

6.0

HIGH SCHOOL (GRADES 9-12)

STUDENT PROGRESSION PLAN

TABLE OF CONTENTS

6.100 ADMISSION

- 6.101 Admissions Data**
 - 6.1011 Evidence of Birth**
 - 6.1012 Evidence of Immunization**
 - 6.1013 Evidence of Medical Exam**
 - 6.1014 Evidence of Residence**
 - 6.1015 Homeless Assistance**
 - 6.1016 Exceptional Student Education (ESE): McKay Scholarship**
- 6.102 Middle School Student**
- 6.103 Home Education Student**
 - 6.1031 Admission to Ninth Grade/Transfer Credits**
 - 6.1032 Admission to Extracurricular Activities**
 - 6.1033 ESE: Home School Education Participation In Activities**
- 6.104 Withdrawal**
- 6.105 Middle School Student: Non-continuous Attendance**
- 6.106 High School Student: Non-continuous Attendance**
- 6.107 High School Student: Adult School Enrollment**
- 6.108 ESE: High School Re-Enrollment**
- 6.109 Enrollment: Expulsion/Charges**
- 6.110 Expelled Student**
- 6.111 Irregular Attendance Placement Committee**
- 6.112 Procedures for Student Reassignment**
- 6.113 School Choice Options**
- 6.114 Foreign Exchange Students**
- 6.115 Interstate Compact on Educational Opportunity for Military Children (See Page 4.)**
- 6.116 Drop/Add Requirements**

6.200 PROGRAM OF STUDY

- 6.201 Required Program**
- 6.202 Course Content**
- 6.203 Character Education**
- 6.204 Section 504 Accommodation Plan/Services**
- 6.205 Exceptional Student Education Eligibility**
- 6.206 Statewide Assessment Program**
 - 6.2061 Transition of High School Assessments by Year**
 - 6.2062 FCAT Waiver for Certain Students with Disabilities**
- 6.207 Remediation**
 - 6.2071 Reading**
 - 6.2072 Writing**
 - 6.2073 Mathematics**
 - 6.2074 Science**
- 6.208 ESE: Mastery of Courses**
- 6.209 ESE: Allowable Accommodations**
- 6.210 Extended School Year (ESY) Services**
- 6.211 Assessment Exemption**
- 6.212 Experimental Program Changes**
- 6.213 Number of Periods of Daily Attendance**

- 6.214 Equal Opportunity**
- 6.215 Services for English Language Learners (ELL)**
- 6.216 Physical Education**
- 6.217 Course Recovery**

6.300 GRADE PLACEMENT, GRADES 9 - 12

- 6.301 Regular Students**
- 6.302 Mid Year Promotions**
- 6.303 Twice Retained Students**

6.400 COMPLETION

- 6.401 Graduation Requirements - Standard Diploma**
- 6.402 Accelerated Graduation Option (2 tracks)**
- 6.403 Course Credit Requirement**
 - 6.4031 Mastery of Student Performance Standards: Regular**
 - 6.4032 Mastery of Student Performance Standards: ESE**
 - 6.4033 ESE: Progress Report**
 - 6.4034 Absenteeism**
 - 6.4035 Semester Credit**
 - 6.4036 Full-Year Credit**
 - 6.4037 Administrative Credit**
 - 6.4038 Waivers**
- 6.404 Course Credit Limitations**
 - 6.4041 Regular Students**
 - 6.4042 Exceptional Students**
 - 6.4043 Forgiveness**
- 6.405 Course Credit Restrictions**
 - 6.4051 Remedial/Vocational/Level I Courses**
 - 6.4052 Performing Fine Arts**
 - 6.4053 Practical Vocational Arts**
 - 6.4054 Elective Credits**
 - 6.4055 Transferred Credit**
 - 6.4056 Transfer Credits Outside Santa Rosa**
- 6.406 Grade Point Average**
 - 6.4061 Grading System**
 - 6.4062 Grade Point Average**
 - 6.4063 ESE: Alternate Assessments**
 - 6.4064 Report Cards**
- 6.407 Diplomas**
 - 6.4071 Standard Diploma**
 - 6.4072 Special Diploma**
 - 6.4073 ESE: Continuance of FAPE**
 - 6.4074 General Education Development Diploma (GED)**
 - 6.4075 The Florida Gold Seal Vocational Endorsement**
 - 6.4076 Participation in the Graduation Ceremony**
- 6.408 Certificate of Completion**
 - 6.4081 Credits Earned**
 - 6.4082 Credits in Area**
 - 6.4083 FCAT/State Assessment Requirements**
 - 6.4084 GPA**
 - 6.4085 Additional Year**
- 6.409 Special Certificate of Completion**
 - 6.4091 Requirement**

- 6.500 ATTENDANCE, ABSENCES AND TARDINESS**
 - 6.501 Attendance**
 - 6.502 Absences**
 - 6.5021 Notification**
 - 6.5022 Test Exemption Policy**
 - 6.503 Excused Absences**
 - 6.5031 Completing Work**
 - 6.5032 Prior Arrangement**
 - 6.5033 Hospital / Homebound Services**
 - 6.5034 Repeatedly Absent**
 - 6.504 Unexcused Absences**
 - 6.5041 Habitual Truant/Truancy Procedures**
 - 6.5042 Intent to Terminate School Enrollment**
 - 6.505 Tardiness**
 - 6.5051 Excused**
 - 6.5052 Unexcused**
 - 6.5053 Leaving School Prior To End of Day**
 - 6.506 Learnfare Program**
- 6.600 MISCELLANEOUS**
 - 6.601 Admission to State University System**
 - 6.6011 GPA**
 - 6.6012 Weighted**
 - 6.6013 Specific Requirements**
 - 6.6014 Talented 20 Program**
 - 6.602 Class Rank**
 - 6.6021 Numerical Weighted GPA**
 - 6.6022 Weighted Courses**
 - 6.6023 Weighted Programs**
 - 6.603 Course Substitutions**
 - 6.6031 ESOL Courses**
 - 6.6032 Job Prep Programs**
 - 6.6033 Vocational Courses**
 - 6.604 Credit Alternatives**
 - 6.6041 Adult Education Courses**
 - 6.6042 Career and Technical Programs**
 - 6.6043 Co-op Programs**
 - 6.6044 Correspondence Courses**
 - 6.6045 Dual Enrollment**
 - 6.6046 Early Admissions**
 - 6.6047 The Florida Virtual School**
 - 6.6048 Middle School Students Earning Credit**
 - 6.605 Dropout Prevention Programs**
 - 6.6051 Courses**
 - 6.6052 Reporting**
 - 6.606 Extracurricular Activities**
 - 6.6061 Required GPA**
 - 6.6062 Interscholastic Extracurricular Activities**
 - 6.6063 6.602 Requirements**
 - 6.607 Florida Bright Futures Scholarship Program**
 - 6.608 Miscellaneous Curriculum Items**
 - 6.6081 Reading I & II**
 - 6.6082 African American History**
 - 6.6083 Holocaust Instruction**

- 6.6084 Hispanic and Woman's Contribution
 - 6.6085 Contributions of Veterans
 - 6.6086 Voluntary Service Credit
- 6.609 Remediation Reporting Requirements
 - 6.6091 Parent Notification
 - 6.6092 Assistance
 - 6.6093 Student List Dissemination-District
 - 6.6094 Student List Dissemination-School
 - 6.6095 Annual Report
- 6.610 Study Hall
 - 6.6101 Study Hall Credit
 - 6.6102 Funding
 - 6.6103 Other Duties

6.700 VIRTUAL SCHOOL See Section 9.0

6.100 ADMISSION

6.101 Admissions Data

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

6.1011 Evidence of Birth

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

6.1012 Evidence of Immunization

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

6.1013 Evidence of Medical Exam

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

6.1014 Evidence of Residence

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

6.1015 Homeless Assistance

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

6.1016 Exceptional Student Education (ESE): McKay Scholarship

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

6.102 Middle School Student

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

6.103 Home Education Student

6.1031 Admission to Ninth Grade/Transfer Credits

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

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

Transfer Credit for Home School Education Students

In compliance with state Administrative Rule 6A-1.09941, The State Uniform Transfer of High School Credits, and to accommodate home education students' needs for appropriate high school graduation

credit, the Santa Rosa School District (SRCSD) adopts the following policy to establish uniform procedures for students transferring from home school to the Santa Rosa School District in Grades 10-12.

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

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

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

6.1032 Admission to Extracurricular Activities

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

- A. The student must meet the requirements of the Home Education Program described below:

1. Notifies the Superintendent of the intent to establish and maintain a Home Education Program within 30 days of the student's withdrawal from a traditional school program.
 2. Maintain a portfolio of records and materials.
 3. Provides for an annual educational evaluation to be filed with the District school board office.
- B. The parents/guardians of the home education student must certify to the Principal that the student meets the minimum grade point average as prescribed in article 6.6061 and has passed each class for which enrolled for each grading period to coincide with the school's grading periods.
 - C. The home education student must meet the same standards of acceptance, behavior and performance required of other students participating in the extra-curricular activity.
 - D. The student must register with the school with their intent to participate as representative of the school prior to the beginning date of the season for the activity in which participation is requested.
 - E. The student must certify by a physical examination by a licensed physician on the "Santa Rosa County Schools Athletic Participation Screening Form" their fitness to participate in the extracurricular activity. Proof of medical insurance must also be certified on this form by the parent.
 - F. A home education student will not be eligible to participate in interscholastic activities at a District school if the student is under discipline sanctions from any other public, private, or parochial school, in or out of the State of Florida.
 - G. A senior that withdraws to be home educated and re-enrolls in Santa Rosa County Schools, must do so at the Santa Rosa Adult High School. However, in situations involving exceptional student, the IEP Team may convene to determine grade placement.

6.1033 ESE: Home School Education Participation In Activities

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

6.104 Withdrawal

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

6.105 Middle School Student: Non-continuous Attendance

A student who has met the eligibility criteria for promotion from middle school to high school and does not have continuous school attendance may be (1) admitted to the 9th grade, **or** (2) referred to the Irregular Attendance Placement Committee, **or** (3) referred to the Director of Work Force Education who shall recommend to the school board placement of a student 15 years of age.

6.106 High School Student: Non-continuous Attendance

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

6.107 High School Student: Adult School Enrollment

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

6.108 ESE: High School Re-Enrollment

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

6.109 Enrollment: Expulsion/Charges

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

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

6.110 Expelled Student

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

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

6.111 Irregular Attendance Placement Committee

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

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

6.112 Procedures for Student Reassignment

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 parent 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 High Schools for presentation to the Santa Rosa School Board. The parent will be notified of the school board's decision and will be required to provide their child's transportation to and from school.

- A. Requests for reassignments are initiated at the school in the attendance zone where the parent/court appointed guardian resides. A letter stating the reason for the request for reassignment should be attached to the form at the initiating school.
- B. The reassignment form, which contains the statement “to the best of my knowledge all of the above information is true and correct,” must be notarized.
- C. An approved reassignment request shall be for the duration of that child’s tenure at the school to which he/she is reassigned.
- D. Additional requests for a reassignment must be made when a student leaves elementary school and desires to go to a middle school outside of their attendance zone. Additional requests for reassignment must be made when a student leaves a middle school and desires to go to a high school outside of their attendance zone.
- E. A parent or guardian who wants a reassigned pupil to return to a school in their attendance zone shall complete a “Reassignment Form” which must be approved by the school board prior to the pupil re-enrolling in the school of their attendance zone.
- F. Any parent or guardian requesting a second reassignment within the same school year in which the initial reassignment was processed will be required to prove to the school board that denial of the request would cause great personal hardship.
- G. A request for reassignment will not be processed for any student with disciplinary action pending.
- H. As determined by the Principal of the school to which a pupil is reassigned, a reassigned student who does not conform to the policies, rules and regulations of the school to which a reassignment was processed may be administratively withdrawn from the reassigned school and returned to the school from which the student was reassigned.

I. As determined by the Principal and approved by the grade level director, a reassignment to a school may be administratively withdrawn if a parent or parents of a student are causing or seeking to cause an uncooperative or hostile environment among the teacher, the student, the parent(s) and the school. The school must document at least three good faith attempts to obtain the cooperation/support of the parent(s) before considering this option.

I.J. As determined by the grade level director only, a student may seek a transfer based upon a Power of Attorney if, in the opinion of the director, ample evidence has been presented that the educational welfare of the student will be severely jeopardized. The director will petition the school board for special temporary permission for the student to attend a school outside their attendance zone in accordance residency established by the assigned Power of Attorney. This permission would expire at the end of the current school year.

I.K. A school that has been deemed as closed to transfers due to capacity will entertain requests based upon the following reason(s):

- 1. Employees who reside in Santa Rosa County and work at the school of request or at a school within that feeder pattern pending availability of space.
- 2. Court ordered action on a student.
- 3. Needs of the District that would benefit the functioning of the school(s).
- 4. A student who is currently attending a school and moves into another school zone may continue to attend the school until the end of the current school year. Parents are responsible for providing transportation to and from school.
- 5. A student who is currently attending a school and that school’s attendance zone has been rezoned may continue to attend the school until the last grade of that school. Parents are responsible for providing transportation to and from school.
- 6. Seniors who move out of a school zone or Santa Rosa County.

K.L. A school that has not reached capacity will consider transfers base upon the following reason(s):

- 1. Employees who reside in Santa Rosa County and work at the school of request or at a school within the feeder pattern, pending space availability.
- 2. Is currently attending a school and moves into another school zone.

3. Needs of the District that would benefit the functioning of the school(s).
4. Seniors who move out of a school zone or Santa Rosa County.
5. A student who is currently attending a school and moves into another school zone may continue to attend the school until the last grade level of that school. Parents are responsible for providing transportation to and from school.
6. A student who is currently attending a school when that school's attendance zone has been rezoned may continue to attend the school until the last grade of that school. Parents are responsible for providing transportation to and from school.
7. If an academic program exists in a school and is not available in the school in which the student resides, If the transfer is granted the student must continue in the academic program or return to the home school.
8. If an athletic program is offered at a school and not in the school in which the student resides. If after entering, the student chooses not to participate he/she must return to the home school.
9. ESE students reassigned through the Individual Education Plan (IEP) process to secure services for special needs are not subject to general reassignment procedures. Transportation is provided by the school district.

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

6.113 School Choice Options

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

6.114 Foreign Exchange Students

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

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

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

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

- Birth certificate or other documentation to certify age of student. The student is required to be at least 15 years of age but has not attained the age of eighteen and one half years (18.5) of age at the time of enrollment.
- Evidence of English language proficiency scores from a current version of the Secondary Language English Proficiency (SLEP) test.

- Valid transcript translated into English, including criteria for translating foreign grades into American standards and verification that student has not received a diploma or completed secondary education requirements in his home country.
- Student application with verification of insurance, health records, residence of host family and all legal requirements for enrollment. The student must have gained legal entry into the United States with a J-1 Exchange Visa.

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

- Will be expected to conduct themselves in accordance with the Santa Rosa School District Code of Student Conduct and with all standards required of any student enrolled in a District school. They will be treated as regular students regarding attendance, academic standards, responsibilities and rights and discipline. Repeated violation of any standards may result in the foreign exchange student's withdrawal from the school.
- May be eligible to represent the school they attend in interscholastic activities, provided they meet all appropriate Florida High School Athletic Association's requirements and provided they have not participated in the activity on a professional level. Any student who has accepted remuneration, gift, or donation for participation in a sport is ineligible to participate in that sport at the high school level.
- Must have sufficient knowledge of the English language to enable effective communication, to use instructional materials and textbooks printed in English, and to function in the regular curriculum without special professional assistance.

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

6.116 Drop/Add Course Requirements

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

6.200 PROGRAM OF STUDY

6.201 Required Program

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

6.202 Course Content

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

- A. Standards to **benchmark measure** student achievement serve as guides to best practices for local curriculum designers to help schools implement school improvement strategies to raise student achievement.
- B. The benchmarked standards describe what students should know and be able to do at grades K–12 in the subjects of physical education, language arts, mathematics, science, and social studies and at four progression levels (Grades Pre K-2, 3-5, 6-8, 9-12) in the arts and foreign language. Public schools shall provide appropriate instruction to assist students in the achievement of these standards. The following publications are hereby incorporated by reference and made a part of this Plan.

1. Next Generation Sunshine State Standards — Reading and Language Arts, 2007

2. Next Generation Sunshine State Standards - Mathematics, 2007
3. Next Generation Sunshine State Standards-Science, 2008
4. Next Generation Sunshine State Standards -Social Studies, 2008
5. Sunshine State Standards –Foreign Language, 1996
6. Sunshine State Standards—Arts, 1996 and
7. Next Generation Sunshine State Standards-Physical Education, 2009.

A.C. Copies of the publications containing the established state standards may be obtained from the Division of Public Schools, Department of Education, 325 W. Gaines St., Tallahassee, Florida 32399-0400 or visit www.floridastandards.org to download a copy.

B.D. Each District school board shall incorporate the established state standards and ESE Next Generation Sunshine State Standards (NGSSS) Access Points contained herein into the district Student Progression Plan.

C.E. The established state standards shall serve as the basis for statewide assessment.

6.203 Character Education

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

6.204 Section 504 Accommodation Plan/Services

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

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

6.205 Exceptional Student Education Eligibility

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

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

- Autism Spectrum Disorder
- Deaf or Hard of Hearing
- Dual-Sensory Impaired
- Emotional/Behavioral Disabilities
- Gifted
- Hospital/Homebound
- Intellectual Disabilities
- Language Impaired
- Occupational Therapy

- Orthopedically Impaired
- Other Health Impaired
- Physical Therapy
- Specific Learning Disabled
- Speech Impaired
- Traumatic Brain Injured
- Visually Impaired

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

6.206 Statewide Assessment Program

Students shall participate in all assessments for accountability purposes, to include but not limited to Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards Reading, Math, Science and Writing Assessment. The passing of the FCAT is required for graduation. For the ninth grade student entering in the school year 2011-2012, passing the Algebra I E.O.C. (End of Course exam) is a graduation requirement.

6.2061 Transition of High School Assessments by Year

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

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

Assessments in BOLD font indicate Computer Based Testing (CBT)

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

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

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

6.2062 FCAT Waiver for Certain Students With Disabilities

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

- A. be identified as a student with a disability, as defined in Section 1007.02(2), Florida Statutes;
- B. have an Individual Educational Plan (IEP);
- C. be a senior or student with disabilities who remains enrolled seeking a standard diploma for whom the FCAT is the graduation test.
- D. have demonstrated mastery of the Grade 10 Sunshine State Standards;
- E. have taken the Grade 10 FCAT with appropriate allowable accommodations at least twice to include March of the senior year or if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grades 10, 11 or 12, including March of any senior year;
- F. have participated in intensive remediation for FCAT Reading and/or FCAT Mathematics, if passing scores were not earned; and
- G. be progressing towards meeting the states 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

6.207 Remediation

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

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

A An Individual 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 end of course grades as specified in 6.2071, 6.2072, 6.2073, and/or 6.2074. already receiving one level of intervention yet classroom data indicates less than satisfactory progress. The PMP is developed in consultation with the students' parents or legal guardians and shall identify specific areas of deficiency. The PMP will document assistance provided to support the student in meeting making progress toward District and state expectations for proficiency in reading, writing, mathematics, and science. And It may include one or

more of the following intervention strategies as considered appropriate: tutorial programs, dropout prevention programs, summer school, Saturday sessions, modified curriculum, ESOL referral, enrollment in intensive classes, and other remedial activities as determined by the school District. Schools shall provide for the frequent monitoring of the student's progress in meeting desired levels of performance.

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

Students who are new to the State of Florida and are entering Grades 9 -11 must take the FCAT state required assessments. Following registration in the Santa Rosa County School District, these students' transcripts will be reviewed. Based on assessment scores as well as their grades in reading, writing, mathematics, and science, a determination will be made as to whether any remediation will be necessary before they take the FCAT for the first time. As delineated in the District K-12 Comprehensive Research-based Reading Plan, students in Grade 9 and above with no FCAT (2.0) scores should be administered a grade-level fluency screen and the Scholastic Reading Inventory or the Florida Assessment for Instruction in Reading (FAIR), if available, to determine if they have reading difficulties. Students scoring below grade level on the Scholastic Reading Inventory and/or FAIR, if available, whose standardized tests are below the 75th percentile will be considered for reading intervention. However, fluency text reading efficiency will be the primary criteria used for deciding the level of intensity in course placement. When FAIR scores are available, FAIR Maze assessment will be used to determine fluency text reading efficiency based on targets delineated in the district's approved K-12 Comprehensive Research-based Reading Plan. Students entering the 12th grade and are new to the state in Grade 12 are not required to take the Grade 10 FCAT (2.0) Reading if they are able to document approved concordant scores on the SAT or ACT to fulfill graduation requirements. A transfer student will take Florida's EOC assessments in Algebra 1, Geometry, and Biology 1 under all circumstances and must pass the EOC in order to earn credit in the course. An exception exists if the transfer student passed a statewide, standardized EOC assessment in that course, if administered by the transferring school, or achieved a passing score on the high school statewide assessment required by the state from which the student transferred. F.S. 6A-1.09941

Students who do not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in 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. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan (PMP), the student may be retained.

A student will meet the graduation requirement for reading as soon as they either pass either the Grade 10 FCAT (2.0) or meet the concordant score. Exceptions to this are as follows:

- 2010 Graduates (prior to fall semester 2010): Current seniors scheduled to graduate prior to the fall semester of 2010 may use either the 2003 or 2009 concordant score requirements (mix and match to their advantage) to meet the high school graduation testing requirements. The flexibility for concordant score requirements will be retained for students in this cohort who do not graduate in 2010.
- Students Currently Holding a Certificate of Completion: The requirements for students currently holding a certificate of completion must be based on the test taken, since changes to the test content were made to the SAT. As always, students may use a combination of SAT and ACT scores to meet the high school graduation testing requirements. The flexibility for concordant score requirements will be retained for students in this cohort who do not meet the requirements in 2010. Students presenting ACT scores (no date restriction): Students may use the 2003 ACT

concordant score requirements to meet the high school graduation testing requirements in reading and mathematics.

1. Students presenting SAT scores dated prior to March 2005: Students must use the 2003 concordant score requirements to meet the high school graduation testing requirements in reading and mathematics.
2. Students presenting revised SAT scores dated March 2005 and beyond: Students may use either the 2003 or 2009 concordant score requirements (mix and match to their advantage) to meet high school graduation testing requirements.

- 2011 Graduates

1. Current juniors who have met the 2003 or 2009 concordant score requirements prior to November 30, 2009, may use these scores to meet the high school graduation testing requirements.
2. Current juniors who have not met all of the 2003 or 2009 concordant score requirements as of November 30, 2009, must meet the remaining subject-area testing requirements using the 2009 concordant scores.

The requirements shall not apply to a new student who enters the Florida public school system in Grade 12, who may either achieve a passing score on the FCAT or use an approved subject area concordant score to fulfill the graduation requirements. A new student entering the Florida public school system in Grade 12 is not required to take the Grade 10 FCAT if he or she is able to document the approved concordant scores. Students who are eligible to use a concordant score, as described above, and have attained the current ACT or SAT scores concordant with the FCAT passing scores shall satisfy the assessment requirement for a standard high school diploma as provided by Florida law [*s.1003.43(5)(a)* (General requirements for high school graduation) and *s.1003.429(6)(a)* (Accelerated high school graduations options.), *F.S.*].

6.2071 Reading:

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

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

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

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

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

http://www.justreadflorida.com/Reading_Plans/view_plans.aspx

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

<http://info.fldoe.org/justread/educators/secondaryreadingplacement chart.pdf>

6.2072 Writing:

Criteria for remediation:

Grades 9: FCAT Writing test less than 4.0

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

6.2073 Mathematics:

Criteria for remediation:

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

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

Grade 11: Scoring below Level 3 on the FCAT Grade 10 Math Test Algebra 1 or Geometry 1 EOC

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

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

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

Eleventh grade students who scored below Level 3 on the mathematics portion of the Grade 10 FCAT must receive remediation and may be placed in an Intensive Math course in addition to their regular mathematics course, receive remediation within a regular mathematics course, or through other methods such as pull-out, before school or after school tutoring, etc.

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

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

6.2074 Science:

Criteria for remediation:

Grade 9: 8th Grade FCAT (2.0) score below Level 3

Grade 10: Course grade in science—F Scoring below Level 3 on Biology 1 EOC

Grade 11-12: Course grade in science—F Scoring below Level 3 on Biology 1 EOC retake

Grade 12: FCAT score below Level 3

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

Students entering 10th grade with an F science course grade the previous year scoring below Level 3 on the Biology 1 EOC must receive remediation. Remediation may will be accomplished through their regular science class, a Biology CR course or through other methods such as pull-out, before school or after school tutoring, etc.

~~Students entering 11th grade with an F science course grade the previous year must receive remediation. Remediation may be accomplished through their regular science class, or through other methods such as pull out, before school or after school tutoring, etc.~~

~~Students entering 12th grade who score below Level 3 on the previous administration of the FCAT Science test must receive remediation. Remediation may be accomplished through their regular science class, or through other methods such as pull-out, before school or after school tutoring, etc.~~

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

6.208 ESE: Mastery of Courses

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

6.209 ESE: Allowable Accommodations

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

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

6.210 ESE: Extended School Year (ESY) Services

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

6.211 ESE: Assessment Exemption

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

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

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

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

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

6.212 Experimental Program Changes

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

6.213 Number of Periods of Daily Attendance

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

6.214 Equal Opportunity

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

6.215 Services for English Language Learners (ELL)

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

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

6.216 Physical Education

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

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

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

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

The following exceptions apply:

1.0 Credit in Adaptive Physical Education IEP or 504 Plan (1500300) satisfies this requirement for those exceptional education students seeking a standard diploma who cannot be assigned to Personal Fitness (1501300) pursuant to physical education guidelines in the “Individuals with Disabilities Act” (IDEA ’97) and Section 504 of the Rehabilitation Act. Participation in an Interscholastic Sport at the junior varsity or varsity level for two full seasons satisfies the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of “C” or better.

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

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

6.217 Course Recovery

Upon completion of each quarter all ninth grade students with a grade of D or F in math, science, social studies or English will be offered an opportunity to attend on-line course recovery classes scheduled during designated time of the day or during the Summer Session. Upon completion of each semester all 10th-12th students with a grade of D or F in math, science, social studies or English will be offered an opportunity to attend on-line course recovery classes scheduled during designated time of the day or during the Summer Session. Any student attending a remediation ~~class~~ session and completing the designed learning plan while earning a passing score between 60 and ~~70~~ 75 percent on a final assessment in each core course will be awarded the final assessment score as their recovered quarter/semester grade for the previous quarter/semester. Students must meet all eligibility requirements as defined by the school Principal. Students may recover a maximum of two grades from any quarter. Senior students may recover third and fourth quarter grades if needed for graduation purposes.

6.300 GRADE PLACEMENT, GRADES 9-12

6.301 Regular Students

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

	6 period day
Grade 9	Promotion from Grade 8
Grade 10	<u>4 5</u>
Grade 11	<u>10 11</u>
Grade 12	17
Graduation	24

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

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

6.302 Mid Year Promotions

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

6.303 Twice Retained Students

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

6.400 COMPLETION

6.401 Graduation Requirements – Standard Diploma - Option 1

A. Number of Credits Required:

1. 24 for a 6 credit per year schedule

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

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

9 th grader in	2010-11	2011-12	2012-13	2013-14	2014-15

	Gr. 10 FCAT 2.0 Reading-Level 3 Algebra I E.O.C 30% of Course Grade	Gr. 10 FCAT 2.0 Reading-Level 3 Algebra I E.O.C. Level 3 Geometry E.O.C. 30% of Course Grade* Biology E.O.C 30% of Course Grade*	Gr. 10 FCAT 2.0 Reading- Level 3 Algebra I E.O.C. Level 3 Geometry E.O.C. Level 3 Biology E.O.C Level 3 U.S.History E.O.C. Level 3, 30% of course grade*	Gr. 10 FCAT 2.0_Reading-Level 3 Algebra I E.O.C. Level 3 Geometry E.O.C. Level 3 Biology E.O.C Level 3 <u>U.S.History E.O.C. Level 3</u>	PARCC English/Lang.Arts (9-11) PARCC High School Math EOCs (3 subjects) T.B.A. Biology E.O.C. Level 3 U.S. History E.O.C. Level 3
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1. 1st Year of EOC Implementation **and for** 9th grade Cohort Groups.
 - a. End of Course (EOC) exams will count 30% of the course's final grade.
 - b. The EOC scores returned will be converted to a numeric value that will be averaged to assign a final course grade as follows:

$$1^{\text{st}} \text{ semester average } (.35) + 2^{\text{nd}} \text{ semester average } (.35) + \text{EOC grade } (.30).$$
 - c. For courses requiring an EOC, credit will not be awarded and the course will not count towards Grade Point Average (GPA) or Class Rank calculations until the final grade calculation is complete.
 2. Subsequent EOC years **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).
 - d. The Credit Acceleration Program (CAP) has been created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. Notwithstanding s. 1003.436, a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardizes end-of-course assessment. Students seeking accelerated credit through the EOC exam process should consult the school guidance department.
- C. Students entering their first year of high school before the 2011-2012 year and thereafter shall earn 24 credits in the following manner:

1. 4 credits in English with major concentration in composition, reading for information and literature.
2. 4 credits in Math, 1 of which must be Algebra I or its equivalent or a series of courses or a higher level mathematics course, and one (1) of which must be Geometry or an equivalent course. An Algebra I credit is required for 9th graders entering high school in 2010-2011. A Geometry credit is required for 9th graders entering high school in 2011-2012. An Algebra II credit is required for 9th graders entering high school in 2012-2013
3. 3 credits in science, 2 of which must have a laboratory component and one (1) of which must be Biology I or an equivalent course or a series of equivalent courses. A Biology I credit is required for 9th graders entering high school in 2010-2011. A Chemistry or Physics 1 credit is required for 9th graders entering high school in 2011-2012, 2012-2013, 2013-2014. In addition, one credit in a science course equally rigorous to biology, chemistry and physics.
4. Students entering ninth grade prior to the 2011-2012 school year will have four required social studies. 4 credits in social studies as follows: 1 credit in American history; 2 credits in world history; one-half credit in economics; and one-half credit in American government.

OR

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

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

5. 1 credit in Fine or Performing Arts, Speech, Visual Arts and Debate or Practical Arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses shall be identified through the Course Code Directory.
6. 1 credit in physical education which will be satisfied by the Health Opportunities through Physical Education (HOPE) course. This course must include the integration of health. This course requirement may also be satisfied by:
 - a. participation in 2 seasons of interscholastic sports at the junior varsity or varsity levels and a passing grade of "C" on the Personal Fitness Competency Test.
 - b. completion of 2 years in ROTC class will satisfy the 1 credit in physical education and 1 credit in performing arts.
 - c. For students who transfer into our school system in their junior or senior year having already completed 2 - 0.5 credit courses in Physical Education, he/she will not be required to complete the H.O.P.E. series. He/she They will be required to complete the a third 0.5 credit course under the previous Physical Education requirements. (personal fitness, health, P.E. elective).
7. Elective courses are selected by the student in order to pursue a complete education program as described in *FS 1001.41(3)*.
8. Beginning with student entering grade 9 in the 2011-2012 school year, at least one course within the 24 credits required for graduation must be completed through on-line learning. This requirement shall be met through an on-line course offered by Santa Rosa On-line, Florida Virtual School, an on-line at the high school, or an on-line dual enrollment course.

D. Grade Point Average:

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

E. Algebra I or equivalent option:

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

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

F. American Government

1. American Government is to include the study of the Constitution of the United States, as well as the study of Florida Government including the Florida constitution, the three branches of state government and municipal and county governments.

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

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

- A. 18 credits required for graduation
- B. Passing scores on the Grade 10 FCAT 2.0 Reading or have concordant scores.
- C. 2012 and subsequent years-Passing score on the Algebra 1 end-of-course assessment (E.O.C.)
- D. 2013 and subsequent years-Passing scores on the Geometry I and Biology I E.O.C.(s).
- E. Subject area credits required:
 - English – 4 credits – Major concentration in composition and literature
 - Mathematics – 4 credits
 - a. Career Option – 1 credit in Algebra 1 or its equivalent and 1 credit in Geometry or a series of equivalent courses. In the 2012-13 school year, the addition of Algebra 2 or a series of courses equivalent to Algebra 2.
 - b. College Option – Algebra 1 or above from the list of courses that qualify for state university admissions and 1 credit in Geometry or a series of equivalent courses. In 2012-13 school year, the addition of Algebra 2 or a series of courses equivalent to Algebra 2.
 - Science – 3 credits – 2 must have lab components and one credit in Biology 1 or a series of courses equivalent to Biology 1. In the 2013-14 school year, the addition of one credit in chemistry or physics or a series of courses equivalent to chemistry or physics and 1 credit in a science course equally rigorous to biology, chemistry and physics.

- Social Studies – 3 credits
 - a. 1 credit in American History
 - b. 1 credit in World History
 - c. .5 credit American History & .5 credit Economics
 - Foreign Language – 2 credits
 - a. For college option only (or demonstrated proficiency in a second language)
 - Practical Arts/Performing Fine Arts
 - a. ~~For career option only – 3 credits in a single vocational/career education program or 3 credits in career/technical certificate dual enrollment or 5 credits in vocational/career ed. Not required for either option.~~
 - b. ~~For career option only – 4 credits in a vocational/career education (including 3 credits in one Sequential Career and Technical Education program)~~
 - Electives
 - a. ~~For career option only – 3 credits in a single vocational/career education program or 3 credits in career/technical certificate dual enrollment or 5 credits in vocational/career ed.~~
 - b. ~~For career option only – 4 credits in a vocational/career education (including 3 credits in one Sequential Career and Technical Education program)~~
 - c. ~~Career option – 1 credit depending on the Practical Arts/Performing Fine Arts selection~~
 - d. College option 2 credits
- F. Grade Point Average: Students must have an overall cumulative GPA of 3.5 or above on a 4.0 scale for the College Preparatory track and 3.0 or above on a 4.0 scale for the Career Preparatory track.
- G. Students who enroll in the college preparatory program must earn 6 of 18 credits in Advanced Placement, Dual Enrollment, or Advanced International Certificate of Education (International Baccalaureate by transfer only).
- H. Each student in Grades 6-12 and his or her parents will be provided with information about the 3-year and 4-year high school graduation options; these options shall include the curriculum for each option. The parents and students will select the secondary or career plan that best fits their needs. The options shall include a time frame for achieving each graduation option. If the student and parents fail to select a graduation option, the student shall be considered to have selected the general requirements for high school graduation (4 year option).
- I. ~~At the beginning of each school year, the school District shall notify parents of students entering high school of the opportunity and benefits of Advanced Placement, Dual Enrollment, and Florida Virtual School Courses. The School District will notify parents of students in or entering high school of the opportunity and benefits of advanced placement, Advanced International Certificate of Education, dual enrollment, Santa Rosa On-line and Florida Virtual courses and options for early or accelerated high school graduation under s. 1003.4281 and 1003.429.~~
- J. ESE students with disabilities who select the Accelerated Graduation Option are NOT eligible for the FCAT waiver. The FCAT waiver may only be applied to the Standard Diploma Option 1.
- K. Students must complete all requirements by the end of summer school.
- L. Students may be reassigned to the traditional 24 credit program if they do not score Level 3 or higher on the 10th grade FCAT 2.0 or have not completed all of the requirements necessary for graduation. If at the end of each grade, a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the student and parent of the following:
- The requirements that the student is not currently meeting.
 - The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements.
 - The right of the student to change to the 4-year program set forth in s.1003.428 or s. 1003.43, as applicable.
- M. Students who have selected the 3 year graduation option shall be classified as follows: first year 9th grade, second year 10th grade, third year 12th grade.

- N. Students not in the state's "Accelerated Graduation Option Programs" may graduate earlier than their peer group. Those students must complete all credits and requirements required by the state and District. They will be able to participate in the graduation ceremony that occurs immediately after fulfilling all requirements.
- O. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.
- P. If eligible for a Florida Bright Futures Scholarship Program award under ss. 1009.53-1009.538, a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation.

6.403 Course Credit Requirement

6.4031 Mastery of Student Performance Standards: Regular

Mastery of student performance standards for general education students must be demonstrated for each course prior to credit being awarded. Demonstrated mastery can be determined by one or more of the following: checklists, class assignment, teacher observation, performance evaluation, production evaluation, passing a post-assessment at the conclusion of a course recovery session, passing a subject area end-of-course assessment or the passing of a comprehensive semester examination covering the performance standards of the semester unit of instruction of a course for which credit is awarded. The teacher will be available 30 minutes before and/or after school to provide additional instruction (up to 150 total hours) for students who may need the additional time to meet the credit requirement.

6.4032 ESE: Mastery of Student Performance Standards: ESE

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

6.4033 ESE: Progress Report

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

6.4034 Absenteeism

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

1. Meeting the class requirements of the semester of instruction and earning a teacher-assigned passing grade
2. Passing a comprehensive semester examination covering the performance standards of the semester unit of instruction at the 60 percent level or above. The length, design, and degree of difficulty of such an exam is to be comparable to the semester/quarter exam required of any other student taking the exam for the same course.
 - Any student who scores below 60 percent on the semester/quarter exam will be

awarded a course average of 59 or their actual average, whichever is lower.

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

6.4035 Semester Credit

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

6.4036 Full Year Credit

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

6.4037 Administrative Credit

Administrative credit may be granted to a student for a semester unit of instruction if the student is administratively transferred from one ~~6.4~~ course to another course provided the student successfully meets the standards for awarding credit during the semester for which credit is granted.

6.4038 Waivers

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

6.404 Course Credit Limitations

6.4041 Regular Students

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

6.4042 Exceptional Students

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

6.4043 Forgiveness

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

- A. The original course and grade will remain on the student's record.
- B. The grade may be replaced by a grade of "C" or higher.
- or**
- C. A student who received a "D" or "F" ("C," "D" or "F" in 8th grade) in any semester/~~quarter~~ unit of instruction of a course may repeat the semester/~~quarter~~ unit in summer ~~school~~ **session** or in a regular term. For a required course, a student shall be

limited to replacing the grade with a “C” or higher. The semester/~~quarter~~ unit repeated may be from the original course, or a comparable course. For an elective course, a student shall be limited to replacing a course grade with a “C” or higher or its equivalent earned subsequently in another course.

- D. Students entering 9th grade in school year 2000-01 shall have all courses, except those courses which have been forgiven by the District’s forgiveness policy, used in calculation of their grade point average.
- E. A student attending a virtual remediation program or summer ~~school session~~ to ~~repeat a course for forgiveness~~ **replace a previously earned grade (course recovery)** need only attend for the time that it takes to master the Student Performance standards (Learning Pathway) ~~that were not mastered the previous time the course was taken and demonstrate proficiency (pass) the final post-assessment.~~
- F. ~~Students may only retake a state required End of Course (EOC) assessment for forgiveness in the first year of administration of that assessment.~~

6.405 Course Credit Restrictions

6.4051 Remedial/Vocational/Level I Courses

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

- A. More than a total of nine elective credits in **remedial programs** as provided for in *s.236.0841, F.S.* and Compensatory or Remedial Programs as provided in *s.236.088 F.S.* and, *s.1003.43, F.S.*
- B. More than one-half credit in **Exploratory Vocational Courses as defined in *s.1000.01, F.S.***
- C. More than three credits in **Practical Arts Home Economics** as defined in *s.1001.21, F.S.*
- D. **Level I courses** may not be used towards high school graduation unless the student’s assessment indicates that it is appropriate. Written assessment of the need must be included in the student’s Individual Education Plan (IEP) or in the student’s performance plan, signed by the Principal, the guidance counselor, and the parent or guardian of the student, or the student if the student is 18years of age or older (*s.1003.43 (7)(d)*).

6.4052 Performing Fine Arts

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

6.4053 Practical Vocational Arts

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

6.4054 Elective Credits

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

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

6.4055 Transferred Credit

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

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

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

6.4056 Transfer Credits Outside Santa Rosa

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

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

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

6.406 Grade Point Average (GPA)

6.4061 Grading System

Santa Rosa County high school students will receive grades based on the following scales:

Beginning 7/1/01

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

6.4062 Grade Point Average

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

6.4063 ESE: Alternate Assessments

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

6.4064 Report Cards

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

6.40 Diplomas

6.4071 Standard Diploma:

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

- A designation reflecting completion of four or more accelerated college credit courses if the student is eligible for college credit pursuant to *s.1007.27*.
- A designation reflecting career education certification in accordance with *s.1003.431*.
- A designation reflecting a Florida Ready to Work Credential in accordance with *s.1004.99*.

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

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

6.4072 Special Diploma

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

A. To obtain a special diploma a student must

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

B. Special Diploma Option 1

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

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

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

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

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

C. Special Diploma Option 2

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

- A. The student has earned a 2.0 cumulative GPA in a minimum of 8 credits in the following courses;
 1. Four (4) credits in core academic areas, to include
 - a. Two (2) credits in reading /language arts; and
 - b. Two (2) credits in mathematics.
 2. One (1) credit in ESE career and technical education or basic career and technical education
 3. Three (3) credits in electives.

- B. The student has achieved all the annual goals and short-term objectives or benchmarks, if required, that were specified on the IEP related to employment and community competencies;
- C. The student has mastered the academic, employment, community, and technology competencies specified in his/her training plan. The training plan shall be developed and signed by the student, parent(s) and/or guardian(s), teacher, and employer prior to placement in employment and shall identify the following:
 - 1. The expected employment and community competencies;
 - 2. The criteria for determining and certifying mastery of the competencies;
 - 3. The work schedule and the minimum number of hours to be worked per week; and
 - 4. A description of the supervision to be provided by school district staff.
- D. The student is employed in a community-based job for the number of hours per week specified in the student's training plan, for the equivalent of one (1) semester or eighteen (18) weeks of successful employment and is paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act.

6.4073 ESE: Continuance of FAPE

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

6.4074 General Education Development Diploma (GED)

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

6.4075 The Florida Gold Seal Vocational Endorsement

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

6.4076 Participation in Graduation Ceremony

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

6.408 Certificate of Completion

6.4081 Credits Earned

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

6.4082 Credits in Area

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

6.4083 FCAT /State Assessment Requirements

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

6.4084 GPA

Does not earn the required cumulative GPA.

6.4085 Additional Year

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

6.409 Special Certificate of Completion

6.4091 Requirement

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

6.500 ATTENDANCE, ABSENCES AND TARDINESS

6.501 Attendance

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

6.502 Absences

6.5021 Notification

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

6.5022 Test Exemption Policy

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

6.503 Excused Absences

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

6.5031 Completing Work

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

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

6.5032 Prior Arrangement

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

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

6.5033 Hospital/Homebound Services

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

6.5034 Repeatedly Absent

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

6.504 Unexcused Absences

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

6.5041 Habitual Truant/Truancy Procedures

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

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

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

30 days during the District's regular school terms until the committee is satisfied that the Home Education Program is in compliance with *F.S.1002.41*. The first portfolio review must occur within the first 30 calendar days of the establishment of the program. The provisions of paragraph 7 below do not apply once the committee determines the Home Education Program is in compliance with *s.1002.41, F.S.*

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

6.5042 Intent to Terminate School Enrollment

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

6.505 Tardiness

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

6.5051 Excused

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

6.5052 Unexcused

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

6.5053 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 be referred for truancy intervention and 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.

6.506 Learnfare Program

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

6.600 MISCELLANEOUS

6.601 Admission to the State University System

6.6011 GPA

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

6.6012 Weighted

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

6.6013 Specific Requirements

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

6.6014 Talented 20 Program

Talented 20 Program identifies the top 20% of each Florida public high school graduating class having completed the 18 credits required for State University System admission. These students shall be guaranteed admission to one of the ten state universities, though not necessarily the university of applicant's choice.

6.602 CLASS RANK

6.6021 Numerical Weighted GPA

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

6.6022 Weighted Courses

The following list of courses will be weighted:

~~8203200 Accounting Application~~
~~8206020 Business Computer Programming 2~~
~~8212220 Shorthand 2~~
~~0201310 Computer Programming 2~~
0701340 French III
0701350 French IV
0706320 Latin III
0706330 Latin IV
0708360 Spanish III
0708370 Spanish IV
3rd/4th levels of any other foreign language
1001320 English Honors I
1001350 English Honors II
1001380 English Honors III
1001410 English Honors IV
1200320 Algebra I Honors
1200340 Algebra II Honors
1200700 Math for College Readiness
1201300 Math Analysis
1202300 Calculus
1206320 Geometry Honors
1202340 Pre-Calculus
1210300 Probability and Statistics
1211300 Trigonometry
1206330 Analytic Geometry
1700320 Research 3
1700330 Research 4
~~8207120 Web Design I~~
~~8207130 Web Design II~~
2000320 Biology I Honors
2000330 Biology II
2000360 Anatomy and Physiology Honors
2001320 Earth/Space Science Honors
2003350 Chemistry I Honors
2003350 Chemistry II
2003390 Physics I Honors
2003410 Physics II
2100460 East/West Heritage Honors
2100470 Visions and Pursuits Honors
2100320 American History Honors
2102320 Economics Honors
2106320 American Government Honors
2109320 World History Honors

6.6023 Weighted Programs

Courses from the following programs will be weighted:

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

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

- Automotive Service Technology 7-12
- Carpentry 4-7
- Carpentry and Cabinet Making 3
- Computer Systems Technology 1-11
- Culinary Arts 4
- Digital Design 2-7
- Electricity 3-8
- Financial Operations
- Legal Aspects of Business
- Network 2-6
- Printing & Graphic Communication 4-12
- T.V. Production 3-11
- Web Design 2-6

6.603 Course Substitution

6.6031 ESOL Courses

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

6.6032 Job Prep Programs

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

6.6033 Vocational Courses

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

6.604 Credit Alternatives

6.6041 Adult Education Courses

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

6.6042 Career and Technical Programs

Career and technical programs are available at Locklin Technical Center to 11th and 12th grade students enrolled in a Santa Rosa County high school. The student must be in good standing at their home school. Students may earn four elective credits per year that will apply towards

graduation requirements, as well as, qualify for Bright Futures Gold Seal Scholarships. This training is provided at no cost to high school students.

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

6.6043 Co-op Programs

A Co-op Program must provide for a minimum of 120 hours instruction during the regular school year. Semester and half credits are to be awarded on the basis of a minimum of 60 hours of instruction during the regular school year and 120 hours of training during the summer term. The number of co-op credits awarded shall be determined by the Curriculum Framework of the program.

6.6044 Correspondence Courses

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

6.6045 Dual Enrollment

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

- Instructional responsibilities regarding student screening prior to enrollment;
- Responsibility for providing student transportation; and
- Conversion of college credits to high school credits.

Dual enrollment classes may include combination of both dual enrollment and advanced placement and/or advanced international certificate of education students; however, no student shall be funded for both programs and credit shall be awarded as either dual enrollment or advanced placement.

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

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

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

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

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

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

6.6046 Early Admissions

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

- Acceptance of the student by a post-secondary institution authorized by Florida law or accredited by the Southern Association of Colleges and Schools after the student has completed the equivalent of two school years of instruction above Grade 9.
- When the above stated condition has been met, the student may be awarded a diploma of graduation with his regular class, or at a time convenient to the Principal, provided that:
 - The student has completed two college semesters with a normal class load (12 hours) or the equivalent and has maintained at least a "C" average or equivalent; and the student has

earned sufficient college credits to fulfill the graduation requirements as specified by the Santa Rosa County School Board.

2. The student is dually enrolled in both high school and college, and the college course numbers and titles are reflected in the student's school record.

6.6047 Florida Virtual School

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

6.6048 Middle School Students Earning Credit

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

6.605 Dropout Prevention Programs

6.6051 Courses

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

6.6052 Reporting

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

6.606 Extracurricular Activities

6.6061 Required GPA

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

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

~~6.6062 Interscholastic or Intrasccholastic Extracurricular Activities~~

~~The students standards for participation in interscholastic extra-curricular activities shall be applied beginning with the student's admission to Grade 7. A recent amendment of s.1006.15~~

provides that the Florida High School Athletic Association (FHSAA), in cooperation with each school district, must facilitate a program in which a middle school or high school student who attends a private school will be eligible to participate in an interscholastic or intrascholastic sport at the public high school or 6-12 school that is zoned for the physical address at which the student resides. The following conditions are a requirement for this participation:

- If the private school in which the student is enrolled is not a member of the FHSAA, has an enrollment consisting of 125 students or fewer, and does not offer an interscholastic or intrascholastic athletic program;
- The private school student must meet the same standards of eligibility, acceptance, behavior, educational progress, and performance which apply to other students participating at the public school or FHSAA member private school;
- The parents of the private school student participating in a public school sport are responsible for transporting their child to and from the public school.

6.6063-2 Requirements

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

6.607 Florida Bright Futures Scholarship Program

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

6.608 Miscellaneous Curriculum Items

6.6081 Reading I and Reading II

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

6.6082 African American History

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

6.6083 Holocaust Instruction

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

6.6084 Hispanic and Women's Contributions

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

6.6085 Contributions of Veterans

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

6.6086 Voluntary Service Credit

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

6.609 Remediation Reporting Requirements

6.6091 Parent Notification

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

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

6.6092 Assistance

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

6.6093 Student List Dissemination - District

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

6.6094 Student List Dissemination - School

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

6.6095 Annual Report

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

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

6.610 STUDY HALL

6.6101 Study Hall Credit

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

6.6102 Funding

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

6.6103 Other Duties

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

6.700 VIRTUAL INSTRUCTION PROGRAMS - See Section 9.0

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

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

Appendix

Transfer Credit for Home Education Students

9th Grade CORE Courses

Course Number	Course Title	Credit
1001310	English I	1.0
1200310	Algebra I	1.0
2002400	Integrated Science I	1.0

Additional Graduation Requirements

1501390	Comprehensive Fitness	0.5
1501300	Personal Fitness	0.5
8502000	Life Management Skills	0.5

Total Credits Possible at Grade Nine: 5.5

10th Grade CORE Courses

Course Number	Course Title	Credit
1001340	English II	1.0
1206310	Geometry	1.0
2103800	Visions & Pursuits	1.0
2002420	Integrated Science II	1.0

Additional Graduation Requirements

8500375	Blueprint for Professional Success	1.0
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Total Credits Possible at 10th Grade 5.0

11th Grade CORE Courses

Course Number	Course Title	Credit
1001370	English III	1.0
1200330	Algebra II	1.0
2100390	Visions & Countervisions	1.0
2002440	Integrated Science III	1.0

Total Credits Possible at Grade Eleven 4.0

Note: Regarding the issuing of mathematics credits, the Santa Rosa School District's receiving school may issue the following sequence of courses, based on school and student needs: Algebra IA, Algebra IB and Geometry.

7.0

ADULT EDUCATION PROGRAMS

STUDENT PROGRESSION PLAN

TABLE OF CONTENTS

7.100 ADMISSIONS

- 7.101 Definition of an Adult Student**
- 7.102 Age Requirement**
- 7.103 Residency Requirement for Adults**
- 7.104 Registration and Fees**
- 7.105 Accommodations for Homeless Students**
- 7.106 Notification of Alternate Placement and Expulsion**

7.200 PROGRAMS OF STUDY

- 7.201 Adult Basic Education**
- 7.202 Adult General Education**
 - 7.2021 Course Content**
 - 7.2022 Open Entry**
 - 7.2023 Attendance and Withdrawal Procedures**
- 7.203 Equal Access**
- 7.204 Section 504 Accommodation Plan/Services**
- 7.205 Students with Disabilities**
- 7.206 Co-enrolled High School Students**

7.300 TRANSFER OF CREDIT

- 7.301 Awarding of Transferred Credit**
 - 7.3011 Official Transcript**
 - 7.3012 State and Regionally Accredited Schools**
 - 7.3013 Out-of-State Schools**
 - 7.3014 Private Schools**
 - 7.3015 Non-Accredited Schools**
 - 7.3016 Technical Credits**

7.400 DIPLOMA OPTIONS

- 7.401 Standard Diploma for Adult High School Students**
- 7.402 Course Credit Restrictions**
 - 7.4021 Credit Restrictions**
- 7.403 Grade Point Average**
 - 7.4031 Grading System**
 - 7.4032 GPA Requirements for Ninth Grade Students Entering Prior to 1996-1997**
 - 7.4033 GPA Requirements for Ninth Grade Students Entering After 1996-1997**
- 7.404 Standard Diploma Options for High School-Age Students**
 - 7.4041 Standard 24-credit High School Diploma**
 - 7.4042 Transition of High School Assessments by Year**
 - 7.4043 Additional Accelerated Graduation Options**
- 7.405 State of Florida High School Diploma (GED)**
- 7.406 Certificate of Completion**
- 7.407 Limitation On Receiving Diploma**
- 7.408 Dropout Prevention Programs**
 - 7.4081 Student Participation**
 - 7.4082 Student Membership Data**
 - 7.4083 Students Failing to Make Adequate Academic Progress**

7.500 ATTENDANCE, ABSENCES AND TARDINESS

7.501 Attendance

7.502 Absences

7.5021 Habitual Truants

7.503 Excused Absences

7.5031 Absence – Prior Arrangements

7.5032 Hospital/Homebound

7.5033 Verification For Illness

7.504 Unexcused Absences

7.5041 Unexcused Absence and Assignments

7.5042 Intent to Terminate School Enrollment

7.505 Tardiness

7.5051 Excused Tardies

7.5052 Unexcused Tardies

7.600 FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

7.100 ADMISSIONS

7.101 Definition of an Adult Student

According to Florida Statute, section 1004.02, an adult student is a student who is beyond the compulsory school age and who has legally left elementary or secondary school.

7.102 Age Requirement

Students entering an adult program in Santa Rosa County must be a minimum of sixteen years old, unless special approval is granted by the school board. In order to be admitted to Florida schools, a student must provide the following data: date of birth, evidence of immunization against communicable diseases, evidence of a medical examination completed within the last twelve months, and evidence of Santa Rosa County residence.

7.103 Residency Requirements for Adults

Students entering an adult program must show proof of Florida residency status for tuition purposes. Districts must use the criteria identified in section 1009.21 of Florida Statute to determine student residency for payment of fees. To receive the in-state tuition rate a person or, if that person is a dependent child, his or her parent or parents must have established and maintained legal residence in the state of Florida for at least 12 consecutive months immediately prior to his or her initial enrollment.

7.104 Registration and Fees

Florida law requires that **students entering an adult program** in Santa Rosa County complete the designated registration forms and pay the appropriate fee for the program they are entering. Students enrolled in an adult general education program must be assessed a standard block tuition rate of \$30 per term in-state tuition and \$120 per term out-of-state tuition and fee (subject to change based on legislative decisions). Terms are defined as fall, spring, or summer semester enrollment.

7.105 Accommodations for Homeless Students

Appropriate exceptions and accommodations will be made to minimize the barriers related to student assignment for students identified as eligible for services through the 1) Department of Children and Families or 2) under Section 722(d)(2) of the Stewart B. McKinney Bruce Vento Homeless Assistance Amendments Act of 1990 and related Florida Statutes. The Superintendent shall recommend and the board adopt a Homeless Education Program Manual.

7.106 Notification of Alternate Placement and Expulsion

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

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

7.200 PROGRAMS OF STUDY

7.201 Adult Basic Education

Adult Basic Education is a basic skills program for students below the 9th Grade level which includes reading, mathematics, language arts, English for new Americans or as a second language, and remediation courses. The purpose of the program is to prepare students to improve skills in order to earn a high school diploma or a GED or enter a technical program. These students will be assessed tuition (see 7.104).

7.202 Adult General Education

7.2021 Course Content

The Adult General Education program offers courses for adults at or above the 9th Grade level including review courses in preparation for the General Education Development tests and courses for high school credit which will enable students to earn a high school diploma. Such courses shall be of sufficient length and content to permit students to attain a level of competence which is at least equivalent to that required of students in District public high schools.

7.2022 Open Entry

The Adult General Education program shall provide the opportunity for adults to enroll during open enrollment windows throughout the year and shall include the planning and adjusting of courses to meet granting of credit on the basis of individual and small group needs.

7.2023 Attendance and Withdrawal Procedures

Attendance and Withdrawal Policy for Adult Education (Day and Evening Classes)

- Enrollment Threshold – Students enrolled in adult education programs must **have at least 12 meet the minimum** hours of instructional activity (including placement and intake) in a program before they can be counted for enrollment completion.
- Withdrawal Procedure – Students enrolled in adult education programs who miss six consecutive classes will be withdrawn from the class. The reported withdrawal date will be the day after the last date of attendance.

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

7.204 Section 504 Accommodation Plan/Services

Students determined eligible for Section 504 services can receive general education accommodations through a Section 504 Accommodation Plan. This plan will be developed by a Section 504 committee and will be maintained to meet the student's individual needs, as long as the student continues to meet Section 504 eligibility criteria. All students with 504 Plans will participate in state and District assessments. Students must be afforded appropriate accommodations, as indicated in their 504 Plan, in accordance with allowable test accommodations as stated in the test administration manual. Contact the ESE Section 504 contact for further information on Section 504 procedures.

7.205 Students With Disabilities

All ESE students shall participate in state and District assessments. Students must be afforded appropriate accommodations for assessment in accordance with allowable test accommodations as stated in the test administration manual.

7.206 Co-enrolled High School Students

Co-enrolled high school students are exempt from the tuition fee for adult general education high school classes. These students may take up to two (2) *courses* with permission from their high school guidance counselor. These courses must be taken for credit recovery or dropout prevention and may only be core curriculum courses as defined by the state.

7.300 Transfer of Credit

7.301 Awarding of Transferred Credit

7.3011 Official Transcript

Transferred credit shall be based on an **official transcript** authenticated by proper school authority.

7.3012 State and Regionally Accredited Schools

Credit from **state and regionally accredited schools** or institutions shall be accepted at face value; however, credits may be subject to validation if deemed necessary.

7.3013 Out-of-State Schools

Credit from **out-of-state schools** shall be evaluated in terms the requirements of the school District and/or state by which the credit was awarded.

7.3014 Private Schools

Credit from **private schools** shall be accepted at face value if the school is listed in the *Florida Education Directory* and is accredited by one of the agencies listed in that document.

7.3015 Non-Accredited Schools

Credit from **non-accredited** public or private schools shall be evaluated by the Principal or designee. End of Course exams, administered by the receiving school, may be used to determine credit to be awarded in specific courses.

7.3016 Technical Credits

Elective **technical credits** may be earned toward a high school diploma through post-secondary adult technical programs

7.400 DIPLOMA OPTIONS

7.401 Standard Diploma For Adult High School Students

Santa Rosa Adult School offers adult students the opportunity to complete their high school diploma in a competency-based, open enrollment/open exit format. Adult school students must be at least 16 years old and not enrolled in a traditional secondary high school program. Santa Rosa Adult School students who need to take high school classes must score at least a 9.0 on the Reading, Language and Total Math portions of the TABE. Students work within guidelines of a course pacing guide developed by the instructor. A minimum of one course must be successfully completed through Santa Rosa Adult School for a student to receive a SRAS diploma. Other credits required for graduation may be transferred from other accredited institutions. These students will be assessed tuition (see 7.104).

A. Number of Credits Required: 24 (see specific subject area credits below)

B. Passing the FCAT

1. Students shall be allowed to meet the testing requirements for high school graduation that were in effect when they were 9th graders.
2. Students who enter 9th Grade in the 1999-2000 school year and thereafter must earn a passing score on FCAT or earn concordant ACT/SAT scores (according to state guidelines) established by the state in order to receive a high school diploma. Students who entered high school prior to Fall 1999 may use passing scores from the HSCT for graduation.

C. Subject Area Credits Required:

Course	# of Credits	
English	4	
Math*	3	(4 math credits required for students entering high school in 2007-08 and thereafter)
Science	3	

Social	3	must include Amer. Govt. and Economics
Practical or Performing	1	(1 credit required in a Fine or Art Performing/ Qualifying Practical Art required for students entering high school in 2007-08 and thereafter)
Life Management	½	
Electives	9½	

D. Minimum GPA 2.

* Algebra I or Equivalent Options

1. Credit cannot be granted for more than one of the options listed below:
 - a. Algebra IA & IB (2 credits)
 - b. Applied Math I & II (2 credits)
 - c. Integrated Math I & II (2 credits)
2. Any Level III math course will satisfy the Algebra I requirement.
3. The following Level II math courses will satisfy the Algebra I requirement:
 - a. Algebra II
 - b. Integrated Math III

7.402 COURSE CREDIT RESTRICTIONS

7.4021 Credit Restrictions

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

- A. More than a total of nine elective credits in **remedial programs** as provided for in *Section 236.0841, FS* and Compensatory or Remedial Programs as provided in *s. 236.088 and 1003.43 F.S.*
- B. More than one-half credit in **Exploratory Vocational Courses** as defined in *Section s.1000.21, F.S.*
- C. More than three credits in **Practical Arts Home Economics** as defined in *s.1000.21, F.S.*
- D. **Level I courses** may not be used towards high school graduation unless the student's assessment indicates that it is appropriate. Written assessment of the need must be included in the student's Individual Education Plan (IEP) or in the student's performance plan, signed by the Principal, the guidance counselor, and the parent or guardian of the student, or the student if the student is 18 years of age or older.

7.403 Grade Point Average (GPA)

7.4031 Grading System

Santa Rosa County high school students will receive grades based on the following scales:

Effective July 1, 2001

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

7.4032 Students Entering Prior to 1996-1997

Students entering high school prior to the 1996-97 school year, shall have two options to meet the required minimum GPA for high school graduation:

- A. The student must have a 1.5 GPA on a 4.0 scale or its equivalent in those courses taken prior to the 1996-97 school year and earn a 2.0 or above on a 4.0 scale for courses that apply to the 24 credits required for high school graduation which are taken during and after the 1996-97 school year.
- B. The student must have an overall cumulative GPA of 2.0 or above on a 4.0 scale. This would require the inclusion of all high school courses taken in the student's education program, except for those courses to which a forgiveness policy has been applied.

7.4033 Students Entering After 1996-1997

Students entering the 9th Grade in the 1996-97 school year and thereafter, a cumulative GPA of 2.0 or above on a 4.0 scale or its equivalent in the courses required for graduation as specified, *s.1003.43, F.S.* is necessary to graduate from high school.

7.404 Standard Diploma Options for High School-Age Students

Santa Rosa Adult School, through the program at Santa Rosa High School, offers a standard high school diploma for students 16-21 years old. The SRHS program is a drop-out prevention program designed to help meet the needs of at-risk students. Students enrolled in Santa Rosa Adult School programs may be administratively placed in the level of their peer group prior to the FTE count. Santa Rosa High School students participate in a competency-based, open enrollment/open exit program and work within the guidelines of course pacing guides developed by the instructors. SRHS students must be at least 16 years old and not enrolled in any other secondary high school program. All SRHS students must complete a Senior Project and attend required workshops to meet graduation requirements. A minimum of two credits must be earned through Santa Rosa High School for a student to receive a SRHS diploma. Other credits required for graduation may be transferred from other accredited institutions. Please refer to the high school section (6.0) of the student progression plan for further requirements and information.

7.4041 Standard 24 Credit High School Diploma

English	4 credits
Math	4 credits (including Algebra I) (3 math credits required for students entering high school before the 2007-2008 school year)
Science	3 credits
Social Studies	3 credits *must include American Government and Economics
Fine/Performing Art	
or	
Qualifying Practical Art	1 credit
HOPE	1 credit (Health/Life Management – ½ credit & Personal Fitness – ½ credit are both required for students entering high school before 2007-08 instead of HOPE)
Electives	8 credits (for students entering high school in 2007-08 and thereafter) (9 elective credits for students entering high school before 2007-08)
Total	24 credits

Students must pass both sections of the FCAT (or earn concordant ACT/SAT scores according to state guidelines) and/or End of Course Exams (EOC) as indicated below (subject to change) and have a minimum 2.0 GPA.

High School Graduation Minimum Assessment Requirements by 9th grade entry year					
9th grader	2009-10	2010-11	2011-12	2012-13	2013-14

in:					
	Gr. 10 FCAT 2.0 Reading- Passing score 300 Gr. 10 FCAT Math-Passing Score 300	Gr. 10 FCAT 2.0 Reading-Level 3 Algebra I EOC 30% of Course Grade*	Gr. 10 FCAT Reading- Level 3 Algebra I EOC Level 3 Geometry EOC 30% of Course Grade* Biology EOC 30% of Course Grade*	Gr. 10 FCAT Reading- Level 3 Algebra I EOC Level 3 Geometry EOC Level 3 Biology EOC Level 3	Gr. 10 FCAT Reading- Level 3 Algebra I EOC Level 3 Geometry EOC Level 3 Biology EOC Level 3

*This requirement does not apply to students who complete the course prior to this year.

7.4042 Transition of High School Assessments by Year

Students shall participate in all assessments for accountability purposes, to include but not limited to Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards Reading, Math, Science and Writing Assessment. The passing of the FCAT is required for graduation.

Assessment Type	2009-10	2010-11	2011-12	2012-13	2013-14
FCAT	Reading (9,10) Math (9,10) Science (11) Writing (10) Reading & Math Re-takes (fall, spring)	Science (11) Writing (10) Reading & Math Retakes (fall, spring)	Writing (10) Reading & Math Retakes (fall, spring)	Writing (10) Math Retakes (fall, spring)	Writing (10)
FCAT 2.0	Reading (9-10) (FT)	Reading (9,10) (B)	Reading (9,10) (SS) Reading Retake(fall)	Reading (9,10) Reading Retake (fall)	Reading (9,10) Reading Retake (fall)
End-of-Course Exam (EOC)	Algebra 1 (FT)	Algebra 1 (B) Geometry (FT) Biology (FT)	Algebra 1 (SS) Geometry (B) Biology (B) US History (FT)	Algebra 1 Geometry (SS) Biology (SS) US History (B) Civics (FT)	Algebra 1 Geometry Biology US History (SS) Civics (B)

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

Assessments in BOLD font indicate Computer Based Testing (CBT)

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

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

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

7.4043 Additional Accelerated Graduation Options

See Section 6.402

7.405 STATE OF FLORIDA HIGH SCHOOL DIPLOMA (GED)

The General Education Development test will be administered monthly by Santa Rosa Adult School for students meeting the following criteria:

- A. Be at least 18 years of age at the time of application or apply for an underage waiver by contacting the Adult School Office.
- B. Submit an application to Santa Rosa Adult School on a form adopted in State Board of Education Rule 6A-1.011.
- C. Reside in the State of Florida at the time application is made.
- D. Pay a fee at the time application is made for the entire battery of five (5) tests. Fees for retakes of sub-tests will vary depending on the sub-test(s). Recommended process:
 - 1. Take the TABE test and score 9.0 or above.
 - 2. Take the Official Practice Test and score 450 on each section.
 - 3. Attend Orientation.
- E. A candidate may take the GED test a maximum of three (3) times during one contract year. After the second testing within the contract year, a candidate must sign a waiver before the GED may be taken a third time.
- F. Adult Education services shall be provided to students in the following priority order:
 - 1. Students who are functioning at the 8th grade level and below.
 - 2. Students who do not have a secondary school diploma or GED.
 - 3. Students who need to strengthen basic skills before transitioning to a post-secondary educational program or the workplace.
- G. Sixteen and seventeen year old applicants for the GED examination must meet the following criteria in order to be eligible to take the GED exam:
 - 1. Take the TABE test and score 9.0 or above; take the Official Practice Test and score 450 or above on each section; and complete the Preparation Class with a minimum of 12 hours of class time.
 - 2. Must be a resident of the State of Florida.
 - 3. Must have extenuating circumstances which prevent the applicant from pursuing a high school diploma through a traditional high school program.
 - 4. Upon completion of the above requirements, the student must submit three (3) letters of approval including one from the classroom instructor, one from the parent and one from the student stating extenuating circumstances for taking the GED.
 - 5. The test scores and letters must be submitted to the Principal of Santa Rosa Adult School for approval before attending the orientation or taking the GED test.

7.406 Certificate of Completion

A student may receive a certificate of completion if he/she meets the following criteria:

- A. Meets the graduation requirement for the total number of credits earned; AND
- B. Meets the graduation requirements for the number of credits earned in the specific subject areas; AND
- C. Does not pass the HSCT; or FCAT AND/OR
- D. Does not meet the GPA requirements for graduation.
- E. Any adult student who is entitled to a certificate of completion may, as an alternative at the student's option, elect to remain in school, up to one additional year, on a full-time or part-time basis, in a special program of instruction designed to remediate the student's identified deficiencies. The student who elects this alternative to receive a certificate must enroll for such remediation during summer school or at the beginning of the regular school year immediately after becoming eligible.

7.407 Limitation on Receiving Diploma

A minimum of one course must be successfully completed through Santa Rosa Adult School for a student to receive a SRAS diploma. Other credits required for graduation may be transferred from other accredited institutions.

7.408 Dropout Prevention Programs

SRHS is a dropout prevention program for eligible students to earn high school credits and a regular high school diploma. The curriculum is an individualized, competency-based program and placement in this program is strictly voluntary. Voluntary participation means that the student is not assigned to the program without parental or adult student permission and may be re-assigned to a different program or school if the student's needs are not being met appropriately.

7.4081 Student Participation

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

7.4082 Student Membership Data

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

7.4083 Students Failing to Make Adequate Academic Progress

Students who fail to make adequate academic progress at SRHS are not realizing their full potential and may be recommended for an alternate placement. Various efforts are made to encourage students to improve their performance before a change of placement is considered; i.e., the student may be placed on an academic contract where they receive frequent counseling sessions and academic monitoring from the teachers, parent contact is made to obtain support from home, data is examined to determine if further progress monitoring is necessary, etc. After many options have been explored, the student may be recommended for placement in another program, such as the ABE/GED program, adult high school, or the Learning Academy, if he/she continues to show a lack of interest/motivation towards completion of credits in the daytime high school program.

7.500 ATTENDANCE, ABSENCES AND TARDINESS

7.501 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.

7.502 Absences

Any student who has been absent from school shall bring a note from one of his/ her parents/guardians stating the cause of absence. A Principal may choose to accept notification in person or by telephone in lieu of a note. Failure of proper notification within three (3) days shall result in an unexcused absence.

7.5021 Habitual Truant

Habitual truants are defined as students who have 15 days of unexcused absences within a 90 day period by a student who is less than eighteen years of age. Florida Statute requires a student who has become a habitual truant be reported to the juvenile justice system for which early intervention procedures have been required.

Therefore, an assessment is to be made with the parents/guardians to ascertain unexcused absences upon the fifth absence of a student attending a school for which absences are recorded in accordance with paragraph 7.5022.

7.503 Excused Absences

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

7.5031 Absence – Prior Arrangements

A student who desires to be absent for reasons not given under 6.503 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 at least two (2) 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 and due the day the student returns to school. Work done in the pre-arranged time allotted will be for full credit.

7.5032 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.

In addition, 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.

7.5033 Verification For Illness

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 the parent/guardian to provide verification that the student is under the care of a physician for the condition. If the requested documentation is not provided, the absence will be unexcused.

7.504 Unexcused Absences

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

7.5041 Unexcused Absence and Assignments

Zeros will be given for class work and assignments missed during an unexcused absence and may not be made up for grading purposes. Unexcused absences from a class may result in failure for that class.

7.5042 Intent to Terminate School Enrollment

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

7.505 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. Elementary students are counted in attendance when they arrive at school. Middle and high school students are counted in attendance when they arrive at each assigned class.

7.5051 Excused Tardies

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 Principals.

7.5052 Unexcused Tardies

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

7.600 FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

Participation in the Florida Bright Futures Scholarship Program is defined by *s.1009.53, F.S.* The rules, policies, and procedures are followed as stated in the *Florida Bright Futures High School Guide* and the *Florida Bright Futures Post-secondary Guide* published by the Florida Department of Education. Details are also available at the Bright Futures website, <http://www.floridastudentfinancialaid.org/ssfad/bf/>.

8.0

CAREER AND TECHNICAL EDUCATION FOR ADULTS

TABLE OF CONTENTS

8.100 ENTRANCE REQUIREMENTS AND ADMISSIONS

- 8.101 TABE Requirement**
- 8.102 Basic Skills Deficiency**
- 8.103 Adult Basic Education**
- 8.104 Age Requirements**
- 8.105 Enrollment Date**
- 8.106 Adults with Disabilities**
- 8.107 Ability to Benefit**
- 8.108 English Language Learners (ELLs)**
- 8.109 Denial of Admission**

8.200 COMPLETION OR WITHDRAWAL FROM A PROGRAM

- 8.201 Exit Interview**
- 8.202 Administrative Withdrawal**
- 8.203 Follow-up Survey**
- 8.204 Certificate of Completion**

8.300 PROGRAMS OF STUDY

- 8.301 Continuing Education**
- 8.302 Career and Technical Programs**

8.400 TUITION, FEES, FINANCIAL ASSISTANCE AND REFUNDS

- 8.401 Payment of Fees**
- 8.402 Pro-rated Fees**
- 8.403 Federal Financial Aid**
 - 8.4031 Free Application for Federal Student Aid (FAFSA)**
 - 8.4032 Federal Supplemental Educational Opportunity Grant (FSEOG)**
 - 8.4033 Federal Work Study (FWS)**
 - 8.4034 Florida Student Assistant Grant-Career Education (FSAG-CE) and Florida Work Experience Program (FWEP)**
 - 8.4035 Pell Grants**
 - 8.4036 Reinstatement of Financial Aid**
 - 8.4037 Attendance Requirement for Pell Grant**
 - 8.4038 Disbursement of Pell Grant Checks**
 - 8.4039 Program Completion**
 - 8.4040 Ability-to-Benefit**
 - 8.4041 Appeal Process**
- 8.404 Bright Futures Scholarships**
- 8.405 Florida Prepaid**
- 8.406 Veteran's Affairs**
- 8.407 Workforce Investment Act**
- 8.408 Vocational Rehabilitation**

8.500 ATTENDANCE FOR ADULT STUDENTS

8.600 REFUNDS

8.700 VOCATIONAL PREPARATORY INSTRUCTION

8.800 POLICY FOR DROPPING/ADDING CTE COURSES

8.801 Procedure For Adding Programs

8.802 Deletion of A Program

8.900 TRANSFER OF CREDIT

8.901 Credits From Another School

8.902 Transfer Between Programs

8.110 EQUITY COMPLIANCE

8.100 ENTRANCE REQUIREMENTS AND ADMISSIONS

8.101 TABE Requirement

Adult students enrolling in Locklin Tech programs must take the Test of Adult Basic Education (TABE) as designated by the Department of Education. The TABE is used to assess a student's mastery of basic skills. Testing must be scheduled with the Student Services Office and an exam fee, as well as a photo ID, must be presented at the time of testing. Basic skills must be achieved before an adult student can receive a certificate as a program completer.

8.102 Basic Skills Deficiency

Adult students **not** scoring the required score on the TABE may still enroll in a program, but must also participate in Applied Academics for Adult Students (AAAS) to improve their basic skills scores on the TABE.

8.103 Adult Basic Education

Adult students, who do not have a diploma or GED, are encouraged to enroll with Santa Rosa Adult School in Adult Basic Education (ABE) class. This class is designed to help individuals improve basic skills, prepare to retest and earn a high school diploma or GED.

8.104 Age Requirements

There is no maximum age limit to attend Locklin Tech.

8.105 Enrollment Date

Adult students may enroll in a program at the beginning of each semester, if space is available in that program.

8.106 Adults with Disabilities

Adult students with disabilities are encouraged to self-identify and request services if needed before or after admission to Locklin Tech. Reasonable accommodations can be made based on the needs of the individual student. Students with a documented disability who are completing a postsecondary adult CTE program, but have been unsuccessful in obtaining the designated exit criteria on the Test of Adult Basic education (TABE), may have this requirement waived. Specific procedures are available from the Student Services Department.

8.107 Ability to Benefit

An ability-to-benefit student is defined as a student beyond compulsory age of required high school attendance who has not earned a diploma or its equivalent, is not committed to earning a diploma or its equivalent, has passed the school's entrance examination, and would benefit from the technical education

offered by the institution. Procedures on “ability-to benefit” are in compliance with current federal guidelines. An ability to benefit student is not eligible for financial aid.

8.108 ~~ESOL~~ English Language Learners (ELLs)

English Language Learners (ELLs) are encouraged to co-enroll at Santa Rosa Adult School’s Learning Center for assistance while enrolled in a Locklin Tech Program.

8.109 Denial of Admission

Students may be denied admission to Locklin Tech due to the following reasons:

- previous disciplinary actions or misconduct at Locklin Tech or other educational institutions
- charged with violation of a law which resulted in probation, community service, jail sentence or revocation or suspension of a driver’s license

A student may be required to provide a full statement of relevant facts and furnish the school with copies of official documents explaining the final disposition of the proceedings prior to granting admission. Falsification on the admission application will result in denial of admission or immediate withdrawal from Locklin Tech. Expunged records do not have to be revealed.

8.200 COMPLETION OR WITHDRAWAL FROM A PROGRAM

8.201 Exit Interview

Program completers, as well as adult students ~~leaving~~ exiting at a terminal occupational completion point, as non-completers, are required to complete an exit interview with the Career Specialist, sign a withdrawal form and settle any financial obligations. The exit interview is required before a student can receive their Certificate of Completion.

8.202 Administrative Withdrawal

The school reserves the right to withdraw an adult student from class if, in the judgment of school officials, such withdrawal is in the best interest of the student or student body at large.

8.203 Follow-up Survey

A follow-up survey is conducted each school year on adult students who have completed a program or who withdraw with marketable skills. In the spring, a questionnaire is mailed to each student meeting these criteria. The student is encouraged to promptly complete and return this survey.

8.204 Certificate of Completion

An adult student will be eligible to receive a full program completion certificate after: mastering all program competencies as required by Florida Department of Education; participating in an exit interview with Locklin Tech’s Career Specialist; demonstrating mastery of basic skills (TABE) or meet exemption criteria for waiver of the TABE.; completing any required Applied Academics for Adult Students (AAAS) requirements; and satisfying all financial obligations to the school (fees, books, equipment, tools, etc.). The certificate will list the program’s competencies and will indicate the skills mastered by the student. The certificate will also show the student’s employability skills record and any industry certifications obtained in the program. A copy of the certificate will be kept in the student’s file in the Student Services office.

8.300 PROGRAMS OF STUDY

8.301 Continuing Education

Continuing Education classes are offered based on need. A current schedule of continuing education programs is available in the Student Services office at Locklin Tech.

8.302 Career and Technical Programs

The Career and Technical Education programs of study at Locklin Tech are listed in the current Program Schedule. A current schedule of career and technical programs is available in the Student Services office at Locklin Tech.

8.400 TUITION, FEES, FINANCIAL ASSISTANCE AND REFUNDS

8.401 Payment of Tuition and Fees

Adult students are required to pay registration, tuition, and some program fees prior to admittance. Tuition and fees are stated in Locklin Tech's current Program Schedule and are payable at the beginning of each semester and summer session. Specific Additional program related costs may include lab fees, industry certification testing, uniforms, background checks and drug testing. ~~for each program are noted in individual program brochures. Upon request, an itemized list can be requested from instructors.~~

8.402 Pro-rated Fees

Fees are prorated nine weeks into each semester. The adult student's enrollment will terminate on the last day of each semester or summer term. Adult students must complete a new application and pay their fees prior to the beginning of a new semester. Students who do not verify Florida residency will be assessed non-resident course fees. (**Neighboring counties are not charged Non-FL resident rates.*)

8.403 Federal Financial Aid

Federal Financial Aid is designed to assist adult students who are in need of monetary assistance for career and technical training. A financial aid counselor is available to assist students.

8.4031 Free Application for Federal Student Aid (FAFSA)

Free Application for Federal Student Aid (FAFSA) working copies are available in Student Services. Applications must be completed electronically at www.fafsa.ed.gov.

8.4032 Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal Supplement Educational Opportunity Grant (FSEOG) assists Pell Grant students with exceptional financial need.

8.4033 Federal Work Study (FWS)

Federal Work Study (FWS) is a campus-based award program to benefit eligible students. FWS provides paid job opportunities to help students pay for educational expenses.

8.4034 Florida Student Assistant Grant-Career Education (FSAG-CE) and Florida Work Experience Program (FWEP)

Florida Student Assistant Grant-Career Education (FSAG-CE) and Florida Work Experience Program (FWEP) may be awarded to eligible students pending state budget approval. The Financial Aid Counselor will have more information on these programs after school begins.

8.4035 Pell Grants

Pell Grants are available to adult students demonstrating financial need. A FAFSA form must be completed electronically and evaluated before an award can be made and before a student may begin class. Federal regulations require that students maintain satisfactory academic progress in order to receive federal financial aid. If a student receives a referral for unsatisfactory progress during the probation period, his/her financial aid eligibility will be revoked. The student will be responsible for any fees incurred during the probationary period if Financial Aid is terminated.

8.4036 Reinstatement of Financial Aid

Reinstatement of financial aid can only be achieved by attending a subsequent probation period, not to exceed a nine week period, without financial aid, and maintaining satisfactory academic progress. If it is determined that the adult student could be more successful in another program, the student may transfer. Fees must be current for reinstatement of financial aid.

8.4037 Attendance Requirement for Pell Grant

Attendance directly affects whether or not a student receives a Pell disbursement each semester. Minimum attendance hours must be met in order to earn tuition assistance. Adult students earn their Pell Grant award through continuous enrollment without interruption.

8.4038 Disbursement of Pell Grant Checks

Disbursement dates for Pell Grant checks is scheduled based on a student's scheduled attendance hours. Checks not picked up within 30 days may be cancelled and payment forfeited. The amount and disbursement date of student Financial Aid is contingent on the actual number of hours (in-class time) a student has attended. It is anticipated that the Pell Grant will be disbursed in two payments during the regular school year with another payment being awarded at the conclusion of the summer term, as applicable.

8.4039 Program Completion

Completion of a program of study, as defined by the course description, shall not exceed 150% of the program length based on calendar time.

8.4040 Ability-to-Benefit

Ability-to-Benefit students, ~~those without a diploma or GED, may be eligible~~ can no longer qualify for a Pell Grant. Specific criteria must be met.

8.4041 Appeal Process

An appeal to the school's financial aid counselor may be made if a student has been determined ineligible for a Pell Grant. The financial aid counselor reserves the right to exercise professional judgment under unusual circumstances.

8.404 Bright Futures Scholarships

Bright Futures Scholarships are accepted as tuition payment.

8.405 Florida Prepaid

Florida Pre-paid is accepted as tuition payment.

8.406 Veteran's Affairs

Veteran's information funding is available and most programs are approved for veterans to receive benefits for full or part-time enrollment. Potential VA students should contact the nearest Veterans Administration Office for complete details. Satisfactory progress requires the student to maintain an average and acceptable performance in a program and to complete their studies within an approved amount of time in order to continue benefits. VA students who accumulate 4 or more unexcused absences during a school month may have their pay terminated and recertification is not immediate. A VA student is expected to maintain an average and acceptable performance so that he/she will complete the program within the number of hours of training that has been approved by the State Approving Agency.

8.407 Workforce Investment Act (WIA)

Workforce Investment Act (WIA) funding assists individuals who are economically disadvantaged and displaced.

8.408 Vocational Rehabilitation (VR)

Vocational Rehabilitation (VR) provides assistance to those applicants demonstrating physical and possible financial need for vocational retraining. The State of Florida Division of Vocational Rehabilitation has a counselor on the Locklin Tech campus. The office is available to evaluate applicants who may need assistance in returning to employment due to the presence of a handicap. Once eligibility for this program is established, a variety of services are available which may include funding for training, formal or vocational counseling, and placement assistance. Successful return to employment is the goal for all rehabilitation clients served by this program.

8.500 ATTENDANCE FOR ADULT STUDENTS

Attendance for adult students is recorded ~~without differentiating as~~ **six consecutive unexcused** ~~excessive~~ absences may be withdrawn. The exception would be personal or family illness verified by a doctor's excuse or a death in the immediate family. Absences impact a student's financial aid, as well as, Veteran Affairs benefits. It is the student's responsibility to understand the policies of each of these programs related to attendance.

8.600 REFUNDS

Refunds will be made on a prorated basis during the first two weeks (10 school days) of the class. No refunds will be made after an adult student has been enrolled in class over two weeks. Refund checks may be picked up ten school days after the student's withdrawal date. The 5.00 application fee is non refundable unless a class is cancelled due to insufficient enrollment. Refunds are not given for continuing education courses unless the class is cancelled due to insufficient enrollment. Exception: For any Title IV recipient attending the institution up through the 60 percent point in each payment period (or period of enrollment), a pro-rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the payment period (or period of enrollment), a student has earned 100% of the Title IV funds.

8.700 APPLIED ACADEMICS FOR ADULT STUDENTS (AAAS)

AAAS is designed to correct deficiencies (as determined by the Test of Adult Basic Education (TABE) scores) to enable adult students to enter and succeed in career and technical education programs and obtain subsequent employment. These skills will be presented through a diagnostic-prescription approach to learning that determines the basic skills areas that need improvement. Instructional materials are individualized to strengthen these areas. Students are encouraged to complete any AAAS remediation required within nine weeks of their enrollment date. Achievement of basic skills is required (determined by TABE scores set by Florida Department of Education) before a program certificate can be awarded.

8.800 POLICY FOR DROPPING/ADDING CTE COURSES

8.801 Procedure for Adding Programs

Locklin Tech follows the state, local, and Council on Occupational Education (COE) policies in regard to adding or dropping programs. The need for a program is identified, labor market surveys, business/industry needs, or request of the advisory committee. The program request is submitted to the Director of Workforce Education. The Director submits the program request to the Superintendent and School Board. Notification is sent to the accrediting agency, Council on Occupational Education. Updates on all programs are reported annually to the Department of Education and COE.

8.802 Deletion of a Program

A program may be deleted by the Santa Rosa County School Board when it has been determined that the program is an unnecessary duplication or is not meeting the needs of the labor market.

8.900 TRANSFER OF CREDIT

8.901 Credits From Another School

Adult students who transfer from another technical school or have received similar training in a high school program may receive credit/hours for the training if an official transcript or other official evidence of completion is provided.

8.902 Transfer Between Programs


Adult students may not transfer from one program to another without written approval from the Student Services office. Consideration is based on the availability of space in the program requested and will only be considered at the beginning of a grading period.

8.903 Recognizing Industry Certifications

Adult students who present documented industry credentials from a certifying agency at the time of enrollment will be placed in the next level curriculum.

8.110 EQUITY COMPLIANCE

It is the policy of the School Board of Santa Rosa County to offer the opportunity for students to participate in appropriate programs, services and activities without regard to race, color, religion, national origin, sex, marital status, use of a language other than English, or disability. If a student feels he/she has been discriminated against, he/she may appeal by using the procedure and form approved by the district board and available in the principal's office.



9.0

VIRTUAL INSTRUCTION PROGRAMS STUDENT PROGRESSION PLAN

TABLE OF CONTENTS

9.100 ELIGIBILITY

9.101 Part-time

9.1011 Elementary School Acceleration

9.1012 Middle School

9.1013 High School

9.102 Full-time

9.1021 Santa Rosa Online, a Franchise of Florida Virtual School

9.1022 K12, Inc. (District VIP)

9.200 PROGRAMS OF STUDY

9.300 VIRTUAL PROVIDERS

9.301 Santa Rosa Online

9.302 Florida Virtual School

9.303 K12, Inc.

9.304 Compass Learning

9.305 Locklin Tech Online

9.400 STATE ASSESSMENTS

9.500 GRADUATION

9.501 Online Requirement

9.502 Semester/Segment Credit

9.503 Diploma

9.600 HOME EDUCATION

9.601 Eligibility

9.602 Admission

9.603 Programs of Study

9.604 State Assessments

9.605 Graduation

9.700 EXCEPTIONAL STUDENT EDUCATION (ESE)/SECTION 504 PLANS

9.701 Eligibility

9.702 Admission

9.703 Accommodations

9.704 Assessment

9.100 ELIGIBILITY

See Sections 4.100, 5.100, 6.100 of the Student Progression Plan for general admissions policies.

9.101 Part-time

9.1011 Elementary School Acceleration

Students in grades 4 and 5 who scored a level 4 or 5 on the previous school year's FCAT Reading or Mathematics administration and score an 80% or higher on the district's placement exam will have the opportunity to take online accelerated courses in Reading and Mathematics through Santa Rosa Online, the district franchise of Florida Virtual School, during the school year. Elementary school students may not take online courses during the summer.

9.1012 Middle School

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.

9.1013 High School

As a part of the school day, students in grades 9-12 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, 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.

The following schedule is recommended for a high school student wishing to attend public school part time while simultaneously taking online courses. The recommendation provides the minimum expectation for attendance at the public high school.

9th Grade: A minimum of **5** classes at the "Brick and Mortar" school, one online class with Santa Rosa Online. *Student must be "No classed" for one period not taken at the zoned school.*

10th Grade: A minimum of **4** classes at the "Brick and Mortar" school, two online classes with Santa Rosa Online. *Student must be "No classed" two periods not taken at the zoned school.*

11th Grade: A minimum of **3** classes at the "Brick and Mortar" school, three online classes with Santa Rosa Online. *Student must be "No classed" for three periods not taken at the zoned school.*

12th Grade: A minimum of **1** class at the "Brick and Mortar" school, five online with Santa Rosa Online. *Student must be "No classed" for five periods not taken at the zoned school.*

9.102 Full-time

Students in grades K-12 may choose to become a full-time public education virtual student through our district's Virtual Instruction Program (Grades K-12) or through our partnership with Florida Virtual School (Grades 6-12). Open enrollment will take place from April 15 – July 31 each year prior to the beginning of the school year in August. Late registration will continue through the first two weeks of the school year if space is available.

9.1021 Santa Rosa Online, a Franchise of Florida Virtual School

Students in grades 6-12 who satisfy the admissions policies as outlined in Sections 5.100 and/or 6.100 of the Student Progression Plan may enroll in Santa Rosa Online, the district franchise of Florida Virtual School. These students are considered public education students and will be subject to the same promotion and/or graduation requirements as that of a student in a brick and mortar school. Unless courses are not available through Santa Rosa Online, full-time students in this program must take their courses through Santa Rosa Online rather than directly through Florida Virtual School.

9.1022 K12, Inc. (District Virtual Instruction Program)

Pursuant to F. S. 1002.455, students in grades K-12 may enroll in the district's full-time district virtual instruction program (VIP), provided that they meet at least one of the following conditions:

- A. The student spent the prior school year in attendance at a public school in the state and was enrolled and reported by the school district for funding during October and February for purposes of the Florida Education Finance Program surveys.
- B. The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to a permanent change of station order.
- C. The student was enrolled during the prior school year in a virtual instruction program under s. 1002.45, the K-8 Virtual School Program under s. 1002.415, or a full-time Florida Virtual School program under s. 1002.37(8)a.
- D. The student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year.
- E. The student is eligible to enter kindergarten or first grade.
- F. The student is eligible to enter grades 2 through 5 and is enrolled full-time in a school district virtual instruction program, virtual charter school, or the Florida Virtual School.

These students are considered public education students and will be subject to the same promotion and/or graduation requirements as that of a student in a brick and mortar school.

9.200 PROGRAMS OF STUDY

See Section 4.200 (Elementary School), 5.200 (Middle School), and/or 6.200 (High School) of the Student Progression Plan for general information regarding programs of study for the appropriate school grade level.

9.300 VIRTUAL PROVIDERS**9.301 Santa Rosa Online**

Through its partnership with Florida Virtual School, Santa Rosa Online offers online courses to part-time and full-time students in grades 6-12 and part-time qualifying students in grades 4-5. Santa Rosa Online operates during the calendar school year only.

9.302 Florida Virtual School

Florida Virtual School offers online courses to part-time and full-time students in grades 6-12 and operates year round.

9.303 K12, Inc.

K12, Inc. offers online/hand-on courses to full-time public education students in grades K-12 and operates during the calendar school year only.

9.304 Compass Learning

Compass Learning offers online credit recovery opportunities to public education students in grades 6-12 who have failed a particular course or courses. Compass Learning operates during the calendar school year as well as summer session.

9.305 Locklin Tech Online

Locklin Tech Online offers online courses to students in grades 9-12 and/or 8th grade students with a high school GPA. Locklin Tech online operates during the calendar school year as well as summer session.

9.400 STATE ASSESSMENTS

Pursuant to s. 1008.22, public education students receiving full-time instruction in the district's Virtual Instruction Program (VIP) through K12, Inc. or through Santa Rosa Online, the district franchise of Florida Virtual School, are required to take the appropriate state assessments according to their enrolled grade. These assessments include FLKRS (Grade KG), FCAT and FCAT 2.0 (Grades 3-10), FCAT Re-takes (Grades 11-12) and End-of-Course exams (Grades 7-12). Students will take assessments at a school site determined by the school district.

9.500 GRADUATION

See Sections 6.400 of the Student Progress Plan for general information regarding graduation from high school.

9.501 Online Requirement

All high school students, beginning with freshmen entering in school year 2011-2012, must take and pass at least one online class as a part of the 24 required credits for high school graduation. This class may be taken during the summer and during any of the 9th through 12th grade years, either during school hours in a computer lab in the school or after school hours at home, and may be a ½ credit course or a full credit course. Guidance approval is required for all online classes, regardless of when and where the class is taken. High-school level online classes taken during middle school years will satisfy the online graduation requirement for high school students as well.

9.502 Semester/Segment Credit

Semester credit (referred to as segment credit in the online world) will be awarded on a one-half credit earned basis for students who earn a 60 or higher in the online segment of a course and pass the segment exam with a 60 or higher. Failure to pass the segment exam in an online course will result in no credit being awarded for that course.

9.503 Diploma

Full-time public education students enrolled in Santa Rosa Online will be awarded diplomas through the Santa Rosa County School District as long as students meet all graduation requirements as stipulated in section 6.400 of the Student Progression Plan. Diplomas will not be awarded to Home Education students (see 9.600 of the Student Progression Plan).

9.600 HOME EDUCATION

9.601 Eligibility

Home Education students in grades 6-12 may take one or more online courses through Santa Rosa Online, the district franchise of Florida Virtual School, during the calendar school year or directly through Florida Virtual School, which operates year round. Home Education students are not eligible for the K12, Inc. program.

9.602 Admission

A student not enrolled as a public education student in a district brick and mortar school, Santa Rosa Online, or a private school in Santa Rosa County must register as a Home Education student by filing an intent to home school with the Office of Alternative Education programs. Home Education students may take courses through Florida Virtual School or Santa Rosa Online, the district franchise of Florida Virtual School. If a Home Education student is considering enrolling or re-enrolling in a public school, he or she

must complete the current semester/segment in his or her online courses in order to receive credit for them.

9.603 Programs of Study

Since Home Education students are considered non-diploma seeking students in the school district, decisions regarding programs of study fall under the purview of the custodial parent or guardian and in compliance with the regulations associated with Home Education.

9.604 State Assessments

Home Education students are not required to take state assessments but do have the option of doing so. Any Home Education student who is interested in taking the assessment appropriate to his or her grade level should contact the Office of Alternative Academics.

9.605 Graduation

Home Education students, whether or not they take online classes, do not graduate or receive diplomas from the Santa Rosa County School District.

9.700 EXCEPTIONAL STUDENT EDUCATION (ESE)/SECTION 504 PLANS

9.701 Eligibility

Students with IEPs/504 Plans who meet the requirements outlined in Section 9.100 of the Student Progression Plan are eligible to take online classes.

9.702 Admission

An IEP/504 Plan team, including parents, will convene to determine ESE/504 services appropriate to meet the individual student's needs and should give careful consideration to the appropriateness of an online program to meet those needs. Input from the members of the IEP/504 team and from individual(s) representing the virtual provider is crucial in determining if online learning is the best choice for a particular student's educational success.

9.703 Accommodations

Many accommodations designated on an IEP/504 Plan occur naturally in an online program (i.e., one-to-one instruction, extra time to complete assignments/tests, flexible schedule, breaking long assignments into shorter sections). However, certain accommodations/modifications may not be allowed (i.e., modification to curriculum, reduced expectations for mastery, adjusted reading level) because of the nature of the online curriculum.

9.704 Assessment

Unless otherwise stipulated in the IEP or 504 Plan, students receiving ESE and/or 504 services are required to take the appropriate state assessments according to their enrolled grade level.

