

**SANTA ROSA COUNTY
DISTRICT SCHOOLS**

STUDENT

PROGRESSION

PLAN

2012-2013

SCHOOL BOARD OF SANTA ROSA COUNTY

**TIM WYROSDICK
SUPERINTENDENT OF SCHOOLS**

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1.0 LEGAL BASIS OF THE PLAN And OVERVIEW

STATE STATUTE 1008.25 STUDENT PROGRESSION, 2003 EDITION

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

FOREWORD

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

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

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

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

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

Refer to the Student Records Handbook for further information.

UNLAWFUL DISCRIMINATION PROHIBITED

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

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

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

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

transitioning military child to participate in extracurricular activities, regardless of when the child enrolled in the school.

- **PLACEMENT AND ATTENDANCE:**

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

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

- **GRADUATION:**

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

STATEWIDE ASSESSMENT PROGRAM

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

The program is designed to:

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

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

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

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

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

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

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

**Academically Challenging Curriculum to Enhance Learning (ACCEL)
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2.100 MID-YEAR PROMOTION PROCEDURES WITH ELIGIBILITY REQUIREMENTS

Definition- Promotion of a student from one grade to a higher grade at the end of the first semester as indicated by the school board approved school calendar.

2.110 Elementary School

For retained third grade to fourth grade promotions, see section 4.3235.

- A. The following procedure must be followed to consider a student for Mid-year promotion to the next high grade level:
1. The parent/guardian must make a written request for their child to be considered for mid-year promotion by December 1.
 2. The parent/guardian must provide a portfolio of assessment results, transcripts, and other evidence to justify the Mid-year promotion.
 3. The parent/ guardian must meet with the Principal to review the request and the student's eligibility for promotion
- B. Eligibility: The following minimum requirements to be considered eligible for Mid-year promotion must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.
1. Assessment Results: Level 4 on the state standardized assessment instrument (FCAT 2.0) in Reading and Math for grades 3-5, evidence of superior performance on current year assessments in Reading and Math for grades K-2.
 2. Grade Point Average of all courses: 90 (3-5) or Above Grade Level Performance on current year assessments (K-2) for the current year.
 3. Attendance: 90% attendance rate for the current year.
 4. Behavior: No "N"s or "U"s (Needs Improvement or Unsatisfactory) in conduct for the current or previous year
 5. Teacher Recommendation: A positive recommendation from the student's current and previous grade level teachers.
 6. Guidance Counselor Recommendation: A positive recommendation from the student's current guidance counselor.

2.120 Middle School

- C. The following procedure must be followed to consider a student for Mid-year promotion to the next high grade level:
1. The parent/guardian must make a written request for their child to be considered for mid-year promotion by December 1.
 2. The parent/guardian must provide a portfolio of assessment results, transcripts, and other evidence to justify the Mid-year promotion.
 3. The parent/ guardian must meet with the Principal to review the request and the student's eligibility for promotion
 4. If the request is granted based upon eligibility at the parent's request, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.

D. Eligibility: The following minimum requirements to be considered eligible for Mid-year promotion must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.

1. Assessment Results: Level 4 on the state standardized assessment instrument (FCAT 2.0) in Reading and Math (previous year).
2. Grade Point Average of all courses: 3.75 for the current and previous two years.
3. Attendance: 90% attendance rate for the current and previous two years.
4. For each grade level the parent requests promotion of, the student must show proficiency by taking the courses(s) and earning a passing grade or by showing proficiency by passing with a minimum of 70% on each of the core content area End of Course exams.
5. Behavior: No "N"s or "U"s (Needs Improvement or Unsatisfactory) in conduct for the current or previous year
6. Teacher Recommendation: A positive recommendation from all of the student's current and previous grade level teachers.
7. Guidance Counselor Recommendation: A positive recommendation from the student's current and previous year's guidance counselor.

E. In the event that a student is promoted to a grade level that prohibits him/her from obtaining all of the Middle School Promotion Requirements (see Section 5.3051), a letter will be placed in the student's cumulative file indicating the reason due to the Academically Challenging Curriculum to Enhance Learning (ACCEL) options as granted by Florida State Statute.

2.130 High School

- A. Promotion at the high school level will be based exclusively on the number of credits earned by the student in accordance with section 6.301
- B. Mid-Year Promotions will be considered and will occur at the conclusion of each semester and at the end of the summer break.

2.200 FULL-YEAR PROMOTION PROCEDURES WITH ELIGIBILITY REQUIREMENTS

Definition- Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows.

2.210 Elementary School

Also refer to Section 4.319

- A. The following procedure must be followed to consider a student for Full-year promotion to the next high grade level:
 1. The parent/guardian must make a written request for their child to be considered for mid-year promotion by May 1.
 2. The parent/guardian must provide a portfolio of assessment results, transcripts, and other evidence to justify the Full-year promotion.
 3. The parent/ guardian must meet with the Principal to review the request and the student's eligibility for promotion.
- B. Eligibility: The following minimum requirements to be considered eligible for Mid-year promotion must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.

1. Assessment Results: Level 5 on the state standardized assessment instrument (FCAT 2.0) in Reading and Math for grades 3-5, or evidence of overall superior performance on current year assessments in Reading and Math for grades K-2.
2. Numeric Grade Point Average of all courses: 95 (3-5) or Superior (K-2) for the current and previous two years.
3. Attendance: 90% attendance rate for the current and previous two years.
4. Behavior: No "N"s or "U"s (Needs Improvement or Unsatisfactory) in conduct for the current or previous year
5. Teacher Recommendation: A positive recommendation from the student's current and previous grade level teachers.
6. Guidance Counselor Recommendation: A positive recommendation from the student's current guidance counselor.

2.220 Middle School

- A. Procedures: The following procedure must be followed to consider a student for Full-year promotion to the next high grade level:
 1. The parent/guardian must make a written request for their child to be considered for full-year promotion by May 1.
 2. The parent/guardian must provide a portfolio of assessment results, transcripts, and other evidence to justify the promotion.
 3. The parent/ guardian must meet with the Principal to review the request and the student's eligibility for promotion
 4. If the request is granted based upon eligibility at the parent's request, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.
- B. Eligibility: The following minimum requirements to be considered eligible for Full-year promotion must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.
 1. Assessment Results: Level 4 on the state standardized assessment instrument (FCAT 2.0) in Reading and Math (previous year).
 2. Grade Point Average of all courses: 3.75 for the current and previous two years.
 3. Attendance: 90% attendance rate for the current and previous two years.
 4. For each grade level the parent requests promotion of, the student must show proficiency by taking the courses(s) and earning a passing grade or by showing proficiency by passing with a minimum of 70% on each of the core content area End of Course exams .
 5. Behavior: No "N"s or "U"s (Needs Improvement or Unsatisfactory) in conduct for the current or previous year
 6. Teacher Recommendation: A positive recommendation from all of the student's current and previous grade level teachers.
 7. Guidance Counselor Recommendation: A positive recommendation from the student's current and previous year's guidance counselor.
- C. In the event that a student is promoted to a grade level that prohibits him/her from obtaining all of the Middle School Promotion Requirements (see Section 5.3051), a letter will be placed in the student's cumulative file indicating the reason due to the Academically Challenging Curriculum to Enhance Learning (ACCEL) options as granted by Florida State Statute.

2.230 High School

- A. Promotion at the high school level will be based exclusively on the number of credits earned by the student in accordance with section 6.301
- B. Full-Year Promotions will be considered and will occur at the conclusion of each semester and at the end of the summer break.

2.300 SUBJECT-MATTER ACCELERATION PROCEDURES AND ELIGIBILITY REQUIREMENTS

2.310 Elementary School

- A. Procedures: The following procedure must be followed to consider a student for subject matter acceleration, on campus or virtual, to the next high grade level:
 - 1. The parent/guardian must make a written request for their child to be considered for subject –matter acceleration.
 - 2. The parent/ guardian must meet with the Principal to review the request and the student’s eligibility for acceleration.
 - 3. If the request is granted based upon eligibility at the parent’s request, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.
- B. Eligibility: The following minimum requirements to be considered eligible for subject –matter acceleration must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.
 - 1. Assessment Results: Level 4 on the state standardized assessment instrument (FCAT 2.0), or evidence of overall superior performance on current year assessments in Reading and Math for grades K-2.
 - 2. Grade Point Average of all courses: 3.50 or superior for the current and previous year.
 - 3. Attendance: 90% attendance rate for the current and previous two years.
 - 4. Behavior: No “N”s or “U”s (Needs Improvement or Unsatisfactory) in conduct for the current or previous year.
 - 5. Teacher Recommendation: A positive recommendation from all of the student’s current grade level teacher.

2.320 Middle School

- A. Procedures: The following procedure must be followed to consider a student for subject matter acceleration, on campus or virtual, to the next high grade level:
 - 1. The parent/guardian must make a written request for their child to be considered for subject –matter acceleration prior to the end of the first nine weeks.
 - 2. The parent/ guardian must meet with the Principal to review the request and the student’s eligibility for acceleration.
 - 3. If the request is granted based upon eligibility at the parent’s request, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.

B. Eligibility: The following minimum requirements to be considered eligible for subject –matter acceleration must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.

1. Assessment Results: Level 4 or higher on the state standardized assessment instrument (FCAT 2.0) in Reading and Math (previous year).
2. Grade Point Average of all courses: 3.50 for the current and previous two years.
3. Attendance: 90% attendance rate for the current and previous two years.
4. Behavior: No “N”s or “U”s (Needs Improvement or Unsatisfactory) in conduct for the current or previous year
5. Teacher Recommendation: A positive recommendation from all of the student’s current and previous grade level teachers.

2.330 High School

A. Honors Courses, Advanced Placement, Advanced International Certificate of Education (AICE)

1. Assessment Results: Scoring proficient on FCAT Reading 2.0, FCAT Math 2.0, Algebra I E.O.C. exam, Biology E.O.C exam, Geometry E.O.C exam as indicated in each school’s Curriculum Guide.
2. GPA: As indicated in each school’s Curriculum Guide
3. Attendance: None
4. Conduct: None
5. Teacher recommendations: Previous year content teacher
6. Guidance Counselor recommendation: Assigned counselor if applicable

B. Dual Enrollment and Early Admissions

1. Assessment Results: Passing scores on FCAT Reading 2.0, Algebra I E.O.C. exam, Biology E.O.C exam, and Geometry E.O.C . College ready scores in Math, Reading, and English on the P.E.R.T. test, ACT, or SAT as indicated in the articulation agreement between the Santa Rosa County School Board and the Post Secondary Institution.
2. GPA: As indicated in the articulation agreement between the Santa Rosa County School Board and the Post Secondary Institution.
3. Attendance: The student must have exhibited attendance good attendance by being present at least 90% of the time in the two semesters prior to dual enrollment.
4. Conduct: No N’s or U’s in conduct for the previous two semesters.
5. Teacher recommendations: Previous year content teachers (Math, Science, English, Social Studies)
6. Guidance Counselor recommendation: Assigned counselor if applicable
7. Other provisions: All in indicated in sections 6.6045 and 6.6046.

C. Virtual Instruction at a higher grade level

1. Assessment Results: None
2. GPA: None
3. Attendance: None
4. Conduct: None
5. Teacher recommendations: None, but prerequisite courses should be considered.
6. Guidance Counselor recommendation: Guidance Counselor approval necessary.

2.340 Parent Requests for Acceleration Options- All Levels

- A. Procedures: The following procedure must be followed to consider a student for subject matter acceleration when the eligibility requirements are not met:
1. The parent/guardian must make a written request for their child to be considered for subject –matter acceleration.
 2. The parent/ guardian must meet with the Principal to review the request and the student’s eligibility for acceleration.
 3. The parent/guardian must provide a portfolio of assessment results, transcripts, and other evidence to justify the Acceleration Option.
 4. If the request is granted based upon eligibility at the parent’s request, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.

2.400 EARLY GRADUATION

Definition: graduation from high school in less than 8 semesters.

- A. Upon earning 24 credits as required the Santa Rosa County School District with a minimum 2.0 GPA, and passing all the required state assessments, a student will be eligible to graduate from high school, regardless of the number of semesters of attendance.
- B. Graduation ceremonies will be scheduled at the conclusion of the second semester each year. Early graduates may take part in these ceremonies as scheduled.

3.0

PRE-KINDERGARTEN

STUDENT PROGRESSION PLAN

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3.100 ADMISSION

3.101 Pre-Kindergarten Programs

Pre-Kindergarten Programs in Santa Rosa District Schools include Early Head Start/Head Start, Voluntary Pre-Kindergarten (VPK) and Pre-K Exceptional Student Education (ESE) ages 3-5, and Infant/Toddler Program ages birth - 2. These programs serve children from two to age five.

3.102 Admission: Criteria

Students entering Pre-Kindergarten under the Santa Rosa County District Schools must meet criteria designated for each program. Early Head Start and Head Start applicants must apply and meet the eligibility criteria which include age, residence and income as defined by the Federal Income Guidelines. The Head Start and Early Head Start Programs are allowed to serve 10% of our funded enrollment as over-income families. At least 10% of our funded enrollment must have a documented disability as defined by an Individualized Educational Plan (IEP) or Individualized Family Support Plan (IFSP). Early Head Start and Head Start Eligibility criteria points are calculated and entered into the ChildPlus Database for a ranked waiting list. As vacancies occur throughout the academic school year they will be filled from the ranked waiting list.

3.103 Admission: Age

Students entering Pre-Kindergarten must meet the age requirements of the specific program.

3.104 Admission: Data

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

3.1041 Evidence of Birth

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

3.1042 Evidence of Immunization

Evidence of immunization against communicable diseases as required by *s.1003.22, F.S.* Immunization records are entered into ChildPlus for Monitoring.

3.1043 Evidence of Medical Exam

Evidence of a medical examination completed within the last twelve months in accordance with *s.1003.22, F.S.* Physical Exams/Well Baby checkups are entered into ChildPlus for monitoring.

3.1044 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 under *s.722 (d)(2)* of The Federal McKinney- Vento Homeless Assistance Act and related Florida Statutes. The Superintendent shall recommend and the Board adopt a Homeless Education Program Manual.

3.105 Admission: Transfer Students

ESE Students transferring from an out-of-state school must meet the entrance criteria for Santa Rosa District Schools Pre-Kindergarten Programs or have a current Individual Family Support Plan (IFSP) or Individual Education Plan (IEP) for an Exceptional Student Education Program.

3.200 PROGRAM OF STUDY

3.201 Curriculum

The program of study for Pre-Kindergarten is based on curricula that provides developmentally appropriate instruction and teaching strategies individualized for the age and needs of the student.

Research-based curricula and developmentally appropriate resources provide opportunities for student learning in all areas of development. Parent involvement and diversity are key elements of the curricula.

3.202 Experiences and Activities

Santa Rosa County's Early Head Start/Head Start Programs and Voluntary Pre-Kindergarten Program provide students with developmentally appropriate activities that enhance their emotional, social, physical and intellectual growth. Students develop concepts about themselves, others, and the world around them by observing and interacting with other people and objects. The Santa Rosa County Pre-Kindergarten Program seeks solutions to concrete problems. Language arts, math, science, social studies, health and other curriculum areas are integrated through special units. Daily activities in these areas are planned to provide teacher-directed and child-initiated experiences in small, individual and large group instruction.

Experiences and activities are related to the domains of learning as identified by Head Start and the Florida Department of Education. These areas include physical development and health, approaches to learning, social and emotional development, language development, literacy, knowledge and skills, mathematics knowledge and skills, science knowledge and skills, creative arts expression, logic and reasoning, social knowledge and skills, and English language development. Head Start Performance Standards, VPK Education Standards and the Florida Sunshine State Standards are met through these experiences. The chart below lists the domains of learning, domain elements, and indicators mandated by the Head Start Child Development and Early Learning Framework.

Domains of Learning	Domain Elements	Indicators
Approaches to Learning	Initiative and Curiosity	Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities. Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks. Asks questions and seeks new information.
	Persistence and Attentiveness	Maintains interest in a project or activity until completed. Sets goals and develops and follows through on plans. Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.
	Cooperation	Plans, initiates, and completes learning activities with peers. Joins in cooperative play with others and invites others to play. Models or teaches peers. Helps, shares, and cooperates in a group.
Logic and Reasoning	Reasoning and Problem Solving	Seeks multiple solutions to a question, task, or problem. Recognizes cause and effect relationships. Classifies, compares, and contrasts objects, events, and experiences. Uses past knowledge to build new knowledge.
	Symbolic Representation	Represents people, places, or things through drawings, movement, and three-dimensional objects. Engages in pretend play and acts out roles. Recognizes the difference between pretend or fantasy situations and reality.

Creative Arts and Expression	Music	Participates in music activities, such as listening, singing, or performing. Experiments with musical instruments.
	Creative Movement and Dance	Expresses what is felt and heard in various musical tempos and styles. Moves to different patterns of beat and rhythm in music. Uses creative movement to express concepts, ideas, or feelings.
	Art	Uses different materials and techniques to make art creations. Creates artistic works that reflect thoughts, feelings, experiences, or knowledge. Discusses one's own artistic creations and those of others.
	Drama	Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character. Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.
Mathematics Knowledge and Skill	Number Concepts and Quantities	Recognizes numbers and quantities in the everyday environment. Recites numbers in the correct order and understands that numbers come "before" or "after" one another. Associates quantities and the names of numbers with written numerals. Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity. Uses the number name of the last object counted to represent the number of the objects in the set.
	Number Relationships and Operations	Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer or equal to. Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects. Identifies the new number created when numbers agree combined or separated.
	Geometry and Spatial Sense	Recognizes and names common shapes, their parts, and attributes. Combines and separates shapes to make other shapes. Compares objects in size and shape. Understands directionality, order, and position of objects, such as up, down, in front, behind.
	Patterns	Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size. Recognizes, duplicates, and extends simple patterns. Creates patterns through the repetition of a unit.

	Measurement and Comparison	<p>Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier).</p> <p>Orders objects by size or length.</p> <p>Uses nonstandard and standard techniques and tools to measure and compare.</p>
Physical Development and Health	Physical Health Status	<p>Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.</p> <p>Participates in prevention and management of chronic health conditions and avoids toxins, such as lead.</p> <p>Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age.</p> <p>Gets sufficient rest and exercise to support healthy development.</p>
	Health Knowledge and Practice	<p>Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independent of adults.</p> <p>Communicates an understanding of the importance of health and safety routines and rules.</p> <p>Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.</p> <p>Distinguishes food on a continuum from most healthy to less healthy.</p> <p>Eats a variety of nutritious foods.</p> <p>Participates in structured and unstructured physical activities.</p> <p>Recognizes the importance of doctor and dentist visits.</p> <p>Cooperates during doctor and dentist visits and health and developmental screenings.</p>
	Gross Motor Skills	<p>Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.</p> <p>Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.</p> <p>Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.</p>
	Fine Motor Skills	<p>Develops hand strength and dexterity.</p> <p>Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.</p> <p>Manipulates a range of objects, such as blocks or books.</p> <p>Manipulates writing, drawing and art tools.</p>

Literacy Knowledge and Skills	<p>Book Appreciation and Knowledge</p> <p>Phonological Awareness</p> <p>Alphabet Knowledge</p> <p>Print Concepts and Conventions</p> <p>Early Writing</p>	<p>Shows interest in shared reading experiences and looking at books independently.</p> <p>Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator.</p> <p>Asks and answers questions and makes comments about print materials.</p> <p>Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.</p> <p>Retells stories or information from books through conversation, artistic works, creative movement or drama.</p> <p>Identifies and discriminates between words in language.</p> <p>Identifies and discriminates between separate syllables in words.</p> <p>Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.</p> <p>Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.</p> <p>Recognizes that letters of the alphabet have distinct sound(s) associated with them.</p> <p>Attends to the beginning letters and sounds in familiar words.</p> <p>Identifies letters and associates correct sounds with letters.</p> <p>Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.</p> <p>Understands that print conveys meaning.</p> <p>Understands conventions such as print moves from left to right and top to bottom of a page.</p> <p>Recognizes words as a unit of print and understands that letters are grouped to form words.</p> <p>Recognizes the association between spoken or signed and written words.</p> <p>Experiments with writing tools and materials.</p> <p>Recognizes that writing is a way of communication for a variety of purposes, such as giving information, sharing stories, or giving an opinion.</p> <p>Uses scribbles, shapes, pictures, and letters to represent objects, stories.</p>
Language Development	Receptive Language	<p>Attends to language during conversations, songs, stories, or other learning experiences.</p> <p>Comprehends increasingly complex and varied vocabulary.</p> <p>Comprehends different forms of language, such as questions or exclamations.</p> <p>Comprehends different grammatical structures or rules</p>

	Expressive Language	<p>for using language.</p> <p>Engages in communication and conversation with others. Uses language to express ideas and needs. Uses increasingly complex and varied vocabulary. Uses different forms of language. Uses different grammatical structures for a variety of purposes. Engages in storytelling. Engages in conversations with peers and adults.</p>
Science Knowledge and Skills	<p>Scientific Skills & Methods</p> <p>Conceptual Knowledge of the Natural and Physical World</p>	<p>Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships. Observes and discusses common properties, differences, and comparisons among objects. Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations. Collects, describes and records information through discussions, drawings, maps and charts. Describes and discusses predictions, explanations, and generalizations based on past experiences.</p> <p>Observes, describes, and discusses living things and natural processes. Observes, describes, and discusses properties of materials and transformation of substances.</p>
Social Studies	<p>Self, Family and Community</p> <p>People and the Environment</p> <p>History and Events</p>	<p>Identifies personal and family structure. Understands similarities and respects differences among people. Recognizes a variety of jobs and the work associated with them. Understands the reasons for rules in the home and classroom and for laws in the community. Describes or draws aspects of the geography of the classroom, home and community.</p> <p>Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations. Recognizes that people share the environment with other people, animals, and plants. Understands that people can take care of the environment through activities, such as recycling.</p> <p>Differentiates between past, present, and future. Recognizes events that happened in the past, such as family or personal history. Understands how people live and what they do changes over time.</p>
Social and Emotional Development	Social Relationships	<p>Communicates with familiar adults and accepts or requests guidance. Cooperates with others.</p>

	<p>Self-Concept and Self-Efficacy</p> <p>Develops friendships with peers. Establishes secure relationships with adults. Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. Resolves conflict with peers alone and/or with adult intervention as appropriate. Recognizes and labels others' emotions. Expresses empathy and sympathy to peers. Recognizes how actions affect others and accepts consequences of one's actions.</p> <p>Identifies personal characteristics, preferences, thoughts, and feelings. Demonstrates age-appropriate independence in a range of activities, routines, and tasks. Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks. Demonstrates age-appropriate independence in decision making regarding activities and materials.</p> <p>Self-Regulation</p> <p>Recognizes and labels emotions. Handles impulses and behavior with minimal direction from adults. Follows simple rules, routines, and directions. Shifts attention between tasks and moves through transitions with minimal direction from adults.</p> <p>Emotional and Behavioral Health</p> <p>Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear. Refrains from disruptive, aggressive, angry, or defiant behaviors. Adapts to new environments with appropriate emotions.</p>
English Language Development	<p>Receptive English Language Skills</p> <p>Participates with movement and gestures while other children and the teachers dance and sing in English. Acknowledges or responds non-verbally to common words or phrases, such as "hello", "good-bye", "snack time", "bathroom", when accompanied with adult gestures. Points to body parts when asked, "Where is your nose, hand, leg, ..?" Comprehends and responds to increasingly complex and varied English vocabulary, such as, "which stick is the longest?", "Why do you think the caterpillar is hungry?" Follows multi-step directions in English with minimal cues or assistance.</p> <p>Expressive English Language Skills</p> <p>Repeats word or phrase to self, such as "bus", while group sings, "The Wheels on the Bus" or 'brush teeth" after lunch. Requests items in English, such as "car, milk, book, ball." Uses one or two English words, sometimes joined to represent a bigger idea, such as "throw ball". Uses increasingly complex and varied English</p>

	Engagement in English Literacy Activities	<p>vocabulary. Constructs sentences, such as “The apple is round,” or “I see a fire truck with lights on.”</p> <p>Demonstrates eagerness to participate in songs, rhymes and stories in English. Points to pictures and says the word in English, such as “frog, baby, run.” Learns part of a song or poem in English and repeats it. Talks with peers or adults about a story read in English. Tells a story in English with a beginning, middle and end from a book or about a personal experience,</p>
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3.203 **Exceptional Student Education (ESE)**

Students, birth to 3 years of age requiring special adaptations to the regular program must be identified through Part C Early Steps and must be provided with an Individualized Family Support Plan (IFSP). The IFSP will direct the services required and the agency providing those services.

Students ages 3-5 requiring special adaptations to the regular Pre-Kindergarten Program and qualifying for **Part B Exceptional Student Education (ESE)** Programs shall be admitted through an eligibility staffing and shall maintain a current **Individual Education Plan (IEP)**. An appropriate program of study will be included in each ESE student’s IEP. Pre-Kindergarten ESE students must have an IEP developed by their third birthday as determined by Indicator 12 in the State Performance Plan.

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

- Autism Spectrum Disorder
- Deaf or Hard of Hearing
- Developmentally Delayed (Age: 0-5)
- Dual-Sensory Impaired
- Intellectual Disabilities
- Emotional/Behavioral Disabilities
- Established Conditions (Age: 0-2)
- Hospital/Homebound
- Language Impaired
- Occupational Therapy
- Orthopedically Impaired
- Other Health Impaired
- Physical Therapy
- Speech Impaired
- Traumatic Brain Injury
- Visually Impaired

See the Special Policies and Procedures Manual for specific eligibility requirements.

3.204 **Exceptional Student Education (ESE): IEP**

The IEP/IFSP for each exceptional student must indicate the strengths and needs of the child, parent’s concerns, goal and objectives that will meet these needs and a reporting time line. It will also establish the amount of time and services the child will receive. All programs will work toward meeting the State Student Performance Standard of School Readiness.

3.205 **ESE/Head Start: Progress Report**

An exceptional student's progress toward IEP goals and objectives will be reported in accordance with the regular reporting of progress. Head Start student progress reports are issued to parents in October, January and May.

3.206 Equal Access

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, social and family background, use of a language other than English, or handicapping conditions, if otherwise qualified.

3.300 PLACEMENT

3.301 Placement of Head Start/Early Head Start

Placement of Head Start/Early Head Start students in the Pre-Kindergarten Program is selected by the eligibility ranked waiting list in ChildPlus.

3.302 Voluntary Pre-Kindergarten

Placement in the Voluntary Pre-Kindergarten (VPK) Program is determined by age and proof of residence defined by the State of Florida.

3.303 Exceptional Student Education (ESE)

Placement of ESE students in Pre-Kindergarten Programs will be determined by the Individual Education Planning Team and in compliance with the IEP/IFSP providing services in the least restrictive environment with their non-disabled peers as determined by Indicator 6 in the State Performance Plan.

3.304 Dual-enrolled Placement

Placement of ESE students in Head Start (dual-enrolled) is determined by eligibility and a point system ranking in ChildPlus.

3.400 INTEGRATED SERVICES FOR HEAD START AND EARLY HEAD START/VPK/ESE

In a spirit of cooperation and mutual support, parents, teachers, staff, administrators and the community work together to create an appropriate, challenging, supportive environment where each and every child learns, grows and feels valued as an integral member of the school community. Working in a spirit of collaboration, the Santa Rosa Early Head Start/Head Start program faculty, staff, administration, parents and community strive to create a climate of support and collaboration in their efforts to:

- Identify and meet each child's needs
- Identify and access appropriate resources
- Respect individual differences
- Build on strength
- Celebrate successes
- Value each child's unique contribution

3.401 Health

The health and developmental services for the Head Start/Early Head Start/VPK/ESE programs strive to meet the following goals:

- Provide an ongoing resource of comprehensive health services including; medical, dental, social/emotional and nutrition for all pre-kindergarten students.
- Provide an environment to meet the diverse needs of our students and their families. Every effort is made to effectively utilize resources to accommodate students with disabilities.
- Promote preventive health services and early intervention.

3.402 Safety

Child health and safety measures are practiced daily in the Santa Rosa Head Start Pre-K Program. Every effort is made to assure a safe and healthy environment for the children by utilizing methods, approaches and procedures.

3.403 Nutrition

Nutrition plays an important role for both students and their families within Santa Rosa County District Schools Pre-Kindergarten programs. The nutrition service area strives to assist families in meeting each student's nutritional needs and establish good eating habits that nurture healthy development while promoting life-long well-being. The district's contracted food service provider, Sodexo, provides all school meals. The nutritional staff of Sodexo works diligently to plan and prepare nutritious menus that meet current USDA guidelines, ensure food safety and sanitation. Nutritious meals are served daily to students, school staff and any visiting parent/guardian. The nutritional staff also provides nutrition education to students, teachers, staff and parents.

3.404 Social Emotional Development/ESE

The goal of the Social/Emotional and ESE Services is to bring about a greater degree of social competence in children. Social competence includes the child's everyday effectiveness in dealing with both present environment and later responsibilities in school and life. Social competence takes into account the interrelatedness of cognitive and intellectual development, physical and mental health, nutritional needs, and other factors that enable a developmental approach to helping children achieve social competence.

The Early Head Start/Head Start Program of Santa Rosa County believes in a strong prevention program that educates staff, parents and children. It allows them to practice new skills and receive support and guidance from staff, and community agencies. Child-centered, developmentally appropriate, hands-on classroom activities are provided to promote healthy self-concepts that can become the basis for lifelong healthy habits.

Identification and referral procedures are a part of the program. Social/Emotional services are provided for all students.

3.405 Parent Involvement

Parents immediately become involved in their child's Pre-K education at parent orientation/placement conference meetings held before school begins. Parent trainings, workshops and conferences are planned to assist families in gaining knowledge in the area of child development, self-sufficiency and personal growth. Fatherhood Initiatives are offered to promote the involvement of fathers in all aspects of the student's development and well-being.

3.406 Education

The Santa Rosa District Schools Pre-Kindergarten Programs believe in a strong prevention program that nurtures and educates students and families. The program allows students and families to learn new skills and receive support and guidance from staff and community agencies. Students learn best through active learning experiences that have a purpose and are meaningful to them. Teachers make observations to plan for and guide students based on their individual needs. Classrooms are arranged to offer multiple opportunities for students to discover, explore, and grow. The goal is to create an environment where students learn how to get along with others, solve problems, and acquire the academic skills needed for school success.

3.500 SCREENING/ASSESSMENT

3.501 Assessment Instruments: Early Head Start/Head Start/VPK

In assessing students' development, the objective is to observe them in their daily setting. The following procedures are employed by the teacher and assistant:

- Teachers/Assistants will administer the Dial-4, which contains a Social/Emotional component, to Head Start and VPK students and the Ages and Stages Screener to Early Head Start students within the first 45 days of school. Screening data is used to determine strengths and needs of students.
- The Galileo Online System is used throughout the school year as an on-going assessment tool.
- The VPK Assessment will be administered to Head Start PreK students to measure in progress early literacy and early math.
- Assessment data, observations, portfolios, and anecdotal notes will be used to develop lessons and report each student's progress. Data is gathered and analyzed three times per year.

The advantages of the Galileo Online System:

- Galileo is relevant for our curricula with developmentally appropriate goals for students.
- Galileo provides a valid, realistic assessment of individual students over time in a variety of situations.
- Galileo supports on-going staff development by helping teachers gain organizational skills and learn more about students' development.

Teachers and assistants measure student performance by using the Galileo System. Student progress is assessed throughout the year. Data is gathered and analyzed in October, January and May.

3.502 Assessment Instruments: ESE

Progress Monitoring of skills in the Exceptional Student Education program shall be completed by the administration of the Brigance Diagnostic at least 3x per year. Florida Department of Education requires every child to be administered the Battelle Developmental Inventory upon entrance and exit from the program to determine overall program progress outcomes.

3.600 COMPLETION

3.601 Head Start: Transition to Kindergarten

Students in Pre-Kindergarten who attain the age requirement for Kindergarten will automatically transition to the Kindergarten Program.

3.602 ESE: Transition to Kindergarten

Recommendations regarding the transition of students in the ESE Pre-Kindergarten Program will be the responsibility of the IEP Team. Consideration for an additional year shall be for the purpose of continued development and will not be considered retention. Transition meetings will be held for all students transitioning from ESE PreK to Kindergarten.

3.603 ESE: Special Considerations

If an ESE Pre-Kindergarten student spends part of the day in a Kindergarten Program, the placement does not constitute a year of Kindergarten attendance.

3.604 ESE: McKay Scholarship/Transfer

PreK students receiving district services through an IEP who are claimed for FTE funding in both October and February may be eligible for the McKay Scholarship in Kindergarten.

3.605 Section 504

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.

3.700 ESE: ATTENDANCE

3.701 Attendance

When a student in PreK ESE has been absent repeatedly, the principal or designee may ask the parent/guardian to provide verification for reason of absence. Students absent for more than 30 days will become inactive in the system and will need to re-register in order to attend.

3.702 Tardiness

When a PreK student is repeatedly tardy the principal may refuse the child entry to the program for the day. Some students may have a shortened or customized schedule made by an IEP team.

4.0
ELEMENTARY SCHOOL (GRADES K-5)
STUDENT PROGRESSION PLAN

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4.100 ADMISSION

Florida law requires that a child who will be six years of age by February 1 of any school year must attend school regularly during the entire school term. Therefore, the child must begin school at the beginning of the school year. *s.1003.21, F.S.*

4.101 Age Requirement: Kindergarten

Children **entering Kindergarten** in Santa Rosa County schools for the first time must comply with *s.1003.21, and (1)(a)2 F.S.* regarding entry. A child must be five years of age on or before September 1 of the school year.

4.102 Age Requirement: First Grade

Any child who has completed Kindergarten **AND** is six years of age on or before September 1 will be admitted to **Grade 1** at any time during the school year.

4.103 Transfer: Nonpublic Kindergarten

Pupils **transferring from a non-public Kindergarten** to the Santa Rosa County schools must meet the Florida age requirement for entry to Kindergarten.

4.104 Transfer: Out-of-State

Pupils **transferring from out-of-state** to a Santa Rosa District Kindergarten or first grade must meet the **age requirements** for public schools in the state from which they are transferring. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school must be provided.

4.105 Entry Documentation Requirements

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

4.1051 Evidence of Birth

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

4.1052 Evidence of Immunizations

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

4.1053 Evidence of Medical Exam

Evidence of a medical examination completed within the last 12 months in accordance with *s.1003.22, F.S.*

4.1054 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 approved by the school board.

4.1055 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 *s.722 (d) (2), F.S.*, of The Federal McKinney-Vento Homeless Assistance Act and related Florida Statutes. The Superintendent shall recommend and the Board adopt a Homeless Education Program Manual.

4.1056 Social Security Number (*s.1008.386, F.S.*)

Each district school shall request that each student enrolled in a public school in Florida provide his or her social security number. However, a student is not required to provide his or her social security number as a condition for enrollment.

4.106 Entry Documentation Requirements: Out-of-State

Students **transferring from an out-of-state school** must provide an official letter of transcript from a proper school authority, which shows the record of attendance, academic information, and the grade placement of the student.

4.107 Expelled Students

A student with an active Individual Education Plan (IEP) who has been expelled from any non-District school and who is seeking to enroll in a Santa Rosa District School or alternative placement shall be referred to the Director of Exceptional Student Education (ESE) for an immediate placement review.

4.108 Enrollment: Expulsion/Charges

Any student enrolling in any Santa Rosa District 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 Elementary Schools should be contacted to determine appropriate placement within the District prior to the enrollment of the student in a Santa Rosa District School.

4.109 Irregular Attendance Committee

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

- A. The Director of Elementary Schools, Chairperson
- B. The Director of Middle Schools
- C. The Director of Adult/Vocational/Community Education High Schools
- D. The Principal of the Elementary School

If a student requests admission to elementary school and the student has not been regularly enrolled in an education program and does not have appropriate records regarding grades completed, the Irregular Attendance Committee will hear the parent's request when there is question regarding grade level placement.

4.110 Student Reassignments

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

A parent must meet with the Principal of the school serving the student's residential address and request a reassignment, 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. Both Principals must sign the reassignment request which will be forwarded to the Director of Elementary Schools for presentation to the Santa Rosa School Board. The parent will be notified of the school board's decision and if approved, will be required to provide their child's transportation to and from school.

- A. Requests for reassignments are initiated at the school in the attendance zone where the parent/court awarded 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.
- C. An approved reassignment request shall be for the duration of that child’s tenure at the school to which he or she is reassigned.
- D. Additional requests for a reassignment must be made when a student leaves elementary school and desires to go to a middle school outside of his/her attendance zone. Additional requests for reassignment must be made when a student leaves middle school and desires to go to a high school outside of his/her attendance zone.
- E. A parent or guardian who wants a reassigned pupil to return to a school in the student’s attendance zone shall complete a “Reassignment Form,” which must be approved by the school board prior to the pupil re-enrolling in the school of the student’s 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 seek to cause an uncooperative or hostile environment among the teacher(s), the student, the parent(s), and the school. The school must document at least three good faith efforts 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 with residency established by the assigned Power of Attorney. This permission expires at the end of the current school year.
- K. Transfer requests will be considered based on the following reasons:
 - 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. If an academic/extracurricular 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/extracurricular program or return to the home school.
 - 7. ESE students reassigned through the Individual Education Plan (IEP) process to secure service 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.

4.1101 Exceptional Student Education (ESE): McKay Scholarship

Exceptional Student Education students may be reassigned to a school outside their residential zone if eligibility for a McKay Scholarship has been determined. The School District will offer

the student's parents 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 to in the student's current Individual Education Plan (IEP). All such McKay Scholarship public school transfers will be approved by the District McKay Scholarship contact. Transportation is the responsibility of the parent.

All McKay Scholarship transfers are subject to 4.110(D) in the Student Progression Plan requirements regarding a reassignment in schools. New applications must be completed and approved for reassignment from elementary to middle school or middle to high school. All application eligibility and transfer continuation is subject to Santa Rosa County School Choice Plan.

4.1102 School Choice/~~No Child Left Behind~~

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.

4.111 Admission: Home School Education

Elementary students enrolled with the District as Home School Education students are not eligible to participate in classes, activities or ESE Services, at the elementary school level.

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

4.200 PROGRAM OF STUDY

4.201 Remedial Instruction/Required Program of Study

Public School Student Progression; Remedial Instruction; Reporting Requirements; Required Program of Study

A. Intent -

It is the intent of the Florida Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science and mathematics; that District school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

B. Comprehensive Program –

Each District school board shall establish a comprehensive program for student progression which must include the following:

1. Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
2. Specific levels of performance in reading, writing, science and mathematics for each grade level, including the levels of performance on statewide assessments, as defined by the Commissioner of Education. If below level performance is documented, the student must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account the student's learning style.

Remediation will be provided for students based on assessment results from the previous year:

Grade 1 (and Retained Kindergarteners)

Mathematics Equal to or less than Level 2 on the end of year Discovery Education Early Skills Mathematics Assessment for grade K.

Reading Equal to or less than Level 2 on the end of year Discovery Education Early Skills Reading Assessment for grade K.

Grade 2

Mathematics	Equal to or less than Level 2 on the end of year Discovery Education Early Skills Mathematics Assessment for Grade 1.
Reading	Equal to or less than 30 th Level 2 on end of year Discovery Education Early Skills Reading Assessment for Grade 1.
Science	F in Elementary Science for Grade 1

Grade 3

Mathematics	Equal to or less than Level 2 on the end of year Discovery Education Mathematics Benchmark Assessment for Grade 2.
Reading	Equal to or less than Level 2 on end of year Discovery Education Early Skills Reading Assessment for Grade 2.
Science	F in Elementary Science for Grade 2

Grade 4

Mathematics	<u>Less than</u> Level 3 on FCAT 2.0 Mathematics for Grade 3
Reading	<u>Less than</u> Level 3 on FCAT 2.0 Reading for Grade 3
Science	F in Elementary Science for Grade 3

Grade 5

Mathematics	<u>Less than</u> Level 3 on FCAT 2.0 Mathematics for Grade 4
Reading	<u>Less than</u> Level 3 on FCAT 2.0 Reading for Grade 4
Science	F in Elementary Science for Grade 4
Writing	<u>Less than</u> 4 on FCAT Writing – Expository for Grade 4
	<u>Less than</u> 4 on FCAT Writing – Narrative for Grade 4

Additional diagnostic information and classroom performance may also be used as criteria to determine a need for remediation.

3. An appropriate alternative placement must be made for a student who has been retained two or more years. For students retained in third grade who have been retained twice in the K-3 school years, an Intensive Acceleration Class is to be provided.
4. Allocation of Resources - District school boards shall allocate remedial and supplemental instructional resources to students, with priority given to students who are deficient in reading by the end of third grade and students who fail to meet performance levels required for promotion, consistent with the District school board's plan for student progression required in paragraph (2) (b).
5. The **required program of study** for elementary school students in Santa Rosa District Schools reflects state and local expectations for Elementary Education. The following areas of study are required for Elementary Education in each grade, K - 5:
 - Art
 - Character Education (patriotism, responsibility, citizenship, kindness, respect, honesty, self control, tolerance and cooperation)
 - Health (includes harmful effects of alcohol, tobacco, and drug abuse; nutrition; human growth and development; and safety). The instructional time for K-3 students is 36 hours per year (average 1 hour per week). For 4 - 5 students, 54 hours per year (average 1½ hours per week) of instruction are required.
 - Language (reading, writing, spelling, grammar)
 - Mathematics
 - Music
 - Physical Education (See 4.2011)
 - Problem Solving

- Safety
- Science
- Social Studies: Florida History; Conservation of Natural Resources; American History; Free Enterprise, Consumer and Economic Education
- Self and Career Education
- Technology Education
- Flag Education

Every student should have the opportunity to participate in and benefit from a quality Physical Education Program. The Santa Rosa School District's Physical Education Program adheres to the Sunshine State Standards and reflects state and local requirements for Elementary Education.

4.2011 Elementary Physical Education

The Elementary Physical Education Program of Study will reflect the following outcomes:

- As funding becomes available, every effort shall be made to increase the number of certified physical education teachers, as well as the amount of contact time students have with a certified physical education teacher.
- Schools will provide physical education activities of at least a moderate level of intensity for the duration sufficient to provide significant health benefit to all students, subject to their differing capabilities.
- Schools will require fitness education and assessment to help students understand, improve and maintain their physical well-being.
- The District will support instruction encompassing a variety of motor skills and physical activities designed to enhance the physical, mental, social, emotional and academic development of every student.
- Programs will provide activities and experiences that are age and developmentally appropriate.
- Programs will provide students of all abilities and interests with a foundation of movement experiences that will lead to active, healthy lifestyles.
- Schools will ensure instruction in and promotion of healthy eating habits and good nutrition.
- Schools will deliver safety skills instruction for various physical activities and equipment.
- District policy will prohibit the use of physical activity and the withholding of physical activity as punishment.

4.202 Computer Literacy and Critical Thinking Skills

Experiences in computer literacy and critical thinking skills will be incorporated into the core curriculum.

4.203 Section 504 Accommodation Plans/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.

4.204 Exceptional Student Education (ESE): Eligibility

Students meeting Florida Department of Education eligibility criteria for one or more Exceptional Student Education programs **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
- Developmentally Delayed (Age: 0-5)
- 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.

4.205 ESE: Mastery of Course Content

Unless otherwise specified on the Individual Education Plan (IEP), elementary exceptional students working on established state standards are required to demonstrate mastery in the same areas of study as their non-disabled peers.

4.206 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.

4.207 Equal Access

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, social or family background, or use of a language other than English, if otherwise qualified.

4.208 English Language Learners

Students who have a native language other than English shall be provided instruction and services in accordance with the *Santa Rosa Plan for Services to English Language Learners (ELL)*.

4.209 Elementary Reading Proficiency

Intensive Reading Instruction, Reading Deficiency, Parental Notification and Retention:

- A. It is the ultimate goal of the Florida Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in Kindergarten, Grade 1, Grade 2, or Grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remediated.
- B. Beginning with the 2002 - 2003 school year, the parent of any student who exhibits a substantial deficiency in reading, as described in paragraph (A), must be notified **in writing** through a Progress Monitoring Plan of the following:
 1. That his or her child has been identified as having a substantial deficiency in reading.
 2. A description of the current services that are provided to the child.
 3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
 4. That if the child's reading deficiency is not remediated by the end of Grade 3, the child must be retained, unless he or she is exempt from mandatory retention for "good cause."
 5. Strategies for parents to use in helping their child succeed in reading proficiency are an available resource provided by the school.
 6. A good faith attempt will be made by the school to present this Progress Monitoring Plan information in a face-to-face conference with parents.

Intensive Reading Instruction: Students must be assessed in reading proficiency using locally determined assessments before the end of Grades 1, 2 or 3. Students with a substantial deficiency in reading must be given intensive reading instruction immediately following the identification. Substantial deficiency **may be** determined by a student's scoring less than 85% on the Florida Assessment for Instruction in Reading (FAIR) Probability of Reading Success. Substantial deficiency may also be determined as scoring at or below the 30% level on any other District approved assessment (ERDA, DAR, ERSI Observation Survey, STAR Literacy Assessment, Yopp-Singer Test of Phonemic Segmentation, etc. or equal to or below Level 2 on the end of year Discovery Education Early Skills assessment) used by teachers.

Intensive instruction must be provided for students in Grades 1, 2 or 3 who are deficient in reading proficiency. Intensive instruction must

- include diagnosis/prescription of the reading difficulties,
- be targeted to specific skill development,
- provide a variety of opportunities for repetitions,
- utilize smaller chunks of text or content,
- include guided and independent practice,
- include skill development and practice integrated into all activities,
- include frequent monitoring and
- include criterion-based evaluations of success.

Students deficient in reading proficiency at the end of Grades 1, 2 or 3 must have their reading proficiency reassessed by the beginning of the grade following the intensive instruction.

Retention: Any student who exhibits a substantial deficiency in reading skills, as determined by local assessments at Grades 1 and 2 or by the statewide assessment at Grade 3, is subject to mandatory retention in Grade 3 if a specific level of performance on the third grade FCAT or the Reading SAT 10 Norm-Referenced Test is not attained. (Additional information in 4.3233.)

4.300 GRADE PLACEMENT, GRADES AND GRADING

4.301 Criteria

Grade placement in Santa Rosa District Schools is based on the careful evaluation of each pupil's achievement in terms of his/her appropriate instructional goals. The basis for making the determination should reflect teacher judgment based on the following: progress tests, daily observation, classroom assignments, standardized tests, student products and all other objective data available. The primary responsibility for determining each pupil's level of performance and ability to function academically, socially and emotionally at each level is that of the classroom teacher, subject to the review and approval of the Principal. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

4.302 Screening

All Kindergarten students shall be screened by their teachers within nine weeks of entering school using screening instruments and procedures that are state approved. All students in Grades 1-3 who are new to the District shall be screened during the first eight weeks of school following their initial enrollment. Each school will adopt screening instruments and procedures appropriate to the individual school.

4.303 Further Assessment

After screening, students needing further assessment will be referred for additional evaluation to insure appropriate instructional placement.

4.304 Determined by Principal

The grade placement of a student transferring from any school will be determined by the Principal of the receiving school with the involvement of appropriate personnel.

4.305 Out-of-State Students

The grade placement of transfer students from out-of-state public or non-public schools will be determined by the Principal of the receiving school after admission requirements in 4.100 are met.

4.306 First Grade

Students entering first grade in Santa Rosa District Schools for the first time must comply with *s.1003.21, F.S.* Completion of Kindergarten is a state requirement for a student entering first grade. Students not able to meet this requirement will be placed in Kindergarten.

4.307 Transfer: Probationary Basis

Transfer students shall be assigned to a grade on a probationary basis until transfer records are validated showing official evidence of the actual grade placement. The student's academic performance on the Santa Rosa District selected standardized tests and classroom performance may be considered in making the final decision for placement of the student.

4.308 Transfer: Final

Final determination of the transfer student's grade placement shall be made as soon as possible after the student's records have been received. In the event the records are not obtained, the placement will be made based upon results from an appropriate screening and assessment.

4.309 Transfer: Home Education

The Principal is responsible for making an appropriate grade placement of a student entering Santa Rosa District Schools from a **Home Education Program** that has followed all requirements for registration, documentation, and evaluation required of such programs.

4.3091 Placement/Age

Students who are five or six years of age shall be placed in accordance with the requirements outlined in *s.1003.21 and s.232.04, F.S.*

4.3092 Placement Variable

In addition to these requirements, placement shall be based on at least the following variables:

- age and maturity
- results of screening instruments
- academic skills and abilities
- previous record in public or private schools
- evidence of work while in home education

4.3093 Temporary Placement

Students may be temporarily placed pending screening.

4.310 Responsibility of Principal

School personnel shall utilize all available resources to achieve parent understanding and cooperation regarding a student's grade placement. However, in situations involving exceptional students, the IEP Team may convene to determine grade placement. The final decision is the responsibility of the Principal.

4.311 Promotion: K-5 Students

Promotion of students from one grade to the next in Santa Rosa District Schools is based upon evaluation of each student's achievement in terms of appropriate goals for that student. Every effort should be made to assure that students develop sufficient skills and behaviors for success in school. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Student Performance – Progress Monitoring Plan (PMP)

Students must demonstrate proficiency in reading, writing, science and mathematics at each grade level, as determined by state levels of proficiency on state assessments and local levels of proficiency on local assessments. Any student who does not meet the specified grade level performance in reading, writing, science and mathematics, as defined by the Santa Rosa School District Assessment Plan or statewide assessments at selected grade levels, must be provided additional diagnostic assessments to determine the nature of the student's difficulty and area(s) of academic need.

Those students identified as needing intensive remediation must be provided with a Progress Monitoring Plan (PMP) developed in consultation with the student's parent or legal guardian. The purpose of the Progress Monitoring Plan is to assist the student in meeting District and state expectations for proficiency in reading, writing, science and mathematics. The plan may include one or more of the following activities as considered appropriate by the school administration: extended day services; tutoring; suspension of other curriculum except reading; writing; science and mathematics; testing for ESE services; and Title I and other remedial activities as determined by the school District. If a student is not remediated, he/she may be retained. (Additional information in 4.209b)

4.312 Promotion: ESE Students

An **Individual Education Plan** for each ESE student must indicate which state approved standards including Access Points for students who are alternately assessed, are expected to be mastered by the student. Documentation of mastery and/or remediation of these standards is the joint responsibility of all of the students' service providers.

4.313 Schedule of Completion

A student should complete the primary grades (K-3) in no more than five years and Grades 4 and 5 in two years. Any student who appears to be having difficulty meeting promotion requirements should be monitored carefully by the professional staff, to be certain that the student does not require additional services.

4.314 Report Cards: Grading System

Policies relating to the content and issuance of student report cards shall be set forth in the Student Progression Plan. Statutory Authority: *s.1003.33 F.S.*

The primary means of reporting student progress is the report card. The report card will be issued each nine week period and will contain academic grades, attendance, conduct and other information.

Mid-term grade reports will be issued by each teacher on the dates reflected on the District's calendar.

Teachers will follow appropriate procedures to ensure that mid-term reports adequately reflect student progress.

Santa Rosa District elementary school students will receive grades based on the following scale:

Kindergarten

Kindergarten Report Card

M = Mastered

D = Developing

 = Mastered After Expected Mastery Date

Grade 1

M= Meets Proficiency – Student meets proficiency of the targeted benchmarks with independence, accuracy, and quality

D = Developing proficiency – Student is developing proficiency toward benchmarks but requires additional support

B = Below proficiency – Student is performing well below proficiency of the targeted benchmarks even with additional support

Grade 2

A =Highest level of performance

B =Performs above expected level of performance

C =Performs at expected level of performance

D =Performs below expected level of performance

F =Demonstrates unsatisfactory performance

I =Student's grade is incomplete

X =An area of concern

***If numerical grades are given, the same scale that applies to Grades 3–6 will be used.**

Grades 3 - 6

Number grades will be assigned using the following scale:

90 - 100 = A

- 80 - 89 = B
- 70 - 79 = C
- 60 - 69 = D
- 0 - 59 = F

Physical education, art, music, and handwriting will receive E, S, N, U, or I grades.

- E = Excellent
- S = Satisfactory
- N = Not Mastered
- U = Unsatisfactory
- I = Incomplete

Appropriate procedures should be followed by teachers to continuously, carefully, and adequately observe and assess each pupil's performance throughout the school year to determine if expected achievement levels are being met. Under no circumstances should a student's grade be judged solely on the basis of a single test.

4.315 Report Cards: Reflect Level of Achievement

Elementary report card grades in reading, mathematics, and writing must clearly reflect the student's level of achievement. Parents must be able to assume that students earning satisfactory grades in the regular program are achieving within the range appropriate or acceptable for their grade or the course in which they are enrolled. Satisfactory grades in remedial programs must indicate below grade level expectations. Parents must receive accurate and timely information regarding their child's academic progress and must be informed of ways they can help their child to succeed in school.

4.316 Report Cards: Issuing Schedule

Report cards are issued each nine week period for Grades K-5. The first Kindergarten report card will be given at a parent conference. In order to earn a grade on his/her report card, the student must be enrolled in a school for two thirds of the grading period. Specifically, with a 45 day grading period, the student must be enrolled for 30 days.

In terms of promotion or retention of students, a grade period reflecting no grade will not unduly influence the decision of the teacher on the yearly average in each academic subject. When the ungraded period is the final grading period of the school year, no decision concerning promotion or retention will be made until the regular school year has ended. The final report card will not be released prior to the conclusion of the regular school year.

4.317 ESE: Progress Reports

Exceptional students' progress toward IEP goals and objectives will be reported to parents at mid-term, 5th week of the 9 week grading period and at the end of the 9 week grading period.

4.318 ~~Next Generation Sunshine State Standards~~ State Adopted Standards

A. Standards to measure student achievement serve as guides to determine best practices for local curriculum designers in helping schools implement school improvement strategies to raise student performance. These standards explain what students should know and be able to do in the subjects of the arts, health/physical education, foreign languages, language arts, mathematics, science and social studies. 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.~~

Copies of the publications containing the Sunshine State Standards may be obtained from the *Division of Public Schools, Department of Education, 325 W. Gaines St., Tallahassee, Florida 32399-0400.*

- B. Each district school board shall incorporate the established state standards contained herein into the District Student Progression Plan.
- C. The established state standards shall serve as the basis for statewide assessment.

4.319 Accelerated Grade Placement

~~The assignment of a student to a higher grade, which results in the student skipping a grade or part of a grade, should be made on the basis of exceptionally high achievement by the student, recommendation for consideration by school staff, and evidence that the student will benefit from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effects of the decision should be considered. The Principal has the responsibility for making such assignments. A student will not be accelerated without parental consent filed in the cumulative record. The student's cumulative record should be noted to indicate "accelerated grade placement."~~

The promotion of a student from one grade to a higher grade at the end of the second semester should be made on the basis of exceptionally high achievement by the student, recommendation for consideration by school staff, and evidence that the student will benefit from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effects of the decision should be considered. The Principal has the responsibility for making such assignments. A student will not be accelerated without parental consent. The student's cumulative record should be noted to indicate "accelerated grade placement". Also refer to Section 2 of the Student Progression Plan – Academically Challenging Curriculum to Enhance Learning (ACCEL)

4.320 Principal as Final Administrative Authority

The Principal has the final administrative authority for the grade and class placement of elementary school students.

4.321 Retained: Reassigned

Any pupil who has been retained may be assigned any time during the first reporting period of the next school year to the next higher grade upon recommendation of the teacher and approval of the Principal, if it has been determined that the standards have been met and the student will benefit from instruction at the higher grade level. A mid-year promotion can occur at any time prior to the end of the first semester (See 4.3235). No promotion will be granted after the last day of the first semester.

In considering a student for retention at parent request, the District would need documents with clear and compelling evidence of a need for the student to spend time in the same grade level in order for the student to gain emotional, cognitive, or physical maturity. Documentation in terms of coursework grades, test scores, or a medical evaluation to support this decision would need to be provided. If the student is a student with a disability, reviewing information on the periodic reporting on the progress the student is making attaining the annual IEP goals may be used as another data source.

4.322 Administrative Placement

A student who has not met the student performance standards and who may not benefit from special assignment to the same grade may be administratively assigned by the Principal to the next higher grade.

In all cases, the student's cumulative record shall indicate the grade assigned by "administrative placement." A properly documented Progress Monitoring Plan (PMP) must be in the cumulative folder.

Parents should be notified on a school board approved form that their child is being administratively placed in the next higher grade. A copy of this notification should be placed in the student's cumulative record. It is preferred that this notification occur in a parent conference.

4.323 Retention

Students who do not satisfactorily achieve established standards for the grades to which they are assigned may be assigned to the same grade for the next school year. These students are to be provided instruction designed to continue their progress toward mastery of required standards in an intensive program that is different from the previous year's program and that takes into account the student's learning style. A retained student must be provided 90 minutes of uninterrupted reading instruction daily, using research based materials, with additional time for intensive intervention. The Principal has the final administrative responsibility for a student's grade placement. Students retained twice must receive an additional 90 minutes of intensive reading instruction, totaling 180 minutes.

4.3231 Criteria for Retention

When a student is recommended for retention, the following criteria will be considered:

- A. The student's performance on the District's standardized assessment is Level 1 on the Discovery_Education Early Skills Assessment, or Level I on the FCAT reading or math test. At Grade 4, the Florida Writes Test reflects a lack of proficiency, if the student scores below Level 4.
- B. The student's performance score on a research based retention instrument (e.g. Light's Retention Scale) indicates possible retention,
- C. The student's progress on teacher made assessments is below grade level,
- D. The student's report card grades indicate a lack of progress,
- E. The student's age and social development is below that of his/her peer group,
- F. The student's status regarding exceptional student education screening and placement has been considered,
- G. The student's Progress Monitoring Plan (PMP) documents that three or more indicators have been utilized to measure adequate progress in reading, mathematics, science and/or in writing and/or
- H. The student's Progress Monitoring Plan (PMP) documents remediation strategies have been provided through the implementation of the plan.

Promotion and retention of an ESE student is a decision based on the student's individual needs, as determined by the IEP goals and objectives. When considering promotion and retention the following factors should be taken into account:

- impact on the student's opportunities to be included in general education
- developmental/maturational appropriateness
- social/behavior skills
- communication skills
- physical maturity
- attendance
- academic skills
- chronological age

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 should be made through action of an ELL Committee.

Parent conferences regarding possible retention will be initiated during the second semester of the school year. Parents should be made aware of their child's possible retention status early in the second semester.

The child's report card should reflect below grade level performance and lack of adequate progress in reading, writing, and/or in mathematics. Documentation of the student's progress will be maintained in the student's permanent record.

The final recommendation for retention and the supporting data will be submitted to the Principal before the last day of school. All parent conferences should be completed prior to the teacher's recommendation for retention.

When it is recommended that a student should be retained in the current grade level, the Principal makes the final decision regarding retention.

All requests for exempting a student from the District's retention policies will be submitted to the school board by the Principal. The local school board may exempt a student from mandatory retention for "good cause."

4.3232 Adequate Progress

Section 1008.25, F.S., provides certain requirements for school District Student Progression Plans. The intent is to base promotion, in part, on proficiency in reading, writing, science and mathematics. School districts must:

- establish standards for evaluating how well students master the established state standards.
- establish expected levels of performance for student progression at each grade, as defined by the Commissioner, for students in reading, writing, science and mathematics based on achievement of the appropriate established state standards/ benchmarks, with acceptable levels of performance on the FCAT at grade levels 3 - 5 and on the District's standardized assessment in Kindergarten through Grade 2, below which a student must receive remediation or be retained.
- provide remediation through a Progress Monitoring Plan, focusing on diagnosed needs until the student is remediated.

Santa Rosa District elementary schools provide remediation for students scoring Levels I or II on FCAT, and/or 30% or below, or Level 1, on the District's standardized assessment in reading, mathematics and science, and scores below 4.0 in FCAT Writing.

In order to meet state requirements for adequate progress, a School District of Santa Rosa County Progress Monitoring Plan (PMP) must be implemented with identified low performing students. This Plan is a document developed along with a child's parents to assist the student in meeting the expectations of proficiency. When a student fails to attain the specified District or state levels of performance for student progression on District or state assessments, the District has four options:

1. Remediate before the beginning of the next school year and promote;
2. Promote and remediate during the following school year with more intensive intervention;
3. Retain and remediate with strategies specified in a revised Progress Monitoring Plan;
4. Retain and remediate in a different program.

4.3233 Mandatory Retention

Students with a substantial reading deficiency in Grades 1, 2, and 3, as determined by District assessments in Grades 1 and 2 and the state reading assessments in Grade 3, must be remediated by achieving the levels of performance for student progression established by the state for the Grade 3 reading assessments (FCAT). Students who have been identified as having reading deficiencies in Grades 1, 2 or 3 and who have received remediation, but score at achievement Level 1 on the Grade 3 FCAT 2.0 reading test and who have a national percentile rank score below the 45th percentile on the SAT 10 in reading must be retained, unless exempted from mandatory retention by the school board for “good cause.”

4.3234 Exemption from Mandatory Retention

Beginning with the 2002-2003 school year, if the student’s reading deficiency is not remediated by the end of Grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for Grade 3, the student must be retained. The District school board may only exempt students from mandatory retention for “good cause.” Good Cause Exemptions shall be limited to the following:

- A. English Language Learners (ELL) who have had less than two years of instruction in an English for Speakers of Other Language Program (ESOL).
- B. Students with disabilities who’s Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirement of State Board of Education rules.
- C. Students who demonstrate an acceptable level of performance on the parallel form of the Stanford 10 (45% or higher).
- D. Students who demonstrate, through a student portfolio, that they are reading on grade level, as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT. (6A-1.094221)

To promote a student using a student portfolio as a good cause exemption there must be evidence that demonstrates the student’s mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the Grade 3 FCAT reading. Such evidence shall be an organized collection of the student’s mastery of the Sunshine State Standard Benchmarks for Language Arts that are assessed by the Grade 3 FCAT reading. The student portfolio must meet the following criteria:

- (a) Be selected by the student’s teacher;
 - (b) Be an accurate picture of the student’s ability and only include student work that has been independently produced in the classroom;
 - (c) Include evidence that the benchmarks assessed by the Grade 3 FCAT Reading have been met. Evidence is to include multiple choice items and passages that are approximately sixty (60) percent literary text and forty (40) percent information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district’s /school’s adopted core reading curriculum that are aligned with the Sunshine State Standards or teacher-prepared assessments;
 - (d) Be an organized collection of evidence of the student’s mastery of the Sunshine State Standard Benchmarks for Language Arts that are assessed by the Grade 3 FCAT Reading. For each benchmark there must be at least three (3) examples of mastery as demonstrated by a grade of seventy (70) percent or above.
- E. Students with disabilities who participate in the FCAT and who have an Individual Education Plan (IEP) or a Section 504 Plan reflecting that the students have received intensive remediation in reading, for more than two years, but still demonstrate a deficiency in reading AND were previously retained in Kindergarten, Grade 1, Grade 2 or Grade 3.
 - F. Students who have received intensive remediation in reading, as required by paragraph (4)(b) for two or more years, but still demonstrate a deficiency in reading and who were previously retained in Kindergarten, Grade 1, Grade 2 or Grade 3 for a total of two years are eligible for an alternative placement. This placement provides the twice retained student instruction from

a high performing teacher who provides at least a 90 minute uninterrupted block of reading instruction, with an additional 90 minutes of instruction in supplemental and intervention programs that address diagnosed deficits. The class has a reduced student/teacher ratio. Frequent progress monitoring must be done. An option for mid-year promotion is available if the student meets the performance levels required (See *s.1008.25,7 (b),4 FS*). Intensive reading instruction for students so promoted must include an altered instructional day based upon a Progress Monitoring Plan (PMP) or IEP that includes specialized diagnostic information and specific reading strategies for each student. The District school board shall assist schools and teachers in implementing reading strategies that research has shown to be successful in improving reading among low performing readers. Requests for Good Cause Exemptions for students from the mandatory retention requirement, as described in paragraph (6)(b), shall be made consistent with the following:

1. Documentation shall be submitted by the student's teacher to the school Principal, indicating that promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing Progress Monitoring Plan Individual Education Plan, if applicable, report card or student portfolio.
2. The school Principal shall review and discuss this recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school Principal determines that the student should be promoted, the school Principal shall make such recommendation in writing to the District school Superintendent. The District school Superintendent shall accept or reject the school Principal's recommendation, in writing.

4.3235 Mid-year Promotion

The guidelines for mid-year promotion are specified in Rule 6A-1.094222 FAC. For a student to be eligible for mid-year promotion the following criteria must apply:

1. To be considered for mid-year promotion, a third grade must obtain a developmental scale score of **167 189** or higher on the reading portion of the third grade FCAT test and must have met all third grade level expectations in all subject areas (except reading), as documented by the end of the year report card grades of "C" average or better (on grade level performance).
2. Parents/guardians will be advised of the mid-year promotion options and guidelines. The parents will sign a form documenting their awareness of the policy, indicating their preference as to whether or not they want their child to be considered for this mid-year promotion option.
3. If a third grade student is found eligible for a possible mid-year promotion and the parent agrees, the student will be placed in a fourth grade classroom for all subjects except reading. Those subjects will be presented at fourth grade level. The student must demonstrate proficiency in each of these subjects, maintaining a "C" average or better until the mid-year promotion assessment is conducted.
4. The student will participate in a third grade classroom daily for reading only. If the third grader is a student who has been retained once, a 90 minute uninterrupted block of reading is required, with additional time provided for intensive reading intervention. A student retained twice must receive 90 minutes of uninterrupted reading instruction, plus an additional 90 minutes of intensive reading intervention, totaling 180 minutes daily. Research based materials must be used with these previously retained third grade students.
5. After November 1, but before the end of the first semester, a state approved alternate reading assessment will be conducted. A student must score at or above the 4th grade reading level, consistent with the month promotion to 4th grade.
6. If success is demonstrated in maintaining a "C" average all subjects except reading and in achieving the required minimum score on the state approved reading assessment, with parent agreement the student's grade level status will change on the District's student data system

from third grade to fourth grade. Documentation of this mid-year promotion will be maintained in the student's cumulative record.

7. If a student does not maintain a "C" average or higher in all subjects other than reading and acquires the minimum score needed on the state approved alternate reading test, the student's portfolio will be reviewed to determine if promotion standards have been met. If met, the student's grade status will move to fourth grade. If not, the student will remain in third grade on the District's student data system, and will take the third grade FCAT test in the spring. (6A-1.094222)

To promote a student mid-year using a student portfolio, as provided for in paragraph (2) (a) of this rule, there must be evidence of the student's mastery of third grade Sunshine State Standard Benchmarks for Language Arts and beginning mastery of the Benchmarks for fourth grade as specified in subsection (2) of this rule. The student portfolio must meet the following requirements:

- (a) be selected by the student's teacher;
 - (b) be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - (c) include evidence of mastery of the benchmarks assessed by the grade 3 Reading FCAT, as required by Rule 6A-1.094221, F.A.C.; and
 - (d) include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 Reading FCAT. This includes multiple choice items and passages that are approximately fifty (50) percent literary text and fifty ((50) percent information text, and that are between 100-900 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's /school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the Sunshine State Standards. For each benchmark, there must be two (2) examples of mastery as demonstrated by a grade of seventy (70) percent or better and
 - (e) be signed by the teacher and the principal as an accurate assessment of the required reading skills.
8. A mid-year promotion can occur in third grade and in other grades, as well. The Principal, upon review of the student's progress and review of the student's portfolio, may promote a student to the next higher grade. If this promotion occurs after November 1, the state's mid-year promotion requirements must be met. If the promotion occurs before November 1, District promotion requirements apply. No promotion to a higher grade can occur after the last day of the first semester.

A mid-year promotion can occur in any other elementary grade as well as third grade. The Principal, upon recommendation by the student's teacher, shall review with the teacher and one other appropriate staff member the following:

- Student's grades if appropriate or progress toward standards if more appropriate
- Student's portfolio
- Student's latest score reports on DEA, SME, AR, STAR, or any of the other various programs used by elementary schools
- Student's attendance record
- Student's conduct

Based upon the consensus professional opinion of the review committee, the Principal may promote the student to the next higher grade. If this promotion occurs after November 1, the state's mid-year promotion requirements must be met. If the promotion occurs before November 1, the District promotion requirements apply. No promotion to a higher grade can occur after the last day of the first semester.

9. The Progress Monitoring Plan for any retained 3rd grade student who has been promoted mid-year to 4th grade must continue to be implemented for the entire academic year.

4.324 Supplemental Instruction/Summer School

Elementary schools provide a supplemental instructional program during the regular school year. Summer school is provided for third grade students demonstrating a lack of reading proficiency. Criteria for proficiency are

- A. scoring at Level II or above on the FCAT reading test or
- B. scoring at the 45th percentile or higher in reading comprehension on the SAT 10.

Students in grades one through eight, who, at the end of the previous year or at the end of any grading period during the current school term, were/are at risk academically of non-promotion may be served during the regular school term through basic supplemental instruction, as funded through Specific Appropriation 147A. The supplemental instruction will occur before or after the regular school day. "At risk academically for non-promotion" is defined as having an average of "D," "F," "N" or "U" in one or more of the basic academic subjects at the end of the previous year or at the end of any grading period. Supplemental instruction may also be provided in the summer, after the regular school year ends.

4.3241 ESE: Extended School Year (ESY) Services

Students qualifying for Exceptional Student Education will receive Extended School Year Services (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. The content, type of services, hours/ minutes and location of services are determined by the IEP Team.

4.325 Assessment and Reporting

4.3251 Annual Report of Student Progress

Each District school board must annually report to the parent of each student the progress of the student towards achieving state and District expectations for proficiency in reading, writing, science and mathematics, as required by paragraph (5)(b). The District school board must report to the parent the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, District and state assessments and other relevant information. Progress reporting must be provided to the parent, in writing, in a format adopted by the District school board. Beginning with the 2001-2002 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 school 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 must provide:
 - 1. 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,
 - 2. By grade, the number and percentage of all students retained in Grades 3 through 10,
 - 3. Information on the total number of students who were promoted for "good cause", by each category of "good cause", as specified in paragraph (6)(b),
 - 4. Any revisions to the District school board's policy on student retention and promotion from the prior year.
- B. Appropriate procedures should be followed by teachers to continuously and carefully observe and assess each student's performance throughout the school year to determine if

expected achievement levels are being met. Reading diagnostic assessments are given to students who are not proficient based on district assessment. Under no circumstance should a student's performance be judged solely on the basis of a single test.

4.3252 Reading Deficiency

Students must be assessed in reading at the beginning of Grades 1, 2, 3 and 4. Based on the results of these assessments or based on teacher recommendation, students who are substantially deficient in reading skills must be given intensive reading instruction following the identification of the deficiency. The student's reading proficiency must be reassessed at the beginning of the following grade and, if the deficiency is still present, additional intensive reading instruction must be given until the deficiency has been remediated.

4.3253 Progress

Parents will be notified of their child's progress toward achieving state and District expectations for proficiency in reading, writing, science and mathematics each nine weeks when report cards for students are sent home. Parents will receive mid-term reports of their child's progress during the fifth week of each nine week grading period.

4.3254 Statewide Assessment and Remediation

- A. Each student must participate in the statewide assessment tests required by *F.S. 1008.22*. Each student who does not meet specific levels of performance, as determined by the District school board in reading, writing, science and mathematics for each grade level, or who does not meet specific levels of performance, as determined by the Commissioner, on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.
- B. The school in which the student is enrolled must develop, in consultation with the student's parent, and implement a Progress Monitoring Plan designed to assist the student in meeting state and District expectations for proficiency. Beginning with the 2002-2003 school year, if the student has been identified as having a deficiency in reading, the Progress Monitoring Plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension and vocabulary; the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. Schools shall also provide frequent monitoring of the student's progress in meeting the desired levels of performance. District school boards shall assist schools and teachers in implementing research-based reading activities that have been shown to be successful in teaching reading to low-performing students.
- C. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met, or the student graduates from high school or the student is not subject to compulsory school attendance.

4.3255 ESE: Assessment Exemption

All exceptional students shall participate in state and District assessments. Students with disabilities must be afforded 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. Exemption from state and District tests may be permitted only when specific criteria are met.

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 answers to 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 Points and this decision must be documented on the IEP. Students assessed on NGSSS Access Points will be assigned exceptional student education course code directory numbered courses consistent with special diploma requirements. The Curriculum and Alternative Assessment Process (CAAP) will also be completed each year for all alternatively assessed students.

4.3257 Parent Notification: Unsatisfactory Progress

Principals are to establish procedures for teachers to notify parents when it is apparent that a student is not able to achieve at the minimum level expected for the grade level and, in cooperation with the parents, attempt to provide special help for the student. Students who still have not made satisfactory progress in the basic skills should be evaluated for services.

4.3258 Below Grade Level Placement

For students in Grades 1-5, the regular reporting of academic progress (report card) will reflect when a student is working at a skill level below that of the assigned grade placement.

4.3259 Parent Notification: Failing

Parents of students who are in danger of receiving a failing grade will be notified by the end of the fifth week of each nine week grading period.

4.400 COMPLETION

4.401 Mastery of Student Performance Standards

In addition to meeting other requirements of this plan, a student must show mastery of the grade level Benchmarks in order to complete Grade 5 and move to Grade 6.

4.500 ATTENDANCE, ABSENCES AND TARDINESS

4.501 Attendance

Students have the right to attend classes, be informed of school rules regarding absenteeism and request make-up assignments immediately upon returning to school. Principals are to establish procedures for teachers to maintain consistent and accurate attendance records in both a primary and secondary form.

4.502 Absences

Any student who has been absent from school will be marked unexcused until he/she brings a note from one of his/her parents or guardians stating the cause for the absence. A Principal may choose to accept notification in person or by telephone in lieu of a note. Failure of proper notification within three days shall result in an unexcused absence.

4.503 Excused Absences

Excused absences shall be granted for personal illness, illness or death of a member of the immediate family, medical and dental appointments, religious holidays, religious instruction, special emergencies and for school sponsored activities. Other reasons absences may be excused are outlined in *paragraph 4.5032*.

4.5031 Arrangements for Excused Absences

When a student is absent from school with an excused absence, he/she shall be responsible for making arrangements with his/her 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 the student is given an extension of time by the teacher.
- B. Tests announced prior to the absence may be given on the student's first day back to school.
- C. Tests which have been announced prior to a pre-arranged absence will be made up at the discretion of the teacher.
- D. Assignments given prior to a pre-arranged absence should be turned in the first day a student returns to school.
- E. Assignments provided to students suspended out-of-school are due upon the student's return to school.

4.5032 Arrangements for Non-Listed Excused Absences

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

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

4.5033 Hospital/Homebound

Students with medically diagnosed physical or mental condition which confine the student to home or hospital, and whose activities are restricted for a period of at least 15 school days that 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.

4.5034 Repeated Absences

When a student is absent repeatedly or for a prolonged period of time due to an illness or injury, the Principal or designee may ask the parent/guardian to provide verification that the student is under the care of a physician for the condition.

4.5035 Student with More Than Nine Absences

When a student has more than nine absences, the Principal may require documentation from a physician or health care provider. If the requested documentation from a physician or health care provider is not submitted, the absence will be unexcused.

4.5036 Head Lice

A student who has been sent home with head lice and/or nits should return to school, free of head lice and/or nits, within three calendar days in order to be excused. For each occurrence of head lice, absences beyond three calendar days will be marked unexcused.

4.504 Unexcused Absences

Unexcused absences shall result under the following conditions:

- Lack of appropriate notification and/or documentation by the parent to the school site,
- Elective activities such as shopping trips, vacations, and pleasure trips,
- Truancy (skipping class),
- Suspension or dismissal from school, or
- Other avoidable absences.

4.5041 Habitual Truancy

“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.1003.01, F.S.*, and is not exempt under *s.234.06, F.S.*, or *s.232.09, F.S.*, or any other exemptions specified by law or rules of the State Board of Education. *s.984.03(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 due to a pattern of nonattendance, 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. 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 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.*

- D. 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, (1)(d)F.S.*
1. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or 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.1003.26 (1)(e), 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 non- compliance 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.
- E. If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent, the guardian, 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 *s.84.151, F.S.,s.1003.26, F.S.*
- F. If the parent or guardian of a child who has been identified as exhibiting a pattern of nonattendance enrolls the child in a Home Education Program pursuant to *s. 1002.41, F.S.*, the Superintendent of Schools shall provide the parent a copy of the *s.1002.41, F.S.*, and the accountability requirement 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 *s.1002.41, F.S.* The first portfolio review must occur within the first 30 calendar days of the establishment of the program.
- G. If the parent fails to provide a 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 *s.1003.21, F.S.*, and may result in criminal 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.*

Parents will be informed in writing of section 4.506 – Possible Retention Due to Excessive Absences of Any Kind.

4.505 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. Each school shall develop criteria for the determination of excused and unexcused absences.

4.506 Leaving School Prior to End of Day

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 arrangements have been made by the parent. Repeated and/or excessive incidents of leaving school prior to the end of the day may be referred for truancy intervention and may result in disciplinary action for the student.

4.507 Retention Due to Excessive Absences of Any Kind

After review by the Integrated Services Team at each school, the Principal has the authority to retain students who have been absent 20 or more days, whether excused and/or unexcused.

The Principal has the final authority for the grade placement of each student. However, in situations involving exceptional students, the IEP Team may convene to determine grade placement.

4.600 VIRTUAL SCHOOLS INSTRUCTION PROGRAMS See Section 9.0.

~~*Each elementary school principal (will) must notify the parent of each student who scores at Level 4 or Level 5 on FCAT Reading or FCAT Mathematics of the option for the student to take accelerated courses through the Florida Virtual School.*~~

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 must take all statewide assessments required. Public school students receiving part-time instruction by the Florida Virtual School 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.

5.0
MIDDLE SCHOOL (GRADES 6-8)
STUDENT PROGRESSION PLAN

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5.504 Unexcused Absences

5.5041 Truancy/Truancy Procedures

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5.5043 Suspended Students

5.505 Hospital/Homebound

- 5.506 Tardiness**
 - 5.5061 Excused Tardy**
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- 5.507 Leaving School Prior to End of Day**
- 5.508 Learnfare Program**

5.600 VIRTUAL SCHOOL- See Section 9.0

5.100 ADMISSION

5.101 Admission: Documents Required

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

5.1011 Evidence of Birth

Evidence of date of birth in accordance with s.1003.21(4), F.S.

5.1012 Evidence of Immunization

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

5.1013 Evidence of Medical Exam

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

5.1014 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 approved by the school board.

5.1015 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 s.722(d)(2), F.S., of The Federal McKinney-Vento Homeless Assistance Act and related Florida Statutes. The Superintendent shall recommend and the Board adopt a Homeless Education Program Manual.

5.102 Admission: Out-of-State Transfers

Students transferring from an out-of-state school must provide the following additional data:

5.1021 Letter of Transcript

An official letter of transcript from a proper school authority which shows record of attendance, academic information and grade placement of student.

5.103 Admission: From Santa Rosa County Elementary Schools

Students who have completed elementary school in Santa Rosa County Public School will move to the middle school based on the district's feeder school pattern and the zone in which the family resides.

5.104 Admission: Home School Education

Students who seek admission to middle school in Santa Rosa County District Schools from a Home Education Program must provide evidence of the completion of the elementary school years as substantiated by records from public schools, private schools, and/or Home Education Programs having successful annual educational evaluations as required by *FS 1002.41*.

A. Grade placement of a student entering middle school from home education will be determined as set forth in this document in 5.302.

B. Home education students entering middle school should be reported to the Director of Alternative Academic Programs who has responsibilities for serving as the school district's home education contact.

5.1041 Extra Curricular Activities

Home education students shall be eligible to participate in band and/or chorus as extra-curricular interscholastic activities at the middle school level. This participation will include enrolling in the school for the attendance zone of the student's residence for the purpose of participating in the

class that occurs during the school day in conjunction with the extra-curricular program. To be eligible, the home education requirements pursuant to FS 1002.41 must be met. Home schooled students are subject to the rules and extra-curricular activity with the Santa Rosa County School District.

5.1042 Exceptional Student Education (ESE): Home School Education Exemption Participation

ESE Home School Education students are eligible to participate in the activities and procedures as stated above in section 5.1041 as their non-disabled peers but are not eligible for ESE services.

5.105 Expelled/Alternatively Placed Student

A student who has been expelled without educational services from any non-district school shall not be allowed to enroll in any Santa Rosa County middle school. A request for a waiver of this policy shall be referred to the Director of Middle Schools who shall recommend placement or non-placement of the student to the Superintendent. In accordance with Florida Statute, the school 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.

If a student requesting admission has been given expulsion with continued educational services or alternative placement in lieu of expulsion from any non-district school, the Director of Middle Schools should be contacted to determine appropriate placement within the district prior to the enrollment of the student in a Santa Rosa County district school.

A student with an active Individual Education Plan or a 504 Accommodation 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 County District Schools shall be referred to the Director of Exceptional Education for an immediate placement review.

5.106 Enrollment Disclosure: Expulsion or Alternative Placement/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, expulsion with continued education services 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.

5.107 Withdrawal: Between Ages of 16 and 18

If a student between the ages of 16 and 18 desires to terminate his/her education, a guidance counselor or other school personnel will conduct an exit interview with the student to determine the reason for the student's decision, what actions could be taken to keep the student in school and to inform the student of opportunities to continue his/her education in a different environment. If the student chooses to terminate his/her education, he/she must officially withdraw and complete a "Declaration of Intent to Terminate School Enrollment" form, which will acknowledge that this action is likely to reduce his/her earning potential and must be signed by the parent and student. The student must complete a survey to provide data on student's reason for terminating enrollment and actions taken by schools to keep student enrolled s.1003.21, F.S. Such action, unless recognized by the school board as a hardship condition, will cause the student to lose his/her driving privilege. S.322.061, F.S.

5.108 Irregular Attendance Placement Committee

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

- A. The Director of Middle Schools, Chairperson
- B. The Director of Elementary Schools
- C. The Director of High Schools
- D. The Principal of the Middle School

If a student requests admission to middle school and the student has not been regularly enrolled in an education program and does not have appropriate records regarding grades completed, the Irregular Attendance Committee will hear the parent's request when there is question regarding grade level placement.

5.109 Student Reassignments

Students may be reassigned to a school outside of their residential zone with the approval of the Santa Rosa County District School Board. Reassignment is not an automatic right but is a carefully considered process by the District with obligations on the part of the parents and students to whom it is granted.

Parents may submit an application for a school reassignment/transfer request beginning May 15th and ending June 15th each calendar year. No applications will be accepted after June 15th unless the parent/student has established residence in Santa Rosa County after June 15th of the current year. Reassignment determinations will not be made prior to July 15th.

A parent must meet with the Principal of the school serving the student's residential address and request a reassignment, 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. Both Principals must sign the reassignment request which will be forwarded to the Director of Middle Schools for presentation to the Santa Rosa County 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. Requests for reassignments are initiated at the school in the attendance zone where the parent/court-awarded 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.
- C. An approved reassignment request shall be for the duration of that child's tenure at the school to which he or she is reassigned.
- D. An additional request for a reassignment must be made when a student leaves elementary school and desires to go to a middle school outside of their attendance zone. An additional request for reassignment must also be made when a student leaves 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 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(s), 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 with 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.
- L. A school that has not reached capacity will consider transfers 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 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. 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.
 - 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. 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.
 - 7. 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.
 - 8. ESE students reassigned through the Individual Education Plan (IEP) process 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.

5.110 Exceptional Student Education (ESE) McKay Scholarship

Exceptional Student Education students may be reassigned to a school outside their residential zone if eligibility for a McKay Scholarship has been determined. The school district will offer the student's parents 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 to in the student's current Individual

Education Plan (IEP). All such McKay Scholarship public school transfers will be approved by the district McKay Scholarship contact. Transportation is the responsibility of the parent.

All McKay Scholarship transfers are subject to 5.109(D) in the Student Progression Plan requirements regarding a reassignment in schools. New applications must be completed and approved for reassignment from elementary to middle school or middle to high school. All application eligibility and transfer continuation is subject to the Santa Rosa County School Choice Plan.

5.111 No Child Left Behind School Choice

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

5.112 Interstate Compact on Educational Opportunity for Military Children (See Page 4)

5.113 Twice Retained Students

Students that are two (2) grade levels behind their peers will be evaluated for placement in an alternative program. These programs may include but are not limited to Virtual Programs and Charter Schools.

5.200 PROGRAM OF STUDY

5.201 Mathematics

Three (3) middle school or higher courses in mathematics. Algebra I and/or Algebra I Honors will be offered for high school credit.

5.202 English/Language Arts

Three (3) middle school or higher courses in English (Language Arts). These courses shall emphasize literature, composition and technical text.

5.203 Science

Three (3) middle school or higher courses in science which shall include instruction in life science, earth science and physical science.

5.204 Social Studies

Three (3) years middle school or higher courses in social studies which shall include the study of the United States and world geography. One (1) semester must include state and federal government and civics education.

5.205 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 Physical Education Program adheres to the state adopted standards and reflects state and local requirements for middle school education. The required program of study for middle school students in the Santa Rosa County School District mandates that physical education classes will be staffed by Certified Physical Education teachers.

The Middle School Physical Education Program of study will reflect the following outcomes:

- Every middle school student will take a minimum of one (1) class period per day for one (1) semester of physical education for each year he/she is enrolled in a middle school.
- All middle schools will schedule daily physical education classes into the school's master schedule.
- Classes will provide physical activities that require at least a moderate intensity level for a duration sufficient to provide a significant health benefit to students, subject to their differing capabilities.
- All participants in the physical education classes will undergo pre/post fitness assessments. Such assessments will be utilized to help students understand their present level of fitness, improve their

personal fitness levels through good nutrition and physical activity and maintain their physical well-being throughout daily life.

- Students will be exposed to a variety of motor skills experiences and physical activities designed to enhance the physical, mental, social, emotional and academic development of every student.
- Students will be supported in the development of and receive instruction in cognitive concepts about motor skills and physical fitness that support a lifelong healthy life style.
- Students will be encouraged to maintain regular amounts of appropriate physical activity now and be taught why they should continue these activities throughout life.
- Each student will receive instructions in how to develop healthy eating habits and what foods constitute good nutrition.
- The middle school curriculum will further refine and develop all skills previously learned at the elementary level.
- District policy will prohibit the use of physical activity and the withholding of physical activity as punishment.

5.2051 Medical Exemption

Principals may exempt a student from physical education only after meeting with the student's parents and/or guardians, consulting with the physical education staff and receiving written verification that the exemption is necessary for validated medical reasons.

5.2052 Academic Exemption

A principal may exempt a student from the physical education requirement for the following reasons:

- If academic courses required in Florida Statute and/or the requirements of the student's IEP do not leave a class period available during a middle school year for enrollment in physical education.
- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school each year that
 1. The parent requests that the student enroll in another course from among those courses offered as options by the school; or
 2. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

5.206 Health Education

Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. Instruction may be provided in acquired immune deficiency syndrome and such instruction may include, but not be limited to, the known modes of transmission, signs and symptoms, risk factors associated with acquired immune deficiency syndrome and means used to control the spread of acquired immune deficiency syndrome. The instruction shall be appropriate for the grade and age of the students.

5.2061 Exemption

Any student whose parent or guardian makes a written request to the school Principal shall be exempted from the teaching of reproductive health or disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. s.1003.42(3), F.S.

5.207 Career and Education Planning

One (1) course in career and education planning to be completed in the 7th or 8th grade, which may be a stand-alone course or instruction integrated into an existing course or courses.

5.208 Critical Thinking Skills/Computer Literacy

Instruction in the following areas will be provided through specific courses and/or by integration into other courses:

- A. Critical Thinking Skills
- B. Computer Literacy

5.209 Additional Instructional Topics

Instruction in topics required in s.1003.42, F.S., will be integrated into appropriate middle school curriculum areas as a part of the district's K-12 sequencing of curriculum.

5.210 Electives

A series of learning opportunities shall be provided for student development through experiences to be selected from, but not limited to, the following: art, music, foreign languages, exploratory vocational education and health.

5.211 State Standards

The courses offered in Grades 6 – 8 will conform with Florida Statutes that relate to the established state standards adopted by the Florida Board of Education.

- A. Standards to measure student achievement serve as guides to determine best practices for local curriculum designers in helping schools implement school improvement strategies to raise student performance. These standards explain what students should know and be able to do in the subjects of the arts, health/physical education, foreign languages, language arts, mathematics, science and social studies. Public schools shall provide appropriate instruction to assist students in the achievement of these standards.
Copies of the publications containing the established state standards may be obtained from the Division of Public Schools, Department of Education, 325 W. Gaines Street, Tallahassee, FL 32399-0400 or at www.fldoe.org
- B. The established state standards shall serve as the basis for statewide assessment.

5.212 EOC: End of Course Exams

1. 1st Year of EOC Implementation and 9th grade Cohort Groups.
 - a. End of Course (EOC) exams will count 30% of the courses' 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 and Non Cohort Groups.
 - 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).

5.213 ESE: Assessment Exemption

All exceptional students shall participate in state and district assessments. Students with disabilities must be afforded 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 the determination, the IEP Team should use the following questions to guide the decision-making process. Exemption from state and district assessments may be permitted only when the criteria 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 answers to all four (4) of the questions accurately characterize a student's functioning levels, 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 (4) 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 Points and this decision must be documented on the IEP. Students assessed on NGSSS Access Points will be assigned exceptional education course code directory numbered courses consistent with special diploma requirements. The Curriculum and Alternative Assessment Process (CAAP) will also be completed each year for all alternately assessed students.

5.214 High School Courses

When a high school level course, such as Algebra I or Algebra I Honors, is taken during the middle school years, a student will earn high school credit in accordance with the policies outlined in the High School Section of the Student Progression Plan. This includes the inclusion of the credit in the high school graduation requirements, and the inclusion of the grade in the calculation of the Grade Point Average (GPA) for high school graduation purposes. A student in the middle grades who takes any high school course for high school credit and earns a grade of "C", "D" or "F" or the equivalent of a grade of "C", "D" or "F", may replace the grade with a grade of "C" or higher, earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced shall be included in the calculation of the cumulative grade point average required for graduation.

5.215 Section 504

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 activities, 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.

Δ All Section 504 plans will be reviewed annually to determine if the student continues to meet eligibility criteria.

Δ All students who receive Section 504 services will participate in the general education curriculum provided with access to an Accommodation Plan.

Δ 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.

Δ Section 504 services is not specialized instruction in an exceptional student education program.

5.216 ESE: Eligibility

Students meeting Florida Department of Education eligibility criteria for one or more Exceptional Student Education programs 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 enrolled 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 Injury
- Visually Impaired

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

5.217 ESE: Mastery of Course Content

All middle 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).

5.218 ESE: Course Length/Time Requirements

Course length or time requirements for each area (academic, vocational, elective) for middle school ESE students may be adjusted if specified and documented in the student's Individual Education Plan (IEP).

5.219 ESE: Allowable Accommodations

Exceptional students must have accommodations implemented in general education courses. 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 responses through special communication systems;
- D. Accommodations for or test administration procedures and other evaluation systems to accommodate the student's disabilities.

5.220 Equal Access

No student shall be denied the opportunity to participate in appropriate programs, services, and activities by this school district on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, disability, if otherwise qualified, social and family background, or on the basis of the use of a language other than English, except as provided by law.

5.221 English Language Learners

Students whose native language is other than English and who are identified as English Language Learners (ELL) shall be provided instruction and services in accordance with the Santa Rosa County Plan for Services to English Language Learners (ELL).

5.300 GRADE PLACEMENT**5.301 Transfer Students**

Transfer students shall be assigned to a grade on a probationary basis until transfer work is validated with official evidence of actual grade placement. The student's academic performance on Santa Rosa County District selected standardized tests and classroom performance may be considered in making the final decision for placement of the student.

As delineated in the District K-12 Comprehensive Research-based Reading Plan, students in Grade 6 and above with no FCAT scores should be administered a grade-level fluency screen and Scholastic Reading Inventory, STAR assessment, or FAIR, if available, to determine if they have reading difficulties. Students scoring below grade level on the STAR Grade Equivalency Score/Scholastic Reading Inventory and 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 the targets delineated in the District K-12 Comprehensive Research-based Reading Plan.

5.302 Home Education Students

When a student transfers from a Home Education Program, the Principal shall be responsible for making an appropriate grade placement of the student based on at least the following variables:

- A. age and maturity;
- B. academic skills and abilities based upon the results of standardized tests or diagnostic assessments administered by the school's personnel;
- C. previous records in public and private schools; and
- D. evidence of work and achievements while in home education.

In no instance shall the placement be based solely on the recommendation of the home educator.

5.303 Final Decision: Responsibility of Principal

School personnel should utilize available resources to achieve parent understanding and cooperation regarding the student's grade placement. The final decision as to grade placement is the responsibility of the Principal of the receiving school.

5.304 Grades and Grading**5.3041 Grading Scale**

Santa Rosa County students will receive grades based on the following scale:

Grading Scale for Grades 3-12

A	=	90 – 100
B	=	80 - 89
C	=	70 - 79
D	=	60 - 69
F	=	0 - 59

5.3042 Appropriate Procedures

Appropriate procedures should be followed by teachers to continuously and carefully observe and assess each pupil's performance throughout the school year to determine if expected achievement levels are being met. Under no circumstances should a student's grade be judged solely on the basis of a single test.

5.3043 Advised of Grading Criteria

Students are to be advised of the grading criteria utilized at the school and in each class at the beginning of the school year.

5.3044 Report Card

The primary means of reporting student progress is the report card. The report card will be issued each nine (9) week period and will contain academic grades, attendance, conduct and other information.

Exceptional students' progress toward IEP goals and objectives will be reported in accordance with the regular reporting of academic progress (report cards).

5.3045 Skill Level Below Assigned Grade Placement

The regular reporting of academic progress (report cards) for students in Grades 6-8 will reflect when a student is working at a skill level below that of his assigned grade placement.

5.3046 Notification of Potential Failure of Course

Parents must be notified periodically when it is apparent that a student may fail in any course. The school should request an acknowledgment of such notification.

5.3047 Notification of Decline in Performance

Each middle school shall develop a plan for communication with parent/guardian regarding an apparent decline in a student's academic performance that is likely to result in a decrease of more than a letter grade for the grading period. This should also include notification of a marked change in a student's work habits.

5.3048 Mid-term Reports/Parent Internet Viewer

Mid-term grade reports will be issued by each teacher on the dates reflected on the district's calendar. Some schools will have grades available through the Parent Internet Viewer. Those schools will provide parents with directions to access the child's grades. In this case a mid-term report will only be sent if requested by the parent.

5.305 Promotion of Students, 6 – 8

5.3051 Promotion Criteria

A student must successfully complete the following academic courses for promotion from 8th grade:

1. Three (3) middle school or higher courses in English (Language Arts),
2. Three (3) middle school or higher courses in mathematics,

3. Three (3) middle school or higher courses in social studies,
4. Three (3) middle school or higher courses in science.
5. One (1) course in career and education planning in 7th or 8th grade. Completion of a personalized academic and career plan using the online student advising system known as Florida Academic Counseling and Tracking for Students (FCATS.org).
6. One (1) class period equivalent for one (1) semester for each year enrolled in middle school of physical education.

A student will be expected to successfully complete an English, mathematics, social studies and science year-long course in each grade level in order to stay on course to complete middle school in three (3) years. The course may be year-long, or the equivalent at schools on the 4X4 block schedule.

A student must successfully complete three (3) of the required core courses each year to be promoted to the next grade level classification. Any required course not completed successfully must be taken over or successful completion of a “course recovery program” may be utilized to fulfill the course requirement. Successful completion of middle school is expected prior to entering high school.

Students and parents will be notified of options available for course recovery should a student fail to successfully complete a required course.

Any student who fails two (2) or more core subjects will be retained in their current grade unless the student successfully completes a course recovery program or summer school program, if available. The maximum number of subjects a student can be enrolled in for course recovery for summer school is two (2).

5.3052 Intensive Reading/Math Remediation

Each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of the student’s reading needs.

A middle grades student who scores at Level 1 or Level 2 on FCAT Reading, but who did not score below Level 3 in the previous three (3) years may be granted a one (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 parents, for years for which the exemption is granted.

Specific details regarding reading intervention are delineated in the approved Santa Rosa K-12 Comprehensive Research Based Reading Plan
(http://www.justreadflorida.com/Reading_Plans/view_plans.aspx)

Additional information can also be found in the Secondary Reading Placement Chart
(http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf).

Each year in which a student scores Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student’s required mathematics course or additional intensive math course as in elective as determined by student need and/or the school administrator.

5.3053 Failure to Meet Performance Levels

Students who fail to meet the proficiency level in reading, writing, mathematics, and/or science on the state assessment as defined by the district must receive remediation in the area(s) lacking

proficiency and/or be retained within an intensive program that takes into account the student's learning styles and a program that is different from the previous year's program. When a student has been retained two (2) or more years, appropriate alternative placement will be determined based on the student's academic needs and programs and/or courses available to best serve the student and assist in continued academic progress in conjunction with Florida Statutes.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. There should not be placement of a student to the next grade without regard to the student's proficiency.

5.3054 Required Attendance

A student in Grades 6 – 8 is required to be in attendance 162 days per year in the 180 day school year. If a student accrues more than 19 absences within a school year, the student will be referred to the Integrated Services Team or the Academic Review Committee at the school to determine whether the student shall be promoted.

5.3055 Retention

Any student who has been retained may be assigned to the next higher grade at any time during the first reporting period of the next school year upon the recommendation of the teacher to the Principal, if it has been determined that standards for successful course completion have been met and that the student will benefit from instruction at the next higher grade level. This is subject to the final approval of the Principal.

The Principal may also consider promoting the student to the next higher grade at the conclusion of the first semester if situation in which it is deemed appropriate and if it has been determined that the standards for successful course completion have been met, and the student will benefit from instruction at the next higher grade. Students should not be promoted after the second semester begins unless the student is participating in a competency-based program.

If an 8th grade student passes only 11 of 12 core courses but achieves FCAT 2.0 Level 2 or above in reading and math (or equivalency) and a minimum of 60% grade on content mastery test(s) or equivalency, the school administrator may convene a meeting consisting minimally of the Principal or designee and the teacher who gave the failing grade to consider recommending that student for promotion to the 9th grade. The Principal has the final administrative responsibility for the promotion of the student.

In considering a student for retention at parent request, the district would need documents with clear and compelling evidence of a need for the student to spend time in the same grade level in order for the student to gain emotional, cognitive, or physical maturity.

Documentation in terms of coursework grades, test scores, or a medical evaluation to support this decision would need to be provided. If the student is a student with a disability, reviewing information on the periodic reporting on the progress the student is making attaining the annual IEP goals may be used as another data source. The student, if retained by parent request, will be required to re-take all of the course work required by the grade level he/she has been retained.

5.3056 ESE: Promotion and Retention

An Individual Education Plan (IEP) for each exceptional student must indicate established state standards, including Access Points for students who are alternately assessed, and are expected to be mastered by the student. Documentation of mastery and/or remediation of these standards is the joint responsibility of all of the student's service providers.

5.3057 Completion Schedule

Under most circumstances, a student should complete middle school (Grades 6-8) in three (3) years and in not more than four (4) years. Any student who appears to be having difficulty meeting promotion requirements should be monitored carefully by the professional staff to be certain that the student does not require additional services.

5.3058 ESE/ELL Grade Replacement

In situations involving ESE students, the IEP Team may convene to determine grade placement. The Principal has the final administrative responsibility for the promotion of students. Grade placement of English Language Learners (ELL) must be determined by the school's ELL committee and Principal.

5.3059 Academically Challenging or Accelerated Curriculum (ACCEL)

Students are able to participate in ACCEL options that provide academically challenging curriculum or accelerated instruction to eligible students. See section 2.0 for detailed information.

5.306 Course Recovery

5.3061 Course Recovery

Course recovery opportunities will be made available to students who are failing, or have failed, a course required for middle school completion. Opportunities may be before, after or during school, on Saturday, or during summer, as availability and funding permits. Notification will be provided when a student is eligible to participate in a course recovery opportunity offered by the school.

A student may also recover a course that was failed by enrolling and successfully completing the course outside of the regular school day and at home through the Florida Virtual School.

5.3062 Summer School

Students who have not successfully completed a required core course in which the student was enrolled will be permitted to attend summer school, if available, as an opportunity for course recovery. The maximum number of subjects in which a student can be enrolled in summer school provided by the district is two (2).

5.3063 Completion After Three (3) Years

If a student has completed three (3) years at middle school and lacks no more than two (2) courses meeting the middle school requirements, then the student will be permitted to attend summer school, if available, as an opportunity to complete the middle school course requirements.

5.307 Remediation Criteria

Remediation is an effort to help a student become proficient in content and/or skills for which a lack of proficiency has been identified.

Remediation may occur within the regular course, in an intensive class, in before/after school programs, in small group pull-out during the day and other such settings.

The results of the State Assessment Program are the primary source 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. State assessment results below Level 3 on the criterion-referenced test (FCAT 2.0) are indicators. The assessment results from the previous year are used to determine the need for remediation for the present grade level. For example, a student in Grade 6 who scored in Level 1 or 2 on FCAT 2.0 in Grade 5 the previous year would meet criteria for remediation.

5.3071 Reading, Writing, Mathematics, Science

Reading

Grade 6: Below Level 3 on the FCAT 2.0.

Grade 7: Below Level 3 on the FCAT 2.0.

Grade 8: Below Level 3 on the FCAT 2.0.

Writing

Grade 6: Writing portfolio sample demonstrating skill level below 4.0.

Grade 7: Writing portfolio sample demonstrating skill level below 4.0.

Grade 8: Writing portfolio sample demonstrating skill level below 4.0.

Mathematics

Grade 6: Below Level 3 on the FCAT 2.0.

Grade 7: Below Level 3 on the FCAT 2.0.

Grade 8: Below Level 3 on the FCAT 2.0.

Science

Grade 6: FCAT score below Level 3 or a final course grade of “F” in science the previous year.

Grade 7: A final course grade of “F” in science the previous year.

Grade 8: A final course grade of “F” in science the previous year.

5.3072 Progress Monitoring Plan Needed

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. A Progress Monitoring Plan (PMP), will be established for those students not demonstrating proficiency based on spring testing data from the previous year or previous year's grades as detailed in 5.3071.

Additional diagnostic assessments will be used to determine the nature of the student's difficulty and areas of academic need. The Progress Monitoring Plan (PMP) may also be based on the student's academic performance in class or other diagnostic assessment during the year and implemented when the need is recognized during the year.

If the student has been identified as having a deficiency in reading, the PMP will identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension and vocabulary, and will also identify the desired levels of performance in these areas. The PMP will identify the instructional and support services to be provided. The PMP will be developed in consultation with the parent. Schools shall also provide for the frequent monitoring of the student's performance in meeting the desired levels of performance. District school boards shall assist schools and teachers in implementing research-based reading activities that have been shown to be successful in teaching reading to low-performing students. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the Statewide Assessment Test in reading, writing, science, and mathematics, 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.

If the student's federally required plan does not address the student's deficiency in reading or mathematics as required by Florida law, then the school must address these deficits in either a school-wide progress-monitoring system or an individual progress monitoring plan.

5.3073 Progress Monitoring Plan Not Needed

Students scoring at or below the remediation criteria may not need remediation if other objective measures and diagnostic information indicate the student is performing on grade level.

5.3074 Other Objective Measures

If FCAT 2.0 results are not available, other objective performance indicators or diagnostic assessment may be used to determine the need for a Progress Monitoring Plan.

5.3075 Parent Notification

Parents are to be notified formally in writing that the child has failed to meet the established district/state grade level performance criteria in reading, writing, mathematics and/or science. A Progress Monitoring Plan will be developed for the purpose of establishing a plan for remediation in the deficit area(s). The Progress Monitoring Plan would identify the specific academic needs to be remediated, the intervention strategies to be used, which will provide the remediation instruction, monitoring of progress and re-evaluation activities. The parent and the student should participate in the development and implementation of the plan.

5.3076 ESE: Extended School Year (ESY) Services

Students qualifying for Exceptional Student Education will receive Extended School Year Services (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. The content, type of services, hour/minutes and location of services are determined by the IEP Committee.

5.308 Annual Report of Student Progress

Each District school board must annually report to the parent of each student the progress of the student towards achieving state and District expectations for proficiency in reading, writing, science and mathematics, as required by FS 1008.25(8). The District school board must report to the parent the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, District and state assessments and other relevant information. Progress reporting must be provided to the parent, in writing, in a format adopted by the District school board. Beginning with the 2001-2002 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 school 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 must provide:
 - 1. 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 2.0,
 - 2. By grade, the number and percentage of all students retained in Grades 3 through 10,
 - 3. Information on the total number of students who were promoted for "good cause", by each category of "good cause", as specified in paragraph(6)(b),
 - 4. Any revisions to the District school board's policy on student retention and promotion from the prior year.
- B. Appropriate procedures should be followed by teachers to continuously and carefully observe and assess each student's performance throughout the school year to determine if expected achievement levels are being met. Reading diagnostic assessments are given to

students who are not proficient based on district assessment. Under no circumstance should a student's performance be judged solely on the basis of a single test.

5.400 COMPLETION

5.401 Completion of Middle School

A student will have completed middle school when the guidelines established in Section 5.305, Promotion of Students, has been satisfied for Grades 6-8.

5.500 ATTENDANCE, ABSENCES, AND TARDINESS

5.501 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.

5.502 Absences

5.5021 Notifying the School

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.

5.5022 Make-up Work

When a student is absent from school for individual reasons or for school sponsored activities, 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 (3) 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, or at the discretion of the teacher.
- C. Assignments given prior to an absence should be turned in the first day the student returns to school.

5.503 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 instruction, court dates, special emergencies and pre-arranged absences approved by the Principal or designee.

5.5031 Pre-Arranged Absences

When a student desires to be absent for reasons not given under 5.503, he/she may make a prior request of the school Principal by bringing a written request from his/her parent or guardian.

- A. Pre-arranged absence requests must be made at least five (5) days prior to the date of the absence except in case of an emergency.
- B. Students shall make pre-arrangements for their school work to be done and it will be due the day the student returns to school. Work done in the pre-arranged time allotted will be given full credit.

5.5032 Illness or Injury

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.

5.5033 Head Lice

A student who has been sent home with head lice and/or nits should return to school free of head lice and/or nits within three (3) calendar days; absences from school during the three (3) calendar days will be excused. For each occurrence of head lice and/or nits, absences beyond three (3) calendar days will be unexcused.

5.5034 Section 504

If a student's excessive absenteeism is related to a physical or mental impairment, the student may be eligible for services under Section 504 of the Rehabilitation Act of 1973. Parents should contact the school to request a Section 504 evaluation.

5.504 Unexcused Absences

Unexcused absences shall result under the following conditions:

- A. Lack of appropriate notification and/or documentation by the parent to the school site;
- B. Elective activities such as shopping trips, vacations, pleasure trips;
- C. Truancy (skipping class);
- D. Other avoidable absences.

5.5041 Truancy/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, (1) and (2)(a).F.S., and is not exempt under s.1003.21.(3), F.S., or s.1003.24, F.S., or any other exemptions specified by law or rules of the State Board of Education.

Truancy Procedures: If a student has had at least five (5) 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 or nonattendance.

- A. The Principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school's Integrated Services Team to determine if early patterns of truancy are developing.
- B. The parent shall be invited to the Integrated Services Team meeting.
- C. The parent/guardian shall be informed of the requirements 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 contract

9. referral to other agencies for family services; other intervention services; other interventions, including, but not limited to a truancy petition pursuant to s.984.141, F.S.
- E. The Integrated Services Team shall be diligent in facilitation intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve non-attendance behavior are exhausted.
1. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board.
 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.
 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 s.984.151 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 a Home Education Program pursuant to s.1002, 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 (2) 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 s. 1002.41(1)(b) F.S. The first portfolio review must occur within the first 30 calendar days of the establishment of the program. The provisions of paragraph seven (7) below do not apply once the committee determines the Home Education Program is in compliance with s.1002.41(1)(b), F. S.
- H. If the parent fails to provide a 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 F.S. 1003.01(13), (a), (b), (c) or (e) within three (3) days. Failure of a parent or guardian to enroll the child in an attendance option provided under s.1003.01(13)(a)(b)(c) or (e)F.S., after termination of the Home Education Program pursuant to this subparagraph shall constitute noncompliance with the compulsory attendance requirements of s.1003.21, F.S., and may result in criminal prosecution under s.1003.27(2), 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 1002.41(1)(b), F.S.

5.5042 Zeroes

Zeroes will be given for class work and assignments missed during an unexcused absence and may not be made up for grading purposes unless an exception is made by the Principal or designee.

5.5043 Suspended Students

Assignments provided to students suspended out-of-school are due upon the student's return to school. Zeroes will be given to any assignment not turned in upon the student's return to school.

5.505 Hospital/Homebound

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.

5.506 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. Repeated and/or excessive incidents of tardiness may potentially result in disciplinary action for the student.

5.5061 Excused Tardy

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.

5.5062 Unexcused Tardy

An unexcused tardy will be given any time student is late to school or to 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.

5.507 Leaving School Prior to End of Day

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. Repeated and/or excessive incidents of leaving school prior to the end of the day may potentially result in disciplinary action for the student.

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.

5.508 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.

5.600 Virtual Instruction Programs - See Section 9.0

As a part of the school day, students in grades 6-8 may take one or more courses through Santa Rosa Online, the district franchise of Florida Virtual School, or other virtual providers as outlined in Section 9.300 of the Student Progression Plan, provided that the student has guidance approval for the course, the course the student takes is not offered at the school, the student has completed the prerequisite courses, the school has student stations available, and the student's enrollment in the course does not exceed class size regulations. Above and beyond the six courses taken during the school day and/or during the summer, students may take an online course or courses directly through Florida Virtual School, provided that the student has guidance approval.