not have an impartial hearing until they (or their attorney) file a request for impartial hearing under Section 504 that includes the information listed above.
**Sufficiency of impartial hearing request**
In order for an impartial hearing request to go forward, it must be considered sufficient. The hearing request will be considered sufficient unless the School District notifies the hearing officer and the parents in writing, within 15 calendar days of receiving the hearing request, that the School District believes that the impartial hearing request does not meet the requirements listed above. Within five calendar days of receiving the notification of insufficiency, the hearing officer must decide if the hearing request meets the requirements listed above and notify the parents and the School District in writing immediately.

**Impartial hearing request amendment**
The parents may make changes to the impartial hearing request only if:
1. The School District approves of the changes in writing and is given the chance to resolve the hearing request through a resolution meeting, described below; or
2. By no later than five days before the impartial hearing begins, the hearing officer grants permission for the changes.

If the parents make changes to the impartial hearing request, the timelines for the resolution meeting (within 15 calendar days of the School District’s receipt of the hearing request) and the time period for resolution (within 30 calendar days of receiving the impartial hearing request) start again on the date the amended hearing request is filed.

**School District response to an impartial hearing request**
The School District must, within 10 calendar days of receiving the impartial hearing request, send the parents a response that specifically addresses the issues in the hearing request.

**FORMS**
The School District has developed a form to help the parents file an impartial 504 hearing request. The parents are not required, however, to use this form and the parents can use another appropriate form, as long as it contains the required information for filing a sufficient impartial hearing request.

**EARLY RESOLUTION PROCESS**
Within 15 calendar days of receiving notice of the parents’ impartial hearing request, and before the hearing begins, the School District must convene a meeting with the parents and the relevant member or members of the 504 Team who have specific knowledge of the facts identified in the parents’ hearing request. The meeting:
1. Must include a representative of the School District who has decision-making authority on behalf of the School District; and
2. May not include an attorney of the School District unless the parents are accompanied by an attorney.

The parents and the School District will determine the relevant members of the Team to attend the meeting. The purpose of the meeting is for the parents to discuss the hearing request, and the facts that form the basis of the hearing request, so that the School District has the opportunity to resolve the dispute. The resolution meeting is not necessary if the parents and the School District agree in writing to waive the meeting.
Resolution period

If the School District has not resolved the impartial hearing request to the parents' satisfaction within 30 calendar days of the receipt of hearing request (during the time period for the resolution process), the impartial hearing may occur. The 45-calendar-day timeline for issuing a final decision begins at the expiration of the 30-calendar-day resolution period, with certain exceptions for adjustments made to the 30-calendar-day resolution period, as described below. Except where the parents and the School District have both agreed to waive the resolution process, the parents' failure to participate in the resolution meeting will delay the timelines for the resolution process and the impartial hearing until the parents agree to participate in a meeting. If after making reasonable efforts, and documenting such efforts, the School District is not able to obtain the parents' participation in the resolution meeting, the School District may, at the end of the 30-calendar-day resolution period, request that the hearing officer dismiss the parents' hearing request. Documentation of such efforts must include a record of the School District's attempts to arrange a mutually agreed upon time and place for the resolution meeting.

If the School District fails to hold the resolution meeting within 15 calendar days of receiving notice of the parents' impartial hearing request or fails to participate in the resolution meeting, the parents may ask the hearing officer to order that the 45-calendar-day hearing timeline begin.

Adjustments to the 30-calendar-day resolution period

If the parents and the School District agree in writing to waive the resolution meeting, then the 45-calendar-day timeline for the impartial hearing starts the next day. After the start of the resolution meeting and before the end of the 30-calendar-day resolution period, if the parents and the School District agree in writing that no agreement is possible, then the 45-calendar-day timeline for the impartial hearing starts the next day.

Written settlement agreement

If a resolution to the dispute is reached at the resolution meeting, the parents and the School District must enter into a legally binding agreement that is:

1. Signed by the parents and a representative of the School District who has the authority to bind the School District; and
2. Enforceable in any State court of competent jurisdiction.

Agreement review period

If the parents and the School District enter into an agreement as a result of a resolution meeting, either the parents or the School District may void the agreement within three business days of the time that both the parents and the School District signed the agreement.

IMPARTIAL HEARING UNDER SECTION 504

General

As set forth above, when a request for impartial hearing is filed by the parents under Section 504, the parents must be provided an opportunity for an impartial hearing. Should a impartial
hearing be required, the hearing will be conducted by the Florida Department of Education through an impartial hearing officer (Administrative Law Judge (ALJ)) with Florida’s Division of Administrative Hearings (DOAH) in accordance with applicable Florida Statutes and State Board of Education Rules. Florida has a one-tiered impartial hearing system wherein the Florida Department of Education or another State-level agency or entity (other than the School District) is responsible for convening impartial hearings. An appeal from an impartial hearing decision goes directly to a federal district or State circuit court.

**Impartial hearing officer (i.e., Administrative Law Judge (ALJ))**

At a minimum, a hearing officer:

1. Must not be an employee of the School District that is involved in the education or care of the student. However, a person is not an employee of the agency solely because he/she is paid by the agency to serve as a hearing officer;
2. Must not have a personal or professional interest that conflicts with the hearing officer’s objectivity in the hearing;
3. Must be generally knowledgeable about the provisions of Section 504 and federal and State regulations pertaining to Section 504; and
4. Must have the knowledge and ability to conduct impartial hearings, and to make and write decisions, consistent with appropriate, standard legal practice.

**Subject matter of impartial hearings**

The parents may not raise issues at the impartial hearing that were not addressed in the hearing request, unless the School District agrees.

**HEARING RIGHTS**

**General**

Any party to an impartial hearing under 504 has the right to:

1. Be represented by counsel or to be represented by a qualified representative under the qualifications and standards set forth in Rules 28-106.106 and 28-106.107, F.A.C., or to be accompanied and advised by individuals with special knowledge or training with respect to the problems of students with disabilities, or any combination of the above;
2. Present evidence and confront, cross-examine, and require the attendance of witnesses;
3. Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five business days before the hearing;
4. Obtain a written, or, at the parents’ option, electronic, word-for-word record of the hearing; and
5. Obtain written, or, at the parents’ option, electronic findings of fact and decisions.

**Parental rights at hearings**

The parents must be given the right to:

1. Attend any hearing requested;
2. Be represented by counsel at a hearing; and
3. Have the decision made at the hearing reviewed.

**APPEALS**

**FINALITY OF DECISION; APPEAL; IMPARTIAL REVIEW**

Finality of impartial hearing decision
A decision made in an impartial hearing is final, except that either party involved in the hearing may appeal the decision by bringing a civil action, as described below.

**TIMELINES AND CONVENIENCE OF HEARINGS AND REVIEWS**
The hearing officer will ensure that not later than 45 calendar days after the expiration of the 30-calendar-day period for resolution meetings or, as described above under the sub-heading *Adjustments to the 30-calendar-day resolution period*, not later than 45 calendar days after the expiration of the adjusted time period:

1. A final decision is reached in the hearing; and
2. A copy of the decision is mailed to each of the parties.

A hearing officer may grant specific extensions of time beyond the 45-calendar-day time period described above at the request of either party. Each hearing must be conducted at a time and place that is reasonably convenient to the parents and the child.

**CIVIL ACTIONS, INCLUDING THE TIME PERIOD IN WHICH TO FILE THOSE ACTIONS**

**General**
If the parents or the School District does not agree with the findings and decision in the impartial hearing, the parents or the School District has the right to bring a civil action for review of the hearing officer’s decision. The civil action may be brought in a State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States without regard to the amount in dispute.

**Time limitation**
The party bringing the action for review shall have 90 calendar days from the date of the decision of the hearing officer to file a civil action for review of the decision.

**Additional procedures**
In any civil action, the court:

1. Receives the records of the impartial hearing proceedings;
2. Hears additional evidence at the parents’ or the School district’s request; and
3. Bases its decision on the preponderance of the evidence and grants the relief that the court determines to be appropriate.
HOMELESS

1. Definition of Homeless Child - Section 1003.01, Florida Statutes Section 1003.01(12), Florida Statutes
“Homeless Child” as defined: “Children and youths who are experiencing homelessness,” for programs authorized under subtitle B, Education for Homeless Children and Youths, of Title VII of the McKinney-Vento Homeless Assistance Act, 42 U.S.C. ss. 11431 et seq., means children and youths who lack a fixed, regular, and adequate nighttime residence, and includes:
(a) Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, travel trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
(b) Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
(c) Children and youths who are living in cars, parks, public spaces, abandoned buildings, bus or train stations, or similar settings.
(d) Migratory children who are living in circumstances described in paragraphs (a)-(c).

2. School Attendance – Section 1003.21. Florida Statutes
   a. Homeless children, as defined in s. 1003.01 must have access to a free public education and must be admitted to school in the school district in which they or their families live. School districts shall assist homeless children to meet the requirements of subsection (4) and s. 1003.22, as well as local requirements for documentation.
   b. Section 1003.21(4)(g), Florida Statutes
      i. Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of subparagraph (1)(a)2. The district school superintendent may require evidence of the age of any child whom he or she believe to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:
         1. A duly attested transcript of the child’s birth record filed according to law with a public officer charged with the duty of recording births;
         2. A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
         3. An insurance policy on the child’s life that has been in force for at least 2 years;
         4. A bona fide contemporary religious record of the child’s birth accompanied by an affidavit sworn to by the parent;
         5. A passport or certificate of arrival in the United States showing the age of the child;
         6. A transcript of record of age shown in the child’s school record of at least 4 years prior to application, stating date of birth; or
         7. 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 is available in the county, by a licensed practicing physician designated by the district school board, which certificate states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. A
homeless child, as defined in s. 1003.01, shall be given temporary exemption from this section for 30 school days.

3. School-Entry Health Examinations/Immunizations – Section 1003.22, Florida Statutes

a. Each district school board and the governing authority of each private school shall require that each child who is entitled to admittance to kindergarten, or is entitled to any other initial entrance into a public or private school in this state, present a certification of a school-entry health examination performed within 1 year prior to enrollment in school. Each district school board, and the governing authority of each private school, may establish a policy that permits a student up to 30 school days to present a certification of a school-entry health examination. A homeless child, as defined in s. 1003.01, shall be given a temporary exemption for 30 school days. Any district school board that establishes such a policy shall include provisions in its local school health services plan to assist students in obtaining the health examinations. However, any child shall be exempt from the requirement of a health examination upon written request of the parent of the child stating objections to the examination on religious grounds.

b. Section 1003.22(5), Florida Statutes

i. The provisions of this section shall not apply if:

1. The parent of the child objects in writing that the administration of immunizing agents conflicts with his or her religious tenets or practices;
2. A physician licensed under the provisions of chapter 458 or chapter 459 certifies in writing, on a form approved and provided by the Department of Health, that the child should be permanently exempt from the required immunization for medical reasons stated in writing, based upon valid clinical reasoning or evidence, demonstrating the need for the permanent exemption;
3. A physician licensed under the provisions of chapter 458, chapter 459, or chapter 460 certifies in writing, on a form approved and provided by the Department of Health, that the child has received as many immunizations as are medically indicated at the time and is in the process of completing necessary immunizations;
4. The Department of Health determines that, according to recognized standards of medical practice, any required immunization is unnecessary or hazardous; or
5. An authorized school official issues a temporary exemption, for a period not to exceed 30 school days, to permit a student who transfers into a new county to attend class until his or her records can be obtained. A homeless child, as defined in s. 1003.01, shall be given a temporary exemption for 30 school days. The public school health nurse or authorized private school official is responsible for follow-up of each such student until proper documentation or immunizations are obtained. An exemption for 30 days may be issued for a student who enters a juvenile justice program to permit the student to attend class until his or her records can be obtained or until the immunizations can be obtained. An authorized juvenile justice official is responsible for follow-up of each student who enters a juvenile justice program until proper documentation or immunizations are obtained.

4. McKinney-Vento Homeless Assistance Act

a. McKinney-Vento is the primary piece of federal legislation dealing with the education of children and youth experiencing homelessness in U.S. public schools. It was reauthorized as Title X, Part C, of the No Child Left Behind Act in January 2002.

***When you find out a student is homeless you must notify the Title X office immediately. Data entry is required as well.
Enter ‘Y’ for Homeless Unaccompanied Youth in 1st year space

SCREEN SHOT OF S316

All three codes must be entered on S316. Refer to the appendix for technical assistance.

Federal data fields:  
- Hs (Homeless situation)
- Uy (Unaccompanied youth)
- Hc (Homeless cause)
1. Determining Homelessness:
If a student is enrolling due to a change in their living situation, ask if any of the situations below may apply, and explain if so, that their child may qualify for additional services or assistance.

McKinney-Vento Law states that confidentiality is important in relation to night time residence status. Identify a student as homeless if any of these circumstances apply:
Families are considered in transition (or homeless) if they and/or their children:
- Lack fixed, regular and adequate nighttime residence.
- Share the housing of others due to financial hardship or loss of housing.
- Live in motels, hotels, trailer parks or camping grounds, due to lack of adequate alternative accommodations.
- Live in emergency or transitional shelters.
- Were abandoned in hospitals.
- Are awaiting foster care placement.
- Live in a public or private place not designed for humans to live.
- Live in cars, parks, abandoned buildings, bus or train stations, etc.
- Are migratory children living in above circumstances?

3. Homeless Causes: [AS400 Data Entry: S316 - H6]
(choose one code)
D. Man-made Disaster (Major or environmental disasters, explosions, industrial accidents, chemical leaks, etc.)
E. Natural Disaster – Earthquake
F. Natural Disaster – Flooding
H. Natural Disaster – Hurricane
M. Mortgage Failure
O. Other – i.e., lack of affordable housing, long-term poverty, unemployment or underemployment, lack of affordable healthcare, mental illness, domestic violence, forced eviction, etc.
S. Natural Disaster – Tropical Storm
T. Natural Disaster – Tornado
U. Unknown
W. Natural Disaster – Wildfire or Fire

4. Unaccompanied Youth: [AS400 Data Entry: S316 - UY]
N. With parent
Y. Not with parent
Z. Not homeless

7. Homeless Student PK-12 Definition and Codes:
[AS400 Data Entry: S316 - H6]
Once a student has been identified as homeless, the student must be coded in AS400 on S316. (choose one code):
D. Living in a shelter/transitional housing
E. Living with family or friends temporarily due to loss of housing, economic hardship, or similar reason; doubled up
F. Living in cars, parks, temporary trailer parks or campgrounds due to lack of alternative adequate accommodations, public spaces, abandoned buildings, substandard housing, bus or train stations, public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings or similar settings
G. Living in hotels or motels
H. Awaiting foster care
N. Not Homeless

5. School Enrollment Support Information Needed:
(within 30 days) [AS400 Data Entry]
- Birth Certificate
- Immunization Records

6. Title X / Students in Transition Contact:
Homeless Liaison: 833-3521
Dr. Sancy Arteaga sandra.arteaga@mail.okaloosa.k12.fl.us
McKinney-Vento (Title X) Homeless – Students in Transition  
2016-2017 Residency Questionnaire  
(Transitioning to Title X-Part A October 2016)

Purpose: The purpose of this form is to address the McKinney-Vento Act 42 U.S.C. §11433. The answers received will help to determine the services the student(s) may be eligible to receive.

**Student’s living situation:**
- Is your current residence a temporary living situation? [ ] Yes [ ] No
- Do you currently rent or own your residence? [ ] Rent [ ] Own [ ] Other

- Shelter/ Transitional Housing (A)  [ ]
- Doubled Up [due to economic hardship] (B)  [ ]
- Temp. Placement/Youth Shelter (T)  [ ]
- Migrant (Farming/Agriculture) (M)  [ ]
- Unsheltered (car, park, campground) (D)  [ ]
- Motel/Hotel (E)  [ ]
- Other (specify)  [ ]
- None of the above – STOP! IF NONE APPLY, DO NOT COMPLETE.

- Is your living arrangement due to the loss of housing or economic hardship? [ ] Yes [ ] No
- If yes, due to the following:
  - Major Manmade Disaster (O)= a environmental disaster, explosion, industrial accident, chemical leak, etc.
  - Earthquake (E)
  - Flood (F)
  - Hurricane (H)
  - Tropical Storm (T)
  - Wild Fire (W)
  - Other Natural Disaster (N)
  - Unknown (U)
  - Mortgage Foreclosure (M)
  - Other (O)= e.g. lack of affordable housing, long-term poverty, unemployment or underemployment, lack of affordable health care, mental illness, domestic violence, forced eviction, etc.

Are you or your spouse a veteran? [ ] No [ ] Yes (initial to share your contact information with an authorized person to receive additional veteran services)

Have you relocated from another country? [ ] If yes, list Country:

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>STUDENT NO.</th>
<th>GRADE</th>
<th>GENDER</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CURRENT SCHOOL OR LAST ATTENDED</th>
<th>ENROLLED IN SCHOOL?</th>
<th>AGE</th>
<th>DATE OF BIRTH</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CURRENT ADDRESS</th>
<th>PARENT/GUARDIAN NAME</th>
<th>PHONE</th>
</tr>
</thead>
</table>

- Street:____________________________________________________
- City:_____________________________________________________
- State:________ Zip:________
- Home:___________________________________________________
- Father:_______________________________________________
- Cell:__________________________________________________
- Guardian:_____________________________________________
- Work:__________________________________________________

Length of time at current address: _______ mo.

Please list siblings or other children in the home:

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Birth</th>
<th>Age</th>
<th>School (If not enrolled, please indicate)</th>
</tr>
</thead>
</table>

Please check the following services that are needed or desired (some of these resources are provided if funding is available):

- [ ] Academic Tutoring
- [ ] Assistance enrolling in pre-kindergarten
- [ ] Assistance with school related extracurricular activities
- [ ] Assistance with graduation fees (cap, gown, etc.)
- [ ] School supplies, backpack and hygiene kits
- [ ] School uniforms, shoes, books, and wear (limit what is needed)
- [ ] Transportation back to school of origin (2-3 day setup time)
- [ ] Missing enrollment records:
  - [ ] Birth certificate
  - [ ] Immunization/medical records/school physical

By signing below, I declare that the information above is correct and true and I am aware that:

1. I must notify my child’s school within 5 days should my residence change.
2. This residency questionnaire only applies to rights under the McKinney-Vento Act and in no way nullifies behavioral proceedings or School Board policies regarding attendance or assignment.

Parent/Guardian/Unaccompanied Youth Signature:

- [ ] Name ___________________________________________  
  Signature ___________________________________________  
  Date ________________________________________________  

School Liaison Signature:

- [ ] Name ___________________________________________  
  Date ________________________________________________  

School Staff: Please fax a completed copy of this form to the District McKinney-Vento Office at: (850) 833-6318

Web Address: http://www.okaloosaschools.com/district/title-x-veydos
**Situación de vida del estudiante:**

- ¿Es su actual residencia una situación de vida temporal? Si ☐ No ☐
- ¿Alquilar o es dueño de su residencia? Alquilar ☐ Dueño ☐ Otro __________

**Es su situación de vida debido a la pérdida de su casa o dificultades económicas?**

- Si ☐ No ☐ Marcó si es debido a:
  - Un Desastre Natural (D) e, desastres ambientales, explosiones, accidentes industriales, escapes químicos, etc.: ☐
  - Terremoto (E) o inundación (F) o Huracán (H) o Tornado (T) ☐
  - Fuego (F) ☐
  - Otro (O) ☐

- ¿Usted es un esposo(a) o veterano (a)? No ☐ Si ☐ 

**¿Reubicación de otro país?**

- Marco: Sí, indique el país:

<table>
<thead>
<tr>
<th>NOMBRE DEL ESTUDIANTE</th>
<th>NUMERO DEL ESTUDIANTE</th>
<th>GRADO</th>
<th>SEXO</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESCUELA ACTUAL O LA ULTIMA</td>
<td>REGISTRADO EN LA ESCUELA?</td>
<td>SI ☐ NO ☐</td>
<td>EDAD</td>
</tr>
<tr>
<td>APELLIDO</td>
<td>NOMBRE DE PADRE DE FAMILIA/GUARDIAN</td>
<td>TELEFONO</td>
<td></td>
</tr>
<tr>
<td>Calle</td>
<td>Matrícula</td>
<td>Casa</td>
<td></td>
</tr>
<tr>
<td>Ciudad</td>
<td>Padre</td>
<td>Celular</td>
<td></td>
</tr>
<tr>
<td>Estado</td>
<td>Código Postal</td>
<td>Guardia</td>
<td>Trabajo</td>
</tr>
</tbody>
</table>

**Por favor escribe los nombres de todos los niños que viven en la casa:**

<table>
<thead>
<tr>
<th>Nombre</th>
<th>Fecha de Nacimiento</th>
<th>Edad</th>
<th>Escuela</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Por favor marque los servicios necesitados o deseados (unos de estos recursos son disponibles si hay financiamiento):**

- Tutoría académica
- Asistencia para la matrícula de su hijo de Pre-Kindergarten
- Asistencia con actividades extra-curriculares relacionados con la escuela (banda, coro, voleibol, etc.)
- Asistencia con el costo de la graduación (gastos, etc.)
- Referencias a agencias comunitarias (Homeless Resource Survival Guide)
- Uniformes escolares, zapatos, calcetines, ropa interior que necesitan
- Transportación a la escuela (2-3 días por semana)
- Certificado de nacimiento
- Records académicos anteriores
- Registro en el sistema de la escuela

**Al firmar, declare que la información anterior es correcta y verdadera, y soy consciente de que:**

1. Debo notificar a la escuela de mi hijo(a) dentro de 5 días sobre cambio de residencia.
2. Este cuestionario de residencia sólo se aplicará bajo los términos de la ley McKinney-Vento y en ninguna manera anulara los procedimientos conductuales o políticas relativas de la junta del comité escolar sobre la asistencia e reinsignación.

**Firma del Padre de Familia/Guardian/Joven sin Acompañante:**

<table>
<thead>
<tr>
<th>Nombre</th>
<th>Firma</th>
<th>Fecha</th>
</tr>
</thead>
</table>

**School Liaison Signature:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

School Staff: Please fax a completed copy of this form to the District McKinney-Vento Office at: (850) 833-6310

Web Address: http://www.okaloosaschools.com/ district/title-I-IX-docs
Quick Tips: 10 Things Administrators Can Do to Help Homeless Students

- Welcome students.
- Make sure parents feel comfortable and let them know they’re welcome in your school.
- Be sure homeless students are enrolled in the Free Breakfast and Lunch Program.**
- Appoint a staff person to do a brief educational assessment.
- Appoint a liaison for homeless children and youth with your district, as required by federal law.***
- Spend five minutes a week with a homeless student.
- Schedule an appointment with a shelter/mission director to learn more about temporary living situations.
- Post information about school events in local shelters/missions so shelter staff can keep children involved in school events.
- Make staff aware of any students living in temporary shelter.
- Provide an inservice training for all school staff to ensure sensitivity to needs of homeless.

** Effective July 1, 2004, section 107 of the Child Nutrition and WIC Reauthorization act of 2004 establishes the categorical eligibility of runaway, homeless, and migrant children for free meal benefits under the National School Lunch and School Breakfast Programs. Read the USDA memos on the act for more information.
*** Every district/LEA in the United States is required by federal law (McKinney-Vento Homeless Assistance Act) to designate a local homeless education liaison. Read the NCHE issue brief What Administrators Must Know for more information on this and other federal requirements.

Educational Rights of Children and Youth Experiencing Homelessness

Children and youth experiencing homelessness have the right to:
- Go to school, no matter where they live or how long they have lived there.
- Continue in the school they last attended before becoming homeless or the school they last attended, if that is the parent’s or guardian’s choice and is feasible.
- Receive transportation to the school they last attended before their family became homeless or the school they last attended, if a parent or guardian requests such transportation.
- Attend school and participate in school programs with children who are not homeless.
- Enroll in school without giving a permanent address.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Receive the same special programs and services, if needed, as provided to all other children served in these programs.
- Receive transportation to school and to school programs comparable to that provided to children who are not homeless.

OCSD Homeless Contact:
Dr. Sandy Arteaga
Title X Liaison
Phone: 833-3521

Homeless Student Services webpage:
OCSD Home page
Click on Departments
Click on Title I/Title X
Click on Homeless Student Services:
DCF DISCLOSURE OF INFORMATION & ABUSE INVESTIGATIONS

1. Reporting Suspected Abuse and Neglect

Disclosure of Category A or B information from student records should not be documented on the “Record of Disclosure” (MIS 4042) if the school reports suspected child abuse; however, should the Department of Children and Families contact the school during an abuse investigation, disclosure would be documented on the “Record of Disclosure” (MIS 4042). Information released from the student’s educational record should be recorded.

2. Participation in Child Protective Custody and Child Protective Investigation Interviews

A. **Part 1 – Children interviewed as Victims (School Board Policy 4-30)**
   a. Prior to interviewing a child on a school campus, the DCF Investigator and / or law enforcement representative will first coordinate their visit with the school point of contact (POC). The primary POC for each school will be the guidance counselor, with the principal naming a second point of contact being the principal or assistant principal. In the event school POCs are not available; the DCF and / or law enforcement representative will contact the Okaloosa County District Student Intervention Services office at 850-833-3801.

   b. The DCF Investigator and / or law enforcement representative will show proof of identification via their agency identification. In addition, the DCF representative will follow the following procedures:

   i. Sign in and out on the DCF log (normally maintained in the main office at each school)

   ii. Upon showing proof of their DCF identification, the school POC will cross reference their name with the master DCF investigators list (provided by Student Services Director to POCs). If there are any questions or concerns as to the proper identity of the DCF representative, the school POC will contact the area DCF supervisor.

   iii. In the event a DCF representative removes a child from the school site, he/she must place their initials in the “REM” section (Removal Section of the DCF log), indicating the removal of a student.

   c. The school POC will coordinate a meeting place on campus for the child, DCF investigator and / or law enforcement representative. As stated in Florida Statue 39.301 (18), the DCF investigator and / or law enforcement **may allow** a school staff member who is known by the child to be present for the initial interview if:

      i. The DCF investigator and / or law enforcement believes that the school staff member could enhance the success of the interview by his or her present;

      ii. The child requests or consents to the presence of the school staff member at the interview.

   d. In the event that a school staff member is present during the child’s interview, the information received during the interview must be kept confidential by the school staff member. A separate record of the investigation of the abuse, abandonment, or neglect shall not be maintained by the school or school staff member.
B. Part 2 – Children Interviewed as Witnesses:

a. Prior to interviewing a child on a school campus, the DCF Investigator and / or law enforcement representative will first coordinate their visit with the school point of contact (POC). The primary POC for each school will be the guidance counselor, with the principal naming a second point of contact being the principal or assistant principal. In the event school POCs are not available; the DCF and / or law enforcement representative will contact the Okaloosa County District Student Intervention Services office at 850-833-5861.

b. The DCF Investigator and / or law enforcement representative will show proof of identification via their agency identification. In addition, the DCF representative will follow the following procedures:
   i. Sign in and out on the DCF log (normally maintained in the main office at each school)
   ii. Upon showing proof of their DCF identification, the school POC will cross reference their name with the master DCF investigators list (provided by Student Services Director to POCs). If there are any questions or concerns as to the proper identity of the DCF representative, the school POC will contact the area DCF supervisor.

c. For a DCF investigator to interview a “witness child”, the child’s parent / guardian will be notified prior to the interview. If the parent is not available, attempts may be made to re-contact the parent or set up the interview at the “witness child’s” home or other area determined by DCF and parent/guardian. Law Enforcement may interview a “witness child” without parental notification.

C. Part 3 – Children Interviewed as Suspects:

a. The procedures will remain the same as described in Part 1 – Children Interviewed as Victims.

b. In addition to following the procedures in Part 1, the DCF investigator and / or law enforcement will be responsible for the following actions:
   i. Contact the School Resource Officer (SRO) and advise of the pending investigation.
   ii. When appropriate, contact the suspect’s parent (guardian) and advise of the pending investigation. For investigative purposes and integrity of the criminal investigation, school staff members shall not make contact with the suspect’s parent (guardian) without prior consultation with the DCF investigator and / or law enforcement.
D. **Part 4 - Dependent Shelter Petition**

a. In the event a decision is made by DCF to "shelter" a student while the student is still in school and the DCF caseworker is not present at the school, a call will be made by the DCF caseworker / investigator to the school’s POC for notification and a notification on DCF letterhead (attachment 1) that the student has been placed in DCF Protective Custody will be faxed to the school for documentation until the DCF caseworker / investigator arrives to take custody of the child. DCF has 24 hours to acquire a court order for removal, which will be given to the school when it is received.

b. When the DCF investigator / caseworker arrives on campus, the procedures in Part 1 (b) will be followed.

E. **Part 5 – Release of Student Education Records to DCF and Family First Network (FFN)**

a. When student education records are requested by DCF, a representative of the agency will present, in person, a request for student education records related to open child abuse investigations. **No faxed requests will be accepted and student records will not be faxed to requesting agency.**

b. When student education records are requested by FFN, a representative of the agency will present, in person, an “**Order Authorizing Access to Child’s Medical and Education Records**”. **No faxed requests will be accepted and student records will not be faxed to the requesting agency.**

c. The DCF / FFN representative will sign in and out on the DCF Log (normally maintained at the front office at each school), writing in the purpose of the visit as student records request.

d. With proper documentation of authorization to receive student records, the DCF and / or FFN representative will show proof of their identification, the school POC will cross reference their name with the master DCF investigators list (provided by Student Services Director to POCs). If there are any questions or concerns as to the proper identity of the DCF representative, the school POC will contact the area DCF supervisor or the Director of Student Intervention Services.

e. With the above verifications in place and documented, the requested education records may be released to the DCF / FFN representative.

f. As with any release of student records, the appropriate documentation of the release of student records will be maintained by the school.

F. **Part 6 - Guardian ad Litem Program**

a. When a Guardian ad Litem presents to the school, the (GAL) should produce a photo ID badge and either a court order or a Notification of Acceptance. The school will make a copy of both the ID and the court order / Notification of Acceptance (NOA) and keep the copy with other DCF / FFN documents.

b. The court order / NOA will detail what information is available to the GAL.
c. The Representative will sign in and out on the DCF log, writing in the purpose of the visit.
d. When student education records are requested by the GAL, the request will be presented, **in person. No faxed requests will be accepted and student records will not be faxed to requesting agency.**
e. If a new GAL inherits a case that was opened before they were hired or a courtesy request from another Circuit office is made, the GAL’s name will not be listed in the court order, however, they can be verified by checking the Circuit 1 Guardian ad Litem list provided. Once verification is obtained, the GAL may have access to the child or the requested information.


House Bill 1355 mandates teacher training since teachers are mandatory reporters.

The website for this training is [http://www3.fl-dcf.org/RCAAN](http://www3.fl-dcf.org/RCAAN)

This website can be used multiple times per user. **Best practice is to be refreshed yearly.** Training is also provided through the OCSD ITV system for the yearly refresh is also available.
ALTERNATIVE PLACEMENT

The School District of Okaloosa County recognizes that a growing proportion of our young people are not making successful transitions to productive adult lives. The district believes that a child who does not complete his or her education is greatly limited in obtaining employment, achieving his or her full potential, and becoming a productive member of society. Therefore, it is the intent of the district to encourage schools to develop and establish Dropout Prevention and Academic Intervention Programs. These programs are designed to meet the needs of students who do not perform well in traditional educational programs and who potentially are capable of not graduating with a high school diploma within four years of entering ninth grade. It is the intent of the district that cooperative agreements be developed with other governmental, private, and community agencies in order to implement innovative exemplary programs. The goals of these programs are to reduce the number of students who do not complete their education, to increase the number of students who have a positive experience in school and for students to obtain a high school diploma. The programs offered as dropout prevention programs are voluntary programs, except for those programs to which adjudicated youth are court ordered. However, those programs still require consent by parent for placement.

Students who enroll in an alternative placement must have the appropriate drop-out prevention forms completed with parental consent and kept in the student’s drop-out prevention folder.

The following are optional alternative placement programs.

<table>
<thead>
<tr>
<th>Educational Alternative Programs</th>
<th>Youth Services Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fast Track</td>
<td>Adjudicated Youth Facility (DJJ)</td>
</tr>
<tr>
<td>Choice High School</td>
<td>AMIKids</td>
</tr>
<tr>
<td>Best Chance / Richbourg</td>
<td></td>
</tr>
<tr>
<td>Limited Credit Recovery Model</td>
<td></td>
</tr>
<tr>
<td>Middle School Credit Recovery Model</td>
<td></td>
</tr>
<tr>
<td>The Okaloosa Academy Charter School</td>
<td></td>
</tr>
<tr>
<td>Learning Enrichment Alternative Program (LEAP)</td>
<td></td>
</tr>
</tbody>
</table>

| Teenage Parent Program          |                          |
|                                 |                          |
| Disciplinary Programs           |                          |
| The Okaloosa Academy Charter School |                    |
| AMIKids                         |                          |
| Learning Enrichment Alternative Program (LEAP) |            |

For additional information, please refer to the School District of Okaloosa County Comprehensive Dropout Prevention Plan or call the Student Intervention Services office at 689-7198.

The Alternative Placement Referral Form (MIS 6326) is located on the next page of this manual.

Drop-out Prevention Fill-in Forms (Drop-out Prevention Form, Drop-out Prevention Academic Plan, Teenage Parent (TAPP) Drop-out Prevention Form, Student Placement Form TAPP, DJJ Dropout Prevention Form) are available through the Student Intervention Services website, which can be accessed through the Okloosaschools.com website under the School District link.

For specific details on each dropout prevention program see the Okaloosa County School District’s Drop Out Prevention Manual.
OKALOOSA COUNTY SCHOOL DISTRICT
STUDENT INTERVENTION SERVICES
ALTERNATE PLACEMENT

REFERRING SCHOOL: _________________________ DATE: ________________

Parent Name: ___________________________________ HM PH#: ___________ WK PH#: ___________

1. Student information:

Student name: ___________________________________ Student #: ________ GR: _______ DOB: ___________

ESE_________  Date of Manifestation Determination Meeting: ____________________________

504_________  Date of 504 meeting to determine Alternate Placement: ____________________________

* Note: If student is ESE, Staffing Specialist must be notified!

____ Currently Suspended Dates of suspension: ____________________________ Cumulative Number of Days (SY) __________

2. Referral Reason[s]: The student has been referred by a public school principal/designee for placement in an alternative setting for the following reason[s]:

____ A. Serious and/or frequent violations of the Code of Student Conduct as evidenced by the disciplinary record. (non-felon)

____ B. Off campus felony (School Board Policy Chapter 4-32(E) Date of hearing: ____________________________

(Include documentation of Hearing Results)

3. Briefly describe most recent incident(s) leading to the student's referral (i.e. Discipline Screen or letter describing disciplinary act)

4. District School Placement Recommendation:

The Principal understands the educational and financial obligations set forth and agrees to this placement and transfer of funds to be effective the date the student enrolls.

Placement:

_____OKALOOSA ACADEMY (grades 6-12) _____OKALOOSA ONLINE (MS/HS & must meet eligibility requirements)

_____Best Chance (4-8 grade) _____Learning Enrichment Alternative Program (LEAP grades 4-5)

_____AMIkids (6-12 grade)  _____Other: ____________________________

5. Date Student is Eligible to Return to Regular School Setting: ____________________________

6. Parent/Student Notification:

I understand that this placement is in an alternative program, and I have the right to a review of the specific program recommended for my child’s placement by the Superintendent or his/her designee.

Further review is: ______ requested ______not requested.

Parent signature ____________________________ Date ____________________________

I understand the reason for my being placed in an alternative program.

Student signature: ____________________________ Date: ____________________________

Principal’s Signature: ____________________________ Date: ____________________________

Superintendent’s Designee Signature: ____________________________ Date: ____________________________

* Note: After meeting DO NOT withdraw the student from your school until you contact receiving alternative school and receive a request for records.

COPIES MUST BE PROVIDED TO:
ORIGINAL-SENDING SCHOOL, COPIES TO-PARENT, RECEIVING SCHOOL, CARVER HILL/STUDENT SERVICES
Designate a school contact person

Establish/update a telephone tree

Designate areas within the school for crisis counseling

Develop/update a school policy regarding memorials, plaques

GRIEF

TYPICAL GRIEF PROCESS

Shock/Denial: Denial, disbelief, numbness, detachment. "It can't be true."
Guilt/Blaming: Feelings of shame, unworthiness, relief, and failure. "It's my fault." "If only..."
Anger: Angry feelings which may be directed towards deceased, world, God, self, or unrelated. "Why?"
Acceptance: Willingness to acknowledge the finality of death and move on with their life.

These reactions may occur in any order or at any time during the grief process.

TYPICAL GRIEF REACTIONS

<table>
<thead>
<tr>
<th>Anxiety</th>
<th>Withdrawal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sadness</td>
<td>Regression</td>
</tr>
<tr>
<td>Fear of separation</td>
<td>Confused/Disorganized</td>
</tr>
<tr>
<td>Crying for no apparent reason</td>
<td>Dreams/Flashbacks</td>
</tr>
<tr>
<td>Difficulty concentrating</td>
<td>Impulsivity</td>
</tr>
<tr>
<td>Difficulty controlling emotions</td>
<td>Hyperactivity</td>
</tr>
<tr>
<td>Mood Swings</td>
<td>Acting out: aggressive, hostile behavior, truancy</td>
</tr>
<tr>
<td>Irritability</td>
<td>Stomach aches/headaches/body aches</td>
</tr>
<tr>
<td>Changes in sleeping habits</td>
<td>Changes in eating habits</td>
</tr>
</tbody>
</table>

WHAT TO DO:
1. Encourage students to feel and talk about their emotions. Listen!
2. Encourage your students to share feelings with someone who can offer assurance, empathy, and guidance. You may want to set aside class time for this purpose.
3. Any combination of the grief signs may typically be present. If symptoms persist over time, professional help should be considered.
4. If you are concerned about a student's grief reaction, we encourage you to refer him/her to a member of the crisis team or school support personnel for further support and evaluation.
SUGGESTIONS FOR CLASSROOM ACTIVITIES AFTER A LOSS

**Elementary**
Design a mural
Draw pictures representing feelings
Classroom discussion including facts of death stages of grief and ways to cope
Read books and discuss
Make sympathy cards for family (review them before sending out!)
Physical exercise to positively direct energies

**Middle School/High School**
Design a mural
Writing a eulogy
Designing a yearbook page commemorating the deceased
Encourage students to keep a journal or make cards/notes to family
Classroom discussion
Encourage mutual support

YOUTH SUICIDE PREVENTION/RESPONSE

The Youth Suicide Prevention School-Based Guide is designed to provide accurate, user-friendly information. The Guide is not a program but a tool that provides a framework for schools to assess their existing or proposed suicide prevention efforts (through a series of checklists) and provides resources and information that school administrators can use to enhance or add to their existing program. First, checklists can be completed to help evaluate the adequacy of the schools' suicide prevention programs. Second, information is offered in a series of issue briefs corresponding to a specific checklist. Each brief offers a rationale for the importance of the specific topic together with a brief overview of the key points. The briefs also offer specific strategies that have proven to work in reducing the incidence of suicide, with references that schools may then explore in greater detail. A resource section with helpful links is also included. The Guide will help to provide information to schools to assist them in the development of a framework to work in partnership with community resources and families.

The complete guide to The Youth Suicide Prevention School-Based Guide can be found at: [http://theguide.fmhi.usf.edu/](http://theguide.fmhi.usf.edu/)

SCHOOL PSYCHOLOGIST
<table>
<thead>
<tr>
<th>PSYCHOLOGIST</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tbody>
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<td>LINDSEY SALINAS</td>
<td>EGLIN 9:00-1:00</td>
<td>EDVINNS 8:30-11:15</td>
<td>RUCKEL MS 8:30-11:15</td>
<td>SHALMAR 9:00-11:15</td>
<td>Office (Shalmar)</td>
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<tr>
<td>LYNN BOYER</td>
<td>PRE-KD 8:30-11:15</td>
<td>PRE-KD 8:30-11:15</td>
<td>Pre-KD 8:30-11:15</td>
<td>ELLIOTT POINT 8:30-11:15</td>
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<tr>
<td></td>
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<td>8:30-11:15</td>
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</tr>
<tr>
<td>DENICE CROSS</td>
<td>FWBHS 6:45-8:45</td>
<td>MARY ESTHER 8:30-11:15</td>
<td>DESTIN ELEM 8:30-11:15</td>
<td>DESTIN MS 8:30-11:15</td>
<td>Office (Destin Middle)</td>
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<tr>
<td>DEBBIE HAINES</td>
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<td>WALKER 8:30-11:15</td>
<td>ANTILOC 8:30-11:15</td>
<td>BOSKES 7:45-9:45</td>
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<tr>
<td>HEATHER FLEMING</td>
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<td>EDGE 8:30-11:15</td>
<td>DAVIDSON 8:30-11:15</td>
<td>LONGWOOD 8:30-11:15</td>
<td>Office (Baker)</td>
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<tr>
<td>KIM MAYER</td>
<td>Richbourg / Best Chance</td>
<td>NORTHWOOD 8:30-11:15</td>
<td>PRIOR 8:30-11:15</td>
<td>RIVERSIDE 8:30-11:15</td>
<td>Office (Richburg, Best Chance)</td>
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<td>8:30-11:15</td>
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<tr>
<td>KAREN LOISEL</td>
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<td>LAUREL HILL 8:30-11:15</td>
<td>PLEW 8:30-11:15</td>
<td>CHILD FIND / So Meigs (office)</td>
<td>Child Find / So Meigs (office)</td>
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<tr>
<td>CLAY TOWNSEND</td>
<td>OKALOOSA Academy/Alfa Kids</td>
<td>KENWOOD 8:30-11:15</td>
<td>LEWIS 8:30-11:15</td>
<td>BLUEWATER 8:30-11:15</td>
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<td>STACEY VICKERY</td>
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<td>WRIGHT 8:30-11:15</td>
<td>FLOROSA 8:30-11:15</td>
<td>SILVER SANDS 8:30-11:15</td>
<td>Office (Silver Sands)</td>
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<tr>
<td>SHARON BARTELSS</td>
<td>TAPP 8:30-11:15</td>
<td>LIZA JACKSON 8:30-11:15</td>
<td>TAPP 8:30-11:15</td>
<td>TAPP 8:30-11:15</td>
<td>Office (Broward)</td>
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<tr>
<td>WHEELLESS (Lead Psychologist)</td>
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<td></td>
<td>TAPP 8:30-11:15</td>
<td>LIZA JACKSON 8:30-11:15</td>
<td>TAPP 8:30-11:15</td>
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<tr>
<td>TARYN WADE</td>
<td>SOUTHSIDE / Child Find North</td>
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<td>8:30-11:15</td>
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<tr>
<td>ZOLLA GANUZA</td>
<td>Bi-Linguall Spanish Evaluation</td>
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</table>

* Denotes MTSS Days
SCHOOL PSYCHOLOGIST JOB DESCRIPTION

Goal: To enable students to derive the fullest possible educational experience from school by promoting their sense of self and by diagnosing and recommending treatment for any psychological, behavioral, or learning problems.

Essential Duties and Responsibilities:
The primary responsibility is the Psychological and psycho-educational evaluation and assessment of the school functioning of children and young persons. Procedures include: a) screening; b) psychological and educational tests (particularly individual psychological tests of intellectual functioning, cognitive development, affective behavior, and neuropsychological status); c) interviews; d) observation; e) behavioral evaluation, with explicit regard for the context and setting in which the professional judgments based on assessment, diagnosis, and evaluation will be used; f) preparation of required reports on special education programs; g) maintenance of case records on all referred students.

1. Interventions to facilitate the functioning of individuals or groups, with concern for how schooling influences and is influenced by the cognitive, affective and social development. Such interventions may include, but are not limited to: a) recommending; b) planning; c) evaluating special education services; d) counseling; e) setting up affective educational programs; f) training programs to improve coping skills; g) assisting the teacher in setting up and implementing behavior modification programs for children whose diagnosed problems would benefit from such programs.

2. Interventions to facilitate the educational services and child care functions of school personnel, parents, and community agencies. Such interventions may include, but are not limited to: a) in-service school personnel education programs; b) parent education programs; c) parent counseling.

3. Consultation and collaboration with school personnel and/or parents concerning specific school related problems of students and professional problems of staff. Such services may include, but are not limited to assistance with: a) the planning of educational programs from a psychological perspective; b) consultation with teachers and other school personnel to enhance their understanding of the needs of particular pupils; c) modification of classroom instructional programs to facilitate children’s learning; d) promotion of a positive climate for learning and teaching; e) assistance to parents enabling them to contribute to their children’s development activities.

4. Program development services to: a) individual schools; b) school administrative systems; c) community agencies in such areas as needs assessment and evaluation of regular and special education programs; d) liaison with community, state, and federal agencies concerning the mental health and educational needs of children.

5. Abides by all polices of the Okaloosa County School Board.

Performs other tasks as assigned within the limits of the Master Contract.
SCHOOL PSYCHOLOGICAL SERVICES

School psychologists are certified/licensed professionals with specialized training in both psychology and education. School psychologists collaborate with educators, parents, and other professionals to help children and youth succeed academically, socially, and emotionally. School psychologists have an integral role in helping schools to implement Multi-Tiered System of Supports (MTSS) initiatives, to reduce disproportionality in Exceptional Student Education, and provide quality student services.

The purpose of the school psychologist is to help the school reach its goal of high standards for student performance by providing services to promote mental health and facilitate learning. These services include prevention and intervention services as well as student evaluation. Comprehensive school psychological services are comprised of diverse activities. These activities complement one another and therefore are most accurately viewed as being integrated and coordinated rather than discrete services.

The following are the services that comprise the delivery system.

1. Consultation
   a) School psychologists consult and collaborate with parents, school, and outside personnel regarding mental health, behavioral, and educational concerns. This includes conferences with teachers, parents and other school personnel, participation in school based intervention teams, and Exceptional Student Education staffing and IEP meetings.
   b) School psychologists design and develop procedures for preventing disorders, promoting mental health and learning, and improving educational systems.
   c) School psychologists provide in-service and other skill enhancement activities to school personnel, parents, and others in the community, regarding issues of human learning, development, and behavior.

2. Psychological and Psycho-educational Assessment
   a) School psychologists conduct multi-factored psychological and psycho-educational assessments of children and youth as appropriate to aid in intervention planning and educational programming for students.
   b) Psychological and psycho-educational assessment include consideration as appropriate in the areas of personal-social adjustment, behavior, intelligence and cognitive functioning, adaptive behavior, academic achievement, and environmental-cultural influences.
   c) School psychologists utilize formal instruments, procedures, and techniques; interviews, observations, and behavioral evaluations are included in these procedures.
   d) When conducting psychological and psycho-educational assessments, school psychologists have explicit regard for the context and setting in which their assessment take place and will be used.
   e) School psychologists adhere to the NASP resolutions regarding non-biased assessment and programming for all students (see Section XVIII E 3). They also are familiar with and consider the Standards for Educational and Psychological Tests (developed by APA, AERA, and NCME) and other related publications in the use of assessment techniques.
f) According to Rule 6A-6.0331 initial evaluations are to be completed within 60 school days (cumulative). In addition, re-evaluations are to be completed within a “reasonable time”.

g) The School Psychologist’s evaluation report will be given to appropriate school personnel and the Student Intervention Services office within ONE calendar month from the date of evaluation.

3. Interventions
   a) School psychologists provide direct and indirect interventions to facilitate the functioning of individuals, groups, and/or organizations.
   b) School psychologists design programs to enhance cognitive, affective, social and vocational development and prevent barriers to learning.
   c) School psychologists collaborate with others and provide insight in the development of academic and behavioral interventions for students, provide follow-up and support for implemented interventions, and evaluate response to intervention.
   d) School psychologists provide direct individual and group counseling services, planning/direction of skill development groups with students, and are involved in crisis prevention initiatives and activities as well as crisis response.
   e) School psychologists facilitate the delivery of services by assisting those who play major roles in the educational system (i.e., parents, school personnel, community agencies). Such interventions consist of but are not limited to: in-service training, organization development, program planning and evaluation, vocational development, and parent education programs.

4. Research
   a) School psychologists design, conduct, report, and utilize the results of research of a psychological and educational nature. All research conducted is in accordance with relevant ethical guidelines of the profession. School psychologists’ involvement in research can range from support of advisory services to having direct responsibility for one or more components of a research project. These components may include planning, data collecting, data analyzing, disseminating, and translating research into practical applications within the school community.

6. Program Planning and Evaluation
   a) School psychologists provide program planning and evaluation services to assist in decision-making activities including data analysis at the district, school, classroom and individual student level to make decisions involving programs and interventions.
   b) School psychologists serve on committees responsible for developing and planning educational and educationally related activities.
SCHOOL PSYCHOLOGISTS PARTICIPATION IN SUPPORTING POSITIVE BEHAVIOR

School Psychologists provide services that promote children’s social skills, problem solving, anger management, conflict resolution, self-determination, resilience, and optimism.

1. Consult with teachers and administrators on classroom management strategies, programs promoting positive peer relationships and social problem solving, school-wide positive behavior intervention and supports and programs to promote student wellness and reduce risk-taking.

2. Participate in the development and evaluation of Tier II behavior interventions for small groups and individual students.

3. Participate in Tier III Functional Behavioral Assessment and the development and evaluation of behavior intervention plans for individual students.

4. Provide mental health services including wellness and prevention programming, risk assessment and intervention, and counseling.

SCHOOL PSYCHOLOGIST PARTICIPATION IN CRISIS PREVENTION/INTERVENTION

School psychologists are members of the crisis team at each of their assigned schools and participate in crisis prevention, planning, training, and response activities.

In the event of a school crisis requiring the support of school psychologists, the principal of the school or area superintendent will contact Teri Schroeder. Mrs. Schroeder will contact the school psychologist assigned to the affected school and will coordinate with the assigned school psychologist to provide additional personnel.

As a general rule:

- Crisis response in the north area will be manned by Debbie, Heather, and Kim.
- Crisis response in south area will be manned by Stacey, Denice, and Lindsey.
- Crisis response in the central area will be manned by Clay, Lynn and Karen.
- Sharon will respond to any area as directed by the Program Director.

Exceptions to this general rule will be made when the school psychologist assigned to the affected school is not included in this division, when the availability of school psychologists warrants an exception, or when the nature of the crisis requires a larger response.
If a school psychologist receives a call through the school’s crisis phone tree that indicates additional support may be needed, the school psychologist will call Mrs. Schroeder in order to coordinate the response.

During activation of Crisis Intervention, a school psychologist may not return to regular duty until relieved by Program Director or School Administrator.

<table>
<thead>
<tr>
<th>TERI SCHROEDER</th>
<th>NORTH</th>
<th>CENTRAL</th>
<th>SOUTH</th>
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<tr>
<td>DEBBIE HAINES</td>
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<td>HEATHER FLEMING</td>
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<td>KIM MINER</td>
<td>KAREN LOISEL</td>
<td>STACEY VICKERY</td>
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<tr>
<td>TARYN WADE</td>
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<tr>
<td>(Tues, Weds, Thurs, only)</td>
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</tr>
</tbody>
</table>

| SHARON BARTELS-WHEELESS | All 3 regions |

Bartels-Wheeless, Sharon  WheelessS@mail.okaloosa.k12.fl.us
Boyer, Lynn Dr.  BoyerL@mail.okaloosa.k12.fl.us
Cross, Denice  CrossDW@mail.okaloosa.k12.fl.us
Fleming, Heather  Heather.Fleming@mail.okaloosa.k12.fl.us
Stacey Vickery  stacey.vickery@mail.okaloosa.k12.fl.us
Haines, Debbie  HainesD@mail.okaloosa.k12.fl.us
Loisel, Karen Dr.  Loiselk@mail.okaloosa.k12.fl.us
Salinas, Lindsey  lindsey.salinas@mail.okaloosa.k12.fl.us
Miner, Kim  minerk@mail.okaloosa.k12.fl.us
Townsend, Henry (Clay)  Henry.townsend@mail.okaloosa.k12.fl.us
Wade, Taryn  taryn.wade@mail.okaloosa.k12.fl.us
SCHOOL PSYCHOLOGIST PARTICIPATION IN INITIAL FOR ESE ELIGIBILITY

1) The school psychologist is an active member of the Multi-Tiered Systems of Support (MTSS) team and attends meetings on his or her scheduled day at the school. The school psychologist participates in problem solving with the team and provides support for intervention development, implementation, and evaluation of progress monitoring data. (See School Psychologist’s Role in the MTSS Process in the MTSS Manual)

2) When a determination is made to refer a student for initial ESE eligibility consideration, the school psychologist participates in the review and interpretation of available data, the development of referral questions to be addressed, and the determination of additional evaluation procedures needed in order to further inform intervention and determine ESE eligibility.

The school psychologist receives copies of:

- A completed In-school referral form with Disposition 1 signed,
- All Multi-Tiered Systems of Support (MTSS) documentation, including intervention plans, fidelity documentation, and progress monitoring data.
- Parent conference forms documenting parent involvement in the intervention process (a minimum of two)
- Formal permission for evaluation (MIS 1138)

A copy of the Formal Permission for evaluation (MIS 1138) will be faxed, by the person that obtains consent, to Student Intervention Services office at 833-3112, for input into the PAWS School Psychologist Assessment Log. The School Psychologist is expected monitor this School Psychologist Assessment Log for updated cases on a daily basis and may enter new cases into the log, as necessary.

3) The school psychologist completes the evaluation activities he or she is responsible for and writes an evaluation report that includes intervention information, results of assessments and other evaluation procedures completed, and interpretation of evaluation results with the purpose of informing intervention and assisting in the determination of student needs.

4) Once the report is complete:
   a. A signed copy of the report is sent to Student Intervention Services at the Niceville Central Operations Complex within one month of evaluation completion.
   b. The completed test protocols will be kept in a filing cabinet in a secure area of the school. These test protocols may be discarded (shredded) after 5 years. To discard, send outdated protocols to the Office of Student Intervention Services.
   c. A white (parent), pink (ESE Red folder) copy of the report is provided to the school counselor, staffing specialist or MTSS coordinator within one month of evaluation completion.
d. *For Pre-K Part C evaluations*, a white (parent), pink (ESE Red folder) copy of the report is provided to the pre-K staffing specialist *within one week of the child’s third birthday*. A signed copy of the report is sent to Student Intervention Services at the Niceville Central Operations Complex *within one month of evaluation completion*. The completed test protocols will be kept in a filing cabinet in a secure area of the school. These test protocols may be discarded (shredded) after 5 years. To discard, send outdated protocols to the Office of Student Intervention Services.

5) The school counselor or MTSS coordinator schedules a meeting of the MTSS team to review the report, referral and all accompanying MTSS documentation and request an eligibility staffing.

6) The staffing specialist schedules an eligibility staffing and invites the school psychologist. It is *expected* that the school psychologist presents the report at the eligibility meeting.
SCHOOL PSYCHOLOGIST PARTICIPATION IN THE REEVALUATION PROCESS

1) The school psychologist is a member of the IEP team considering reevaluations when an evaluation requiring the school psychologist is anticipated. (*see memo for teachers on the following page) The school psychologist should be invited to the reevaluation meeting or at minimum review the student’s record and provide input prior to the meeting when an evaluation by the school psychologist is expected.

2) When an ESE student is referred for reevaluation the school psychologist receives copies of:
   • Signed permission for reevaluation (MIS 1139)

   A copy of the Formal Permission for evaluation (MIS 1139) will be faxed, by the person that obtains consent, to Student Intervention Services office at 833-3112, for input into the PAWS School Psychologist Assessment Log. The School Psychologist is expected monitor this School Psychologist Assessment Log for updated cases on a daily basis and may enter new cases into the log, as necessary.

h) The school psychologist completes the portion of the evaluation he or she is responsible for and writes an evaluation report. According to Rule 6A-6.0331, re-evaluations are to be completed within a “reasonable time.”

3) Once the report is complete:
   a. The school psychologist distributes copies of the report to the ESE teacher and/or staffing specialist as appropriate within one month of completion of last evaluation.

   b. The completed test protocols will be kept in a filing cabinet in a secure area of the school. These test protocols may be discarded (shredded) after 5 years. To discard, send outdated protocols to the Office of Student Intervention Services.

4) The ESE teacher or staffing specialist will schedule an IEP meeting and invite the school psychologist to review the results with the parent.
To: ESE Teachers

From:

Re: Reevaluation of ESE students

This memo is intended to provide information and “helps” as you consider reevaluations this year.

Remember: Reevaluation is a process of gathering and reviewing information about a student in order to determine:

a) whether the student continues to have a disability;
b) present levels of performance and educational needs;
c) whether the student continues to need special education and related services; and
d) whether any additions or modifications to the special education and related services are needed.

Remember that the “IEP Team” includes the parent and parents should be aware of and involved in the reevaluation process. Formal evaluation is not required if available data is sufficient to answer the above questions. The focus of these meetings is on data that demonstrate the student’s progress in relation to IEP goals and grade level benchmarks, and the implication of this data for future educational planning. If no formal evaluation is requested, the use of available test scores and performance data for reevaluation is documented on MIS 1139 and three years from date of the reevaluation meeting becomes the new reevaluation due date.

1. It’s a good idea to list upcoming reevaluations at the start of each school year (most of you already do this)
2. If you anticipate that evaluation by another party (i.e. speech therapist, school psychologist, etc.) will be needed, please invite that person to the reevaluation meeting with the parent, either by providing a copy of the MIS 1140 invitation or sending an email. If it is not feasible to schedule the meeting when the evaluator can attend, please allow these other evaluators time to review records and provide input prior to the meeting with the parents.
3. Be SURE that you give a copy of MIS 1139 to each person who will be responsible for some portion of the evaluation. With the new computer generated forms, it’s easy to forget, but folks won’t know to test unless they get that permission form.
4. When evaluations are complete:
   - Complete a computer data sheet to change the reevaluation date. The new date should be three years from the date of the first test administered or three years from the reevaluation meeting if no formal assessments are requested.
   - A copy of all evaluation reports (pink for psych. reports) goes to the student’s red folder. The data sheet showing that the reevaluation date has been changed on the database should go to the Staffing Specialist. If you anticipate a change in eligibility or significant change in services for the student, please inform the staffing specialist in person or by writing a note and attaching it to ESE copies of the paperwork.
   - Schedule an IEP meeting to review reevaluation results. You may complete an annual review of the IEP and write a new IEP if the IEP is due. If the IEP is not due and the results of the evaluation do not suggest that changes in the current IEP are warranted, you may complete an interim IEP to document the conference.
<table>
<thead>
<tr>
<th>Diagnosis</th>
<th>Assessment Requirements</th>
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<tbody>
<tr>
<td>Autism Spectrum Disorder</td>
<td>IQ, Educational, Adaptive, Behavior-ASD scales, Classroom Observation, Assistance with the FBA/BIP if behavior is a presenting problem</td>
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<td>Developmental Delay</td>
<td>Developmental (to address adaptive, cognitive, social-emotional, physical)</td>
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<td>Emotionally/Behaviorally Disabled</td>
<td>IQ and Educational if determined necessary, Behavior-internal &amp; external factors, Classroom observation and interview data relative to the issue of concern, Assistance with the FBA-BIP process and development, Review of intervention process including response to behavioral intervention, data and graphs</td>
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<td>Nonverbal IQ (or developmental if more appropriate for younger student) and Educational</td>
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<tr>
<td>Intellectual Disability</td>
<td>IQ, Educational, Adaptive</td>
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<tr>
<td>Other Health Impaired</td>
<td>Educational and discussion of academic impact</td>
</tr>
<tr>
<td>Specific Learning Disability</td>
<td>Educational in the area of suspected disability (Reading, Writing, and/or Math), Classroom Observation, Review and discussion of 3 tiered MTSS process, including a description of the strategies implemented, the personnel responsible for the implementation, duration/frequency of the interventions and the means employed to insure fidelity, graphs of student progress with interpretation.</td>
</tr>
</tbody>
</table>
ENGLISH SPEAKERS OF OTHER LANGUAGES (ESOL) MANUAL
PROCEDURES FOR ESOL COMPLIANCE

Overview
The procedures which must be followed throughout the delivery of ESOL services are listed and explained in the following section of this manual. Any necessary forms, referred to in the procedures with bold type, are included online on our website for the department (http://www.okaloosaschools.com/district/esol-forms). The timeline and person responsible for the procedural steps are indicated. The principal of the school may delegate the tasks to their school personnel, as appropriate. This section may be used in conjunction with the current FLDOE ELL Database and Program Handbook for data entry purposes.

Do’s and Don’t’s at Initial Registration
Do:
• Do as much as possible to make those who do not speak English feel welcome in the school and in the school office during registration.
• Provide forms in parent’s native language if necessary for their understanding. Registration forms for Okaloosa County are available in Spanish as well as English on the Department’s website.
• Maintain the oldest Home Language Survey in the cumulative folders including those for students who answered “no” to all the questions. Ensure that any change on a survey is made and signed by a parent.
• Report LY students for FTE weighted funding and make necessary schedule changes.
• Use other documents if birth certificates are not obtainable.
• The proof of age needs to be verified; a copy of the document should not be made and kept.

Don’t:
• Place a student in a lower grade level or less challenging classes solely based on the student’s English Language proficiency.
• Collect information regarding immigration status and/or make copies of documents such as green cards, passports, or birth certificates.
• Do not ask about the immigrant status.

Procedural Steps
Each student shall be surveyed upon initial registration in a Florida public school (F.A.C. 6A-6.0902). School personnel must use the Home Language Survey (MIS 4025) during the registration process.

Step 1: Initial Registration
• Place a copy of the Home Language Survey (HLS) to the ESOL Department at the district office at for record keeping and tracking purposes only if “yes” is answered to one or more of the three questions on the survey and/or the student has completed school in the U.S. for less than 3 years.
• The original HLS must be filed in the Blue ELL Folder if the student qualifies for services.
• The home language and national origin of each student shall also be collected and retained in the district’s data system.
• Update the S313 screen to reflect the HLS and the languages listed instead of ZZ.
• Pre-K Registration: Once a PK student’s HLS is completed by the parent/guardian, if there are one or more affirmative responses, the student is considered to be ELL and should be provided linguistically and culturally appropriate services within the PK program. Code LY on the S313 screen under LP.
Matching the Demographics Screen to Match the Home Language Survey
(SCREEN S313)

1. **Country of Birth** – The Country of Birth identifies the actual country of birth of the student regardless of citizenship. All students, regardless of ELL status, should have a Country of Birth code other than “ZZ”.
2. **In State** Transfer Field
3. **Out of State** Transfer Field
4. **Out of County** Transfer Field
5. **Primary Language** which corresponds to Question 1 from the HLS. If the response is “No” where the student’s primary language is English, please put in the code EN for English instead of ZZ, which means not available.
6. **Secondary Language** which corresponds to Question 2 from the HLS. If the response is “no” where the student’s secondary language is English, please put in the code EN for English instead of ZZ, which means not available.
7. **Home Language** which corresponds to Question 3 from the HLS. If the response is “no” where the student’s home language is English, please put in the code EN for English instead of ZZ, which means not available.
8. **Lp column** – English Language Learners in PK-12 code must be LT, LP, LY, LF, LZ, or ZZ. **If enrolling a student**, enter LT, meaning Limited Temporary for a maximum of 20 days until the Listening and Speaking test results are finalized or school personnel have received proper documentation from the previous school if the student is a transfer within the 20 day time constraint. **If the Listening and Speaking are complete but not the Reading and Writing test results are finalized**, enter LP. If the documentation does not arrive within the 20 day timeline, proceed with the Entry Test to determine if the student still qualifies for the ESOL program. If a student is tested the day of the enrollment and does not qualify, place a “ZZ” in the Lp column before you place the student in a class.

**Home Language Survey** - Date the HLS was actually completed by the student or the parent/guardian and should be the date entered into the computer. This information is used to determine how long it takes to
9. assess students as ELL or not ELL. Please note, if the student came from a U.S. school within Florida, do not use the date of OCSD’s HLS. If the student came from a U.S. school outside of Florida, use OCSD’s HLS date.

Step 2: ESOL Program Assessment
Parents should be notified of any testing administered to their child as well as testing accommodations. School designated personnel will administer and score the Entry Test as soon as possible upon enrollment; however, no later than 20 school days. The Entry Test allows school officials to quickly and accurately place English Language Learners in appropriate instructional programs.

For Student Entering OCSD from Outside of the United States: Regardless of whether the student speaks English or not, the student must be administered the Entry Test.

- K-2 students will only be administered the Listening and Speaking sections of the LAS Links test.
- 3-12 will be administered the Listening and Speaking sections of the LAS Links test A. If the student scores proficient, the student must also be administered the Reading and Writing sections of the LAS Links Form A.
- All four sections may be given in one session or split into two sessions. If you are planning to administer all four tests in one sitting, and you believe the student is struggling to pass the Listening and Speaking portion, please check the scores as it might not be necessary to proceed with the Reading and Writing sections of the test. The Reading and Writing sections may be given no more than 20 school days after the administration of the Listening and Speaking sections.
- In rare occurrences, a delay may be warranted. If there is a delay in testing, the Notice to Parents of Delay in Testing (MIS 4306) form must be sent home with a reason for the delay with a principal or designee signature. Place a copy in the student’s Blue ELL Folder.

For Students Entering OCSD from Another School Within Florida: If the student was receiving services in another school district, do not enroll them as a new entry. We must transfer all the ELL dates except the ELL plan date. The ELL plan date is the only document that will need to be updated to reflect OCSD’s services.

- If the previous school does not forward the ELL documentation, despite several documented attempts, or there is no English language testing within a year, the child will need to be administered the Entry Test.
- Basis of Entry – code L for ELL Committee

For Students Entering OCSD from Another School Outside of Florida: If the student was receiving services in another school district, do not enroll them as a new entry. We must transfer all of the ELL dates except the referral and ELL plan date. The referral and ELL plan date need to be updated to reflect FTE and OCSD’s services.

- If the previous school does not forward the ELL documentation, despite several documented attempts, or there is no similar English language testing within a year, the child will need to be administered the Entry Test.
- Basis of Entry – code L for ELL Committee; no need to Enter Entry test scores

PK Student: After May 1st and prior to KG, the Listening and Speaking sections of the Entry Test may be administered.

- If the Entry Test results are proficient, code the student as ZZ and dismiss on S702 screen by creating a S707 screen (see pg. 5). No further monitoring is required.
- If the student scores are below proficient (complete once student begins KG):
  - ELL Code- remains LY
  - Basis of Entry- A
• **Classification Date** - Date the student was determined eligible based on assessment
• **Date of Entry** - Actual date started receiving services in the ESOL program in KG, usually first day of KG
• **Follow the remaining steps on pg. 6.**

- **Pre-K Disability**: If the student is enrolled in the Pre-K Disability program, the ELL and IEP teams, including the parent(s), may meet to decide if the child’s disability may or may not hinder the child’s performance on the Entry Test, which is administered after May 1st. If the child’s IEP is better meeting the needs of the student and the team decided that the disability may hinder his/her performance, the child may be dismissed after May 1st without the administration of the Entry Test. Code the student as ZZ and dismiss on S702 screen. No further monitoring is required.

**Kindergarten Students**: If there was not an Entry Test administered to the child before entering KG, then the student will need to be given the Entry Test.
- If the student is proficient – a S706 screen will need to be created and the code will be reported as LF with the two year follow up procedure.
- If the student is not proficient – follow same eligibility procedure
  - If the student was identified as ELL in PK, the referral date will be the date of the HLS completed during PK registration. Make sure to use the first day of KG as the DEUSS date.

**Ineligible Students**
- A student will not qualify for the ESOL program if:
  - K-12 – Aural/Oral (Speaking and Listening) Scale Scores are Proficient.
  - 3-12 – Scale Scores for Listening, Speaking, Reading, and Writing are Proficient.
- You must:
  - Change the LT or LP status on S313 to ZZ
  - Build a S707 Screen
  - File test results in the Cumulative Folder
  - Send a **Parent Notification of Ineligibility (MIS 4321)** to the student’s home and file a copy in the student’s cumulative folder attached to the other ESOL paperwork.

**How to Enter Data on S707 Screen – Local for Students Who Do Not Qualify for the ESOL Program**
*(The screen will be blank until you enter referral date and code)*

**If Student Does Not Qualify You Must Change LP status on S313 to ZZ.**

This information must be entered just as explained in order to make this student inactive otherwise it will show a student pending.

1. **Referral** – Date the student was referred for formal evaluation and possible placement in the program.
   Enter HLS Date OR first day of school if parent completed the HLS during Spring Kindergarten registration or summer registration.
2. **Code-Enter L130; HIT ENTER** (you should see information appear directly from S313 Screen)
3. **Same Date as #1**
4. **Same Date as #1**
5. **Same Date as #1**
6. **Same Date as #1**
7. **Same Date as #1**
8. **Same Date as #1**
9. **One School Day after Date in #1**
10. **Same Date as #1**
11. **Placement Status** – Enter an ‘I’ for evaluated and ineligible
12. **Parent Consent** - Enter a ‘Y’ code meaning parental consent received (must have signature on HLS as consent)

Hit F11 and make sure it is completed. You should see an ‘I’ under the Status (St) column on S702 showing that this student is inactive.
How to Build a S706 Screen – For Students Who Qualify for ESOL Services

Please note: Do not use OCSD dates of students that transfer from another U.S. school within Florida. Use OCSD referral date for students that transfer from another U.S. school outside of Florida.

From S313, type in S702 on the panel line and F9 until you get to the 706 screen and then enter the following:

1. **Referral** – Date HLS was completed (will be same date as survey date on S313).
   - PK - Date of PK HLS
2. **Code - E130, Hit Enter** - Codes for 3, 4, and 5 will automatically transfer from S313 Screen.
3. **PL = Primary Language** as recorded by parent on question number 1 on HLS
4. **SL = Secondary language** as recorded by parent on question number 2 on HLS
5. **HM = Language** spoken at home as recorded by parent on question number 3 on HLS
6. Code for #6 will automatically transfer from S313 Screen: Lp = LT, LP, LY, LF, LZ, ZZ
7. **Classification Date** – Initial date a student who responded “yes” to the Home Language Survey is determined eligible or not eligible based on assessment.
8. **Entry Date** – Initial date the student entered the ESOL program. This is the initial date the student actually enters the ESOL program, not the first date he/she entered school.
9. **Plan Date** – Used to specify the date of the most recent development or review of the ELL Plan
10. **Basis of Entry** – Indicates the basis of the student’s entry into the program.

Guide for Basis of Entry Codes

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Tested or Entered Via</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12</td>
<td>Listening/Speaking</td>
<td>A</td>
</tr>
<tr>
<td>K-12</td>
<td>ELL Committee (includes transfer students)</td>
<td>L</td>
</tr>
<tr>
<td></td>
<td>Proficient on Listening/Speaking; not proficient in the area of Reading or Writing</td>
<td>R</td>
</tr>
</tbody>
</table>

11. **DEUSS – DATE ENTERED FIRST US SCHOOL** – This new element must be entered from the information on the HLS. This date is the date the student entered FIRST US school anywhere in the United States (excluding US Territories) and is used to determine the three years of base ELL instruction and for potential exemption for standardized testing or for Good Cause promotion.
12. **Date** - student was tested. If you code the Basis of Entry as L, you do not fill out 12-19.

13. **Test ID** - Used to specify the test that was administered to the student who qualified for services.

14. **Test Form** – Shows the one character code indicating the specific form of the test administered.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Test Form A was administered</td>
</tr>
<tr>
<td>Z</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

15. **Test Level (Lv)** – Shows the code provided by the testing vendor indicating the level of difficulty of the test administered. A code provided by the test vendor indicating the difficulty level of the test, sometimes corresponds to the grade level of the student.

16. **Subject Content** – Used to specify the subject content for which the student was tested. Prompt supported.

17. **Test Score Type** – Used to indicate the kind of score being recorded for the specified test. Must be RS (Raw Score), SS (Scale Score), NP (National Percentile), or ZZ (Not Applicable).

18. **Test Score** – Used to specify the score the student achieved on the indicated test.

19. **PL - Proficiency Level** – used to indicate if a student is “Beginning”, “Early Intermediate”, “Intermediate”, “Proficient”, “Above Proficient”. This allows you to see immediately the proficiency level of a student and will help determine entrance, exit, and if an ELL Committee must be convened.

20. **Report Test** – Used to indicate whether the specified test should be reported to external agencies (Y or N). Enter Y if Basis of Entry was coded A or R.

---

**How to enter test scores (#12 through #19) on S706**

K-2: Only need LLK S and LLK L; 3-12: If LLK S and LLK L are Proficient or Above Proficient, you will need to enter LLK R and LLK W.

<table>
<thead>
<tr>
<th>TEST DATE</th>
<th>ID</th>
<th>F</th>
<th>Lv</th>
<th>SC</th>
<th>Tp</th>
<th>SCORE</th>
<th>PROFICIENCY LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>01012000</td>
<td>LLK S</td>
<td>A</td>
<td>Grade level</td>
<td>18</td>
<td>SS</td>
<td>Speaking scaled score</td>
<td>B, EI, I, P, or AP</td>
</tr>
<tr>
<td>01012000</td>
<td>LLK L</td>
<td>A</td>
<td>Grade level</td>
<td>18</td>
<td>SS</td>
<td>Listening scaled score</td>
<td>B, EI, I, P, or AP</td>
</tr>
<tr>
<td>01012000</td>
<td>LLK R</td>
<td>A</td>
<td>Grade level</td>
<td>30</td>
<td>SS</td>
<td>Reading scaled score</td>
<td>B, EI, I, P, or AP</td>
</tr>
<tr>
<td>01012000</td>
<td>LLK W</td>
<td>A</td>
<td>Grade level</td>
<td>30</td>
<td>SS</td>
<td>Writing scaled score</td>
<td>B, EI, I, P, or AP</td>
</tr>
</tbody>
</table>
Step 3 Schedule Qualifier Process:
Important Note – ESOL weighted FTE funding may be claimed for students with an ELL code of ‘LY’ who are enrolled in ESOL-Elementary, English, English Through ESOL, ESOL electives at the secondary level using ESOL strategies and/or ESOL instruction in math, science, social studies and computer literacy. These teachers must be:
• Appropriately certified in accordance with the current year’s Course Code Directory; and
• In the process of, or completed the required ESOL in-service training required for basic subject/elective area teachers according to the subject taught;
• In the process of, or completed the training/certification requirements of the ESOL Endorsement/Certification for teachers who are responsible for the primary language arts experience of ELLs; and
• Documenting the use of ESOL and/or Home Language strategies.

Required Data Entry on S615 – Schedule Qualifiers and Courses Eligible for ESOL Weighted FTE
• Teachers must be endorsed, certified, or OOF compliant with the timeline for ESOL.
• A teacher who is OOF is compliant as long as s/he completes a 60-credit ESOL course the year s/he is designated as OOF and continues to take 60 hours contiguously. In this case, coding of program 130 is appropriate on the student schedule.
• If a teacher is reported OOF one year and does not take a class within the timeline, they are non-compliant and FTE will be affected (coding of program 130 on the S615 should not occur in this case; OOF/Not Compliant)

1. All courses listed on the Florida Department of Education, Courses Eligible for ESOL Weighted FTE must be coded as Program 130 if the student is LY and the teacher has the appropriate training.
2. LEP Instructional Model – Prompt Supported. Must enter code for instructional model being used. If a student is both ESE and ELL (LY only), program codes for ESE are entered instead of program 130 as ESE takes priority.
### Instructional Models for English Language Learners When Entering Data on S615

<table>
<thead>
<tr>
<th>Instructional Model</th>
<th>Code</th>
<th>Academic Content</th>
<th>Language of Instruction</th>
<th>Student Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheltered-English</td>
<td>E</td>
<td>English/Language Arts: Listening, Speaking, Reading &amp; Writing</td>
<td>English</td>
<td>Only students classified as English language learners</td>
</tr>
<tr>
<td>Sheltered-Core/Basic Subject Area</td>
<td>S</td>
<td>Mathematics, Science, Social Studies, Computer Literacy</td>
<td>English</td>
<td>Only students classified as English language learners</td>
</tr>
<tr>
<td>Mainstream/Inclusion-English</td>
<td>I</td>
<td>English/Language Arts: Listening, Speaking, Reading &amp; Writing</td>
<td>English</td>
<td>Students classified as English language learners and fluent English-speakers</td>
</tr>
<tr>
<td>Mainstream Inclusion-Core/Basic Subject Areas</td>
<td>C</td>
<td>Mathematics, Science, Social Studies, Computer Literacy</td>
<td>English</td>
<td>Students classified as English language learners and fluent English-speakers</td>
</tr>
<tr>
<td>Maintenance and/or Developmental Bilingual Education</td>
<td>O</td>
<td>English/Language Arts: Listening, Speaking, Reading &amp; Writing, AND Mathematics, Science, Social Studies, Computer Literacy</td>
<td>English and Another Language [Native language of ELLs enrolled in program]</td>
<td>Only students classified as English language learners</td>
</tr>
<tr>
<td>Dual Language (Two-way Developmental Bilingual Education)</td>
<td>T</td>
<td>English/Language Arts: Listening, Speaking, Reading &amp; Writing, AND Mathematics, Science, Social Studies, Computer Literacy</td>
<td>English and Another Language</td>
<td>Students classified as English language learners and fluent English-speakers</td>
</tr>
</tbody>
</table>

### Step 4 ELL Blue Folder:
In order to fulfill mandated requirements of a student ELL Plan, all of the appropriate areas of the student’s English Language Learner Student folder must be completed.

**Please Note:** The ELL Committee is not required to be involved in the initial placement, routine assessment, classification, and exit process of an ELL student if determination is made by cut scores unless requested by a parent, teacher, administrator or other interested personnel.
First Year in ESOL

___ Home Language Survey (MIS 4025)

OCSD First US School or Out-of-State Transfer

___ Appropriate Entry Test administered within 20-school days
   ___ 20-school day deadline not met, copy of Notice to Parents of Delay in Testing (MIS 4306)

If student qualifies for ESOL:

___ Programmatic Assessment (MIS 4308): Initial determination of a student’s academic skills or performance is done based on a parent/guardian/student interview and on whatever academic records are available.

- ELL students may need more review than English Proficient students in order to develop an appropriate instructional plan. Each school must document the prior schooling experiences of new students by means of school records and transcripts. Such experiences must be taken into account in planning and providing appropriate instruction. In order to effectively place ELL students, their academic abilities must be determined exclusive of their lack of English proficiency. Grading systems and grade levels in other countries may differ from systems in the United States. Please refer to the Cultural Portraits Guide for additional information.

- Comprehensive parent/guardian/student interviews, teacher made tests, tests of academic abilities administered in the student’s home language or other forms of informal assessment may be used in determining the appropriate grade level and class placements.

- In some cases, ELL students enter secondary schools with no transcripts or with little prior schooling. These students can benefit from initial assessment procedures to determine mastery level in basic subject areas. Examples of assessment tools which may be used to determine the academic knowledge, aptitude and abilities of ELL students include, but are not limited to: assessment in the home language; writing samples in the heritage or home language; teacher made tests and other formal or informal assessment, including a comprehensive parent/guardian and student interview. Please refer to the district’s Pupil Progression Plan for placement information.

- This form is only completed for new ELL students enrolling in your school. This form does not need to be updated every year.

___ Teacher Notification of ELL Student Placement (MIS 4319)

- Must be given to teachers of students who are eligible for ESOL services. This form is given to teachers annually if there is an ELL placement. It will also serve to indicate a teacher’s Out Of Field status.

- Must notify parents in writing if ELL student is assigned to a teacher who is Out-Of-Field using a Parent Notification of Out-of-Field Assignment (MIS 4322) and place a copy of the notice in the student’s Blue ELL Folder.

___ Out-of-Field Parent Notification (MIS 4322)

- To check a teachers’ ESOL status go to PAWS – Student Dashboard tab, then click on Teacher List. Look across until you see the following two columns. The first column has Hrs/OOF/Cmp. Hrs is the number of in-service points earned towards an ESOL endorsement. OOF shows if the teacher is OOF in ESOL. A “Yes” means the teacher is OOF. Cmp shows whether the teacher is compliant or not so you will know which letter the teacher needs. If the teacher is not compliant it is designated by a “No” and shaded a light red. The second column designates a “Yes” response if the teacher holds ESOL certification or an ESOL endorsement.

___ Parent Letter: Notification of English Language Program Placement
___ Cumulative Folder Report – should include: Program Placement, Accommodations, Schedule, & Entry Test scores (optional: send teacher and parent ELL Student Plan – includes WIDA Can Do Descriptors)

- ELL Plan must be developed at the beginning of each school year, whenever classes or courses change, and/or whenever services change. If an ELL student changes schools within Okaloosa County, a new plan must be developed.
- We are mandated by law to write ELL Plans for all ELL students.
- Teachers, ESOL Contact, School Counselor, Staffing Specialist, and any other educator may contribute to the development of an English Language Learner’s Student Plan.
- The Consent Decree requires that all teachers of ELL students in all academic subject areas document the use of ESOL instructional strategies to ensure the delivery of comprehensible instruction to ELL students. The strategies must be in the student’s Blue ELL Folder.
- ELL Plans must be updated to reflect current services such as at the beginning of each school year, whenever classes or courses change, or whenever services change.
- ELL Plan date must be updated on S706 screen every time the plan is updated.
- The ELL Plan is an auditable item and must be maintained in the ELL student’s Blue folder.

___ ACCESS for ELLs 2.0 report (sent from district)

Second/Third Year in ESOL Program

___ Parent Letter: Notification of English Language Program Continuation

___ Teacher Notification of ELL Student Placement (MIS 4319)

- Appropriate box is checked
- Principal signature

If teacher is Out-of-Field (check Teacher List in PAWS):

- Out-of-Field teacher signature
- Principal signature
- Out-of-Field Parent Notification (MIS 4322)

___ Cumulative Folder Report – should include: Continuation, Accommodations, & Schedule (optional: send teacher ELL Student Plan – includes WIDA Can Do Descriptors)

___ ACCESS for ELLs 2.0 report (sent from district)

Fourth Year and above in ESOL Program

Meet within 30 day window before 3rd and above anniversary date (based on DEUSS) - if DEUSS falls within first two weeks of school, deadline is Oct 1st

___ ELL Committee Parent Notification (MIS 4270)

- If an ELL Committee convenes, the parent/guardian must be invited.

___ Annual Evaluation/Reevaluation Meeting Form with a minimum of 3 attendees and signatures
• The ELL Committee **must** meet for annual reevaluation to determine the possible need for the extension of ESOL services **beyond the base three years based on DEUSS.** After reviewing the reevaluation data such as the ACCESS for ELLs 2.0, FCAT/FSA, grades, etc., the ELL Committee will determine whether or not the student needs extension of services for an additional year.

• An ELL committee meeting is mandatory annually after the student’s base three years in the program if considering extension of services (no earlier than 30 days prior to the third anniversary of the student’s initial enrollment date in a US School, and no later than the anniversary date). **If the anniversary date is within the first two weeks of school, you have until October 1 to hold the ELL Committee Meeting.**
  - If the anniversary date does not fall within the first two weeks of school, you will need to administer LAS Links B.

• You must enter ‘Y’ to indicate the student needs and will continue to receive ESOL services/extension of instruction beyond the base three years (see #6 below). You must complete #2 below with date of assessment used to determine if extension is appropriate (i.e., ACCESS for ELLs 2.0 or LAS Links Form B). If the student is beyond the 6th ESOL year and still needs the ESOL services, change this code from a ‘Y’ to a ‘Z’. If a student exits the program, leave the column blank.

• The ELL Committee is a group composed of at least three attendees, such as the ESOL Language Arts and/or Basic Subject Area teacher(s), an administrator or designee, school counselor(s), social workers, school psychologists, ESOL Paraprofessional or other educators as appropriate to meet and discuss how to best serve an ELL student.

• If the parent wishes to participate in the determination of the student’s initial instructional programming, the ELL Committee convenes. Parental preference for instructional programming must be considered.

• The ELL Committee may also address any questions or concerns regarding appropriateness of ELL Student Plans, or instructional programming after the student has been enrolled in the ESOL program for one semester. During the meeting, the student’s current needs are reviewed, recommendations for necessary changes in the student’s program are made, and **goals are set.**
ELL Committee must record notes from the meeting and place a copy of the meeting form in the student’s Blue ELL Folder.

- Three additional years beyond the base three is the maximum extension recommended, for a total of six years in ESOL. The ESOL FTE funding ends after the sixth year in ESOL. Lack of ESOL funding eligibility does not relieve the district or schools of any obligation they may have under state or federal law to continue to provide appropriate services to ELL children beyond the six years of state ESOL program funding if the student still qualifies for the program.

___ Parent Letter: Notification of English Language Program Continuation

___ Cumulative Folder Report** – should include: Meeting History, Continuation, Accommodations, & Schedule
(optional: send teacher ELL Student Plan – includes WIDA Can Do Descriptors)

___ Teacher Notification of ELL Student Placement (MIS 4319)

  ___ Appropriate box is checked
  ___ Principal signature

  If teacher is Out-of-Field (check Teacher List in PAWS):

  ___ Out-of-Field teacher signature
  ___ Principal signature
  ___ Out-of-Field Parent Notification (MIS 4322)

___ ACCESS for ELLs 2.0 report (sent from district)

Exit Criteria and Post Monitoring

If student meets exit criteria, s/he should be exited.

Basis of Exit for K-2

- Overall minimum proficiency level of 5.0 and a minimum proficiency of 4.0 in each one of the four language domains, Listening, Speaking, Reading, Writing (LSRW) on the ACCESS for ELLs 2.0
  OR
- Overall minimum proficiency score of P1 on the Alternate ACCESS for ELLs for 15-16.

Basis of Exit for 3-9

- Overall proficiency level of 5.0 and a minimum proficiency of 4.0 in each one of the four language domains, LSRW on the ACCESS for ELLs 2.0 and passing score on FCAT Reading, FSA ELA
  OR
- Overall minimum proficiency score of P1 on the Alternate ACCESS for ELLs for 15-16 and a passing score on the FSAA administered in the 2015-16 school year.

Basis of Exit for 10-12
• Overall proficiency level of 5.0 and minimum proficiency of 4.0 in each one of the four language domains, LSRW on ACCESS for ELLs 2.0 for 15-16 and 10th grade FCAT in Reading, FSA ELA sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to 1008.22, F.S.

OR

• Overall minimum proficiency score of P1 on the Alternate ACCESS for ELLs for 15-16 and 10th grade FSAA sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to 1008.22, F.S.

Basis for Exit – ELL Committee Meeting
• If using the ELL Committee, the committee must review the following:
  (2 of the 5 must be met)
  o Extent and nature of prior educational or academic experience, social experience, and a student interview;
  o Written recommendation and observation by current and previous instructional and support services staff;
  o Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
  o Grades from the current or previous years; and
  o Test results from tests other than the ACCESS for ELLS 2.0 or FSA/FCAT.

• If student met criteria for exit before the beginning of the school year, they can be exited for previous school year using the date of the last day of school. Test date is the date of assessment and the Exit Date is the last day of the previous school year or last day services were received.

Exit Steps
1. Change Lp column on S313 screen from LY to LF and proceed with required 2-year monitoring. The 2-year monitoring timeline is from the date of exit.

2. Remove all program 130 codes and instructional model codes on S615.

3. Enter exit date on the S706 screen - Could be date assessment occurred or ELL Committee meeting date (if meeting occurred over the summer, then exit date is the last day of school).

4. Send Parent Letter: Notification of English Language Learner Program
   a. If exiting based on proficiency level, an ELL Committee Meeting is not required. Parent must be invited if there is a Committee Meeting

5. Begin 2-year monitor and place copies in ELL Blue folder, which include grades for each monitoring period.
   a. Monitor of students who exit the program must occur: 1st report card after exit; 1st Semiannual Review (3rd report card); Second Semiannual Review (first report card after 1 year of exit) and End of the Second Year.
   b. If you wish to reenter a student during the monitoring period, you must have an ELL Committee Meeting. If the student is reclassified as ELL, then his/her "Lp" category is changed back to LY on the S706 panel and a new ELL Plan is completed. If the student is being taught by a “qualified” teacher and 6 years or less in ESOL, the basic subject area courses should be coded program 130 and instructional models included on S615.
6. After 2 years of monitoring, based on exit date, change LF to LZ on S706 if continued progress is noted and no re-entry into the program is necessary.

**How to Exit on S706 Screen**

1. **Date student is exited** by meeting proficiency requirements or by ELL Committee meeting
2. **Date Evaluation Exit occurred.** Could be date assessment occurred or ELL Committee meeting
3. **Basis of Exit** – Used to indicate the basis of the student’s exit from the program. Prompt supported.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>District alternative exit standard approved by DOE in ELL Plan – LAS Links Form B.</td>
</tr>
<tr>
<td>H</td>
<td>Basis of Exit for KG-2</td>
</tr>
<tr>
<td>I</td>
<td>Basis of Exit for 3-9</td>
</tr>
<tr>
<td>J</td>
<td>Basis of Exit for 10-12</td>
</tr>
<tr>
<td>L</td>
<td>English Language Learner (ELL) Committee</td>
</tr>
<tr>
<td>Z</td>
<td>Not Applicable</td>
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</table>

4. **Date of First Report Card after Exit**
5. **Date of First Semiannual Review after Exit – third report card after exit**
6. **Date of Second Semiannual Review after Exit – one year after exit**
7. **Date of End of the Second Year – two years after exit**

Complete steps 8-14 if anniversary date is not within the beginning of the school and LAS Links B was administered.

8. **Date of Assessment in which student obtained Proficiency**
9. **Test ID** – LAS Links
10. **Test Form** B

<table>
<thead>
<tr>
<th>TEST DATE</th>
<th>ID</th>
<th>F</th>
<th>Lv</th>
<th>SC</th>
<th>Tp</th>
<th>SCORE</th>
<th>PROFICIENCY LEVEL</th>
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<td>B</td>
<td>Grade level</td>
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<td>SS</td>
<td>Speaking scaled score</td>
<td>B, EI, I, P, or AP</td>
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<tr>
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<td>LLK L</td>
<td>B</td>
<td>Grade level</td>
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<td>Listening scaled score</td>
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<td>LLK R</td>
<td>B</td>
<td>Grade level</td>
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<tr>
<td>01012000</td>
<td>LLK W</td>
<td>B</td>
<td>Grade level</td>
<td>30</td>
<td>SS</td>
<td>Writing scaled score</td>
<td>B, EI, I, P, or AP</td>
</tr>
</tbody>
</table>

11. **Test Level** – Code provided by testing vendor to indicate level of test difficulty (sometimes corresponds to grade level)
12. **Subject Content** - used to specify the subject content for which student was tested (Prompt Supported)
13. **Test Score Type** – Must be RS (Raw Score), SS (Scale Score), NP (National Percentile), PL (Performance Level) or ZZ (Not Applicable)
14. **Test Score** - Used to specify score student achieved on the indicated test
15. **Proficiency Level**
16. **LF when student is Exited and Monitoring begins; LZ at end of Second Year**
How To Exit on S706 Screen – Limited English Process for Exiting a Student With Reclassification and Post Monitoring Included

1. **EXIT** - This element is used to specify the initial date the student exited the ESOL program.

2. **Last Reevaluation Date** – Used to specify the most recent date the ELL student was reevaluated in order to determine whether the student should continue in or exit the program. This could be the date of the ELL Committee meeting. This date is used for the required reevaluation that occurs at the end of the 3rd, 4th, and 5th year the ELL student is in the ESOL program.

3. **Re-Classification Date** - Initial date a former ELL student is reclassified as ELL. When Post Monitoring is in process, you may want to reenter a former ELL student. An ELL Committee meeting must be held. Use date the ELL Committee was held to recommend returning a former ELL student or date recommended by committee.

4. **Re-Exit** - Date on which the student was exited from the ESOL Program after reclassification.

**Circled in Red: Basis of Re-Exit** – Used to indicate the basis of the student’s re-exit from the program.
How To Build S324 Screen – Migrant/Immigrant Screen

This screen must be entered for all immigrant students. For all students whose registration packet indicates that the student is born outside of the U.S., enter ‘Y’ under the ‘I’ column as illustrated above. This will mean, Yes, the student is an immigrant student. Enter date student entered the first US School under DEUSS. Leave the US EDATE blank. After the student has attended a U.S. school for more than 3 year, based on DEUSS, the ‘Y’ under the ‘I’ column needs to change to ‘N’.

By federal definition an Immigrant Student is a student between the ages of 3 and 21, was not born in the U.S., the District of Columbia or Puerto Rico and has not attended a school in the US for more than 3 full academic years.

One very important note: Military bases located oversees are not a US territory or possession.