

Middle School Pupil Progression Plan



2020-2021

Pupil Progression Plan 2020-2021

School Board Members

Tim Bryant

Dewey Destin

Linda Evanchyk

Dr. Diane Kelley

Dr. Lamar White



Marcus Chambers
Superintendent of Schools



Pupil Progression Plan

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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.



Pupil Progression Plan Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section I

Admissions, Placement, Transfers, Withdrawals, Attendance & Truancy

A. Admission

For detailed information concerning enrollment, please visit
<https://www.okaloosaschools.com/schools/registration>

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

- A birth certificate, or an official birth registration card; or
 - Certificate of baptism showing the date of birth, accompanied by an affidavit sworn by the parent; or
 - Insurance policy showing the date of birth, which has been in force for at least two years of the child's life, or
 - Bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn by the parent; or
 - Passport or certificate of arrival in the United States showing the age of the child; or
 - A transcript or record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or
 - If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these shall be available in the county, by a licensed practicing physician designated by the School Board. The certificate states that the health officer or physician has examined the child and believes that the age as states in the affidavit is substantially correct.
 - In addition to the listed requirements, a parent or legal guardian must also provide proof of residency for students enrolled in Summer (Voluntary Pre-Kindergarten) VPK or Year-long VPK programs.
- ❖ A homeless child, as defined in 1003.01 F.S., shall be given temporary exemption from this section for 30 school days.

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

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

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

Public/Non-Public Schools Pre-K-12

Children entering, attending, or transferring to Florida schools for School Year 2020-2021

The timeline for these immunizations is provided in the appendix

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

OR

- Certificate of exemption for religious reasons (DH 680); or,
- Certificate of exemption for medical reasons [**A temporary Medical Exemption (Part B) is invalid without an expiration date.**] (DH680, Part C); or,
- Certificate of Permanent Medical exemption (DH680, Part C) must be completed by a physician licensed under Chapter 458 medical practice or Chapter 459 Osteopathic medicine.
- A written exemption issued by an authorized school official (MIS4124) for transfer and military students, not to exceed thirty (30) school days, to permit a child who transfers into the district to attend classes until his/her records are transferred. (According to the Florida Department of Health, the following students are eligible for a 30-day exemption: 1) Students that transfer from one Florida School District to another Florida School District; 2) Military students; 3) Students that are identified as homeless according to the McKinney-Vento Act; 4) Department of Juvenile Justice (DJJ) students. All other students, including Pre-K and Kindergarten students, must meet all immunization requirements, unless they fall into one of the above four categories, BEFORE being enrolled in a school and should be referred to their local medical provider or the Department of Health in Okaloosa County for immunization services and temporarily excluded from school until compliance is met. FS 1003.22, FAC 64D-3.046. **This does not pertain to Pre-K and Kindergarten students, who must meet all immunization requirements before being enrolled in a school.** If at the end of the thirty-day exemption period a proper immunization certificate is not presented, the principal will

temporarily exclude the student from school until the proper and current immunization certification is presented to the school. (For more information concerning Florida's immunization requirements, please visit <http://www.floridahealth.gov/programs-and-services/immunization/children-and-adolescents/school-immunization-requirements/>)

Medical Physical Exams, 1003.22, F.S.

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

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

B. Controlled Open Enrollment, 1002.31, F.S.

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

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

C. Enrollment and Grade Level Placement

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

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

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

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

Age Requirements for Enrollment, Middle School

There are no minimum age requirements for admission; however, students accepted into the first year (6th grade) of a school in Okaloosa County must provide evidence of promotion from the previous grade. Any student who turns 16 years of age before or during their 6th, 7th, or 8th grade year should be referred to the Fast Track Program, see Drop-Out Prevention in Special Programs Section.

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

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

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

Placement of Students with Disabilities

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

Placement of Students on Community Control, 948.03, F.S & 1003.53, F.S.

A juvenile on felony probation or community control who is a public school student may be required to attend a public adult education program or a dropout prevention program, which includes a second chance school or an alternative to expulsion.

If a juvenile on felony probation or community control attends a regular education school program, the identity of the juvenile, and the conditions of the felony probation or community control must be made known to each of the student's teachers.

Placement of English Language Learners

Based on responses to the OCSD Home Language Survey (MIS 4025), students who may be eligible for services through the English for Speakers of Other Languages (ESOL) program shall be administered an English language acquisition assessment. If eligible, the student shall be placed in appropriate classes with supports and accommodations as outlined in the student's ELL Plan. Please see Section IX – English for Speakers of Other Languages in this document for details.

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

Students transferring with official transcripts will be placed in the grade level placement of the sending school.

Without official transcripts, students transferring from a private school or a non-district operated school may be evaluated using assessment criteria listed in the PPP to determine grade placement. The principal will make the decision for placement with input from the MTSS committee, providing the prohibition against social promotion is not violated. See ESOL section for additional information.

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

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

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

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

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

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

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

A homeless student shall be permitted to enroll immediately, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as previous academic records, medical and immunization records, and proof of residency or

proof of age. A homeless child shall be granted a temporary exemption from entrance requirements for thirty (30) school days.

Notification of In Loco Parentis

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

D. Transfers and Withdrawals

Grades for Transfer Students with High School Credits see [6A-1.09941](#)

Grades transferred from another state may not be adjusted in any way and must be entered into the AS400 system as listed on the transcript or report card. If only a numerical grade is provided and no scale is given, the OCSD scale is applied to the student record. The only exception to not adjusting grades transferred from another state would be if the grade is not compatible with the OCSD grading system. For example: a student transcript lists a grade as B+, with a grade delineation indicating B+=92%. In that case, and **if** the school provides a grading scale using percentile ranges, the grade entered may reflect the OCSD equivalent grade based on the percentile designation.

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

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

Home Education (School) Uniform Transfer of Credit, 6A-1.09941

Florida School Board Rule 6A-1.09941 establishes uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools.

The procedure for secondary students shall be as follows:

- Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value. If the student does not possess an official transcript or is a home education student, credits shall be validated through the student's performance during the first grading period. Assessment requirements must be validated.
 - If validation of credits must be based on performance in classes at the receiving school, the transfer student should be placed in the appropriate sequential course level

- and attain a minimum grade point average (GPA) of 2.0 at the end of the first grading period.
- If the transfer student does not meet the 2.0 GPA requirement for the validation of credits at the end of the first grading period, then any of the following alternative validation procedures shall be used for validation purposes as determined by the teacher, principal, and parent:
 - Portfolio evaluation by the Superintendent or designee;
 - Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - Satisfactory performance in courses taken at other public or private accredited schools;
 - Satisfactory performance on nationally-normed standardized subject area assessments;
 - Satisfactory performance on a statewide, standardized assessment;
 - Written review of the criteria utilized for a given subject provided by the former school.
 - Students should be recommended to the Fast Track Program if they are not passing two (2) or more of their core subjects at the conclusion of the nine weeks.

Students must be allowed at least ninety (90) days from date of transfer to prepare for assessments outlined above.

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

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

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

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

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

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

- The parents/legal guardian must make their request in writing to the school principal to explain the reason for early withdrawal and give the last day the student will attend.

- All staff members working with the student will be notified to ensure the return of all materials, textbooks, etc.
- The student's grades will be analyzed and if the results show the student has made satisfactory progress academically as of the withdrawal date, the teacher(s) and principal shall write a letter stating that as of that date, all standards for promotion to the next grade level have been met and should the student have continued enrollment through the final day of the school he/she would be promoted. The teacher(s) and the principal will sign the letter. It will then be the responsibility of the receiving school to make a decision regarding promotion/retention based upon the progression criteria of that district.

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

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

Early Withdrawal When Retention is Probable

In no case shall early withdrawal be used as a contrivance to socially promote or retain a student by moving him/her from one school to another within the OCSD or to another school setting. If a parent or legal guardian requests to withdraw a student before the final ten days of the school year, the same procedures should be followed as those listed in "Early Withdrawal When Promotion is Probable".

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

- The parents/legal guardian must make their request in writing to the school principal to explain the reason for early withdrawal and the last day the student will attend.
- All staff members working with the student will be notified to ensure the return of all materials, textbooks, etc.
- The student's grades will be analyzed and if the grades show the student has not made satisfactory progress academically as of the withdrawal date, the teacher(s) and principal shall write a letter stating that as of that date, all standards for promotion to the next grade level have not been met and would the student have continued enrollment through the final day of school he/she would not be promoted. The teacher(s) and the principal will sign the letter. It will then be the responsibility of the receiving school to make a decision regarding promotion/retention based upon the criteria of that district.

Promotion of Late-in-the-Year Transfer Students

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

E. Attendance

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

Reporting an Absence

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

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

Middle School Attendance

Excused absences resulting from the following:

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

Unexcused absences are absences resulting from:

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

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

When a student accumulates a total of nine (9) excused or unexcused absences in any class period per semester, the student must have an excuse from a doctor or an official agency (i.e., Department of Juvenile Justice, Department of Children and Families, etc.) for each subsequent absence.

Attendance for Children/Dependents of Active Duty Military, 1000.36, Article V(E), F.S.

S. 1000.36, Article V(E), F.S., states that "a student whose parent or legal guardian is an active duty member of the uniformed services, as defined by the Compact, and has been called to duty for, or is on leave from, or immediately returned from deployment to a combat zone or combat

support posting, shall be granted additional excused absences at the discretion of the school superintendent.” The additional excused absences are to allow the student to visit with the student’s parent or legal guardian for the reasons specified. Notwithstanding the above, the local school superintendent or head of school may provide a maximum number of additional excused absences.

Attendance Notification Procedure

- After the third (3rd) unexcused absence for which the reasons are unknown, parents/legal guardian of the student will be notified. The contact will include a review of the current attendance/truancy policies.
- After the fifth (5th) but before the eighth (8th) absence, (excused or unexcused) per semester in any class period, the parents/legal guardian will be notified of the absences.
- After the ninth (9th) absence (excused or unexcused) per semester, a letter will be sent to the parents/legal guardian notifying them of the necessity for a doctor’s excuse or an excuse from an official agency in order for the make-up work to receive grades. In addition, this letter will notify parents of the consequences of any additional absences.
- Prior to the fifteenth (15th) absence, the principal may review any absence caused by some insurmountable situation or event that places an undue hardship on the student and notify the teachers that this student may make up all work.
- After the fifteenth (15th) absence per semester in any class period, no make-up work will receive grades. An attendance expectation agreement may be initiated, outlining the consequences of non-attendance.
- After the fifteenth (15th) absence per semester in any class period, the student’s parent/legal guardian can appeal to the school’s attendance committee for permission to receive grades for missed work. Pending approval of the appeal and the submission of a doctor’s excuse, absences after the fifteenth (15th) may be entered as an excused absence in the AS400 system.

Make Up Work

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

It is the student’s responsibility to request make-up work for excused absences (up to 15 per semester).

Students absent for multiple days are expected to seek and work on make-up assignments, as medically appropriate and practical. Students absent for any reason on a school sanctioned/sponsored trip on the day a previously assigned project is due, or a previously assigned test is scheduled, will submit the project or take the test the day of his/her return, as appropriate and practical.

Principals will ensure that teachers provide make-up assignments upon parent or student request. Make-up work will be provided no later than 24 hours following a parent or student request.

Tardiness

Each school will monitor tardiness and early check out policy.

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

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

- Five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month, or;
 - After the fifth (5th) unexcused absence in a calendar month, the student's primary teacher shall report to the school principal or his/her designee that the student may be exhibiting a pattern of nonattendance. If appropriate, the school principal shall refer the case to the MTSS committee. If the MTSS committee finds that a pattern on nonattendance is developing, whether the absences are excused or not, a meeting with the parent/legal guardian must be scheduled to identify potential remedies. The school should send out a School Truancy Letter to either inform the parent/legal guardian of the situation or to schedule an MTSS committee meeting with the parent/legal guardian.
- Ten (10) unexcused absences, or absences for which the reasons are unknown, within a ninety (90) calendar day period, or;
 - After the ninth (9th) unexcused absence, the student's primary teacher shall report to the school principal or his/her designee that the student may be exhibiting a pattern of nonattendance. If appropriate, the principal shall refer the case to the MTSS committee. If the MTSS committee finds that a pattern of nonattendance is developing, whether the absences are excused or not, a meeting with the parent/legal guardian must be scheduled to identify potential remedies. A letter should either be mailed to the student's home or delivered by an attendance officer, informing the parent/legal guardian of the MTSS committee meeting and their need to attend.
- More than fifteen (15) unexcused absences in ninety (90) calendar day period
 - After the fifteenth (15th) unexcused absence in a 90-day calendar period, if the MTSS committee determines that remedial recommendations are not working, either a truancy petition may be filed by the Superintendent, or the student may be referred to an appropriate agency. Driver's License Suspension Form (MIS6265) should be sent to Student Intervention Services.

Learnfare Program and Truancy, 414.1251 F.S.

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

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

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

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

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

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

Section II

Special Programs

A. Drop Out Prevention, 1003.52 F.S.

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

All 6th and 7th grade students failing core courses will remain at their zoned school/school of choice and enroll in credit recovery coursework via Edgenuity or face-to-face instruction. Students may be referred to a Fast Track program if they meet either of the criteria listed below:

- All incoming students who are already 16 or will turn the age of 16 at any point during their 6th, 7th, or 8th grade school year.
- All 8th grade students who at the end of the school year lack coursework to be promoted to the 9th grade.

B. Early Warning System, 1001.42, F.S.

A school that includes any of grades 6, 7, or 8 shall implement an early warning system to identify students in those grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:

- Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension.
- One or more suspensions, whether in school or out-of-school, including Student Training Program (STP).
- Course failure in English language arts or mathematics during any grading period.
- A level 1 score on the statewide standardized assessments in English language arts or mathematics.

*When a student exhibits two or more of the early warning indicators, the school's child study team under 1003.02 F.S., or a school-based team formed for the purpose of implementing requirements of this paragraph shall convene to determine appropriate intervention strategies for the student.

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

Students entering Okaloosa County School District and requesting credit for a home education program must follow the Validation of Transfer Credit process specified by 6A-1.09941, F.A.C. For specified details on the Validation of Transfer Credit, see Transfers and Withdrawals *Home Education (School) Uniform Transfer of Credit*.

For more information, visit the FLDOE office of independent and Parental Choice Website at <http://www.fldoe.org/schools/school-choice/>

To register for home education, contact the office of Home Education in the Okaloosa County School District by phone or visit <https://www.okaloosaschools.com/schools/directory/home-school>

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

Students in home education programs may participate in public school interscholastic extracurricular activities. However, public schools are under no obligation to provide home education students access to classes, programs, services, or other educational opportunities. For dual enrollment information for home education students, visit <http://www.fldoe.org/schools/higher-ed/fl-college-system/academic-student-affairs/dual-enrollment.shtml>

D. Single-Gender Classes

Schools wishing to implement single-gender classrooms must consider a number of criteria in order not to violate the nondiscrimination requirements of Title IX. Under the new exceptions to the general prohibition of single-gender classes, a school would be permitted to offer single-gender classes if:

- The purpose of the class is achievement of an important educational objective (such as providing educational opportunities)
- The single-gender nature of the class is substantially related to achievement of that objective

“The school must treat male and female students in evenhanded manner in implementing its objective and it must always provide as substantially equal, coeducational classes or extracurricular activities.” CFR 106.34(b)(1)(ii)(iii)

To determine whether substantial equality is achieved, consideration must be provided to:

- The policies and criteria of admission
- The educational benefits provided, including the quality, range, and content of the curriculum and other services
- The quality and availability of facilities and resources
- Intangible features (e.g., reputation of faculty)

Prior to implementation, a school plan for single gender classes should be approved by the school’s SAC and submitted to Curriculum and Instruction Office for review. Participation must be completely voluntary; parents should sign an enrollment form indicating their approval of the placement. Schools must conduct a periodic evaluation of single-gender classes to ensure that the classes and activities are based on genuine justification and do not rely on overly broad generalizations about the different talents or capacities of either gender; the evaluation should be conducted at least every two (2) years.

E. Virtual School Options, Requirements, 1002.20 F.S. & 1006.15, F.S.

Parent and Student Rights/Requirements

Florida Virtual School full-time students who meet specified academic and conduct requirements are eligible to participate in extracurricular activities at the public school to which the student

would be assigned. For more information on Florida Public Virtual Schools, visit <http://www.fldoe.org/schools/school-choice/virtual-edu/parent-resources/>

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

Okaloosa Online

An online high school course taken through Okaloosa Online or Florida Virtual Schools in grade 6, 7, or 8 fulfills the online course requirement for high school graduation.

The following options also satisfy the online/blended course requirement for a 24-credit standard high school diploma:

- Completion in a course in which a student earns a nationally recognized industry certification in information technology that is identified on the CAPE Industry Certification Funding List pursuant to 1008.44, F.S. or passage of the information technology certification examination without enrollment in or completion of the corresponding course(s), as applicable.
- Passage of an online content assessment, without enrollment in or completion of the corresponding course(s), as applicable, by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes.
- Students may also complete this graduation requirement through a blended learning course.

This online course requirement does not apply to a student who has an individual education plan (IEP) under 1003.57, F.S., which indicates that an online course would be inappropriate or to an out-of-state transfer student who is enrolled in a Florida high school and has an academic year or less remaining in high school.

For more information about taking courses on Okaloosa Online, please contact your school guidance counselor as no courses can be assigned without approval from the school of attendance.

F. Hospital Homebound

According to Rule 6A-6.030202, Florida Administrative Code (F.A.C.), the possibility of hospital or homebound services should be explored when it is anticipated that a student will be absent from school for at least fifteen (15) school days, or the equivalent on a block schedule, while under a physician's care because of severe, prolonged or chronic illness. A parent, teacher, social worker, guidance counselor, physician and others may initiate the process as soon as it is anticipated that the student will be absent for the duration specified in the rule. There is no established waiting period that must be met when considering initiating the process. For more information, please call Exceptional Student Education at (850) 833-3164.

G. Teenage Parent Program (TAPP) Model Process

The following process should be followed for pregnant students:

- Student's disclosure of pregnancy (to school staff),
- Student meets with assigned School Counselor who completes TAPP Referral (must be sent to Student Services office via fax),
- TAPP Coordinator sets up meeting with student, parent, and school counselor to discuss TAPP's services and requirements.
- If a student chooses to enroll in TAPP, the following steps should be taken:
 - TAPP required documents are completed and parental consent is obtained
 - The student's academic plan is developed collaboratively and curriculum should include the following
 - Edgenuity should be considered for core instruction
 - Okaloosa Online/FLVS parenting course work
- If a student declines enrollment in TAPP, TAPP Coordinator obtains appropriate documentation.
- TAPP Coordinator continues to meet with student monthly (or more often as warranted) during pregnancy and initial postpartum phase (to include the full semester after the infant is born) to assess psychological needs, follow up on arrangement of childcare, address attendance needs, follow progress of online parenting courses and any other TAPP related services/issues. The School Counselor is responsible for all other **academic advising** and concerns related to the pregnant student.

Parenting Students

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

Section III

Curriculum and Instruction

A. Middle School Progression, 1003.4156 F.S.

6 th Grade	7 th Grade	8 th Grade
Mathematics	Mathematics	Mathematics
Language Arts/Communication (Reading & Writing)	Language Arts/Communication (Reading & Writing)	Language Arts/Communication (Reading & Writing)
Science	Science	Science
Social Studies	Social Studies	Social Studies
P.E. or Elective	P.E. or Elective	P.E. or Elective
P.E. or Elective	P.E. or Elective	P.E. or Elective

A middle school student must pass the following twelve (12) core courses in order to be promoted to the ninth grade:

1. Three courses in mathematics;
 - Each school must offer at least one high school level math course for which students will receive high school credit if successfully completed.
2. Three courses in English Language Arts;
3. Three courses in science, which shall include instruction in life, earth, and physical science;
4. Three courses in social studies, which shall include the study of world history, civics, and United States history;
 - Students must take the state mandated Civics EOC, which constitutes 30% of the course final grade.
 - A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a homeschool system after the beginning of the second semester of grade 8 is not required to meet the civics documents passage of three (3) courses in social studies or two (2) year-long courses in social studies that include coverage of civics education. **1008.22 F.S.** (For more information, refer to page 36)
5. Electives may be selected from, but not limited to, the following: technology, speech, drama, art, music, foreign languages, research/study skills, physical education, and health.

6. One semester of physical education each year in Grades 6, 7, and 8. A student must receive a passing grade in the P.E. class to fulfill this requirement. OCSD recommends a full year of P.E. for 6th grade students.

P.E. Waiver

The physical education requirement may be waived based on the following criteria:

- **The student is enrolled or required to enroll in a remedial course.**
 - **A student in Intensive Math and/or Intensive Reading/Language Arts may not be denied membership or participation on any athletic team due to inability to schedule into the associated sport's physical education class.**
- **The parent completes a P.E. waiver (MIS 4252) for one of the following reasons:**
 - **The parent requests that the student enroll in another course from among those courses offered as options by the school district; or**
- The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.
 - **Waiver requests must be submitted on an annual basis. Documentation of the P.E. waiver status will be maintained in the AS400 system.**

Intensive Studies

Intensive Math (1204000), Intensive Reading (1000010) and Intensive Language Arts (1000400) are electives and cannot be used to replace the regular language arts and math courses used for progression. Students work on specific skills identified through screening and individual diagnoses as specified on their Progress Monitoring Plan (PMP). In order to remediate or to provide additional support in reading, writing and/or math, the traditional middle school core curriculum may not be suspended. Therefore, a student may require four years to complete the middle school curriculum.

Section IV

Acceleration, Promotion, and Retention

A. Acceleration

High School Credit

Each school will consider, on an individual basis, an accelerated progression plan for a student who is significantly advanced.

Middle schools may offer Algebra I Honors, Geometry Honors, Agriscience Foundations I, Physical Science Honors, Earth/Space Honors, Digital Information Technology, Foundations of Web Design, .NET Application Development Foundations, and/or Spanish and French I in the brick and mortar middle school for high school credit.

- **4.5 Credit Courses**
 - Algebra I Honors
 - Geometry Honors
 - Earth/Space Science Honors
 - Physical Science Honors
 - Foundations of Web Design (meets the online requirement for graduation)
 - .NET Application Development Foundations
- **4.0 Credit Courses**
 - Foreign Language (Spanish and French I),
 - Digital Information Technology (meets the online requirement for graduation)
 - Agriscience Foundations I

Students will receive academic counseling regarding the consequences of their academic choices. Middle school students and their parent/legal guardian must be carefully advised regarding how these courses will affect the graduation option they select (refer to the high school PPP for diploma options). Once enrolled, students will be held to all of the high school course requirements to receive high school credit.

All high school courses taken in middle school will count toward meeting graduation requirements, will be part of the student's overall GPA and are eligible to be included in calculating honors graduation designation.

Students who elect not to receive high school credit must withdraw from the course within the period identified by the district (on or before the mid-point (4 ½ weeks) of the first quarter for

semester long courses, and by the end of the first nine (9) weeks for a year-long course, or will be given an F (withdrawal F).

If the student has a failing course grade (to include the 30% EOC requirement), but passes the EOC, credit is issued but the student's grade remains an F, which is calculated into the high school GPA.

High school courses taken during middle school will be included in the student's cumulative weighted GPA.

Grade Forgiveness and EOC Retake Policy, 1003.43 F.S.

Middle school students taking courses for high school credit may retake the same, or comparable course, in high school for any grade earned less than a B (i.e., C-F).

A middle school student who is retaking an EOC course for grade forgiveness and has already taken the EOC does not have to retake the EOC, but may do so. If the student elects not to retake the EOC, the previously earned grade will count for the 30% requirement. Grade forgiveness does not mean a new grade without the EOC averaged in.

Acceleration in Okaloosa Online or Florida Virtual School (FLVS)

As stipulated by the Florida K-20 Education Code (s.1002.20), parents have the right to choose educational options such as Okaloosa Online or Florida Virtual School (FLVS) for their children.

A student's full-time school may not deny access to course(s) in an appropriate course placement based on the student's academic history, grade-level, and age.

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

Okaloosa County students taking FLVS courses in which a statewide, standardized EOC exists will be awarded credit only after taking the statewide, standardized EOC for that course in order to comply with the statutory requirement that the EOC constitutes 30% of the final course grade. Access shall be available to students during or after the normal school day, and through summer school enrollment. These courses can be taken above the regular six-period school day. A list of available Florida Virtual School courses can be found at <http://www.k12local.com/okaloosa>.

An online course for high school credit taken through Okaloosa Online or Florida Virtual Schools (FLVS) in grade 6, 7, or 8 fulfills the online course requirement.

The Full Time Virtual Instruction Program (VIP), based on S. 1002.45 F.S., establishes that all Florida districts must offer a full-time Virtual Education option for all public school students. Any public school student who would like to apply for the full-time virtual program must

withdraw from the “Physical School” and register with one of the approved vendors offered through Okaloosa Online.

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

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

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

Notwithstanding **1003.436 F.S.**, a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding EOC, AP exam, or CLEP exam.

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

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

B. Promotion

Specific criteria used to determine promotion or retention of a middle school student is outlined in the progression charts. Once a student’s promotion from one grade to another within OCSD has been documented, his/her grade placement may not be reversed, except by the Superintendent, and then only if cause is found that a violation of social promotion has occurred.

Promotion of Incoming Transfer Students

If a student transfers from another school and the report card or official transcript is not sent from the sending school, the final decision for promotion or retention will be made by the principal (with input from the MTSS committee) on an individual basis, providing the prohibition against social promotion is not violated.

For students in grades 6-8 who transfer into OCSD late in the year, promotion should be based on grades from sending school combined with what is earned in the OCSD School.

C. Retention, 1002.20(11), 1008.25, F.S.

Multiple course failures may necessitate a fourth year in middle school. In this case, the school counselor must conference with the parents or legal guardian to discuss scheduling and program options to best meet the needs of the student. Students who are retained will not have to retake any course in which a passing grade was earned.

If a student fails one or more courses, the school counselor will provide assistance to the student and his/her parents or legal guardians in selecting the following year's courses. Failed courses must be scheduled first.

Eighth (8th) Grade Students who did not successfully complete Middle School Promotion Requirements

Pupils in grade eight who **may** not successfully complete course work required to enter high school must receive individual counseling regarding their academic options before the close of the school year. This academic counseling must include information regarding summer remediation programs either at the middle school or virtually.

Eighth (8th) Grade Retained Students may be referred to the Fast Track program. Additionally, any student who turns the age of 16 before or during the school year should be referred to the Fast Track program. (see Drop Out Prevention)

Summer Intensive Studies (SIS) for Retained Students

A retained student may attend Summer Intensive Studies, if provided, for the purpose of course recovery. The Edgenuity program is used for credit recovery during SIS for courses in which a passing grade was not earned. If a student passed one (1) semester of the course, only the failed semester must be recovered. The two (2) semester grades will then be averaged for the final grade. Students may not skip any portion of the lesson/activities unless they meet the pre-determined score on a lesson pre-test. The final Edgenuity grade, determined by an average of lesson quizzes, topic tests and the cumulative test, may be no less than 60%.

For state assessed courses, the score of the state EOC must be calculated as part of the final grade, if required by the cohort designation.

Results of performance may enable a student to be promoted at the end of SIS. If a student passed one semester of the course, only the failed semester must be recovered.

**RETENTION PROCEDURES FOR MIDDLE SCHOOL
SIXTH GRADE TO SEVENTH GRADE**

	Language Arts, Math, Science, Social Studies
Retention Criteria for All Students from 6 th to 7 th Grade	<ul style="list-style-type: none"> • Students who failed two (2) or more of the four (4) core subjects

**RETENTION PROCEDURES FOR MIDDLE SCHOOL
SEVENTH GRADE TO EIGHTH GRADE**

	Language Arts, Math, Science, Social Studies
Retention Criteria for All Students From 7 th to 8 th Grade	<ul style="list-style-type: none"> • Students who failed three (3) or more of the eight (8) core courses by the end of 7th grade

**RETENTION PROCEDURES FOR MIDDLE SCHOOL
EIGHTH GRADE TO NINTH GRADE**

	Language Arts, Math, Science, Social Studies
Retention Criteria for All Students From 8 th to 9 th Grade	<ul style="list-style-type: none"> • Gr. 8 students will be retained and may be referred to a Fast Track Program if they lack coursework to be promoted to the 9th grade

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

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

- Their child has been identified as having a substantial academic deficiency in reading and/or math.
- Notification that research-based strategies are being and will continue to be provided for their child.
- Notification that research-based strategies and materials will be suggested for parents/legal guardians to use at home with their child.
- A list of the assessments used to determine remediation services.
- Remediation will continue until the deficiency is corrected.

Parents or legal guardians should be notified at the end of the first semester, if the student exhibits substantial difficulty in learning and is in danger of failing. Written notification should be provided in person at a parent/teacher conference, by mail with return acknowledgement, receipt, or by certified mail. In the case of a student who transfers to a district school at a later date, a “possible retention” letter may be sent any time a deficiency is identified. **1008.25(5)(c)1-6, F.S**

D. Progress Monitoring of Students, 1008.25(4)(b)

Progress Monitoring Plan (PMP)

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

- Grade 6-8 students, See Progression Charts
- ELL: An ELL student can have a PMP and an ELL plan if the student is having academic difficulties that are not related to English language proficiency, but rather are due to academic difficulties in Heritage language and/or lack of academic progress when compared to other ELLs with similar DEUSS dates.

The PMP must be developed as soon as a deficiency is identified; the prescribed program of remediation must be in addition to the core instructional component and include research-based strategies. Final outcomes, supported by a system of formative and frequent assessments, will be established to monitor student progress and identify when grade level proficiency is met.

Revisions shall be made to the PMP based on analysis of assessment results. Remediation will continue until grade level proficiency is consistently demonstrated.

The PMP process is initiated by evaluating academic performance on specified screening instruments and/or grades the initial designation of deficiency is then supported through additional diagnostic assessments to determine the exact nature of the student's difficulty and areas of academic need. In consultation with the student's parents or legal guardians, using the PMP, a detailed Progress Monitoring Plan will be designed to communicate and document the individual assistance to be provided. A PMP does not replace the required ELL Plan. Parent notifications and compliance procedures outlined in the ESOL Manual should be followed.

The PMP must clearly identify:

- The specific academic skill(s) which require remediation,
- The research-based strategies to be used for remediation,
- How, when, how often, by whom, and for how long intensive remedial instruction is to be provided, and
- The monitoring and reevaluation activities to be employed.
 - The expectation is that formative assessments will occur, at a minimum, two times a year in a pre-mid setting.
 - Assessment results are used for revision of the PMP and the instructional program.

Tier II and III students in MTSS will require more frequent progress monitoring to determine the effectiveness of the intervention strategies and should be discussed with the school's MTSS team. (https://www.okaloosaschools.com/files/_site/district/mtss-manual-2017-18.pdf)

○

The PMP is expected to be a collaborative venture with regard to development of the components, implementation of strategies, and progress monitoring. All teachers who interact with a PMP student will be an active member of the PMP team for that student. Each school will establish a system to ensure the required collaboration and to monitor student progress. Students receiving Tier II or Tier III intervention supports require more frequent progress monitoring should include collaboration and problem solving with the MTSS team.

Progress Monitoring System (PMS)

A formal PMS will be established for secondary students as defined in the remediation charts. Parents of students who meet criteria will be informed of the specific academic deficiency, the use of research-based strategies to correct the deficiency, the formative assessment schedule and results of the assessments.

Communication and conferencing with parents/legal guardians is an essential component of this process. Remediation will continue until grade level proficiency is consistently demonstrated.

iReady

To assist teachers in determining which students should be placed on a PMP and when/how to adjust instruction based on student progress, iReady, aligned to state standards, creates a personalized assessment experience by adapting to each student's learning level- precisely measuring student progress and growth for each individual. The following essential information about what each student knows and is ready to learn:

- Evaluate progress toward end of year benchmarks
- Identify learning needs
- Set instructional goals
- Monitor instructional progress
- Provide parent information

iReady is administered two or three times a year, depending on grade/course, in a pre-mid-post setting. Progress monitoring occurs at frequent intervals and will be used to differentiate instruction. The iReady Assessment will also assist teachers in supporting students at all tiers in the MTSS process.

Progress Monitoring of Level 1, Level 2, and Level 3 Students

- iReady Reading will be administered to all FSA ELA Level 1, FSA ELA Level 2, and Level 3 students.
- iReady Math will be administered to all Level 1, Level 2, and Level 3 students.

Progress Monitoring System (PMS)

A formal PMS will be established for secondary students as defined in the progression charts.

Parents of students who meet criteria will be informed of the specific academic deficiency, the use of research-based strategies to correct the deficiency, the formative assessment schedule and results of the assessment.

Communication and conferencing with parents/legal guardians is an essential component of this process. Remediation will continue until grade level proficiency is consistently demonstrated. Progress of the PMP and PMS will be reported to FLDOE three (3) times per year.

Intensive Reading Placement Guidelines for Grades 6-8

Students who are to be placed in an IR Class: Tier 2 and Tier 3 Intervention required

Students who scored at Level 1 or Lower Level 2 on 2019 FSA and at Level 1 on 2020 Winter Map. Lexile Levels are also considered. (PMP or IEP required)

Level 1 Winter MAP Score in Prior Grade Level:

- Grade 6: 1st-11th percentile (substantial reading deficiency); 12th-30th percentile (reading deficiency) on 5th grade Winter MAP
- Grade 7: 1st-23rd percentile (substantial reading deficiency) on 6th grade Winter MAP
- Grade 8: 1st-28th percentile (substantial reading deficiency) on 7th grade Winter MAP

Also Consider students with the following Lexile Scores from Achieve 3000 in Prior Year

- Grade 7: Below 575 in Spring of 6th grade
- Grade 8: Below 680 in Spring of 7th grade

Students who are highly recommended for placement in an IR Class: Tier 3 and/or Tier 2 Intervention required

Students who scored at Level 2 on 2019 FSA and scored at Level 2 on the 2020 Winter MAP are highly recommended for placement in an IR Class.

Level 2 Winter MAP Score by Prior Grade Level:

- Grade 6: 31st-57th percentile on 5th grade Winter MAP
- Grade 7: 24th -53rd percentile on 6th grade Winter MAP
- Grade 8: 29th-56th percentile on 7th grade Winter MAP

Also Consider students with the following Lexile Scores from Achieve 3000 (Spring of Prior Grade Level):

- Grade 7: 580-680 in Spring of grade 6
- Grade 8: 685-770 in Spring of grade 7

Additional Data: this data may be used for placement and conferencing with parents.

- iReady data
- Student grades in ELA courses
- Previous FSA Reading scores

Intensive Math Placement Guidelines for Grades 6-8

- Students who score a Level 1 on FSA are strongly recommended for placement in an Intensive Math/Remedial Math Class. Students placed in Intensive Math/Remedial Math are receiving Tier II interventions, which should be documented on the PMP under Tier II.
- Students who score a lower Level 2 on FSA are highly recommended for placement in an Intensive Math/Remedial Class.

Additional Data: this data may be used for placement and conferencing with parents.

- iReady data
- Student grades in math courses

- Previous FSA Math scores

Plan of Care (POC)

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

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

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

If the parent refuses to participate in the support strategies detailed in the MTSS because he or she believes the strategies are unnecessary or inappropriate, the parent may appeal to the principal. The principal shall provide a hearing officer, and the hearing officer shall make a recommendation for final action to the principal. Consistent with school board rules and in accordance with state statute [1012.28 (5) F.S.], the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Remediation Procedures for Middle School, 1008.25(4)(b), F.S.

The following chart outlines the process and guidelines for screening students, as well as the development of a Progress Monitoring Plan or Progress Monitoring System. iReady is used as the interim assessment for screening.

Remediation Procedures for Middle School (6th through 8th Grade)

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

Reading	
Screening Criteria For Identified Students	<p>Step 1:</p> <ul style="list-style-type: none"> • Develop a PMP for students who were Administratively Promoted or who were retained • Administer iReady Reading to: <ul style="list-style-type: none"> ○ FSA ELA Level 1, Level 2, and Level 3 FSA (2019) score ○ New students of concern ○ Other students of concern
Identification of Tiered Instruction Using Screening Data/Notification of Deficiency	<p>Step 2:</p> <p>Tier 3: Students who scored the following on the Winter Administration of Measures of Academic Progress (MAP):</p> <ul style="list-style-type: none"> • Grade 6: 1st-11th percentile (substantial reading deficiency); 12th-30th percentile (reading deficiency) on 5th grade Winter MAP • Grade 7: 1st-23rd percentile (substantial reading deficiency) on 6th grade Winter MAP • Grade 8: 1st-28th percentile (substantial reading deficiency) on 7th grade Winter MAP <p>OR students who scored in the Red Zone on iReady Diagnostic 1, OR students who scored a Level 1 or lower Level 2 on the 2019 FSA, OR retained students</p> <ul style="list-style-type: none"> • Initiate a PMP • The parent will receive written notification of deficiency • Provide a blended model of instruction <ul style="list-style-type: none"> ○ Frequency: 5 times a week ○ Number of minutes per intervention session: 30 • Tier 2 Interventions will also be provided <ul style="list-style-type: none"> ○ Frequency: 3 times a week ○ Number of minutes per intervention session: 20-30 <p>Tier 2: Students who scored the following on the Winter Administration of Measures of Academic Progress (MAP):</p> <ul style="list-style-type: none"> ○ Grade 6: 31st-57th percentile on 5th grade Winter MAP ○ Grade 7: 24th -53rd percentile on 6th grade Winter MAP ○ Grade 8: 29th-56th percentile on 7th grade Winter MAP <p>AND scored a Level 2 on the 2019 FSA OR students who scored in the Yellow Zone on iReady Diagnostic 1 with teacher recommendation</p> <ul style="list-style-type: none"> • Initiate a PMP • The parent will receive written notification of deficiency • Tier 2 Interventions will be provided <ul style="list-style-type: none"> ○ Frequency: 3 times a week ○ Number of minutes per intervention session: 20-30 <p>Tier 1: Students who scored the following on the Winter Administration of Measures of Academic Progress (MAP):</p> <ul style="list-style-type: none"> ○ Grade 6: 58th-99th percentile on the 5th grade Winter MAP ○ Grade 7: 54th-99th percentile on the 6th grade Winter MAP ○ Grade 8: 57th-99th percentile on the 7th grade Winter MAP

	<p>AND scored a Level 3, 4, or 5 on the 2019 FSA OR students who scored in the Green Zone on iReady Diagnostic 1</p> <ul style="list-style-type: none"> • No PMP required • Student receives Core Instruction through Balanced Literacy Model to include differentiated small group instruction
<p>End of First Quarter</p>	<p>Step 3:</p> <ul style="list-style-type: none"> • Develop, continue, or modify a PMP (Reading), as needed. • The parent will receive written notification of deficiency if a PMP is initiated • For ESE students, coordinate with ESE teacher (i.e., IEP review)
<p>Progress Monitor (iReady Diagnostic 2)</p>	<p>Step 4:</p> <ul style="list-style-type: none"> • Administer iReady Reading to identified students
<p>Identification, Modification, or Continuation of Tiered Instruction Using Progress Monitoring Data/Notification of Deficiency</p>	<p>Step 5:</p> <p><u>Tier 3 Progress Monitoring- Continue PMP</u> Performance Criteria that would prompt changes to Tier 3 Interventions:</p> <ul style="list-style-type: none"> • Student remaining on Red Level on iReady Placement Chart <i>or</i> • Student is not showing typical growth towards grade level proficiency <i>or</i> • Student iReady percentile rank is not increasing <p>Performance Criteria to remove Tier 3 and continue Tier 2 Interventions in addition to Tier 1 instruction:</p> <ul style="list-style-type: none"> • Student has experienced a growth in placement: iReady scores increase to the yellow level (one year below) <i>or</i> • Student is showing typical growth towards grade level proficiency on the iReady Diagnostic Growth Report <i>or</i> • Student ranked between 10-15 percentile in iReady <p>Assessment & Frequency</p> <ul style="list-style-type: none"> • Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams. <p><u>Tier 2 Progress Monitoring- Initiate/Continue PMP</u> Performance Criteria to discontinue Tier 2 Intervention:</p> <ul style="list-style-type: none"> • Student has experienced a growth in placement: iReady scores increase to grade level performance on the Reading Placement Chart (yellow) <i>or</i> • Student ranking above the 15th percentile in iReady <p>Performance Criteria indicating initiating or continuation of Tier 2 interventions in addition to Tier 1 instruction:</p> <ul style="list-style-type: none"> • Student placed one year below the current grade on the Overall Reading Placement Chart with teacher recommendation (yellow) <i>or</i> • Student ranked between 10th-15 percentile in iReady • Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data. The parent will receive written notification of deficiency. <p>Performance Criteria that would prompt addition of Tier 3 interventions</p> <ul style="list-style-type: none"> • Student placed one or more years below on the iReady Overall Placement Chart (red) <i>or</i> • Student ranked below 10th percentile in iReady <i>or</i>

	<ul style="list-style-type: none"> • Student is not experiencing typical growth towards expected growth on the Diagnostic Growth Report <p>Assessment & Frequency</p> <ul style="list-style-type: none"> • Tier 2 intervention should be started as soon as a deficiency is suspected. • Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.
<p>Progress Monitoring (iReady Diagnostic 3) Optional</p>	<p>Step 6:</p> <ul style="list-style-type: none"> • May Administer the iReady Reading to identified students, unless needed to determine remedial placement • Develop, continue, or modify a PMP/PMS (Reading), as needed.

Math	
Screening Criteria For Identified Students	<p>Step 1:</p> <ul style="list-style-type: none"> • Administer iReady Math to: <ul style="list-style-type: none"> ○ Students who scored a Level 1, Level 2, and Level 3 on 2019 FSA Math ○ Students who scored a Level 1 or 2 on the Winter MAP Administration ○ New students of concern ○ Other students of concern
Develop of Remediation Plan (PMP/PMS) (IEP)	<p>Step 2:</p> <ul style="list-style-type: none"> • Develop a PMP for the following students: <ul style="list-style-type: none"> ○ Students with a Level 1 on the FSA Math, based on the previous year's data • Provide written notification specifying the math deficiency to parent • In consultation with parent, write and implement Progress Monitoring Plan (PMP) for intensive remediation • For ESE students, coordinate with the ESE teacher regarding student progress (i.e., IEP review) • Implement a Progress Monitoring System (PMS) for: <ul style="list-style-type: none"> ○ Students with a Level 2 FSA math, based on the previous year's data
Progress Monitor (iReady Diagnostic 2)	<p>Step 3:</p> <ul style="list-style-type: none"> • Administer iReady Math to identified students • Develop (using Step 2 criteria), continue, or modify a PMP/PMS, as needed. • Send written notification to parent to initiate a PMP/PMS for newly identified students. (F.S. 1008.25)
Progress Monitor (iReady Diagnostic 3) Optional	<p>Step 4:</p> <ul style="list-style-type: none"> • May administer iReady Math to identified students, unless needed to determine remedial placement • Develop, continue, or modify a PMP/PMS as needed

Section V

Assessment, 1008.22 F.S.

Assessment Opportunities for Home Education Students

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

Assessment of Virtual Students

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

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

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

State and District Assessments, 1008.22 F.S.

Participation in the statewide testing program, which consists of the FSA, State EOC assessments and alternate assessments, is mandatory for all 3-12 students attending public schools. The assessment of reading shall be administered annually in grades 3-10, writing in grades 4-10, math in grades 3-8, and science in grades 5 and 8. State EOC assessments for a subject shall be administered in addition to the comprehensive assessments required under 1008.22 (3)1 F.S.

Algebra I for High School Credit

Middle school students enrolled in Algebra I must take the Algebra I EOC assessment, which constitutes 30% of the student's final course grade, AND pass the course to earn high school Algebra I credit.

A middle school student is not required to earn a passing score on the Algebra I EOC assessment in order to earn high school credit to be promoted to high school.

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

Course	EOC:	<i>The EOC is always 30% of the final grade.</i>
Passes	Passes	<ul style="list-style-type: none">• No retakes of the course will be permitted unless grade forgiveness
Passes	Fails	<ul style="list-style-type: none">• The final course grade is included in the GPA• Credit in the course is awarded• The student must retake and pass the EOC to fulfill graduation requirements

Fails (Grade Forgiveness)	Passes	<ul style="list-style-type: none"> The final course grade is included in the GPA Credit in the course is awarded If the student is participating in grade forgiveness, the EOC grade must be used as 30% of the final grade.
Fails	Fails	<ul style="list-style-type: none"> The final course grade is included in the GPA The student must retake and pass the EOC to fulfill graduation requirements

Geometry for High School Credit

Middle school students enrolled in high school Geometry must take the EOC assessment, which constitutes 30 percent of the student’s final course grade and earn a passing grade in the course in order to qualify for a standard high school diploma scholar designation. The final course grade is included in the high school GPA.

Civics

A student’s result on the Civics EOC assessment constitutes 30 percent of the student’s final course grade. The middle school student, however, must pass the civics course in order to be promoted to grade nine (9).

A middle grades student who transfers into the state’s public school system from out-of-country, out-of-state, a private school or a home education program after the beginning of the second term of eighth grade is not required to meet the Civics education requirement for promotion if the student’s transcripts show passage of three courses in social studies or two year-long courses in social studies that include coverage of Civics education. If this is not the case, the student must be immediately enrolled in Civics, participate in the Civics EOC and the results must constitute 30% of the course grade. (For more information, refer to page 24.)

Semester Exams

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

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

- ALL remaining courses will administer a teacher created second semester exam that constitutes 1/7th of the student’s second semester grade.

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

Section VI

Grading and Notification Procedures

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

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

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

Academic Grading and Gradebook, 1003.33(2) F.S.

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

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

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

Parent Notification and Grading

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

Grading Scale and Point Value

Grades	Descriptor
A= 100-90	Outstanding Progress
B= 89-80	Above Average Progress
C= 79-70	Average Progress
D=69-60	Lowest Acceptable Progress
F= 59 and below	Failure

Grading Scale for Conduct: Grades 1-12

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

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

Grade Level Performance (used to determine the GLP code)

Florida law requires that the report card be used to notify parent(s)/legal guardian(s) when a student is working at a skill level below that of his/her assigned grade placement. As such, one of the following codes will be used in every class/course, each nine-week grading period, to identify at/above or below grade level performance for Grade 1-12 students. **1008.22 F.S., 1008.34 F.S., 1001.11 F.S.**

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

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

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

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

- The student receives a D or F in any course
- The concepts on which the student is assessed are not taught at the current grade level and are taken from instructional materials, adopted CCRP, or benchmarks from a lower grade level
- The conditions under which the student is assessed and/or leading to the assessment, vary to a large degree from other students (i.e., extensive accommodations, support, modifications).
- If a student’s performance on an assessment included in the Progression Charts is consistently below minimum standards, report card grades should commensurate.

Comment Codes, Grades K-8

- Serves to qualify or support a specific grade
- Serves as one of many avenues which can be used to request a conference
- A maximum of five (5) codes may be used each reporting period for each subject area

Progress Reporting

Grades K-12 students will receive a computerized report card every nine-week grading period. Other teacher/parent or legal guardian communication such as conferences, letters, telephone conversations, and e-mail are recommended. Mid-quarter progress reports remain a school decision.

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

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

Review and Monitoring of Progress Reports

Administration will review progress report guidelines with teachers early in the first nine-week period. In addition, administration will monitor report cards each grading period to ensure guidelines are followed and grades are based on a student's proficiency in meeting all State Board of Education's adopted standards.

Grade Forgiveness of High School Credit by Middle School Students

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

Guidelines for Extracurricular Activities and Athletics

All middle school students who participate in extracurricular activities must maintain a minimum 2.0 GPA on a 4.0 scale, or its equivalent and pass five (5) subjects for the grading period immediately preceding participation; or, student eligibility for the first grading period of each new school year shall be based on passing five (5) subjects and maintaining the required GPA for the previous school year.

Elementary students initially entering middle school will have their eligibility determined by their first grading period. Their respective national charters may determine eligibility for honor clubs.

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

Parent Notification of Student's Annual Progress 1008.25 (1) (8) (a) F.S.

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

Parent Notification of Student Retention

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

Parent Notification of Remediation

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

Teacher Notification of Students on Community Control

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

Section VII

Exceptional Student Education 1003.57 F.S.

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

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

C. Admission and Placement

Eligibility for Exceptional Student Education (ESE) Services

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

Gifted Students enrolled in Exceptional Student Education (ESE)

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

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

Students with Disabilities enrolled in Exceptional Student Education

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

D. Curriculum and Instruction

Accommodations for Students with Disabilities

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

- Appropriate courses and settings
- Classroom and statewide assessments (i.e., FSA)

Reporting Student Progress Notification of IEP Goals

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

Report Cards and Grading

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

E. Statewide Assessment

Assessment of Students with Disabilities enrolled in ESE

All students, including students with IEPs must participate in the state's assessment and accountability system. Students with IEPs who are following the general education program and pursuing a standard diploma shall participate in the same state and district assessments as their general education peers, including the Florida Standards Assessment (FSA) and EOC exams. If students with IEPs receive testing accommodations, the accommodations must be listed in the student's IEP and utilized regularly during classroom instruction and assessment. Allowed accommodations are listed in the procedures manual for each specific assessment.

The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment is not appropriate, even with accommodations. The Florida Standards Alternate Assessment measures student academic performance on the Access Points in language, mathematics and science. Access Points are academic expectations written specifically for students with significant cognitive disabilities and reflect the essence or core intent of the standards that apply to all students in the same grade. IEP teams are responsible for determining whether students with disabilities will be assessed with the FSA or with the FSAA based on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.) The IEP team should consider the student's present level of educational performance in reference to the Florida Standards. The IEP team should also be knowledgeable of FSA guidelines and the use of appropriate testing accommodations. In order to be eligible to participate in the FSAA, all three (3) of the state's criteria for cognitive disabilities must be met.

Parent Notification of Classroom Instructional Accommodations Not Allowed on Statewide Assessments

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

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

This notification is documented on the student's IEP.

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

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

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

ENNOBLES Act

The ENNOBLES Act requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. Assessment (FSAA, FAA, EOC) may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade or a standard high school diploma (24 or 18 credit options).

To be considered for a statewide, standardized assessment results waiver, the following criteria must be met:

- The student must be identified as a student with a disability as defined in 1007.02, F.S.
- The student must have an individual educational plan
- The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once
- The IEP team must make a determination of whether a statewide-standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations.

Deferral of the High School Diploma

Only a student whose IEP requires special education transition planning, transition services or related services through the age of 21, **and** is enrolled in accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study internship, or pre-apprenticeship program, may defer receipt of their standard diploma. Students must make their decision to defer receipt of their high school diploma by May 15 in the school year in which they are expected to meet all of the requirements for graduation. For more information, visit <http://forparents.florida-ese.org/k-12/graduation.aspx>

High School Diploma Options for Students with Disabilities

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

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

who entered grade 9 in 2014-2015, parental approval is required on any change to the high school graduation option specified in the student’s IEP. 1003.4282(11), F.S.

Students who entered 9th grade before the 2014-2015 school year and whose IEP note that they were working toward a Special Diploma, as provided by s. 1003.438, F.S. These three options are outlined in the following charts entitled *Special Diploma Option 1A*, *Special Diploma Option 1B*, and *Special Diploma Option 2*.

Special Diploma, Option 1A

For students who entered the 9th grade before the 2014-2015 school year and whose IEP noted that they were working toward a Special Diploma

Required Course Work	Credits	Courses
Communication	3	Reading 9-12 English 9-12 Access English 1-4 Life Skills Communication 9-12 Life Skills Reading 9-12 Social and Personal Skills
Mathematics	2	Math 9-12 Life Skills Math 9-12 Access Informal Geometry Access Liberal Arts Math Access Algebra IA Access Algebra IB
Life Management and Transition	1	Could include: Health and Safety 9-12 Transition Planning 9-12 Prep for Post School Adult Living And others available in the CCD
Science	1	Access Chemistry 1 Access Biology 1 Access Earth/Space Science Access Integrated Science I
Career Awareness/Vocational	8	Career Preparation Career Experiences Career Placement And others available in the CCD
Physical Education	1	Any Physical Educational course Specially designed PE Access Hope
Electives	6	Could include: Access Economics Access US History Access US Government And others available in the CCD
Total	22	

Special Diploma, Option 1B

For students who entered 9th grade before the 2014-2015 school year and whose IEP noted that they were working toward a Special Diploma

Required Course Work	Credits	Courses
Basic Academics	7	Any academic courses in the areas of: <ul style="list-style-type: none"> • Communication • Mathematics • Other basic academic course
Career/Vocational	7	All vocational courses: <ul style="list-style-type: none"> • Career Preparation • Career Experiences • Career Placement • Life Management and Transition
Electives	8	Available in the CCD
Total	22	

Special Diploma, Option 2

For students who entered 9th grade before the 2014-2015 school year and whose IEP noted that they were working toward a Special Diploma

- Student must be 16 years of age
- Student has completed 3 semesters of high school course work prior to selection of Option 2
- Student has earned a minimum of 3 credits to include: Career Preparation, Social/Personal Skills, and Life Management and Transition
- Student must have a Transition IEP developed by student, employer, parents, and teachers and has mastered all annual goals and short-term objectives related to employment and community competencies
- Student has been successfully employed for 2 semesters and is earning at least minimum wage

Standard Diploma, Access Points, FAA Participation

For students entering 9th grade in 2014-2015 and after*

Required Coursework	Required Credits	Access Courses
English/Language Arts <ul style="list-style-type: none"> • may substitute general education courses/modified • may substitute 1 CTE course with content related to ELA for Eng. IV 	4	7910120 Access English I 7910125 Access English II 7910130 Access English III 7910135 Access English IV
Mathematics <ul style="list-style-type: none"> • must include Alg. I and Geometry credits • may substitute general education courses/modified • may substitute 1 CTE course with content related to Math 	4	7912070 Liberal Arts Math 7912075 Algebra 7912080 Algebra IA 7912090 Algebra IB 7912095 Algebra 2 7912065 Geometry
Science <ul style="list-style-type: none"> • must include 2 lab components • may substitute general education courses/modified • may substitute 1 CTE course with content related to Science 	3	7920025 Integrated Science I 7920020 Earth/Space Science 7920015 Biology I 7920011 Chemistry I 7920022 Physical Science
Social Studies <ul style="list-style-type: none"> • must include World History, US History, US Gov't., and Econ. w/fin. lit. • may substitute general education courses/modified • may substitute 1 CTE course with content related to Social Studies 	3	7921027 World History 7921025 US History 7921015 US Gov't. 7921022 Econ w/ fin. lit.
Fine and Performing Arts, Speech & Debate, or Practical Arts <ul style="list-style-type: none"> • may substitute general education courses/modified 	1	7967010 Visual & Performing Arts 7967015 Drawing I 7967020 Theatre I 7967025 Two-Dimensional Studio Art I
Physical Education <ul style="list-style-type: none"> • may substitute general education courses/modified 	1	7915010 Adapted PE 7915015 Health Opportunities in PE 7915020 Personal Fitness 7920050 Health & Safety
Electives <ul style="list-style-type: none"> • may substitute general education courses/modified • additional electives listed on next page 	8	7963070 Social/Personal Skills 7963080 Learning Strategies 7963130 Unique Skills 7960010 Transition Planning 7963010 Preparation for Adult Living 7963140 Self Determination
Online Course <ul style="list-style-type: none"> • IEP Team may waive online component 	(1)	
Total	24	

18 Credit ACCEL Option

3 electives instead of 8

Physical Education is not required

Online Course is not required

Standard Diploma/Access Points/FAA Participation/Work Competencies

For students entering 9th grade in 2014-2015 and after

Required Coursework	Required Credits	Access Courses
English/Language Arts <ul style="list-style-type: none"> • may substitute general education courses/modified • may substitute 1 CTE course with content related to ELA for Eng. IV 	4	7910111 English I/II 7910112 English III/IV
Mathematics <ul style="list-style-type: none"> • must include Alg. I and Geometry credits • may substitute general education courses/modified • may substitute 1 CTE course with content related to Math 	4	7912070 Liberal Arts Math 7912075 Algebra 7912080 Algebra IA 7912090 Algebra IB 7912065 Geometry
Science <ul style="list-style-type: none"> • must include 2 lab components • may substitute general education courses/modified • may substitute 1 CTE course with content related to Science 	3	7920025 Integrated Science I 7920020 Earth/Space Science 7920015 Biology I 7920011 Chemistry I 7920022 Physical Science
Social Studies <ul style="list-style-type: none"> • must include World History, US History, US Gov't., and Econ. w/fin. lit. • may substitute general education courses/modified • may substitute 1 CTE course with content related to Social Studies 	3	7921027 World History 7921025 US History 7921015 US Gov't. 7921022 Econ w/ fin. lit.
Fine and Performing Arts, Speech & Debate, or Practical Arts <ul style="list-style-type: none"> • may substitute general education courses/modified 	1	7967010 Visual & Performing Arts 7967015 Drawing I 7967020 Theatre I 7967025 Two-Dimensional Studio Art I
Physical Education <ul style="list-style-type: none"> • may substitute general education courses/modified 	1	7915010 Adapted PE 7915015 Health Opportunities in PE 7915020 Personal Fitness 7920050 Health & Safety
Electives <ul style="list-style-type: none"> • must earn at least .5 credit in an employment-based course • may substitute general education courses/modified • must be documented on Grad. Training Plan • additional electives listed on previous page 	8	7960010 Transition Planning 7980110 Career Preparation: 9-12 7980120 Career Experiences: 9-12 7980130 Career Placement: 9-12 7980040 Entrepreneurship/Self Employment 7980150 Supported Competitive Employment
Online Course <ul style="list-style-type: none"> • IEP Team may waive online component 	(1)	
Total	24	

G. Extended School Year (ESY)

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

Section IX

English for Speakers of Other Languages (ESOL)

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

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

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

The following process will be followed:

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

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

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

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

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

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

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

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

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

The Okaloosa County School District 3-Year ELL Plan may be accessed under English for Speakers of Other Languages (ESOL) at <https://www.okaloosaschools.com/depts/esol/parents>.

B. Assessment, Retention, and Promotion

Assessment

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

Retention Considerations

ELL students shall not be retained solely on the basis of their limited English language proficiency. The MTSS and ELL Committees must meet to make the appropriate decisions regarding the retention of an ELL student based on unsatisfactory performance in ELA and mathematics. An ELL student shall not be retained if the appropriate instructional and testing accommodations have not been provided and documented throughout the year. English language development support is not an intervention; rather it is considered comprehensible instruction as required by the **Florida META Consent Decree and 6A.6.0904, F.S.** ELL students must be provided with comprehensible instruction appropriate for their level of English proficiency and equal in amount, sequence, and scope as provided to non-ELL students.

C. Grading Guidelines for ELL Students:

Grading ELLs

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

Summary of Grading Guidelines for ELL Students

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

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

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

- ELL students should only receive a failing grade if the contributing factor for failure is unrelated to second language acquisition. Examples of such contributing factors include documentation of limited or interrupted formal education, poor attendance, unwillingness to attempt or complete work when accommodations needed have been implemented.
- The classroom teacher must document the adaptations of content area materials and assignments to meet the needs of the ELL student. These adaptations include classroom work and assessments.
- If the ELL student does not master the content concepts after the teacher has implemented the appropriate classroom accommodations according to the student's level of English proficiency, a failing grade may be justified. Documentation is required to demonstrate why the student earned the failing grade.
- An ELL student should not receive failing grades or be considered for retention if the teacher has not implemented and documented the ESOL strategies and accommodations for instruction and assessment as previously described. If the accommodations were not implemented throughout the school year, the student was not provided comprehensible instruction required by the META Consent Decree and state mandates. Consequently, the student shall not be penalized.

D. MTSS and English Language Learners

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

Prior to referral of any ESOL (LY) student for ESE evaluation, the school counselor must complete the following:

- Notify District Bilingual Psychology regarding the MTSS Committee's concern.
- Document the notification to District Bilingual Psychology in the student's PMP.
- District Bilingual Psychology will determine who should complete the evaluation and will notify the school counselor.

Middle School

Pupil Progression Plan Committee Recognition

The OCSD School Board would like to thank the following staff members for serving on a committee to review academic policies related to student progression and to make recommendations for the 2020-2021 school year:

Brooke Barron- Principal, Pryor Middle School

Sharon Bartels-Wheelless- MTSS

Denise Berry- Curriculum Specialist

Amy Brewer- Teacher, Bruner Middle School

Jason Driver- Principal, Lewis School

John Keck- OCEA representative

Tracey Lamb- Assistant Principal, Meigs Middle School

Allyson LaVictoire- Assistant Principal- Laurel Hill School

Sheila Lightbourne- Assistant Superintendent of Curriculum & Instruction

Laura Long- Guidance, Ruckel Middle School

Dana Mayer- Guidance Counselor, Pryor Middle School

Wendy Meserve- MIS Program Director

Grant Meyer- Principal, Destin Middle School

Jeffrey Palmer- K-12 Curriculum Director

Lauren Seegars- Assistant Principal, Davidson Middle School

Lisa Tucker- TSA, ESOL



Middle School Pupil Progression Plan

Appendix

Sample Parent Letter for Students with Academic Deficiencies Notification of
PMP/PMS Requirement
Middle School

Dear Parent:

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

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

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

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

The purpose of this letter is to notify you that:

- ____ Your child will have a Progress Monitoring Plan developed in the subject area/s of reading and/or math. Please schedule a parent-teacher conference to discuss your child's academic needs and to develop his/her academic plan.

- ____ A Progress Monitoring System has been initiated for your child in the subject areas of reading and/or math. You will be informed of your child's assessment results in a pre-mid-post time frame.

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

Sincerely,

Letters generated by MIS

List of Assessments:

FSA: Florida Standards Assessment

iReady

(Mid-Year) Possibility of Retention Middle School

Dear Parent/Guardian:

Promotion to the next grade is based on passing scores in grade level courses. The purpose of this letter is to bring to your attention a concern regarding current grades and/or assessment results.

Grade level performance in the following core subjects has not been achieved as of the end of the first semester:

- _____ Language Arts
- _____ Math
- _____ Science
- _____ Social Studies

Results of assessments administered during the school year can also serve to predict performance on FSA. The following score, earned by your child, is of concern:

- _____ iReady Reading Level
- _____ iReady Math Level

While the academic concern identified above does not mean that promotion will not be achieved, it is a cautionary reminder that the school and the parents need to work closely together to ensure that performance expectations are met throughout the remainder of the year. We recommend that a parent/teacher conference be scheduled to discuss your child’s progress. School staff is also available to provide resources and suggest that strategies that you may use at home to help your child.

Sincerely,

Middle School Retention

Dear Parent/Guardian,

Promotion to the next grade is based on core grade level courses. The purpose of this letter is to inform you that your child has not met the criteria to be enrolled in the next grade level for the upcoming school year.

Criteria for Retention by Grade Level:

6th Grade: Students who failed two (2) or more of the four (4) core subjects

The following core subjects were failed:

Language Arts, Grade 6 _____
Math, Grade 6 _____
Science, Grade 6 _____
Social Studies, Grade 6 _____

7th Grade: Students who failed three (3) or more of the eight (8) core courses by the end of the 7th grade

The following core subjects were failed:

Language Arts, Grade 6 _____	Language Arts, Grade 7 _____
Math, Grade 6 _____	Math, Grade 7 _____
Science, Grade 6 _____	Science, Grade 7 _____
Social Studies, Grade 6 _____	Social Studies, Grade 7 _____

8th Grade: Students will be retained if all twelve (12) middle school core courses have not been passed

8th grade students may be referred to a Fast Track program if they lack coursework for promotion to the 9th grade.

The Fast Track South program will be housed at CHOICE High School.

The Fast Track North program will be housed at ECCI- Richbourg Campus, Baker School, or Laurel Hill School.

The following core subjects were failed:

Language Arts, Grade 6 _____	Language Arts, Grade 7 _____	Language Arts, Grade 8 _____
Math, Grade 6 _____	Math, Grade 7 _____	Math, Grade 8 _____
Science, Grade 6 _____	Science, Grade 7 _____	Science, Grade 8 _____
Social Studies, Grade 6 _____	Social Studies, Grade 7 _____	Social Studies, Grade 8 _____

Sincerely,

Florida School Immunization Requirements

2020/2021

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

- Number of doses will vary based on child’s age when receiving Tdap, and Polio vaccine.
- Documentation of at least one dose of polio vaccine given on or after the 4th birthday requirement is 4 doses, with the following exceptions:
 - If 4th dose is administered **prior** to 4th birthday, a 5th dose **is** required.
 - If 3rd dose is administered **after** 4th birthday, a 4th dose **is not** required.
- Hepatitis B vaccine doses are determined on the child’s age and the formulation received.
- Varicella vaccine is not required if there is a history of Varicella disease (chicken pox) documented by healthcare provider.
- Tdap booster- required for Grade 7
- Each subsequent school year, the next highest grade will be included for the following immunizations:
 - Varicella- 2 doses for kindergarten through Grade 12
 - Varicella- 1 dose for Grades 11 and 12
- Children entering or attending public pre-school are required to have an age-appropriate number of DTaP, Polio, MMR, Hepatitis-B, Varicella, and Hib immunizations. Public pre-school aged students aged 3 and 4 years do not typically have all immunizations required for Kindergarten entry, thus their Certificates of Immunization are most often signed in Part B- Temporary Medical Exemption. The expiration dates of these Certificates of Immunization are typically set at Kindergarten entry or the child’s fifth birthday.
- Certificates of Immunization for students of any age/grade who are lacking immunizations required for their grade level should be signed in Section B- Temporary Medical Exemption with an appropriate expiration date to recall the student for the missing immunizations.

- Certificates of Immunization for students of any age/grade who are lacking immunizations required for their grade-level should be signed in Section B-Temporary Medical Exemption with an appropriate expiration date to recall the student for the missing immunizations.
- One dose of tetanus-diphtheria-pertussis (Tdap) vaccine is required for current students entering Grade 7. Students transferring into school in Grades 7-12 are also required one dose of Tdap. An updated DH-68 form to include Tdap, must be obtained for submission to the school.

Hepatitis B

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

Varicella

- For the 2020-2021 school year, students in Kindergarten through 12th Grade will require 2 doses of the Varicella vaccine, whereas students in the 11th and 12th Grades will require one dose of the Varicella vaccine. An updated DH-680 form, to include Tdap, must be obtained for submission to the school

Okaloosa County School District
Student Intervention Services

Home School Truancy Procedures

To the Parent of: _____ Date: _____

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

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

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

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

Okaloosa County School District
Student Intervention Services

Home School Truancy Procedures

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

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

Name of Liaison/Designee **Date**

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

Printed Name/ Parent or Guardian Date

Signature of Parent or Guardian Date

OKALOOSA COUNTY SCHOOL DISTRICT
STUDENT INTERVENTION SERVICES
Home School Notification to Parent

Dear Parent,

You have elected to withdraw your child/children _____
_____ from regular attendance at _____
School and enroll him/her/them in a home based education program. The school district will assist you in making this transition as smooth as possible.

The Home School Liaison and the District Administration for Okaloosa Online can be reached at 850-689-2043. Mrs. Corbin and Mrs. Chatman will help you enroll into a program and they will answer any questions you may have. (Simply signing this document does not enroll you into a program.)

It is recommended that you not withdraw your child/children from school until enrollment is complete with Home Schooling or Okaloosa Online. Each day out of school will be considered an absence under Rule 6A-1.04, Florida Administrative Law. Five unexcused absences within a calendar month will result in a Student Intervention Services Truancy Officer being notified and a truancy petition may be filed with the court in accordance with Florida State Statute 1003.26.

We hold all stakeholders (parents and educators) accountable for your child's/children's education and strive to provide him/her/them with the best possible opportunities and tools for success. If you have any questions concerning attendance and how it applies to either program, please contact Student Intervention Services Attendance/Truancy: Lloyd Taylor or Patrick Humphrey 689-7198.

Sincerely,

Principal Signature

I hereby acknowledge receipt of this letter

Parent Signature

Date

1 copy to parent
1 copy to student file

OKALOOSA COUNTY SCHOOL DISTRICT
STUDENT INTERVENTION SERVICES
ALTERNATE EDUCATION PROGRAMS FOR EXPELLED STUDENTS
(TO BE COMPLETED BY PRINCIPAL)

School Board Policy 4-32(D)(1)

“Expulsion is the removal of the right of a student to attend public school, with or without continuing educational services. Upon the recommendation of the school Principal and Superintendent, the School Board may approve the assignment of a student to a disciplinary program or a second chance school during the expulsion period. The alternate educational program assignment shall be made by the Superintendent or his/her designee.”

Student Name: _____
Student Number: _____
School: _____
Reason for Expulsion Recommendation: _____

Check the appropriate recommendation:

() School Principal **IS** recommending the placement of the above-named student to a disciplinary program or second chance school during the expulsion period.

(If recommending Alternative Placement, check recommended placement.)

- () 1. Okaloosa Academy
- () 2. AMIkids
- () 3. Home School Instruction
- () 4. Okaloosa Online
- () 5. Florida Virtual School

() School Principal **IS NOT** recommending the placement of the above-named student to a disciplinary program or second chance school during the expulsion period.

Date Student is Eligible to Return to Regular School Setting:

Principal's Signature	Date	Student Services Representative	Date
Superintendent's Signature	Date	School Board Chairperson's Signature	Date



SCHOOL DISTRICT OF OKALOOSA COUNTY
STUDENT INTERVENTION SERVICES
DJJ TRANSITION PROCEDURES
FOR REGULAR EDUCATION STUDENTS

MIS 5382
5.9.2016

Brian Humphrey, Transition Contact 850-689-7110/7198

Transitioning from DJJ Facilities Back to Okaloosa County School District

Okaloosa County School Placement Upon Release From a DJJ Program:

- A student confined for 12 school days or more at a DJJ program may be released to an alternative placement school/program for the remainder of the semester in which he/she is released.
- A student confined for 1-11 school days at a DJJ program may return to the last district school he/she attended pending review of the criminal charges against the student by school administration. If the school-based administrator requires additional review of the charges prior to the student's reenrollment, the administrator shall contact the Transition Contact at the Carver Hill Administrative office.

Procedures:

Okaloosa County School District Responsibilities

1. Upon notification from the DJJ educational representative of an admission, the Okaloosa County DJJ Transition Office will notify the Okaloosa County School District's Transition Contact.
2. If the student is detained for 1-11 school days the Transition Contact will notify the administrator/designee at the last school attended for an administrative review of the charges pending against the student.
3. When the Okaloosa County DJJ Transition Office contacts the Okaloosa County School District Transition Contact regarding re-entry of a student a Re-entry Team meeting is scheduled to discuss the educational services that are available for the student.
4. A transition conference will be scheduled with the appropriate educational agency and the student and parent within two (2) days after the release date provided by the DJJ educational representative.
5. The receiving school administrator/designee will notify the Transition Contact of the transition conference date, time and location to discuss continuing educational services.
6. The Transition Contact will notify the DJJ educational representative of this conference.

If the parent and student fail to attend the scheduled meeting, the school administrator/designee will contact the Transition Contact for follow-up, who will notify the Supervisor of JPO's.

DJJ Responsibilities

1. The DJJ educational representative will notify the Transition Contact Office of the Okaloosa County School District within 24 hours of a student being admitted to one of their facilities and provide:

- a. Name of Student
- b. Date Admitted
- c. Projected Date of Release

2. If there is a change of release date, the DJJ educational representative will notify the Okaloosa County DJJ Transition Office.

3. The DJJ educational representative will provide to the student and parent notification of the date, time and location of the school transition conference.

Okaloosa County School District
Student Intervention Services
Verification of Residency

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

Student's name _____

Address _____

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

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

Pursuant to §837.06, Florida Statutes, whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his or her official duty shall be guilty of a misdemeanor of the second degree.

SIGNATURE PRINT NAME

DATE

Okaloosa County School District
Student Intervention Services

HOMEOWNER/ RENTER ACKNOWLEDGEMENT

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

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

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

(Homeowner/ Renter Signature) (Current Phone Number)

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

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

Pursuant to §837.06, Florida Statutes, whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his or her official duty shall be guilty of a misdemeanor of the second degree.

COUNTY OF _____) STATE OF _____)

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

Name: (SEAL) NOTARY PUBLIC

**EXTENDED SCHOOL YEARSERVICES: DETERMINATION OF NEED
FOR STUDENTS WITH DISABILITIES**

Student: _____

IEP MeetingDate: _____

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

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

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

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

Yes No Supporting Data Reviewed: _____

Rationale: _____

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

Yes No Supporting Data Reviewed: _____

Rationale: _____

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

Yes No Supporting Data Reviewed: _____

Rationale: _____

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

Yes No Supporting Data Reviewed:

Rationale:

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

Yes No Supporting Data Reviewed:

Rationale:

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

Yes No Supporting Data Reviewed:

Rationale:

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

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

related to critical life skills

Yes No Supporting Data Reviewed:

Rationale:
