

# 1.0 LEGAL BASIS OF THE PLAN and OVERVIEW

## STATE STATUTE 1008.25 STUDENT PROGRESSION 2003 EDITION

- (1) Each District School Board shall establish a comprehensive program for student progression which shall be based upon an evaluation of each student's performance including how well he/she masters the performance standards approved by the state board.
- (2) The District program for student progression shall be based upon local goals and objectives that are compatible with the state's plan for education. Pertinent factors considered by the teachers before recommending that a student progress from one grade to another shall be prescribed by the District School Board in its rules.
- (3) Each District comprehensive program for student progression shall reflect an effort to identify students at each grade level in Grades 9 through 12 who have attained a grade point average lower than required for graduation. The program shall further include provisions for assisting such students to achieve the appropriate cumulative grade point average required for graduation pursuant to *s.1003.43, F.S.*

## FOREWORD

The Santa Rosa School District is dedicated to the total and continuous development of each student. The purpose of the instructional program in Santa Rosa District Schools is to provide appropriate instruction and selected services to enable the students to perform academically at their expected level or higher. In recognition of the wide range of students' abilities, motivation, interests, and development, this **STUDENT PROGRESSION PLAN** for Santa Rosa District Schools establishes procedures that are to be implemented to provide each student with the opportunity to succeed in school.

The Santa Rosa District Schools have adopted student performance standards for all courses for which a student may receive credit for graduation. The Santa Rosa District School Board has adopted the Florida Sunshine State Standards. Appropriate instruction in these standards shall be incorporated into the course of study. The Santa Rosa County District Schools shall assist schools and teachers in the implementation of research-based reading activities.

Every student shall participate in the District's standardized testing program unless otherwise exempt under criteria established by the Commissioner of Education.

The progression of students through Santa Rosa County Schools is based upon an evaluation of each student's achievement in terms of appropriate instructional goals. Decisions regarding pupil promotion, retention, and placement are primarily the responsibility of the individual school's professional staff within the provisions of Florida law; however, the final decision in regard to grade placement is the responsibility of the Principal. Procedures are to be established to provide ample opportunities for the student, the parent, and other interested patrons to understand the promotion and placement requirements of the District and to achieve cooperation and acceptance of the requirements. This **PLAN** and procedures of implementation contained in this **PLAN** are to reflect clearly that promotion in Santa Rosa District Schools is based on student achievement and is not an automatic process.

All student records are confidential. When a parent, eligible student, or any other person authorized by the parent or eligible student, requests the right to review or inspect the education records of the student, that person shall have access only to that information which relates to the specified student when records contain information on more than one child.

Refer to the Student Records Handbook for further information.

## **UNLAWFUL DISCRIMINATION PROHIBITED**

1. No person shall on the basis of race, color, religion, sex, sexual preference, age, national or ethnic origin, political beliefs, marital status, disability if otherwise qualified, social and family background, or on the basis of the use of a language other than English [English Language Learners (ELL)], be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.
2. The School Board shall comply with the Americans with Disabilities Act of 1990 (ADA). This law makes it unlawful to discriminate against a qualified individual with a disability who can perform the essential functions of his or her job with reasonable accommodations.
3. The Superintendent shall develop complaint procedures aligned with School Board Policy 2.80, to be followed by anyone alleging unlawful discrimination.
4. The School Board shall admit students to District schools and programs without regard to race, color, religion, sex, sexual preference, age, national or ethnic origin, political beliefs, marital status, disability if otherwise qualified, social and family background, or use of a language other than English.

## **INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN**

Florida is a participating state in this ICEOMC, therefore, Santa Rosa District Schools adhere as much as possible to the guidelines of the compact. The purpose of the compact is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents by:

- facilitating timely enrollment;
  - facilitating student placement;
  - facilitating qualification and eligibility for enrollment in educational programs, extracurricular athletics and social activities;
  - facilitating on-time graduation;
  - providing for adoption and enforcement of administrative rules implementing the compact;
  - providing for the uniform collection and sharing of information between states;
  - promoting coordination between the compact and other compacts affecting military children; and
  - promoting flexibility and cooperation between the educational system, parents, and students.
- **APPLICABILITY:**  
The compact applies to active duty armed forces personnel, personnel or veterans who are medically discharged or retired for a period of one year, and personnel who die on active duty or as a result of injuries sustained on active duty for a period of one year after death. Local education agencies (LEA) must abide by compact terms. The terms of the compact are binding only on member states.
  - **RECORDS, ENROLLMENT AND ELIGIBILITY:**  
The compact requires a student's former school to issue temporary transcripts in the event that it cannot furnish official transcripts timely. Pending receipt of official transcripts, the student's receiving school must accept the temporary transcripts for enrollment and placement purposes. Compact states must give the student 30 days to obtain required immunizations. Students must be allowed to continue their enrollment at the grade level they were enrolled in at the former school. Likewise, a student who has completed a grade level in the former state must be allowed to enroll in the next highest grade level in the receiving state, regardless of age. The compact requires an LEA to honor temporary guardianships executed to enroll the child in school due to a student's parent being deployed out of state or country. Further, it prohibits an LEA from charging tuition to a student who is placed in the care of a person who lives outside of the LEA's

jurisdiction. Such students must be allowed to remain at the original school. LEAs must also allow a transitioning military child to participate in extracurricular activities, regardless of when the child enrolled in the school.

- **PLACEMENT AND ATTENDANCE:**

The compact provides that a transferring student must be allowed to continue in the academic program in which the student was enrolled at his or her former school, including, but not limited to, English as a second language, exceptional student education, gifted, honors, International Baccalaureate, Advanced Placement, and career and technical courses. Program placement must occur based upon prior participation or educational assessments conducted at the student's former school.

When a parent who has been deployed out of the state or country is home on leave, an LEA must allow the student additional excused absences to visit with the parent.

- **GRADUATION:**

To enable transitioning military students to graduate from high school on time, the compact requires states and LEAs to waive courses required for graduation if similar coursework was previously completed or provide alternative means for such students to satisfy coursework requirements. States must also accept exit exams, end-of-course exams, or other testing required for graduation in the student's former state. For military students who transfer before or during their senior year and who are not eligible to graduate from the receiving state, the current and former LEAs must arrange for the student to receive a diploma from the student's former LEA.

## **STATEWIDE ASSESSMENT PROGRAM**

The primary purpose of the statewide assessment program is to provide information needed to improve the public schools by maximizing the learning gains of all students and to inform parents of the education progress of their public school children.

The program is designed to:

- assess the annual learning gains of each student toward achieving the Sunshine State Standards.
- provide data for making decisions regarding school accountability and recognition.
- identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard high school diploma.
- assess how well educational goals and performance standards are met at the school, district, and state levels.
- provide information to aid in the evaluation and development of educational programs and policies.

The Commissioner shall design and implement a statewide program of education assessments that provides information for the improvement of the operation and management of the public schools. Pursuant to the statewide assessment programs, the Commissioner shall:

- submit to the state board a list of student skills and competencies to which the goals for education include reading, writing, science and mathematics known as the Sunshine State Standards; and
- develop and implement a uniform system of indicators to describe the performance of public school students and the characteristics of the public school districts and the public schools.

There shall be a student achievement testing program as part of the statewide assessment program, to be administered annually in grades 3–10 to measure reading, writing, science, and mathematics. The testing program must include:

- Florida Comprehensive Assessment Tests (FCAT) that measures and reports student proficiency levels in reading, writing, mathematics and science.
- a test of writing in which students are required to produce writings which are then scored by appropriate methods.
- a score designated for each subject area tested. The School District shall provide appropriate remedial instruction to students who score below these levels.
- a grade 10 assessment test (FCAT) instead of the HSCT for students who enroll in grade 9 in the fall of 1999 and thereafter. Such students must earn a passing score on the grade 10 assessment test (FCAT) in reading, writing, science and mathematics to qualify for a regular high school diploma. The State Board of Education (SBOE) shall designate a passing score for each part of the grade 10 assessment test.
- participation in the statewide testing program is mandatory for all students, including students in the Department of Juvenile Justice programs. If a student does not participate in the assessment, the district must notify the student's parent and provide the parent with information on the implication for non-participation. If modifications are made in the student's instruction to provide accommodations that would not be permitted on statewide assessment tests, the district must notify the student's parent of the instructional modification implications. In such cases, the parent must provide signed consent for a student to receive instructional modifications not permitted on statewide assessment and must acknowledge in writing that he or she understands the implications of such accommodations. The SBOE shall adopt rules for test accommodations and modification of such procedures for students in exceptional education programs and who have limited English proficiency. Accommodations that negate the validity of statewide assessment are not allowable.
- those students seeking an adult high school diploma must meet the same testing requirements that a regular high school student must meet.
- that the School District must provide instruction to prepare students to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

It is Florida's intent to participate in the measurement of national education goals. The Commissioner of Education shall direct school districts to participate in the administration of the National Assessment of Educational Progress, or a similar national assessment program, both for the national sample and for any state-by-state comparison programs which may be initiated.

The state as a whole shall work toward the goal that all students must make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards; successfully compete at the highest levels nationally and internationally; and be prepared to make well reasoned, thoughtful, and healthy lifelong decisions.