

# 6.0

## HIGH SCHOOL (GRADES 9-12)

### STUDENT PROGRESSION PLAN

#### TABLE OF CONTENTS

##### 6.100 ADMISSION

###### 6.101 Admissions Data

6.1011 Evidence of Birth

6.1012 Evidence of Immunization

6.1013 Evidence of Medical Exam

6.1014 Evidence of Residence

6.1015 Homeless Assistance

6.1016 Exceptional Student Education (ESE): ~~McKay Scholarship~~ **John M. McKay Scholarship for Students with Disabilities Program.**

###### 6.102 Middle School Student

###### 6.103 Home Education Student

6.1031 Admission to Ninth Grade/Transfer Credits

6.1032 Admission to Extracurricular Activities

6.1033 ESE: Home School Education Participation In Activities

###### 6.104 Withdrawal

###### 6.105 Middle School Student: Non-continuous Attendance

###### 6.106 High School Student: Non-continuous Attendance

###### 6.107 High School Student: Adult School Enrollment

###### 6.108 ESE: High School Re-Enrollment

###### 6.109 Enrollment: Expulsion/Charges

###### 6.110 Expelled Student

###### 6.111 Irregular Attendance Placement Committee

###### 6.112 Procedures for Student Reassignment

###### 6.113 School Choice Options

###### 6.114 Foreign Exchange Students

###### 6.115 Interstate Compact on Educational Opportunity for Military Children (See Page 4.)

###### 6.116 Drop/Add Requirements

##### 6.200 PROGRAM OF STUDY

###### 6.201 Required Program

###### 6.202 Course Content

###### 6.203 Character Education

###### 6.204 Section 504 Accommodation Plan/Services

###### 6.205 Exceptional Student Education Eligibility

###### 6.206 Statewide Assessment Program

6.2061 Transition of High School Assessments by Year

6.2062 FCAT Waiver for Certain Students with Disabilities

**6.2063 End of Course (EOC) Waiver for Students with Disabilities**

###### 6.207 Remediation

6.2071 Reading

6.2072 Writing

6.2073 Mathematics

6.2074 Science

###### 6.208 ESE: Mastery of Courses

###### 6.209 ESE: Allowable Accommodations

###### 6.210 Extended School Year (ESY) Services

###### 6.211 Assessment Exemption

###### 6.212 Experimental Program Changes

###### 6.213 Number of Periods of Daily Attendance

###### 6.214 Equal Opportunity

**6.215 Services for English Language Learners (ELL)**

**6.216 Physical Education**

**6.217 Course Recovery**

**6.300 GRADE PLACEMENT, GRADES 9 - 12**

**6.301 Regular Students**

**6.302 Mid Year Promotions**

**6.303 Twice Retained Students**

**6.400 COMPLETION**

**6.401 Graduation Requirements - Standard Diploma**

**6.402 Accelerated Graduation Option (2 tracks)**

**6.403 Course Credit Requirement**

**6.4031 Mastery of Student Performance Standards: Regular**

**6.4032 Mastery of Student Performance Standards: ESE**

**6.4033 ESE: Progress Report**

**6.4034 Absenteeism**

**6.4035 Semester Credit**

**6.4036 Full-Year Credit**

**6.4037 Administrative Credit**

**6.4038 Waivers**

**6.404 Course Credit Limitations**

**6.4041 Regular Students**

**6.4042 Exceptional Students**

**6.4043 Forgiveness**

**6.405 Course Credit Restrictions**

**6.4051 Remedial/Vocational/Level I Courses**

**6.4052 Performing Fine Arts**

**6.4053 Practical Vocational Arts**

**6.4054 Elective Credits**

**6.4055 Transferred Credit**

**6.4056 Transfer Credits Outside Santa Rosa**

**6.406 Grade Point Average**

**6.4061 Grading System**

**6.4062 Grade Point Average**

**6.4063 ESE: Alternate Assessments**

**6.4064 Report Cards**

**6.407 Diplomas**

**6.4071 Standard Diploma**

**6.4072 Special Diploma**

**6.4073 ESE: Continuance of FAPE**

**6.4074 General Education Development Diploma (GED)**

**6.4075 The Florida Gold Seal Vocational Endorsement**

**6.4076 Participation in the Graduation Ceremony**

**6.408 Certificate of Completion**

**6.4081 Credits Earned**

**6.4082 Credits in Area**

**6.4083 FCAT/State Assessment Requirements**

**6.4084 GPA**

**6.4085 Additional Year**

**6.409 Special Certificate of Completion**

**6.4091 Requirement**

**6.500 ATTENDANCE, ABSENCES AND TARDINESS**

**6.501 Attendance**

**6.502 Absences**

- 6.5021 Notification
- 6.5022 Test Exemption Policy
- 6.503 Excused Absences
  - 6.5031 Completing Work
  - 6.5032 Prior Arrangement
  - 6.5033 Hospital / Homebound Services
  - 6.5034 Repeatedly Absent
- 6.504 Unexcused Absences
  - 6.5041 Habitual Truant/Truancy Procedures
  - 6.5042 Intent to Terminate School Enrollment
- 6.505 Tardiness
  - 6.5051 Excused
  - 6.5052 Unexcused
  - 6.5053 Leaving School Prior To End of Day
- 6.506 Learnfare Program

**6.600 MISCELLANEOUS**

- 6.601 Admission to State University System
  - 6.6011 GPA
  - 6.6012 Weighted
  - 6.6013 Specific Requirements
  - 6.6014 Talented 20 Program
- 6.602 Class Rank
  - 6.6021 Numerical Weighted GPA
  - 6.6022 Weighted Courses
  - 6.6023 Weighted Programs
- 6.603 Course Substitutions
  - 6.6031 ESOL Courses
  - 6.6032 Job Prep Programs
  - 6.6033 Vocational Courses
- 6.604 Credit Alternatives
  - 6.6041 Adult Education Courses
  - 6.6042 Career and Technical Programs
  - 6.6043 Co-op Programs
  - 6.6044 Correspondence Courses
  - 6.6045 Dual Enrollment
  - 6.6046 Early Admissions
  - 6.6047 The Florida Virtual School
  - 6.6048 Middle School Students Earning Credit
- 6.605 Dropout Prevention Programs
  - 6.6051 Courses
  - 6.6052 Reporting
- 6.606 Extracurricular Activities
  - 6.6061 Required GPA
  - 6.6062 Requirements
- 6.607 Florida Bright Futures Scholarship Program
- 6.608 Miscellaneous Curriculum Items
  - 6.6081 Reading I & II
  - 6.6082 African American History
  - 6.6083 Holocaust Instruction
  - 6.6084 Hispanic and Woman's Contribution
  - 6.6085 Contributions of Veterans
  - 6.6086 Voluntary Service Credit
- 6.609 Remediation Reporting Requirements
  - 6.6091 Parent Notification
  - 6.6092 Assistance

**6.6093 Student List Dissemination-District**

**6.6094 Student List Dissemination-School**

**6.6095 Annual Report**

**6.610 Study Hall**

**6.6101 Study Hall Credit**

**6.6102 Funding**

**6.6103 Other Duties**

**6.700 VIRTUAL SCHOOL See Section 9.0**

## 6.100 ADMISSION

### 6.101 Admissions Data

In order to be admitted to Florida schools, a student must provide the following data:

#### 6.1011 Evidence of Birth

Evidence of date of birth in accordance with *s.1003.21, F.S.*

#### 6.1012 Evidence of Immunization

Evidence of immunization against communicable diseases as required by *s.1003.22, F.S.*

#### 6.1013 Evidence of Medical Exam (Also referred to as a Physical Exam or Florida Physical)

Evidence of a medical examination completed within the last 12 months in accordance with *s.1003.12, F.S.*

In State Transfer: Students transferring from another public or private school in the state of Florida shall be given 30 days to provide the district with proper record of an up to date immunization and a record of medical exam (on file as an initial entry health exam; not required to have been completed within 12 months). Failure to provide proper documents will result in exclusion from school until records are presented. A new medical exam will be required if one is not received as part of the student record

Out of State Transfers: A temporary exemption for a period not to exceed 30 school days will be given to permit a student who transfers from out of state to attend class until his/her medical exam can be obtained or brought up to date. After 30 days, the student will be excluded from school until a medical exam (completed within the last 12 months) is presented to the school.

#### 6.1014 Evidence of Residence

Evidence of residence at an address within the attendance area of the school to which admission is requested **or** a request for reassignment transfer approved by the school board.

#### 6.1015 Homeless Assistance

Appropriate exceptions and accommodations will be made to minimize the barriers related to student assignment for students identified as eligible for services through the 1) Department of Children and Families or 2) under Section 722(d)(2) of The Federal McKinney-Vento Homeless Assistance Act and related Florida Statutes. The Superintendent shall recommend and the Board adopt Homeless Education Program Manual.

#### 6.1016 Exceptional Student Education (ESE): McKay Scholarship John M. McKay Scholarships for Students with Disabilities Program

~~Exceptional Student Education students may be reassigned to a school outside their residential zone, if eligibility for McKay Scholarship has been determined. The District will offer the student's parent an opportunity to enroll the student in another public school within the District which has not reached capacity and has a program with the services agreed upon in the student's current IEP. All such McKay Scholarship public school transfers will be approved by the District McKay Scholarship contact. Transportation is the responsibility of the parents. New applications must be completed and approved for assignment from middle to high school. All application eligibility and transfer continuation is subject to Santa Rosa County School Choice Plan.~~

The John M. McKay Scholarships for Students with Disabilities Program is established to provide the option to attend a public school other than the one to which assigned, or to provide a scholarship to a private school of choice, for students with disabilities for whom:

(a) An Individual Educational Plan (IEP) has been written in accordance with rules of the State Board of Education; or

(b) A 504 accommodation plan has been issued under s. 504 of the Rehabilitation Act of 1973.  
NOTE: Students with disabilities include K-12 students who are documented as having an intellectual disability; a speech impairment; a language impairment; a hearing impairment, including deafness; a visual impairment, including blindness; a dual sensory impairment; an orthopedic impairment; an other health impairment; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; a traumatic brain injury; a developmental delay; or autism spectrum disorder.

#### Public school McKay Scholarship option:

Pursuant to Section 1002.39(5), F.S., a student meeting the McKay eligibility requirements may choose to attend another public school in the student's school district or in an adjacent school district. In this case, the district McKay Scholarship Representative (name and contact information found on the School Choice website) must be contacted to discuss available public school options. Public school availability is determined by the school district and is based upon the following:

- Capacity of the school center that the parents are requesting.
- Program availability (determined by the student's IEP) at the requested school center.
- Program capacity at the requested school center.
- Ability of parent to provide transportation for their child to and from the school of choice if the scholarship is awarded. **(Transportation is the responsibility of the parent.)**

*\*Capacity is defined by the SRCSD as 95% of the available student stations based upon the Florida Inventory of School Houses (FISH) report or at 90% of the allowable core class size for class average based upon class size calculation per class size amendment guidelines (1003.03, F.S.).*

*\*See the Santa Rosa County School Choice Plan for more information regarding guidelines for the application process.*

### **6.102 Middle School Student**

A student who has met the eligibility criteria for promotion from middle school to high school through regular attendance and progression shall be admitted to the 9<sup>th</sup> grade.

### **6.103 Home Education Student**

#### **6.1031 Admission to Ninth Grade/Transfer Credits**

Home Education students entering the 9th grade must meet the following criteria:

- Students may not enter the 9th Grade any sooner than their peer group.
- Evidence of three years of middle school work substantiated by record from public or private schools, and/or Home Education Programs having the proper transcripts, portfolios and/or evaluations.

#### **Transfer Credit for Home School Education Students**

In compliance with state Administrative Rule 6A-1.09941, The State Uniform Transfer of High School Credits, and to accommodate home education students' needs for appropriate high school graduation credit, the Santa Rosa School District (SRCSD) adopts the following policy to establish uniform procedures for students transferring from home school to the Santa Rosa School District in Grades 10-12.

- (1) A student who is entering a Santa Rosa District high school with appropriate documentation of satisfactory completion of a Home School Program may be **provisionally** placed in the regular program for these grades based on the home school documentation. This **provisional** placement must be validated by the end of the first grading period. If a student has a minimum grade point

- average of 2.0 at the end of the first grading period, further validation of credit will not be necessary and the student shall be issued the listed credits as appropriate. (See Appendices.)
- (2) The total number of academic credits possible is 14.5 for Grades 9 - 11.
  - (3) Elective credits within the Santa Rosa School District receiving school will be required in order for the student to complete graduation requirements.
  - (4) For credits issued, a "P" for PASS is the grade of record.
  - (5) For credits earned within the Santa Rosa School District receiving school, the grade in class is the grade of record.
  - (6) A student with a home education academic history and who is seeking to enter a Santa Rosa School District school as a senior must be in full time attendance.
  - (7) In the event a home education student does not have a 2.0 GPA at the end of the first complete nine week grading period, the Principal of the receiving school, along with the teacher(s) and parent, shall validate the student's status by evaluating the portfolio for demonstrated proficiencies.

To further establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools. The procedures shall be as follows:

1. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection two of this rule.
2. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined below:
  - (a) Portfolio evaluation by the Superintendent or designee;
  - (b) Written recommendation by a Florida certified teacher selected by the parent and approved by the Principal;
  - (c) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
  - (d) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
  - (e) Demonstrated proficiencies on the FCAT; or
  - (f) Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least 90 days from date of transfer to prepare for assessments outlined in paragraph (3)(d) and 3(e) of this rule if required.

#### **6.1032 Admission to Extracurricular Activities**

Home school education students shall be eligible to participate in extra-curricular interscholastic activities at the student's school of residence as established by the school District's attendance zones. For a home educated student to be eligible to participate, the following conditions must be met:

- A. The student must meet the requirements of the Home Education Program described below:
  1. Notifies the Superintendent of the intent to establish and maintain a Home Education Program within 30 days of the student's withdrawal from a traditional school program.
  2. Maintain a portfolio of records and materials.
  3. Provides for an annual educational evaluation to be filed with the District school board office.
- B. The parents/guardians of the home education student must certify to the Principal that the student meets the minimum grade point average as prescribed in article 6.6061 and has passed each class for which enrolled for each grading period to coincide with the school's grading periods.

- C. The home education student must meet the same standards of acceptance, behavior and performance required of other students participating in the extra-curricular activity.
- D. The student must register with the school with their intent to participate as representative of the school prior to the beginning date of the season for the activity in which participation is requested.
- E. The student must certify by a physical examination by a licensed physician on the “Santa Rosa County Schools Athletic Participation Screening Form” their fitness to participate in the extracurricular activity. Proof of medical insurance must also be certified on this form by the parent.
- F. A home education student will not be eligible to participate in interscholastic activities at a District school if the student is under discipline sanctions from any other public, private, or parochial school, in or out of the State of Florida.
- G. A senior that withdraws to be home educated and re-enrolls in Santa Rosa County Schools, must do so at the Santa Rosa Adult High School. However, in situations involving exceptional student, the IEP Team may convene to determine grade placement.

#### **6.1033 ESE: Home School Education Participation In Activities**

ESE Home School Education students are eligible to participate in the activities and procedures as stated in section 6.132 as their non-disabled peers but are not eligible for ESE Services.

#### **6.104 Withdrawal**

A student between the ages of 16 and 18 who chooses to terminate his/ her education must officially withdraw and complete a “Declaration of Intent to Terminate School Enrollment” form, which will acknowledge that this action is likely to reduce the student’s earning potential and which must be signed by the parent and student. Such action, unless recognized by the school board as a hardship condition, will cause the student to lose his/her driving privilege.s.232.07, F.S.

#### **6.105 Middle School Student: Non-continuous Attendance**

A student who has met the eligibility criteria for promotion from middle school to high school and does not have continuous school attendance may be (1) admitted to the 9<sup>th</sup> grade, or (2) referred to the Irregular Attendance Placement Committee.

#### **6.106 High School Student: Non-continuous Attendance**

A high school student who has withdrawn or has been withdrawn from a regular high school program and subsequently has non-continuous school attendance may be permitted to return to the regular high school program or may be referred to the Irregular Attendance Placement Committee, which shall recommend placement of the student to the school board.

#### **6.107 High School Student: Adult School Enrollment**

A high school student who has withdrawn from a regular high school program and enrolls in an adult school program shall not be permitted to return to a regular high school program. Any request by such a student to return to the regular high school program shall be referred to the Irregular Attendance Placement Committee, which shall determine the placement of the student.

#### **6.108 ESE: High School Re-Enrollment**

Any exceptional student who was enrolled in an adult program, withdraws from this program, and applies for re-enrollment to a regular high school shall be referred to the IEP Team for an immediate placement review.

#### **6.109 Enrollment: Expulsion/Charges**

Any student enrolling in any Santa Rosa County School shall, at the time of enrollment, indicate on the enrollment form any previous school expulsion, or alternative placement in lieu of expulsion, arrests resulting in a charge where the student was adjudicated guilty or where adjudication was withheld, or any juvenile justice actions.



If a student requesting admission has been given alternative placement in lieu of expulsion from any non-District school, the Director of High Schools should be contacted to determine appropriate placement within the District, prior to enrollment of the student in a Santa Rosa District school.

#### **6.110 Expelled Student**

A student who has been expelled from any non-District school shall not be allowed to enroll in any Santa Rosa County school. A request for a waiver of this policy shall be referred to the Irregular Attendance Placement Committee, which shall recommend placement or non-placement of the student to the school board. In accordance with Florida Statute, the board will either honor the final order of expulsion as recommended by the Superintendent, in which case the student shall not be admitted to a District school, or will waive the final order of expulsion as recommended by the Superintendent, in which case the student shall be admitted to the District school.

A student with an active Individual Education Plan who has been expelled from any non-District school or who has been given an expulsion with continued education services or alternative placement in lieu of expulsion from any non-District school, who is seeking to enroll in Santa Rosa District Schools shall be referred to the Director of Exceptional Education for an immediate placement review.

#### **6.111 Irregular Attendance Placement Committee**

The Irregular Attendance Placement Committee shall be comprised of the following members:

- A. The Director of High Schools, Chairperson
- B. The Director of Middle Schools
- C. The Director of Workforce Education
- D. The Principal of the Adult School
- E. The Principal of the High School

#### **6.112 Procedures for Student Reassignment Transfer**

~~Students may be reassigned transferred to a school outside of their residential zone with the approval of the Santa Rosa District School Board. Reassignment A student transfer is not an automatic right but is a carefully considered process by the District with obligations on the part of the parent and students to whom it is granted. Parents may submit an application for a school reassignment/transfer request beginning May 15<sup>th</sup> and ending June 15<sup>th</sup> each calendar year. No applications will be accepted after June 15<sup>th</sup> unless the parent/student has established residence in Santa Rosa County after June 15<sup>th</sup> of the current year. Reassignment Transfer determinations will not be made prior to July 15<sup>th</sup>.~~

~~A parent must meet with the Principal of the school serving the student's residential address and request a reassignment transfer, using Form 61-02-04. After this meeting, the parent must meet with the Principal of the school where they would like their child to attend to request the reassignment transfer. Both Principals must recommend/not recommend the request by signing the reassignment request document and indicate which will be forwarded to the Director of High Schools for presentation to the Santa Rosa School Board. The parent will be notified of the school board's decision and will be required to provide their child's transportation to and from school.~~

~~A. The request for reassignment transfer are is initiated at the school in the attendance zone where the parent/court appointed guardian resides. A letter stating the reason for the request for reassignment should be attached to the form at the initiating school.~~

~~B. The reassignment form, which contains the statement "to the best of my knowledge all of the above information is true and correct," must be notarized signed by the parent/guardian.~~

~~C. An approved reassignment request shall be for the duration of that child's tenure at the school to which he/she is reassigned.~~

~~D. Additional requests for a reassignment transfer must be made when a student leaves elementary school and desires to go to a middle school outside of their attendance zone. Additional requests for reassignment transfer must be made when a student leaves a middle school and desires to go to a high school outside of their attendance zone.~~

- E. A parent or guardian who wants a reassigned pupil to return to a school in their attendance zone shall complete a "Reassignment Transfer Form" which must be approved by the school board prior to the pupil re-enrolling in the school of their attendance zone.
- F. Any parent or guardian requesting a second reassignment within the same school year in which the initial reassignment was processed will be required to prove to the school board that denial of the request would cause great personal hardship.
- G. A request for reassignment will not be processed for any student with disciplinary action pending.
- H. As determined by the Principal of the school to which a pupil is reassigned, a reassigned student who does not conform to the policies, rules and regulations of the school to which a reassignment was processed may be administratively withdrawn from the reassigned school and returned to the school from which the student was reassigned.
- I. As determined by the Principal and approved by the grade level director, a reassignment to a school may be administratively withdrawn if a parent or parents of a student are causing or seeking to cause an uncooperative or hostile environment among the teacher, the student, the parent(s) and the school. The school must document at least three good faith attempts to obtain the cooperation/support of the parent(s) before considering this option.
- J. As determined by the grade level director only, a student may seek a transfer based upon a Power of Attorney if, in the opinion of the director, ample evidence has been presented that the educational welfare of the student will be severely jeopardized. The director will petition the school board for special temporary permission for the student to attend a school outside their attendance zone in accordance residency established by the assigned Power of Attorney. This permission would expire at the end of the current school year.
- K. A school that has been deemed as closed to transfers due to capacity will entertain requests based upon the following reason(s):
1. Employees who reside in Santa Rosa County and work at the school of request or at a school within that feeder pattern pending availability of space.
  2. Court ordered action on a student.
  3. Needs of the District that would benefit the functioning of the school(s).
  4. A student who is currently attending a school and moves into another school zone may continue to attend the school until the end of the current school year. Parents are responsible for providing transportation to and from school.
  5. A student who is currently attending a school and that school's attendance zone has been rezoned may continue to attend the school until the last grade of that school. Parents are responsible for providing transportation to and from school.
  6. Seniors who move out of a school zone or Santa Rosa County.
- L. A school that has not reached capacity will consider transfers base upon the following reason(s):
1. Employees who reside in Santa Rosa County and work at the school of request or at a school within the feeder pattern, pending space availability.
  2. Is currently attending a school and moves into another school zone.
  3. Needs of the District that would benefit the functioning of the school(s).
  4. Seniors who move out of a school zone or Santa Rosa County.
  5. A student who is currently attending a school and moves into another school zone may continue to attend the school until the last grade level of that school. Parents are responsible for providing transportation to and from school.
  6. A student who is currently attending a school when that school's attendance zone has been rezoned may continue to attend the school until the last grade of that school. Parents are responsible for providing transportation to and from school.
  7. If an academic program exists in a school and is not available in the school in which the student resides. If the transfer is granted the student must continue in the academic program or return to the home school.
  8. If an athletic program is offered at a school and not in the school in which the student resides. If after entering, the student chooses not to participate he/she must return to the home school.

~~9. ESE students reassigned through the Individual Education Plan (IEP) process to secure services for special needs are not subject to general reassignment procedures. Transportation is provided by the school district.~~

\*See the Santa Rosa County School Choice Plan for more information.

### **6.113 School Choice Options**

School Choice options will be made available in accordance with the District's School Choice Plan developed to meet the requirements of the No Child Left Behind Act of 2001.

### **6.114 Foreign Exchange Students**

All foreign exchange students must be sponsored by a program approved by the Council on Standards for International Educational Travel (CSIET) and which has a local community representative. Annually, each Santa Rosa School District high school may enroll up to two (2) foreign exchange students who provide documentary evidence of these eligibility requirements:

- Student has not already earned a high school diploma or its equivalent, i.e., has not already completed the requirements for secondary education in his home county.
- Student has achieved adequate oral and written proficiency in the English language in order to perform successfully in an English speaking educational environment.
- Sponsoring organization assumes responsibility for student's health, safety and legal obligation, and host and legal obligation, and host family resides within the designated attendance area of the school in which the student enrolls.
- The high school Principal may select up to two foreign exchange students for enrollment or may choose not to enroll any foreign exchange students during any school year.
- A student shall be enrolled for a semester or a complete year (two semesters).

Prior to acceptance, all foreign exchange students will provide the Assistant Superintendent for Instruction evidence of English language proficiency scores from a current version of the Secondary Language English Proficiency (SLEP) test. The Assistant Superintendent for Instruction will verify English language proficiency to the high school requested before a foreign exchange student can be admitted.

In addition to verification of English language proficiency, prior to acceptance, all foreign exchange students will supply the school with the following documents:

- Birth certificate or other documentation to certify age of student. The student is required to be at least 15 years of age but has not attained the age of eighteen and one half years (18.5) of age at the time of enrollment.
- Evidence of English language proficiency scores from a current version of the Secondary Language English Proficiency (SLEP) test.
- Valid transcript translated into English, including criteria for translating foreign grades into American standards and verification that student has not received a diploma or completed secondary education requirements in his home country.
- Student application with verification of insurance, health records, residence of host family and all legal requirements for enrollment. The student must have gained legal entry into the United States with a J-1 Exchange Visa.

**Foreign Exchange Students** will not be classified as diploma seeking students. Generally, foreign exchange students will be classified as juniors and placed in classes which will provide exposure to American history and literature.

- Will be expected to conduct themselves in accordance with the Santa Rosa School District Code of Student Conduct and with all standards required of any student enrolled in a District school. They will be treated as regular students regarding attendance, academic standards, responsibilities

and rights and discipline. Repeated violation of any standards may result in the foreign exchange student's withdrawal from the school.

- May be eligible to represent the school they attend in interscholastic activities, provided they meet all appropriate Florida High School Athletic Association's requirements and provided they have not participated in the activity on a professional level. Any student who has accepted remuneration, gift, or donation for participation in a sport is ineligible to participate in that sport at the high school level.
- Must have sufficient knowledge of the English language to enable effective communication, to use instructional materials and textbooks printed in English, and to function in the regular curriculum without special professional assistance.

#### **6.115 Interstate Compact on Educational Opportunity for Military Children (See Page 4.)**

#### **6.116 Drop/Add Course Requirements**

Students officially registered for specific course offerings are expected to remain in those courses throughout the entirety of the semester. Schools may adopt a drop/add policy that addresses courses taught on their campus. Students desiring to drop a course taught on campus in order to add a substitute course taught in a virtual program are required to do so in the first 10 days of the semester.

### **6.200 PROGRAM OF STUDY**

#### **6.201 Required Program**

The required program of study for high school grades will be courses selected from the *Florida Course Code Directory* and the Articulation Agreements with post-secondary institutions.

#### **6.202 Course Content**

The content of each course for which credit towards high school graduation is granted shall be congruent with the appropriate Florida Course Description adopted by the Florida Board of Education and the Student Performance Standards adopted by the Santa Rosa County School Board. Where appropriate, some academic programs may utilize outcome based strategies (i.e. summer school, on-line credit).

- A. Standards to *measure* student achievement serve as guides to best practices for local curriculum designers to help schools implement school improvement strategies to raise student achievement.
- B. The benchmarked standards describe what students should know and be able to do at grades K–12 in the subjects of physical education, language arts, mathematics, science, and social studies and at four progression levels (Grades Pre K-2, 3-5, 6-8, 9-12) in the arts and foreign language. Public schools shall provide appropriate instruction to assist students in the achievement of these standards. The following publications are hereby incorporated by reference and made a part of this Plan.
  - 1. Next Generation Sunshine State Standards — Reading and Language Arts, 2007
  - 2. Next Generation Sunshine State Standards - Mathematics, 2007
  - 3. Next Generation Sunshine State Standards-Science, 2008
  - 4. Next Generation Sunshine State Standards -Social Studies, 2008
  - 5. Sunshine State Standards –Foreign Language, 1996
  - 6. Sunshine State Standards—Arts, 1996 and
  - 7. Next Generation Sunshine State Standards-Physical Education, 2009.
- C. Copies of the publications containing the established state standards may be obtained from the Division of Public Schools, Department of Education, 325 W. Gaines St., Tallahassee, Florida 32399-0400 or visit [www.floridastandards.org](http://www.floridastandards.org) to download a copy.
- D. Each District school board shall incorporate the established state standards and ESE Next Generation Sunshine State Standards (NGSSS) Access Points contained herein into the district Student Progression Plan.
- E. The established state standards shall serve as the basis for statewide assessment.

#### **6.203 Character Education**

Instruction in character education that stresses such qualities as patriotism, responsibility, citizenship, kindness, respect, honesty, self-control, tolerance and cooperation will be integrated into various curriculum areas.

#### **6.204 Section 504 Accommodation Plan/Services**

Under Section 504 Services, a student may be considered disabled if he or she has been determined by the Section 504 committee of having a physical or mental impairment that substantially limits one or more life activity, such as learning, walking, talking, reading, concentrating, focusing, seeing, hearing, breathing, working, and performing manual tasks. Students can be considered disabled, and can receive services under Section 504, even if they do not qualify for, or receive exceptional student education services.

- All Section 504 plans will be reviewed annually to determine if the student continues to meet eligibility criteria.
- All students who receive Section 504 services will participate in the general education curriculum provided with access to an Accommodation Plan.
- All students who receive Section 504 services will participate in all district and statewide assessments provided with access to an Accommodation Plan, in accordance with approved test accommodations as stated in the test administration manual.
- Section 504 services is not specialized instruction in an exceptional student education program.

#### **6.205 Exceptional Student Education Eligibility**

Students meeting Florida Department of Education eligibility criteria for one or more Exceptional Student Education program and requiring specially designed instruction and/or related services shall be admitted through an eligibility staffing. An appropriate individualized program of study will be developed in the student's Individual Education Plan (IEP).

An eligible exceptional student may qualify for services in one or more of the following programs:

- Autism Spectrum Disorder
- Deaf or Hard of Hearing
- Dual-Sensory Impaired
- Emotional/Behavioral Disabilities
- Gifted
- Hospital/Homebound
- Intellectual Disabilities
- Language Impaired
- Occupational Therapy
- Orthopedically Impaired
- Other Health Impaired
- Physical Therapy
- Specific Learning Disabled
- Speech Impaired
- Traumatic Brain Injured
- Visually Impaired

See the ESE Policies and Procedures manual for specific eligibility requirements.

#### **6.206 Statewide Assessment Program**

**\*EOC grades/credit will be awarded as outlined in this section OR according to the current legislation (as interpreted by FLDOE) at the end of the year when grades/credits are awarded**

Students shall participate in all assessments for accountability purposes, to include but not limited to Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards Reading, Math, **Science** and

Writing Assessment. The passing of the FCAT is required for graduation. For the ninth grade student entering in the school year 2011-2012, passing the Algebra I E.O.C. (End of Course exam) is a graduation requirement. **As of the 2013-14 school year, entering ninth grade students will have the Algebra 1 E.O.C. count 30% of their final grade and will need and will need to score Level 3 or higher in order to graduate.**

#### 6.2061 Transition of High School Assessments by Year

<i>Assessment Type</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
FCAT	<b>Science (11)</b> Writing (10)  <b>Mathematics (10)</b>  <b>Reading &amp; Math Re-takes (fall, spring)</b>	Writing (10)  <b>Reading &amp; Math Re-takes (fall, spring)</b>	Writing (10)  <b>Math Re-takes (fall, spring)</b>	Writing (10)	
FCAT 2.0	Reading (9,10) (B)	<b>Reading (9,10) (SS)</b>  <b>Reading Re-take(fall)</b>	<b>Reading (9,10) (SS)</b>  <b>Reading Re-take (fall)</b>	<b>Reading (9,10)</b>  <b>Reading Re-take (fall)</b>	<b>Reading Re-take (fall, winter)</b>
End-of-Course Exam (EOC)	<b>Algebra 1 (B)</b> <b>Geometry (FT)</b> <b>Biology (FT)</b>	<b>Algebra 1 (SS)</b> <b>Geometry (B)</b> <b>Biology (B)</b> <b>US History (FT)</b>	<b>Algebra 1</b> <b>Geometry (SS)</b> <b>Biology (SS)</b> <b>US History (B)</b>	<b>Algebra 1</b> <b>Geometry</b> <b>Biology</b> <b>US History (SS)</b>  <b>PARCC-Eng./L.A. (9-11) (FT)</b>  <b>PARCC-Math (3 subjects) (FT)</b>	<b>PARCC Eng./L.A. (9-11) (B)</b>  <b>PARCC Mathematics (3 subjects) (B)</b>  <b>Biology</b> <b>US History</b>

Notes: Provision of end-of-course (EOC) assessments requires legislative action to allow use of EOCs instead of comprehensive assessments in high school.

#### Assessments in BOLD font indicate Computer Based Testing (CBT)

FT – Field test administration only; EOCs will be field tested in a sample of high schools only.

B – Baseline administration; a scale score will be reported; no developmental scale score or achievement levels will be available.

SS – Standards set; developmental scores, achievement levels, and passing scores will be reported for the first time.

#### 6.2062 FCAT Waiver for Certain Students With Disabilities

Students with a disability and a current IEP may be considered for a waiver from passing the Grade 10 FCAT. In order to be considered for the waiver from the FCAT graduation requirement, the student must

- A. be identified as a student with a disability, as defined in Section 1007.02(2),\_Florida Statues;
- B. have an Individual Educational Plan (IEP);



- C. be a senior or student with disabilities who remains enrolled seeking a standard diploma for whom the FCAT is the graduation test.
- D. have demonstrated mastery of the Grade 10 Sunshine State Standards;
- E. have taken the Grade 10 FCAT with appropriate allowable accommodations at least twice to include March of the senior year or if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grades 10, 11 or 12, including March of any senior year;
- F. have participated in intensive remediation for FCAT Reading and/or FCAT Mathematics, if passing scores were not earned; and
- G. be progressing towards meeting the states 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

#### **6.2063 End of Course (EOC) Waiver for Students with Disabilities**

Students with an identified disability and a current IEP may be considered eligible for a waiver from passing EOC exams. Eligibility for EOC waivers will be based on state/district guidelines.

#### **6.207 Remediation**

All students who score below Level 3 on state required assessments must receive remediation in those area(s). The results of the State Assessment Program are the primary sources for criteria to determine a need for remediation. Additional diagnostic information and classroom performance may also be used as criteria to determine a need for remediation. The assessment results from the previous year are used to determine the need for remediation for the present grade level. Remediation may offered during the school year or during the summer session.

In accordance with statute 1008.25 the Santa Rosa School District utilizes a school-wide progress monitoring process. Academic, attendance, and behavioral data on each student is evaluated to determine the effectiveness of the core instructional program as well as additional intervention strategies.

An Individual Progress Monitoring Plan (PMP) will be established for those students already receiving one level of intervention yet classroom data indicates less than satisfactory progress. The PMP is developed in consultation with the students' parents or legal guardians and shall identify specific areas of deficiency. The PMP will document assistance provided to support the student in making progress toward District and state expectations for proficiency in reading, writing, mathematics, and science. It may include one or more of the following intervention strategies as considered appropriate: tutorial programs, dropout prevention programs, summer school, Saturday sessions, modified curriculum, ESOL referral, enrollment in intensive classes, and other remedial activities as determined by the school District. Schools shall provide for the frequent monitoring of the student's progress in meeting desired levels of performance.

Intensive courses are for elective credit only and will not satisfy the mathematics or English requirement for graduation and may not be in lieu of English and math credits required for graduation.

Students who are new to the State of Florida and are entering Grades 9 -11 must take state required assessments. Following registration in the Santa Rosa County School District, these students' transcripts will be reviewed. Based on assessment scores as well as their grades in reading, writing, mathematics, and science, a determination will be made as to whether any remediation will be necessary. As delineated in the District K-12 Comprehensive Research-based Reading Plan, students in Grade 9 and above with no FCAT (2.0) scores should be administered a grade-level fluency screen and the Scholastic Reading Inventory or the Florida Assessment for Instruction in Reading (FAIR), if available, to determine if they have reading difficulties. Students scoring below grade level on the Scholastic Reading Inventory and/or FAIR, if available, whose standardized tests are below the 75th percentile will be considered for reading intervention. However, fluency text reading efficiency will be the primary criteria used for deciding the level of intensity in course placement. When FAIR scores are available, FAIR Maze assessment will be used to determine fluency text reading efficiency based on targets delineated in the district's approved K-12 Comprehensive Research-based Reading Plan. Students entering the 12<sup>th</sup> grade and are new to the

state in Grade 12 are not required to take the Grade 10 FCAT (2.0) Reading if they are able to document approved concordant scores on the SAT or ACT to fulfill graduation requirements. A transfer student will take Florida's EOC assessments in Algebra 1, Geometry, and Biology 1 under all circumstances and must pass the EOC in order to earn credit in the course. An exception exists if the transfer student passed a statewide, standardized EOC assessment in that course, if administered by the transferring school, or achieved a passing score on the high school statewide assessment required by the state from which the student transferred. F.S. 6A-1.09941

Students who do not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan (PMP), the student may be retained.

A student will meet the graduation requirement for reading as soon as they pass either the Grade10 FCAT (2.0) or meet the concordant score. Exceptions to this are as follows:

- 2010 Graduates (prior to fall semester 2010): Current seniors scheduled to graduate prior to the fall semester of 2010 may use either the 2003 or 2009 concordant score requirements (mix and match to their advantage) to meet the high school graduation testing requirements. The flexibility for concordant score requirements will be retained for students in this cohort who do not graduate in 2010.
- Students Currently Holding a Certificate of Completion: The requirements for students currently holding a certificate of completion must be based on the test taken, since changes to the test content were made to the SAT. As always, students may use a combination of SAT and ACT scores to meet the high school graduation testing requirements. The flexibility for concordant score requirements will be retained for students in this cohort who do not meet the requirements in 2010. Students presenting ACT scores (no date restriction): Students may use the 2003 ACT concordant score requirements to meet the high school graduation testing requirements in reading and mathematics.
  1. Students presenting SAT scores dated prior to March 2005: Students must use the 2003 concordant score requirements to meet the high school graduation testing requirements in reading and mathematics.
  2. Students presenting revised SAT scores dated March 2005 and beyond: Students may use either the 2003 or 2009 concordant score requirements (mix and match to their advantage) to meet high school graduation testing requirements.
- 2011 Graduates
  1. Current juniors who have met the 2003 or 2009 concordant score requirements prior to November 30, 2009, may use these scores to meet the high school graduation testing requirements.
  2. Current juniors who have not met all of the 2003 or 2009 concordant score requirements as of November 30, 2009, must meet the remaining subject-area testing requirements using the 2009 concordant scores.

The requirements shall not apply to a new student who enters the Florida public school system in Grade 12, who may either achieve a passing score on the FCAT or use an approved subject area concordant score to fulfill the graduation requirements. A new student entering the Florida public school system in Grade 12 is not required to take the Grade 10 FCAT if he or she is able to document the approved



concordant scores. Students who are eligible to use a concordant score, as described above, and have attained the current ACT or SAT scores concordant with the FCAT passing scores shall satisfy the assessment requirement for a standard high school diploma as provided by Florida law [s.1003.43(5)(a) (General requirements for high school graduation) and s.1003.429(6)(a) (Accelerated high school graduations options.), F.S.].

#### **6.2071 Reading:**

Section 1011.62a, Florida Statutes, requires high school students who score at Level 1 ~~on~~ **or** FCAT (2.0) Reading to complete an intensive reading course. Those students who score at Level 2 ~~must also~~ be placed in an intensive reading course or a content area reading intervention course, if available.

**A high school student who scores at Level 1 or Level 2 on FCAT (2.0) Reading who did not score below Level 3 in the previous 3 years may be granted a 1 year exemption from the reading remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for year for which the exemption is granted.**

High school students who score at Level 1 or Level 2 on FCAT (2.0) reading and who have intervention needs in the areas of decoding and/or fluency must have an extended block of reading intervention. ~~The Florida Assessment for Instruction in Reading (FAIR) Maze assessment and~~ **The performance on Grade Level Passages and/or other assessment data** will determine the level of intervention required. **If FAIR Maze scores are not available, fluency assessment and performance on Grade Level Passages will determine level of intervention required.**

Juniors and seniors who are Level 2/fluent readers may attend Locklin Technical Center's Construction Academy and earn their required Intensive Reading credit along with elective program credits.

**Juniors and Seniors may also earn the required Intensive Reading credit through the Reading for College Success course if it is available.**

Passing scores on FCAT (2.0) and concordant scores on other assessments may not be used to exempt students from required reading intervention. Specific details regarding reading intervention are delineated in the approved Santa Rosa K-12 Comprehensive Research Based Reading Plan which is located at the web link below.

[http://www.justreadflorida.com/Reading\\_Plans/view\\_plans.aspx](http://www.justreadflorida.com/Reading_Plans/view_plans.aspx)

Additional information can also be found in the Secondary Reading Placement Chart in the appendix or at the web link below.

[http://info.fldoe.org/justread/educators/secondaryreadingplacement\\_chart.pdf](http://info.fldoe.org/justread/educators/secondaryreadingplacement_chart.pdf)

#### **6.2072 Writing:**

Criteria for remediation:

Grade 9: FCAT Writing test less than ~~4.0~~ **3.5**

Students entering 9<sup>th</sup> grade that score below a ~~4.0~~ **3.5** on the writing portion of the 8<sup>th</sup> grade FCAT must be provided with supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

#### **6.2073 Mathematics:**

**\*EOC grades/credit/remediation requirements will be awarded/implementaed as outlined in this section OR according to the current legislation (as interpreted by FLDOE) at the end of the year when grades/credits are awarded or remediation is required.**

Criteria for **required** remediation:

Grade 9: Scoring below Level 3 on the FCAT 2.0 Grade 8 Math Test or the Algebra 1 EOC

Grade 10: Scoring below Level 3 on the Algebra 1 **or Geometry 1 EOC**

Grade 11: Scoring below Level 3 on the Algebra 1 **or Geometry 1 EOC**

Grade 12: Scoring below Level 3 on the FCAT Mathematics Retake Test

Students entering 9<sup>th</sup> grade with Level 1 or Level 2 scores on the previous year's FCAT 2.0 **or Algebra 1 E.O.C.** must receive remediation. Remediation may be accomplished through an Algebra I CR (Credit Recovery) or Intensive Math course in addition to the regular mathematics class, through their regular mathematics class, or through other methods such as pull-out, before school or after school tutoring, etc. Credit Recovery courses are credit bearing courses **(elective)** with specific content requirements defined by the Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course and/or End-of- course assessment since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. It is important to note that Credit Recovery courses are not bound by Section 1003.436 (1) (a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Course Recovery courses should only be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

Students who pass the FCAT Grade 10 Mathematics Test, or who pass the FCAT Mathematics Retake Test; but do not score Level 3 or above, must be remediated the following year or before graduation.

12th grade students who scored below Level 3 on the FCAT Mathematics Retake Test must receive remediation and must be placed in an Intensive Math course or be provided with supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance. (s.1008.25 (4)(d)F.S)

Students who meet the qualifications to use a concordant subject area score for the assessment requirement for graduation are not exempt from the remediation and PMP requirements. They must continue to receive remediation within an intensive mathematics course or be provided with supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

#### **6.2074 Science:**

**\*EOC grades/credit/remediation requirements will be awarded/implemented as outlined in this section OR according to the current legislation (as interpreted by FLDOE) at the end of the year when grades/credits are awarded or remediation is required.**

Criteria for remediation:

Grade 9: 8<sup>th</sup> Grade FCAT (2.0) score below Level 3

**Grade 10: Scoring below Level 3 on Biology 1 EOC**

**Grade 11-12: Scoring below Level 3 on Biology 1 EOC retake**

Students entering 9<sup>th</sup> grade who score below Level 3 on the previous administration of the 8<sup>th</sup> Grade FCAT Science test must receive remediation. Remediation may be accomplished through their regular science class, or through other methods such as pull-out, before school or after school tutoring, etc.

**Students entering 10<sup>th</sup> grade scoring below Level 3 on the Biology 1 EOC must receive remediation. Remediation will be accomplished through a Biology CR course or through other methods such as pull-out, before school or after school tutoring, etc.**

**Students entering 11<sup>th</sup> or 12<sup>th</sup> grade who score below Level 3 on the Biology 1 EOC retake must receive remediation. Remediation will be accomplished through the Biology 1 CR course, and through other methods such as pull-out, before or after school tutoring, etc.**

**6.208 ESE: Mastery of Courses**

All **high school exceptional students**, working on established state standards, are required to demonstrate mastery in the same areas of academic or vocational disciplines as their non-disabled peers, unless otherwise specified on the Individual Education Plan (IEP).

**6.209 ESE: Allowable Accommodations**

Exceptional students must have access to accommodations implemented in general education courses in accordance with their IEP. These may include but are not limited to the following:

- A. An increase or decrease in the instructional time;
- B. Variations in instructional methodology;
- C. Teacher instruction or student response through special communication systems;
- D. Accommodations for test administration procedures and other evaluation systems;
- E. Vocational curriculum modifications may involve selecting specified outcomes and student performance standards from a vocational course or program. These must be specified in the Transition IEP and designated as Modified Occupational Completion Points (MOCPs).

**6.210 ESE: Extended School Year (ESY) Services**

Students qualifying for Exceptional Student Education will receive Extended School Year Service (ESY) as determined by the IEP Team. The need for ESY services must be documented by progress monitoring evaluations administered prior to a ten (10) day break in school instruction (winter break) and upon the return from the same winter break to determine if regression and/or recoupment of skills will occur as a result of an interruption in education.

**6.211 ESE: Assessment Exemption**

All exceptional students shall participate in state and District assessments. Students with disabilities must be afforded the appropriate accommodations for assessment in accordance with allowable test accommodations as stated in the test administration manual. The decision to include or exclude a student with disabilities in state and District testing shall be made by the Individual Educational Plan (IEP) Team.

When making this determination, the IEP Team should use the following questions to guide the decision-making process. Exemption from state and District tests may be permitted only when all of the following criteria listed below are met.

1. **Does the student have a significant cognitive disability?**
2. **Is the student unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials?**
3. **Is the student participating in a curriculum based on Sunshine State Standards Access Points for all academic areas?**
4. **Does the student require extensive direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings?**

If the IEP Team determines that all four of the questions accurately characterize a student's functioning level as "significantly cognitively disabled", then the student will pursue a special diploma consisting of courses based on NGSSS Access Points and the Florida Alternate Assessment (FAA) should be used to provide a meaningful evaluation of the student's current academic achievement. If "yes" is not indicated in all four areas, then the student should participate in FCAT with accommodations, as appropriate.

If the decision of the IEP Team is to assess the student through alternate assessment, the parents of the student must be informed that their child's achievement will be based on NGSSS Access Point and this decision must be documented on the IEP. Students assessed on NGSSS Access Points will be assigned exceptional student education course code directory numbers consistent with special diploma requirements. The Curriculum and Alternative Assessment Process (CAAP) will also be completed each year for all alternatively assessed students.

**6.212 Experimental Program Changes**

Experimental programs or major changes in the program of study for District high schools or an individual school shall be presented to and approved by the Santa Rosa County School Board prior to implementation. The proposal shall set forth the purposes of and procedures for the requested program.

**6.213 Number of Periods of Daily Attendance**

All students shall be required to be in attendance at school for 6 periods daily on a traditional 6 period schedule, except as specified in alternative programs of study contained in this Plan or special scheduling designs approved by the Santa Rosa County School Board and the Florida Department of Education.

**6.214 Equal Opportunity**

No student shall be denied the opportunity to participate in any subject, course, or program on the basis of race, color, religion, sex, sexual preference, age, national or ethnic origin, political beliefs, marital status, handicapping conditions if otherwise qualified, or social or family background.

**6.215 Services for English Language Learners (ELL)**

Students whose native language is other than English and who are identified as limited English proficient shall be provided instruction and services in accordance with the Santa Rosa County Plan for Service to English Language Learners (ELL). “The IEP for an ELL student who is found to be making adequate progress must be coordinated with the goals of and reflected in the student’s ELL Plan.”

“No promotion or retention decision may be made for any individual student classified as ELL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular District’s formal assessment process. A formal retention recommendation regarding an ELL may be made through action of an ELL committee.”

**6.216 Physical Education**

Every student should have the opportunity to participate in and benefit from a quality Physical Education Program. Santa Rosa County School District’s High School Physical Education Program adheres to the Next Generation Sunshine State Standards and reflects state and local requirements for the High School Course of Study.

The High School Physical Education program of study will reflect the following outcomes:

Every effort will be made to insure that all high school physical education courses are taught by certified physical education teachers.

All students will meet the one credit graduation requirement in physical education; at least one-half credit will include assessment, improvement, and maintenance of personal fitness. Any other physical education course may satisfy the remaining half credit but should continue to build upon the personal fitness course through assessment, improvement, and maintenance of personal fitness. District policy will prohibit the use of physical activity and the withholding of physical activity as an act of punishment.

The following exceptions apply:

1.0 Credit in Adaptive Physical Education IEP or 504 Plan (1500300) satisfies this requirement for those exceptional education students seeking a standard diploma who cannot be assigned to Personal Fitness (1501300) pursuant to physical education guidelines in the “Individuals with Disabilities Act” (IDEA ’97) and Section 504 of the Rehabilitation Act.

Participation in an Interscholastic Sport at the junior varsity or varsity level for two full seasons satisfies the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of “C” or better.

An interscholastic sport is defined to include all sports approved by the Florida High School Athletic Association (FHSA). The course, Interscholastic Sports, course number 15004000, shall be entered on the student’s transcripts as a non-credit course. Completion of one semester with a grade of “C” or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity (such as eurhythmics, dance corps, or flag corps), with regular practice and performance in marching band activities satisfies a one-half credit requirement in physical education. This one-half credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an Individual Educational Plan (IEP) or 504 Plan. Completion of one semester with a grade of “C” or better in a Reserve Officer Training Corps (R.O.T.C.) class that has a substantial component of drills as a part of the course description satisfies a one-half credit requirement in physical education. This one-half credit may not be used to satisfy the personal fitness requirement for adaptive physical education under an Individual Education Plan (IEP) or 504 Plan.

Students must meet eligibility requirements associated with the physical education waivers. Principals may exempt a student from physical education only after meeting with the student’s parents and/or guardians, consulting with physical education staff, and receiving written verification that the exemption is necessary for validated medical reasons. Schools may not require that students complete the one-credit physical education requirement in the 9th grade.

#### **6.217 Course Recovery**

Upon completion of each quarter all ninth grade students with a grade of D or F in math, science, social studies or English will be offered an opportunity to attend on-line course recovery classes scheduled during designated time of the day or during the Summer Session. Upon completion of each semester all 10<sup>th</sup>-12th students with a grade of D or F in math, science, social studies or English will be offered an opportunity to attend on-line course recovery classes scheduled during designated time of the day or during the Summer Session. Any student attending a remediation session and completing the designed learning plan while earning a passing score between 60 and 75 percent on a final assessment in each core course will be awarded the final assessment score as their recovered quarter/semester grade for the previous quarter/semester. Any student scoring 60 or above on the final course assessment will have their quiz grade average utilized in the determination of their final average. (final exam 40% + quiz average 60%) The maximum grade possible in a recovered course will be a 75. Student scoring below the base of 60% on the final exam will be required to retake the recovery course for possible credit/recovery. Students must meet all eligibility requirements as defined by the school Principal. Students may recover a maximum of two grades from any quarter/semester. Senior students may recover third and fourth quarter grades if needed for graduation purposes.

### **6.300 GRADE PLACEMENT, GRADES 9-12**

#### **6.301 Regular Students**

Regular students are to be classified from one grade to the next higher grade in accordance with the minimum credits indicated in the table below. Only credits earned will determine grade classification. Credits needed to be classified at the grade level listed:

	6 period day
Grade 9	Promotion from Grade 8
Grade 10	5
Grade 11	11
Grade 12	17
Graduation	24

For schools that have changed (2011-2012) from the 4x4 block, 3+2 Combination, or 6 period Flex schedule, the number of required electives will decrease incrementally (each year) until the 24 credit level is attained.

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

### 6.302 Mid Year Promotions

Mid-year promotions for eligible students shall be completed by the middle of January to ensure that the proper standardized test is identified and administered.

### 6.303 Twice Retained Students

Students that are two grade levels behind their peers will be evaluated for placement in an alternative program. These programs may include but are not limited to Adult High Schools, Locklin Technical School and the Learning Academy of Santa Rosa.

## 6.400 COMPLETION

### 6.401 Graduation Requirements – Standard Diploma - Option 1

#### A. Number of Credits Required:

1. 24 for a 6 credit per year schedule

Schools that change from 8 credits per year for graduation to 6 credits per year will decrease the credits required (for electives) 1 credit per year for 4 years.

#### B. Passing the FCAT and/or End of Course Exams (EOC) as indicated below (subject to change):

**\*EOC grades/credit/remediation requirements will be awarded/implemented as outlined in this section OR according to the current legislation (as interpreted by FLDOE) at the end of the year when grades/credits are awarded or remediation is required.**

9 <sup>th</sup> grader in	2010-11	2011-12	2012-13	2013-14	2014-15
	Gr. 10 FCAT 2.0 Reading-Level 3  Algebra I E.O.C 30% of Course Grade	Gr. 10 FCAT 2.0 Reading- Level 3  Algebra I E.O.C. Level 3  Geometry E.O.C. <del>30% of Course Grade*</del>  Biology E.O.C <del>30% of Course Grade*</del>	Gr. 10 FCAT 2.0 Reading-Level 3  Algebra I E.O.C. Level 3  Geometry E.O.C. <del>Level 3</del> <del>30%-10th</del> Biology E.O.C <del>Level 3</del> <del>30%-10th</del> U.S.History E.O.C. 30% of course grade	Gr. 10 FCAT 2.0 Reading Level 3  Algebra I E.O.C. Level 3 <del>30%</del>  Geometry E.O.C. <del>Level 3</del> <del>30%</del>  Biology E.O.C <del>Level 3</del> <del>30%</del>  U.S.History E.O.C. <del>30% of Course grade</del>	PARCC English/Lang.Arts (9-11)  PARCC High School Math EOCs (3 subjects) T.B.A.  Biology E.O.C. Level 3  U.S. History E.O.C. <del>Level 3</del> <del>30% of course grade</del>

1. 1<sup>st</sup> Year of EOC Implementation for 9<sup>th</sup> grade Cohort Groups.  
(Algebra I, Geometry, Biology)

- a. End of Course (EOC) exams will count 30% of the course's final grade.
  - b. The EOC scores returned will be converted to a numeric value that will be averaged to assign a final course grade as follows:  

$$1^{\text{st}} \text{ semester average } (.35) + 2^{\text{nd}} \text{ semester average } (.35) + \text{EOC grade } (.30).$$
  - c. For courses requiring an EOC, credit will not be awarded and the course will not count towards Grade Point Average (GPA) or Class Rank calculations until the final grade calculation is complete.
2. Subsequent EOC years (Algebra I, Geometry, Biology)
    - a. The EOC exam will not count as part of the final course grade.
    - b. EOC exam scores will be reported in terms of achievement levels. Level 3 or higher will be interpreted as a passing score.
    - c. For courses requiring an EOC exam, a student will be awarded credit for the course only after receiving a passing score on the EOC exam (level 3 or higher).
    - d. The Credit Acceleration Program (CAP) has been created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. Notwithstanding s. 1003.436, 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 statewide, standardized end-of-course assessment. Students seeking accelerated credit through the EOC exam process should consult the school guidance department.
  3. The U.S. History E.O.C. will be administered (2012-2013) to all students (non-cohort) taking U.S. History or U.S. History Honors. This End of Course (EOC) exam will count 30% of the course's final grade.
- C. Students entering their first year of high school before the 2011-2012 year and thereafter shall earn 24 credits in the following manner: Section 1003.428, Florida Statutes (sec. 15)
1. 4 credits in English with major concentration in composition, reading for information and literature.
  2. 4 credits in Math, 1 of which must be Algebra I or its equivalent or a series of courses or a higher level mathematics course, and one (1) of which must be Geometry or an equivalent course. An Algebra I credit is required for 9<sup>th</sup> graders entering high school in 2010-2011. A Geometry credit is required for 9<sup>th</sup> graders entering high school in 2011-2012. For students desiring a scholar diploma designation, A an Algebra II credit or a series of courses equivalent to Algebra II is required for 9<sup>th</sup> graders entering high school in 2012-2013. Two math courses may be substituted with allowable industry certification courses that lead to college credit.
  3. 3 credits in science, 2 of which must have a laboratory component and one (1) of which must be Biology 1 or an equivalent course or a series of equivalent courses. A Biology I credit is required for 9<sup>th</sup> graders entering high school in 2010-2011. In addition, two of the science courses must be equally rigorous to biology, chemistry or physics. A Chemistry or Physics 1 credit is required for 9<sup>th</sup> graders entering high school in 2013-2014 students desiring a scholar diploma designation. In addition, one credit in a science course equally rigorous to biology, chemistry and physics. One science credit may be substituted with allowable industry certification that lead to college credit.
  4. Students entering ninth grade prior to the 2011-2012 school year will have four (4) required social studies. 4 credits in social studies as follows: 1 credit in American history; 2 credits in world history; one-half credit in economics; and one-half credit in American government.



**OR**

3 credits (one credit in American history; one credit in world history; one half credit in economics; and one half credit in American government) **in combination with the completion of 3 Advanced Placement Courses or 3 consecutive career/vocational courses.**

Students entering ninth grade in 2011-2012 and thereafter will have 3 required social studies. 1 credit in World History; 1 credit in American History; .5 credit in American Government and .5 credit in Economics **which shall include financial literacy.**

5. 1 credit in Fine or Performing Arts, Speech, Visual Arts and Debate or Practical Arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses shall be identified through the Course Code Directory.
6. 1 credit in physical education. This course must include the integration of health. This course requirement may also be satisfied by:
  - a. participation in 2 seasons of interscholastic sports at the junior varsity or varsity levels and a passing grade of "C" on the Personal Fitness Competency Test.
  - b. completion of 2 years in ROTC class will satisfy the 1 credit in physical education and 1 credit in performing arts.
  - c. **completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under the IEP or 504 Plan.**
  - d.e. **For students who transfer into our school system in their junior or senior year having already completed 2 - 0.5 credit courses in Physical Education. They will be required to complete a third 0.5 credit Physical Education requirement.**
7. Elective courses are selected by the student in order to pursue a complete education program as described in *FS 1001.41(3)*.
8. Beginning with student entering grade 9 in the 2011-2012 school year, at least one course within the 24 credits required for graduation must be completed through on-line learning. This requirement shall be met through an on-line course offered by Santa Rosa On-line, Florida Virtual School, an on-line course at the high school, or an on-line dual enrollment course.  
**This requirement does not apply to a student who has an Individual Education Plan under s. 1003.57 which indicates that an online course would be inappropriate or a student who is enrolled in a Florida high school and has less than 1 academic year remaining in high school. An On-line Driver's Education course is excluded from meeting this requirement.**

**D. Grade Point Average:**

1. Students must have an overall cumulative GPA of 2.0 or above on a 4.0 scale for courses required for graduation, except for those courses to which a forgiveness policy has been applied.

**E. Algebra I or equivalent option:**

1. Credit cannot be granted for more than one of the options listed below:
  - a. Algebra IA & IB (2 credits) **In addition, passing the Algebra I EOC.**
  - b. Applied Math I & II (2 credits)
  - c. Integrated Math I & II (2 credits)

Beginning with the 2010-2011 9<sup>th</sup> grade class, the courses of Applied Math I & II and Integrated Math I & II are no longer considered equivalents for Algebra I. Only Algebra IA and IB, Algebra I Honors, and Pre- AICE Mathematics are equivalent to Algebra I.

**F. American Government**



1. American Government is to include the study of the Constitution of the United States, as well as the study of Florida Government including the Florida constitution, the three branches of state government and municipal and county governments.
- G. Credit for high school graduation may be earned for volunteer activities and non-academic activities.
- H. All general requirements for general education students also apply to **exceptional students** who may earn credits in either exceptional, basic or vocational courses. While enrolled in an exceptional student course, the student may earn elective credit toward a standard diploma.
- I. For ESE students with disabilities, the diploma option (standard or special) must be formally addressed on the IEP beginning in the student's 8th grade year or during the school year of the student's **14th birthday**, whichever occurs first. The identified performance standards are expected to be mastered by the student. Documentation of mastery and/or remediation of student performance standards are the joint responsibility of all Individual Education Program Team members.
- J. Student must have passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT).

~~K. Student must have a passing score on the Algebra I end-of-course (EOC) assessment in order to earn course credit.~~

#### **6.402 Accelerated Graduation Option (2 tracks): Career or College Option**

- A. 18 credits required for graduation
- B. Passing scores on the Grade 10 FCAT 2.0 Reading or have concordant scores.
- C. 2012 and subsequent years-Passing score on the Algebra 1 end-of-course assessment (E.O.C.)
- D. 2013 and subsequent years-Passing scores on the Geometry I and Biology I E.O.C.(s).
- E. Subject area credits required:
  - English – 4 credits – Major concentration in composition and literature
  - Mathematics – 4 credits
    - a. Career Option – 1 credit in Algebra 1 or its equivalent and 1 credit in Geometry or a series of equivalent courses. In the 2012-13 school year, the addition of Algebra 2 or a series of courses equivalent to Algebra 2.
    - b. College Option – Algebra 1 or above from the list of courses that qualify for state university admissions and 1 credit in Geometry or a series of equivalent courses. In 2012-13 school year, the addition of Algebra 2 or a series of courses equivalent to Algebra 2.
  - Science – 3 credits – 2 must have lab components and one credit in Biology 1 or a series of courses equivalent to Biology 1. In the 2013-14 school year, the addition of one credit in chemistry or physics or a series of courses equivalent to chemistry or physics and 1 credit in a science course equally rigorous to biology, chemistry and physics.
  - Social Studies – 3 credits
    - a. 1 credit in American History
    - b. 1 credit in World History
    - c. .5 credit American History & .5 credit Economics
  - Foreign Language – 2 credits
    - a. For college option only (or demonstrated proficiency in a second language)
  - Practical Arts/Performing Fine Arts
  - Electives
    - a. For career option only – 3 credits in a single vocational/career education program or 3 credits in career/technical certificate dual enrollment or 5 credits in vocational/career ed.
    - b. For career option only – 4 credits in a vocational/career education (including 3 credits in one Sequential Career and Technical Education program)

- c. College option 2 credits
- F. Grade Point Average: Students must have an overall cumulative GPA of 3.5 or above on a 4.0 scale for the College Preparatory track and 3.0 or above on a 4.0 scale for the Career Preparatory track.
- G. Students who enroll in the college preparatory program must earn 6 of 18 credits in Advanced Placement, Dual Enrollment, or Advanced International Certificate of Education (International Baccalaureate by transfer only).
- H. Each student in Grades 6-12 and his or her parents will be provided with information about the 3-year and 4-year high school graduation options; these options shall include the curriculum for each option. The parents and students will select the secondary or career plan that best fits their needs. The options shall include a time frame for achieving each graduation option. If the student and parents fail to select a graduation option, the student shall be considered to have selected the general requirements for high school graduation (4 year option).
- I. At the beginning of each school year, the School District will notify parents of students in or entering high school of the opportunity and benefits of advanced placement, Advanced International Certificate of Education, dual enrollment, Santa Rosa On-line and Florida Virtual courses and options for early or accelerated high school graduation under s. 1003.4281 and 1003.429.
- J. ESE students with disabilities who select the Accelerated Graduation Option are NOT eligible for the FCAT waiver. The FCAT waiver may only be applied to the Standard Diploma Option 1.
- K. Students must complete all requirements by the end of summer school.
- L. Students may be reassigned to the traditional 24 credit program if they do not score Level 3 or higher on the 10<sup>th</sup> grade FCAT 2.0 or have not completed all of the requirements necessary for graduation. If at the end of each grade, a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the student and parent of the following:
- The requirements that the student is not currently meeting.
  - The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements.
  - The right of the student to change to the 4-year program set forth in s.1003.428 or s. 1003.43, as applicable.
- M. Students who have selected the 3 year graduation option shall be classified as follows: first year 9<sup>th</sup> grade, second year 10<sup>th</sup> grade, third year 12<sup>th</sup> grade.
- N. Students not in the state's "Accelerated Graduation Option Programs" may graduate earlier than their peer group. Those students must complete all credits and requirements required by the state and District. They will be able to participate in the graduation ceremony that occurs immediately after fulfilling all requirements.
- O. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.
- P. If eligible for a Florida Bright Futures Scholarship Program award under ss. 1009.53-1009.538, a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation.

## **6.403 Course Credit Requirement**

### **6.4031 Mastery of Student Performance Standards: Regular**

Mastery of student performance standards for general education students must be demonstrated for each course prior to credit being awarded. Demonstrated mastery can be determined by one or more of the following: checklists, class assignment, teacher observation, performance evaluation, production evaluation, passing a post-assessment at the conclusion of a course recovery session, passing a subject area end-of-course assessment or the passing of a

comprehensive semester examination covering the performance standards of the semester unit of instruction of a course for which credit is awarded.

**6.4032 ESE: Mastery of Student Performance Standards: ESE**

Mastery of student performance standards for exceptional students shall be made through a formal review of the student's IEP as specified in 6A-6.311, FAC. Assessment requirements shall be indicated on the student's IEP. Credits may be earned by exceptional students in basic and vocational courses in which accommodations are made; however, exceptional students are to master general education course content to the same extent required of non-disabled students.

**6.4033 ESE: Progress Report**

Exceptional students' progress toward IEP goals and objectives will be reported at a minimum, once per grading period.

**6.4034 Absenteeism**

Absenteeism equal to 10 or more absences during a semester unit of instruction or 5 or more absences during a quarter unit of instruction requires the demonstration of mastery of the course for all students, except those students enrolled in competency based Dropout Prevention programs as follows:

1. Meeting the class requirements of the semester of instruction and earning a teacher-assigned passing grade
2. Passing a comprehensive semester examination covering the performance standards of the semester unit of instruction at the 60 percent level or above. The length, design, and degree of difficulty of such an exam is to be comparable to the semester/quarter exam required of any other student taking the exam for the same course.
3. Demonstrating proficiency (Level 3) on a standardized end of course assessment E.O.C. will demonstrate a mastery of course standards.
  - Any student who scores below 60 percent on the semester/quarter exam will be awarded a course average of 59 or their actual average, whichever is lower.

**Any parent/guardian requesting a waiver of this policy must submit their request in writing to the school principal along with a detailed explanation for the request. The school Principal will evaluate each request and make a determination as to whether or not the waiver will be granted.**

**6.4035 Semester Credit**

Semester credit will be awarded on a one-half credit earned system. A student in a full credit (1.0) course will receive one-half credit (0.5) if the student fully completes either the first or second semester of the course but fails the other semester and the averaging of the grades obtained in each semester/quarter would not result in a passing grade. One full credit equals a minimum of 135 hours of instruction in a course containing student performance standards, unless a waiver has been granted by the Department of Education for less time. Districts may offer courses of more than 135 hours for credit.

**6.4036 Full Year Credit**

Full credit (1.0) will be awarded in a full credit course if the student successfully completes either the first or second semester of the course but fails to successfully complete the other semester and the averaging of the grades of each semester results in a passing grade, except under the provisions of 6.403.

#### **6.4037 Administrative Credit**

Administrative credit may be granted to a student for a semester unit of instruction if the student is administratively transferred from one course to another course provided the student successfully meets the standards for awarding credit during the semester for which credit is granted.

#### **6.4038 Waivers**

Waivers of any required course may be approved by the school board for any student upon the written statement from a licensed practicing physician certifying that the course will be physically or mentally harmful to the student.

### **6.404 Course Credit Limitations**

#### **6.4041 Regular Students**

Regular students may earn credit for a required or elective course only one time.

#### **6.4042 Exceptional Students**

Exceptional students may earn more than one credit in a course listed as an exceptional student education course provided the course code directory indicates that the course may be repeated for credit.

#### **6.4043 Forgiveness**

Forgiveness: A student who has received a grade of “D” (“C” for high school courses taken in middle school) or less may repeat a course to improve their grade point average subject to the following conditions:

- A. The original course and grade will remain on the student’s record.
- B. The grade may be replaced by a grade of “C” or higher.
- or**
- C. A student who received a “D” or “F” (“C,” “D” or “F” in 8<sup>th</sup> grade) in and semester unit of instruction of a course may repeat the semester unit ~~in the summer session or~~ in a regular term. For a required course, a student shall be limited to replacing the grade with a “C” or higher. The semester unit repeated may be from the original course, or a comparable course. For an elective course, a student shall be limited to replacing a course grade with a “C” or higher or its equivalent earned subsequently in another course.
- D. Students entering 9<sup>th</sup> grade in school year 2000-01 shall have all courses, except those courses which have been forgiven by the District’s forgiveness policy, used in calculation of their grade point average.
- E. A student attending a virtual remediation program or summer session to replace a previously earned grade (course recovery) need only attend for the time that it takes to master the Student Performance standards (Learning Pathway) and demonstrate proficiency (pass) the final post-assessment.

### **6.405 Course Credit Restrictions**

#### **6.4051 Remedial/Vocational/Level I Courses**

No student shall be granted credit towards high school graduation for enrollment in the following courses or programs:

- A. More than a total of nine elective credits in **remedial programs** as provided for in *s.236.0841, F.S.* and Compensatory or Remedial Programs as provided in *s.236.088 F.S.* and, *s.1003.43, F.S.*
- B. More than one-half credit in **Exploratory Vocational Courses as defined in *s.1000.01, F.S.***
- C. More than three credits in **Practical Arts Home Economics** as defined in *s.1001.21, F.S.*

- D. **Level I courses** may not be used towards high school graduation unless the student's assessment indicates that it is appropriate. Written assessment of the need must be included in the student's Individual Education Plan (IEP) or in the student's performance plan, signed by the Principal, the guidance counselor, and the parent or guardian of the student, or the student if the student is 18 years of age or older (*s.1003.43 (7)(d)*).

#### **6.4052 Performing Fine Arts**

The one credit or one-half credit in performing fine arts may be met by courses in any art form which required manual dexterity. Such courses have been identified in the Subject Area Graduation Requirements column by a "PF" in the music, dance, drama, speech, debate, and art sections of the *Florida Course Code Directory*.

#### **6.4053 ~~Practical Vocational Arts~~ Practical Arts Courses that Meet the Arts High School Graduation Requirement**

~~The practical vocational arts requirement may be fulfilled by any course in the Vocational Section of the *Florida Course Code Directory* or by substitution of a basic computer education course or Journalism II, III or IV.~~

A list of career and technical secondary courses have been identified in the *Florida Course Code Directory* (CCD) as satisfying the fine or performing arts high school graduation requirement (*s. 1003.428(2)(a)(5) F.S.*), the equivalent postsecondary (adult level) CTE course, being taught through Locklin Tech, will also satisfy that requirement. The "PA" code (under the "courses meeting subject area graduation requirements" column in Section 5 of the CCD) identifies whether or not a particular course satisfies the fine or performing arts high school graduation requirement.

#### **6.4054 Elective Credits**

Elective credits shall be selected from any course listed in the *Florida Course Code Directory* except

- A. Study Hall
- B. Any course identified as noncredit (NC)
- C. Adult Basic Education courses
- D. GED Preparation courses

#### **6.4055 Transferred Credit**

- A. **Transcript** credit properly authenticated by school authority.
- B. **State and regionally accredited school or institution** credit shall be accepted at face value; however, such credit may be subject to validation if deemed necessary.
- C. **Out-of-State school** credit shall be evaluated in terms of the requirements of the school District and/or state by which credit was awarded.
- D. **Private school** credit shall be accepted at face value if the school is listed in the *Florida Education Directory* and is accredited by one of the agencies listed in that document.
- E. **Non-accredited public or private school** credit shall be evaluated by the Principal or designee. Semester exams, administered by the receiving school, may be used to determine credit to be awarded in specific courses.
- F. **Home education study** credit shall be awarded at face value for those students registered in a state approved home education program.

For students not registered in a state approved home education program, credit shall be awarded on passing semester exams administered by the receiving school, in all courses for which credit is to be awarded. Such exams shall be administered after the student is enrolled in and attending a Santa Rosa District School during a regular school term. Grades will be awarded based on scores received on the exams.

- G. Students transferring for their senior year to or from a school which has different graduation requirements will be expected to meet all graduation requirements with regards to required course credits of his/her present school, however, the Principal may waive elective credit(s) provided that the student takes and passes the maximum number of credits in his/her senior year. Any course credit(s) failed must be made up ~~during summer school or~~ through the available ~~other~~ educational options. Students enrolling in high school in a year other than their senior year will be required to fulfill all requirements for graduation at that high school. The Principal may exercise discretion if in his/her opinion it is not possible for a student to obtain all required courses for graduation. This will be on an individual basis with the Principal's authorization.
- H. The District shall seek to document the prior schooling experience of English Language Learners by means of school records, transcripts and other evidence of educational experiences, and take such experiences into account in planning and providing appropriate instruction to such students. The school District shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. (6A-6.0902)

#### **6.4056 Transfer Credits Outside Santa Rosa**

Transfer credit from school systems that use a grading scale different from Santa Rosa County shall be evaluated in the following manner:

1. For Grade Point Average determination, the Alpha grade received will be utilized.
2. Class Rank determination will be based on the actual numeric grade received.

*Example: A student who transfers into a Santa Rosa District school from a system that uses a 30+ (30 point plus) grading scale and that student earned a B (93), the district would use the numeric grade of 93 in the determination of the student's class rank. In terms of GPA, the student would receive a grade point value of 3.0 to be used in the calculation of the student's grade point average.*

### **6.406 Grade Point Average (GPA)**

#### **6.4061 Grading System**

Santa Rosa County high school students will receive grades based on the following scales:  
Beginning 7/1/01

Percentage	G P A	Value	Definition
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure

#### **6.4062 Grade Point Average**

Students must have an overall un-weighted cumulative GPA of 2.0 or above on a 4.0 scale for courses required for graduation, except for those courses to which a forgiveness policy has been applied.

#### **6.4063 ESE: Alternate Assessments**

GPA requirement does not apply to students who are alternately assessed through the use of the Florida Alternate Assessment (FAA) and District Curriculum and Alternate Assessment Process (CAAP).

#### **6.4064 Report Cards**

Report cards will be issued at the end of each quarter. Grade assessment will be assigned using the standards approved by the school board (6.4051). Additional information may be provided to include but not be limited to attendance, tardies, GPA, class ranking, conduct and comments.

## 6.40 Diplomas

### 6.4071 Standard Diploma:

A. Meets all the Graduation Requirements (Minimum) as stipulated in section 6.401 of this Student Progression Plan. ~~Beginning with the school year 2008-09 the following shall be included as applicable:~~

- ~~• A designation reflecting completion of four or more accelerated college credit courses if the student is eligible for college credit pursuant to s.1007.27.~~
- ~~• A designation reflecting career education certification in accordance with s.1003.431.~~
- ~~• A designation reflecting a Florida Ready to Work Credential in accordance with s.1004.99.~~
- **Scholar Designation Diplomas** must in addition to Standard Diploma requirements:
  - a. Pass the 11<sup>th</sup> grade ELA assessment when given.
  - b. Take Algebra II and Statistics (or equally rigorous course)
  - c. Pass the Biology I EOC
  - d. Take Chemistry or Physics and 1 equally rigorous course
  - e. Pass the U.S. History EOC
  - f. Earn two credits in the same foreign language
  - g. Earn one AP, AICE or Dual enrollment credit
- **Merit Design Diploma** must in addition to the Standard Diploma requirements:
  - a. Two math credits may be substituted with allowable industry certification that leads to college credit.
  - b. One math credit may be substituted with allowable industry certification that leads to college credit.
  - c. Students pursuing a merit designation must attain one or more industry certifications.

B. Passes the GED Predictor Test, the GED Test, and the required state assessments.

C. ESE students may continue working toward a standard diploma until age 22.

### 6.4072 Special Diploma

Students who have been properly identified as intellectual disabilities, hearing impaired, autistic, Autism Spectrum Disorder specific learning disabled, Emotional/Behavioral disabilities, orthopedically impaired, traumatic brain injured, other health impaired or language impaired are eligible to earn a special diploma.

A. To obtain a special diploma a student must

1. have a current IEP.
2. show mastery of Next Generation Sunshine State Standards (NGSSS) for Special Diploma as demonstrated by participation in the Florida Alternate Assessment (FAA).
3. have an overall cumulative GPA of 2.0.
4. meet credit requirements in accordance with the following District guidelines.

## **B. Special Diploma Option 1**

For certain students with disabilities as defined in subsection (1), a Special Diploma, Option One may be awarded to a student who has met the following minimum requirements:

The student has earned a cumulative 2.0 GPA in a minimum of 24 credits in the following courses:

- A. Thirteen (13) credits in core academic skills required for postsecondary education or training, employment, and/or independent living, to include:
  - 1. Four (4) credits in reading/language arts;
  - 2. Four (4) credits in mathematics;
  - 3. Three (3) credits in science; and
  - 4. Two (2) credits in social studies.
- B. One half (.5) credit in health and one-half (.5) credit in physical education, or one (1) one credit in physical education to include the integration of health
- C. Four (4) credits in exceptional student education (ESE) career and technical education or basic career and technical education; and,
- D. Six (6) credits in electives

GPA requirement does not apply to students who are alternately assessed through the Florida Alternate Assessment (FAA) and District Curriculum and alternate Assessment Process (CAAP)

Credits required for a Special Diploma must total the same number required by the specific high school for a Standard Diploma.

## **C. Special Diploma Option 2**

Minimum Graduation Requirements for Option Two: For certain students with disabilities as defined in (1), a Special Diploma, Option Two may be awarded to a student who demonstrates mastery of specified employment and community competencies. Each school board's requirements for demonstration of mastery of specified employment and community competencies shall ensure:

- A. The student has earned a 2.0 cumulative GPA in a minimum of 8 credits in the following courses;
  - 1. Four (4) credits in core academic areas, to include
    - a. Two (2) credits in reading /language arts; and
    - b. Two (2) credits in mathematics.
  - 2. One (1) credit in ESE career and technical education or basic career and technical education
  - 3. Three (3) credits in electives.
- B. The student has achieved all the annual goals and short-term objectives or benchmarks, if required, that were specified on the IEP related to employment and community competencies;
- C. The student has mastered the academic, employment, community, and technology competencies specified in his/her training plan. The training plan shall be developed and signed by the student, parent(s) and/or guardian(s), teacher, and employer prior to placement in employment and shall identify the following:



1. The expected employment and community competencies;
2. The criteria for determining and certifying mastery of the competencies;
3. The work schedule and the minimum number of hours to be worked per week; and
4. A description of the supervision to be provided by school district staff.

D. The student is employed in a community-based job for the number of hours per week specified in the student's training plan, for the equivalent of one (1) semester or eighteen (18) weeks of successful employment and is paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act.

#### **6.4073 ESE: Continuance of FAPE**

With respect to ESE students with disabilities who have not yet reached their 22<sup>nd</sup> birthday and who have not earned a standard diploma, and wish to continue their education the student may be awarded a special diploma, a certificate of completion or a special certificate of completion and may continue to receive free, appropriate public education (FAPE) consistent with a properly developed IEP.

#### **6.4074 General Education Development Diploma (GED)**

- A. Passes the GED Predictor Test with a minimum total score of 2250 and a minimum score of 450 on each sub-section of the total test, **AND**
- B. passes the GED Test, **AND**
- C. does not pass the HSCT/FCAT or specific program requirements.

#### **6.4075 The Florida Gold Seal Vocational Endorsement Scholars Award**

Is a program to recognize those students that have exceeded the prescribed minimums in this area; It is also designed to provide increased access to post-secondary education for Florida's top vocational students.

The Florida Gold Seal Vocational Scholars award is created within the Florida Bright Futures Scholarship Program to recognize and reward academic achievement and career preparation by high school students who wish to continue their education. A student is eligible for a Florida Gold Seal Vocational Scholars award if the student meets the general eligibility requirements for the Florida Bright Futures Scholarship Program and the student completes the secondary school portion of a sequential program of studies that requires at least three secondary school career credits. On-the-job training may not be substituted for any of the three required career credits.

#### **6.4076 Participation in Graduation Ceremony**

- A. Meets all the graduation requirements (minimum) as stipulated in section 6.401 of the Student Progression Plan; or
- B. Meets the requirements for the other diplomas (Special) found in the Student Progression Plan (6.4071, and 6.4073); or
- C. Meets A or B above except for passing FCAT scores; or
- D. Is no more than two credits from completing all requirements, including GPA as stipulated in section 6.401 of the Student Progression Plan.

### **6.408 Certificate of Completion**

#### **6.4081 Credits Earned**

Meets the graduation requirement for the total number of credits earned; **AND**

#### **6.4082 Credits in Area**

Meets the graduation requirements for the number of credits earned in the specific subject areas;  
**AND**

**6.4083 FCAT /State Assessment Requirements**

Does not pass the FCAT (2.0)/ State Assessment Requirements; **AND/OR**

**6.4084 GPA**

Does not earn the required cumulative GPA.

**6.4085 Additional Year**

Any student who is entitled to a Certificate of Completion may, as an alternative at the student's option, elect to remain in secondary school for up to one additional year, on a full-time or part-time basis, in a special program of instruction designed to remediate the student's identified deficiencies. The student who elects this alternative to receive a certificate must enroll for such remediation during summer school or at the beginning of the regular school year immediately after becoming eligible.

**6.409 Special Certificate of Completion**

**6.4091 Requirement**

Exceptional students who do not qualify for a standard diploma, do not elect to have a special diploma, or do not meet the requirements for special diploma may receive a Special Certificate of Completion if the student earns the minimum number of credits and passes the specific courses designated.

**6.500 ATTENDANCE, ABSENCES AND TARDINESS**

**6.501 Attendance**

Students have the right and responsibility to attend classes, be informed of school rules and policies regarding absenteeism, and request make-up assignments immediately upon returning to school.

**6.502 Absences**

**6.5021 Notification**

Any student who has been absent from school shall bring a note from one of his/her parents or guardians stating the cause of absence. A Principal may choose to accept notification in person or by telephone in lieu of a note. Failure to properly notify the school, or the inability of the school to reach the parent to establish the reason for the absence, within three days, shall result in an unexcused absence.

**6.5022 Test Exemption Policy**

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

**6.503 Excused Absences**

Excused absences shall be granted for personal illness, illness or death of a member of the immediate family, medical or dental appointments, religious holidays, religious instructions, court dates, special emergencies and pre-arranged absences approved by the Principal or designee.

**6.5031 Completing Work**

When a student is absent from school with an excused absence, he/she shall be responsible for making arrangements with teachers for completing all work and assignments missed during the absence:

- A. All make-up work assigned during the absence shall be completed within three days after the student returns to school unless given an extension of time by the teacher.
- B. Tests announced prior to the absence can be given on the student's first day back to school.
- C. Assignments given prior to a pre-arranged absence should be turned in the first day the student returns to school.
- D. Tests which have been announced prior to a pre-arranged absence will be made up at the discretion of the teacher.
- E. If the teacher finds it necessary to provide an alternate test or assignment for student who has been absent, the test or assignment shall be comparable in length, design and degree of difficulty of the test or assignment given to the other students in the given class for which the student was absent.

#### **6.5032 Prior Arrangement**

A student who desires to be absent for reasons not given under 6.5031 may make a prior arrangement request to the school Principal by bringing a written request from his/her parent/guardian.

- A. Pre-arranged absence requests must be made at least five days prior to the date of the absence except in the case of an emergency.
- B. Students shall make pre-arrangement for their school work to be done and due the day the student returns to school. Work done in the pre-arranged time allotted will be for full credit.

#### **6.5033 Hospital/Homebound Services**

Students with medically diagnosed physical or mental conditions which confine the student to home or hospital, and whose activities are restricted for a period of at least 15 school days, which need not run consecutively, may be eligible for homebound/ hospital services. Parents should contact the student's school to secure an application for these services.

#### **6.5034 Repeatedly Absent**

When a student is absent repeatedly or for a prolonged period of time due to an illness or injury, the Principal or designee may require documentation from a physician or health care provider. If the requested documentation is not provided, the absence will be unexcused.

#### **6.504 Unexcused Absences**

Unexcused absences shall result when a student is absent for shopping trips, vacations, pleasure trips, truancy (skipping class), suspension or dismissal from school, or other avoidable absences without pre-arrangement for an excused absence.

#### **6.5041 Habitual Truant/Truancy Procedures**

**Habitual Truant:** "Habitually truant" means that the child has 15 unexcused absences within 90 calendar days with or without the knowledge or justifiable consent of the child's parent or legal guardian, is subject to compulsory school attendance under *s. 1003.21, F.S.*, and is not exempt under *s.1003.21, F.S.*, or *s.1003.24 F.S.*, or any other exemptions specified by law or rules of the State Board of Education. *s.84.03(29), F.S.*

**Truancy Procedures:** If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90 calendar day period, the student's primary teacher shall report to the school Principal or his or her designee that the student may be exhibiting a pattern of nonattendance. *s.1003.26, F.S.*

- A. The Principal shall, unless there is clear evidence that the absences are not a pattern of non-attendance, refer the case to the school's Integrated Services Team to determine if early patterns of truancy are developing. *s.1003.26, F.S.*
- B. The parent shall be invited to the Integrated Services Team meeting. *s.1003.26, F.S.*
- C. The parent/guardian shall be informed of the requirement of compulsive attendance laws, Truancy Pick-Up Program and the Department of Motor Vehicles sanctions.
- D. If an initial meeting does not resolve the problem, the Integrated Services Team shall implement interventions that best address the problem. The interventions may include but need not be limited to:
  - 1. frequent communication between the teacher and the family;
  - 2. changes in the learning environment;
  - 3. mentoring;
  - 4. student counseling;
  - 5. tutoring, including peer tutoring;
  - 6. placement into different classes;
  - 7. evaluation for alternative education programs;
  - 8. attendance contracts;
  - 9. referral to other agencies for family services; or
  - 10. other interventions, including, but not limited to, a truancy petition pursuant to *s.984.151, F.S.*
- E. The Integrated Services Team shall be diligent in facilitating intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve the nonattendance behavior are exhausted. *s.1003.26, F.S.*
  - 1. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he/she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. *s.232.07(1), F.S.*
  - 2. If the board's final determination is that the strategies of the Integrated Services Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for noncompliance with compulsory school attendance. *s.1003.26, F.S.*
  - 3. If nonattendance continues after the implementation of intervention strategies, the Principal may request that the Superintendent (or his designee) file a truancy court petition. If a truancy court petition is filed, the parents of the student will receive a summons to appear in circuit court pursuant to *F.S. 984.151*, and the parents may be subject to continued court jurisdiction, fines, probation or jail.
- F. If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent, the guardian, or the Superintendent or his designee shall refer the case to the case staffing committee (Child in Need of Services - CINS) and the Superintendent or his designee may file a Truancy Petition pursuant to the procedures in *Florida Statute 984.151. s.1003.26, F.S.*
- G. If the parent or guardian of a child who has been identified as exhibiting a pattern of nonattendance enrolls the child in home education program pursuant to *s.1002.41, F.S.*, the Superintendent of Schools shall provide the parent a copy of *s.1002.41, F.S.*, and the accountability requirements of this paragraph. The Superintendent of Schools shall also refer the parent to a Home Education Review Committee composed of the District contact for Home Education Programs, and at least two home educators selected by the parent from a District list of all home educators who have conducted a Home Education Program for at least three (3) years and who have indicated a willingness to serve on the committee. The home education review committee shall review the portfolio of the student, as defined by *s.1002.41, F.S.*, every 30 days during the District's regular school terms until the committee is satisfied that the Home Education Program is in compliance with *F.S.1002.41*. The first portfolio review must

occur within the first 30 calendar days of the establishment of the program. The provisions of paragraph 7 below do not apply once the committee determines the Home Education Program is in compliance with *s.1002.41, F.S.*

- H. If the parent fails to provide the portfolio to the committee, the committee shall notify the Superintendent of Schools. The Superintendent of Schools shall then terminate the Home Education Program and require the parent to enroll the child in an attendance option provided under *s.1003.01, F.S.*, within three days. Upon termination of a Home Education Program pursuant to this subparagraph, the parent or guardian shall not be eligible to re-enroll the child in a Home Education Program for 180 calendar days. Failure of a parent or guardian to enroll the child in an attendance option provided under *s.1003.01, F.S.*, after termination of the home education program pursuant to this subparagraph shall constitute non compliance with the compulsory attendance requirements of prosecution under *s.1003.27, F.S.* Nothing contained herein shall restrict the ability of the Superintendent of Schools, or the ability of his or her designee, to review the portfolio pursuant to *s.1002.41, F.S.*

#### **6.5042 Intent to Terminate School Enrollment**

A student between the ages of 16 and 18 who chooses to terminate his/her education must officially withdraw and complete a "Declaration of Intent to Terminate School Enrollment" form, which will acknowledge that this action is likely to reduce the student's earning potential and which must be signed by the parent and student. The school must notify the student's parents of receipt of the student's declaration of intent to terminate school enrollment. The student must participate in an exit interview with the student's guidance counselor or other school personnel for determination of the reasons for the student's decision to terminate school enrollment and to discuss actions and opportunities to continue the student's education in a different environment. The student must complete a survey as a part of the exit interview that will provide data on student reasons for terminating enrollment and actions taken by schools to keep the student enrolled. Such action, unless recognized by the school board as a hardship condition, will cause the student to lose his/her driving privilege.

#### **~~6.505 Tardiness~~**

~~A tardy is the absence of any student at the time attendance is taken provided the student is in attendance before the end of class. When a student reports to school late, or to a class late, the tardy must appropriately be identified as excused or unexcused. Excessive tardies may result in disciplinary action.~~

#### **~~6.5051 Excused~~**

~~An excused tardy will be given when a student is late to school or a class due to sickness or injury, death in the family, medical or dental appointment with a note from the physician, school-sponsored activities, court date, or other reasons pre-approved by the school Principal.~~

#### **~~6.5052 Unexcused~~**

~~An unexcused tardy will be given any time a student is late to school or class due to, but not limited to, oversleeping, missing the school bus, shopping trips, pleasure trips or excessive number of tardies due to illness without a physician's note stipulating that the medical condition justifies the student's tardiness.~~

#### **~~6.505 Leaving School Prior to End of Day Late to School Check-In or Early Check-Outs~~**

~~Students arriving after a school's designated start time are considered late to school and will receive a "Late to School Check In" coding. Students checking out of school prior to the end of the school's designated dismissal time will receive an "Early Check -Out" coding.~~

~~Five (5) accumulated "Late to School Check-Ins" or "Early Check-Outs" will equate to the student receiving one (1) Unexcused absence.~~

#### **6.5051 Tardiness**

A tardy is the absence of any student at the time attendance is taken provided the student is in attendance before the end of class. ~~When a student reports to school late, or to a class late, the tardy must appropriately be identified as excused or unexcused.~~ Excessive tardies may result in disciplinary action.

~~If a student leaves school before the end of the instructional day, the absence for the time missed will be determined to be excused or unexcused.~~ It is required that the parent or designated adult sign the student out unless prior arrangement has been made by the parent/guardian. *Repeated and/or excessive incidents of leaving school prior to the end of the day or checking in late to school may potentially result in disciplinary action for the student.* Five (5) accumulated “late to school Check-Ins” or “early Check-Outs” will equate to the student receiving 1 unexcused absence.

~~When a student leaves school through the established procedure at the school due to sickness or injury, death in the family, medical or dental appointment with a note from the physician, school sponsored activities, court date or other reason that was pre approved by the school Principal, the absence will be excused.~~

~~When a student leaves school early for any other reason, the absence will be unexcused.~~

**Students with an IEP/504 Plan indicating a modified/shortened school day will not be marked absent.**

#### **6.506 Learnfare Program**

Each participant of the Learnfare Program with a school-age child is required to have a conference with an appropriate school official of the child’s school during each semester to assure that the participant is involved in the child’s educational progress and is aware of an existing attendance or academic problems. The conference must address acceptable student attendance, grades and behavior and must be documented by the school and reported to the Department of Children and Families.

### **6.600 MISCELLANEOUS**

#### **6.601 Admission to the State University System**

##### **6.6011 GPA**

Grade point averages (GPA) are recalculated by the member of the state university system to which the individual student has applied on the basis of academic courses only.

##### **6.6012 Weighted**

Additional weights, as provided by Florida Board of Education Rule 6C-6.002(3)(a), are granted to courses labeled as Honors (as identified in the Florida Course Code Directory), Advanced Placement, Dual Enrollment, Advanced International Certification of Education (AICE), International Baccalaureate. Beginning with students entering Grade 9 in 2006-07 school year, school Districts and community colleges must weight all dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited. Beginning with the students that enter the 9th grade in the 2006-07 school year, all dual enrollment courses will be weighted the same. The District may continue to weight honors courses but must do so at the same degree they do for AP, DE, AICE, and IB.

##### **6.6013 Specific Requirements**

Admission requirements concerning specific items may be found in the current year’s edition of *Counseling for Future Education*. This document is used by counselors and university admissions personnel.

##### **6.6014 Talented 20 Program**

Talented 20 Program identifies the top 20% of each Florida public high school graduating class having completed the 18 credits required for State University System admission. These students

shall be guaranteed admission to one of the ten state universities, though not necessarily the university of applicant's choice.

## **6.602 CLASS RANK**

### **6.6021 Numerical Weighted GPA**

The District's Numerical Weighted GPA system, in conjunction with each school's course catalog will be used for class rank computations. All grades earned and credits attempted will be included.

### **6.6022 Weighted Courses**

The following list of courses will be weighted:

0701340 French III  
0701350 French IV  
0706320 Latin III  
0706330 Latin IV  
0708360 Spanish III  
0708370 Spanish IV  
3<sup>rd</sup>/4<sup>th</sup> levels of any other foreign language  
1001320 English Honors I  
1001350 English Honors II  
1001380 English Honors III  
1001410 English Honors IV  
1200320 Algebra I Honors  
1200340 Algebra II Honors  
1201300 Math Analysis  
1202300 Calculus  
1206320 Geometry Honors  
1202340 Pre-Calculus  
1210300 Probability and Statistics  
1211300 Trigonometry  
1206330 Analytic Geometry  
1700320 Research 3  
1700330 Research 4  
2000320 Biology I Honors  
2000330 Biology II  
2000360 Anatomy and Physiology Honors  
2001320 Earth/Space Science Honors  
2003350 Chemistry I Honors  
2003350 Chemistry II  
2003390 Physics I Honors  
2003410 Physics II  
2100320 American History Honors  
2102320 Economics Honors  
2106320 American Government Honors  
2109320 World History Honors

### **6.6023 Weighted Programs**

Courses from the following programs will be weighted:

- A. Advanced Placement
- B. Dual Enrollment courses as specified in a school's course catalog
- C. Advanced International Certificate of Education (Pre-AICE and AICE)
- D. International Baccalaureate (by transfer)

E. Honor Courses

F. Level 3 Career and Technical Education programs requiring an industry or state certification/licensure.

Automotive Service Technology 7-12

Carpentry 4-7

Carpentry and Cabinet Making 3

Computer Systems Technology 1-11

Culinary Arts 4

Digital Design 2-7

Electricity 3-8

Financial Operations

Legal Aspects of Business

Network 2-6

Printing & Graphic Communication 4-12

T.V. Production 3-11

Web Design 2-6

### 6.603 Course Substitution

#### 6.6031 ESOL Courses

ESOL courses must represent the English credit to be earned for graduation requirements for student identified as English Language Learners and duly enrolled in such courses. However, English Language Learners may also be enrolled in other English courses for elective credit only.

#### ~~6.6032 Job Prep Programs~~

~~Job Preparation Program completers may substitute credit for a portion of the required 4 credits in English, 4 credits in mathematics and/or 3 credits in science. The credit substituted for the English, mathematics, or science earned through the vocational preparatory program shall be on a curriculum equivalency basis as described by the *Florida Course Code Directory*.~~

#### 6.6033 Vocational Courses

~~Vocational course substitutions shall not exceed two credits in each subject area. In addition, a program which has been used to substitute in one subject area may not be used to substitute for any other subject area. The length of the vocational program being used for course substitution determines the amount of credit generated. A program which is two years or more in length shall substitute for no more than one credit. A program which is one year in length shall substitute for one half credit. Since double credit may not be earned for one course, such substitutions will allow students to enroll for additional elective courses.~~

### 6.604 Credit Alternatives

#### 6.6041 Adult Education Courses

A student enrolled in a regular high school program may make application to enroll in an adult education course or courses provided the application has the written endorsement of the home school Principal and the approval of the Principal of the Santa Rosa Adult School.

#### 6.6042 Career and Technical Programs

Career and technical programs are available at Locklin Technical Center to 11<sup>th</sup> and 12<sup>th</sup> grade students enrolled in a Santa Rosa County high school. The student must be in good standing at their home school. Students may earn ~~four~~ **three** elective credits per year that will apply towards graduation requirements, as well as, qualify for Bright Futures Gold Seal Scholarships. This training is provided at no cost to high school students.



Career and technical pPrograms at Locklin Technical Center with an industry or state certification or state licensure will be weighted for GPA class rank computations for students who qualify for dual enrollment programs.

#### **6.6043 Co-op Programs**

A Co-op Program must provide for a minimum of 120 hours instruction during the regular school year. Semester and half credits are to be awarded on the basis of a minimum of 60 hours of instruction during the regular school year and 120 hours of training during the summer term. The number of co-op credits awarded shall be determined by the Curriculum Framework of the program. If the student is under 18 years of age, child Labor Laws must be followed. Florida Child Labor Law Chapter 450, Part I, Florida Statutes.

#### **6.6044 Correspondence Courses**

- A. A correspondence course to be substituted for a specific graduation requirement must be an acceptable equivalent to a course listed in the *Florida Course Code Directory*.
- B. Credit to be awarded must be supported by appropriate documentation that assures that the correspondence course meets the Student Performance Standards of the course equivalent listed in the *Florida Course Code Directory*.
- C. One credit per year, but no more than two total credits, from correspondence courses will be accepted for meeting graduation requirements.

#### **6.6045 Dual Enrollment**

- A. Any high school student who meets the eligibility criteria as stipulated in the articulation agreement between the Santa Rosa County School Board and the post-secondary institution presenting the course(s) will be eligible to participate in dual enrollment programs.
- B. Dual enrollment courses to be substituted for specific high school courses required for graduation must be acceptable substitutes which meet or exceed the requirements of the Curriculum Framework and Student Performance Standards of the high school course and must be taken in a normal subject area progression.
- C. The course number and title used by the post-secondary institution must be used to schedule the student in the school District's records and be reported by the District to the Florida Department of Education.
- D. Students will be allowed to earn both high school and college credit for dual enrollment courses in accordance with the Articulation Agreements between the Santa Rosa County District School Board and post-secondary institutions in compliance with Florida Board of Education Rule. Students enrolled in career and technical education programs at Locklin Technical Center and meeting eligibility criteria will be enrolled in a post-secondary course number earning hours towards a Certificate of Completion as well as high school credit.
- E. Instructional material assigned for use within dual enrollment courses shall be made available to these students free of charge. Students enrolled in post-secondary instruction not to be used for credit towards a high school diploma shall be required to assume the cost of instructional materials.
- F. The Dual Enrollment Articulation Agreement will serve as a means for students to increase the depth of study and shorten the time necessary for a student to complete the requirements associated with a degree. This agreement was developed by an articulation committee established by the Superintendent of Schools and the President of the Community College and shall address the following items:
  - Ratification;
  - Courses and programs available for dual enrollment students;
  - Instructional responsibilities regarding student screening prior to enrollment;
  - Responsibility for providing student transportation; and
  - Conversion of college credits to high school credits.

G. Full-time Dual Enrollment students are expected to enroll in four (4) college courses each semester.

H. A student who qualifies as full-time as indicated by G above, and is involved with an extracurricular activity, may enroll in a co-curricular course taking place on campus if it is connected to the extracurricular activity.

~~I. A student that is not considered full-time Dual Enrollment by G above, must also take course work as indicated below:~~

- ~~a) Three (3) Off Campus Dual Enrollment Courses & 1 or 2 On Campus courses (minimum 3 HS credits)~~
- ~~b) Two (2) Off Campus Dual Enrollment Courses & 2 or 3 On Campus courses (minimum of 3 HS credits)~~
- ~~c) One (1) Off Campus Dual Enrollment Courses & 3 or 4 On Campus courses (minimum of 3 HS credits)~~

~~\*\*Students are allowed release time to attend Off-Campus Dual Enrollment courses in accordance with the schedule above.~~

J. Student eligibility requirements for initial enrollment in college credit dual enrollment courses must include a 3.0-3.5 unweighted high school grade point average, and the minimum score on a common placement test adopted by the State Board of Education (P.E.R.T. or CPT). Student eligibility for continued enrollment in college credit dual enrollment courses must include the maintenance of a 3.0-3.5 unweighted high school grade point average and the minimum postsecondary grade point average established by the postsecondary institution.

#### **6.6046 Early Admissions**

The Santa Rosa County School Board shall, in cooperation with applicable post-secondary institutions, provide for a program of early admission to qualified students. Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses creditable toward the high school diploma and the associate or baccalaureate degree. A student who meets the conditions of early admission may be excused from attendance for all of his/her remaining high school program. Such programs shall meet the following conditions:

- A. Acceptance of the student by a post-secondary institution authorized by Florida law or accredited by the Southern Association of Colleges and Schools after the student has completed the equivalent of two school years of instruction above Grade 9.
- B. When the above stated condition has been met, the student may be awarded a diploma of graduation with his regular class, or at a time convenient to the Principal, provided that:
  - 1. The student has completed two college semesters with a normal class load (12 hours) or the equivalent and has maintained at least a "C" average or equivalent; and the student has earned sufficient college credits to fulfill the graduation requirements as specified by the Santa Rosa County School Board.
  - 2. The student is dually enrolled in both high school and college, and the college course numbers and titles are reflected in the student's school record.

#### **6.6047 Florida Virtual School**

- A. Students have full access to the Florida Virtual School (FLVS)) and all credits are accepted by the school District at the value agreed upon in the affiliation agreement.
- B. Students are responsible for any equipment (hardware or software) required when participating in a course off the school site.

**6.6048 Middle School Students Earning Credit**

- A. Any course included in the 9-12 grade sections of the Florida Course Code Directory may be taught at a lower grade level and the 9-12 course number and title shall be entered in the student's cumulative record.
- B. Courses taken below the 9th grade level may be used to satisfy high school graduation requirements or Florida Bright Futures Scholarship Program requirements.
- C. Credit shall be earned simultaneously if required for promotion from the appropriate pre-ninth grade course(s).

**6.605 Dropout Prevention Programs****6.6051 Courses**

Students participating in District dropout prevention programs as provided in the District's approved Comprehensive Dropout Prevention Plan and as prescribed in *s.230.2316, F.S.*, should be enrolled in courses listed in the basic or vocational sections of the *Florida Course Code Directory*.

**6.6052 Reporting**

Schools are to report student membership data using the appropriate course numbers.

**6.606 Extracurricular Activities****6.6061 Required GPA**

To be eligible to participate in interscholastic extracurricular activities, a student must maintain the grade point average listed:

- A. Students in Grade 9:
  - 1. to be eligible in the fall semester of 9<sup>th</sup> grade, must have been regularly promoted, the previous year, from Grade 8.
  - 2. to be eligible in the spring semester of the 9th grade year, a student must have a 2.0 GPA on a 4.0 scale.
- B. A student in Grade 10:
  - 1. must have a cumulative 2.0 GPA on a 4.0 scale, or:
  - 2. have earned a 2.0 GPA in courses taken during the current spring semester and sign an academic performance contract with their school and they enroll in and attend summer school as necessary.
- C. A student in Grades 11 and 12:
  - 1. must have a cumulative 2.0 grade point average on a 4.0 scale.

**6.6062 Requirements**

Interscholastic extracurricular student activities are those organized between or among schools which are carried on outside the curriculum. These activities include displays of talent which may include, but are not limited to, sports; music festivals; and speech, debate, art, drama, foreign language, and club competitions. *s.1006.15, F.S.*

**6.607 Florida Bright Futures Scholarship Program**

Participation in the Florida Bright Futures Scholarship Program is defined by *s.240.40201, F.S.*, *s.240.40109, F.S.* The rules, policies, and procedures are available at the Bright Futures website [www.floridastudentfinancialaid.org/ssfad/bf/](http://www.floridastudentfinancialaid.org/ssfad/bf/)

**6.608 Miscellaneous Curriculum Items****6.6081 Reading I and Reading II**

**Reading I** (1008300) and **Reading II** (1008310) are designated as one semester (0.5) credit courses for Santa Rosa County high schools.

**6.6082 African American History**

African American History, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society shall be required instructions to be incorporated in core curriculum course(s).

**6.6083 Holocaust Instruction**

1. Instruction including the understanding of the ramifications of prejudice, racism, and stereotyping; examination of what it means to be a responsible and respectful person; support for the nurturing and protection of democratic ideals and institutions; and encouragement of tolerance of diversity in a pluralistic society shall be required instruction to be incorporated into a core curriculum course(s).
2. Florida's new social studies program for high school courses addresses the study of the Holocaust.

**6.6084 Hispanic and Women's Contributions**

Florida's social studies program for high school courses addresses the study of the contributions made by Hispanics and women.

**6.6085 Contributions of Veterans**

Schools must incorporate into their lesson the contributions of veterans and this should be done in conjunction with Veterans' and Memorial Days.

**6.6086 Voluntary Service Credit**

The school board may award a maximum of one-half credit in social studies and one-half elective credit for student completion of non-paid voluntary community or school service work. Students must complete a minimum of 75 hours of service in either category.

**6.609 Remediation Reporting Requirements**

**6.6091 Parent Notification**

Students who at the end of each semester have less than a 2.5 cumulative GPA will be identified and their parent(s) or guardian(s) will be notified that the student is at risk of not meeting the 2.0 GPA required for high school graduation.

Students in Grade 12 who at the end of each semester have less than a 2.0 cumulative GPA will be identified and their parent/guardian will be notified that the student is at risk of not meeting the GPA required for high school graduation.

**6.6092 Assistance**

This Statute also requires that an explanation of existing policies that will assist the student in meeting the 2.0 GPA required for graduation be provided to the parent(s) or guardian(s).

**6.6093 Student List Dissemination - District**

The District data processing department will provide, by school, cumulative grade point averages for all students in Grades 9-12.

**6.6094 Student List Dissemination - School**

Each District high school shall be responsible for the dissemination of the information required by *F.S.1003.43* as reflected herein.

**6.6095 Annual Report**

In accordance with *F.S.1008.25(8)*, beginning with the 2001-02 school year, each District school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior year:

- A. The provisions of this section relating to public school student progression and the District school board's policies and procedures on student retention and promotion.
- B. By grade, the number and percentage of all students in Grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT.
- C. By grade, the number and percentage of all students retained in Grades 3 through 10.
- D. Information on the total number of students who were promoted for good cause, but each category of good cause as specified in paragraph (6)(d).
- E. Any revisions to the District school board's policy on student retention and promotion from the prior year.

**6.610 STUDY HALL****6.6101 Study Hall Credit**

Study hall may be scheduled for students on a non credit basis.

**6.6102 Funding**

FTE funding will be earned for students enrolled and in attendance for study hall.

**6.6103 Other Duties**

Students enrolled in study hall may not be reassigned to other school duties or activities

**6.700 VIRTUAL INSTRUCTION PROGRAMS - See Section 9.0**

Beginning with students entering grade 9 in the 2011-2012 school year at least one course within the 24 credits required for graduation must be completed through online learning. However, a high school level online course taken during grades 6 through 8 fulfills this requirement. A student who is enrolled in a full time or part- time virtual instruction program also meets this requirement.

The bill amends s.1002.37 to authorize that public school students receiving full-time instruction in kindergarten through grade 12 by the Florida Virtual School or another virtual provider must take all statewide assessments required. Public school students receiving part-time instruction by the Florida Virtual School or another virtual provider in courses requiring statewide end-of-course assessments must take all statewide end-of-course assessments required. All statewide assessments must be taken within the school district in which the student resides. A school district must provide the student with access to the district's testing facilities.