

**SANTA ROSA COUNTY
DISTRICT SCHOOLS**

STUDENT

PROGRESSION

PLAN

2012-2013

SCHOOL BOARD OF SANTA ROSA COUNTY

**TIM WYROSDICK
SUPERINTENDENT OF SCHOOLS**

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1.0 LEGAL BASIS OF THE PLAN and OVERVIEW

STATE STATUTE 1008.25 STUDENT PROGRESSION 2003 EDITION

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

FOREWORD

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

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

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

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

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

Refer to the Student Records Handbook for further information.

UNLAWFUL DISCRIMINATION PROHIBITED

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

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

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

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

Likewise, a student who has completed a grade level in the former state must be allowed to enroll in the next highest grade level in the receiving state, regardless of age. The compact requires an LEA to honor temporary guardianships executed to enroll the child in school due to a student's parent being deployed out of state or country. Further, it prohibits an LEA from charging tuition to a student who is placed in the care of a person who lives outside of the LEA's jurisdiction. Such students must be allowed to remain at the original school. LEAs must also allow a transitioning military child to participate in extracurricular activities, regardless of when the child enrolled in the school.

- **PLACEMENT AND ATTENDANCE:**

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

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

- **GRADUATION:**

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

STATEWIDE ASSESSMENT PROGRAM

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

The program is designed to:

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

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

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

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

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

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

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

2.0

Academically Challenging Curriculum to Enhance Learning (ACCEL) Student Progression Plan

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2.100 MID-YEAR PROMOTION PROCEDURES WITH ELIGIBILITY REQUIREMENTS

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

2.110 Elementary School

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

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

2.120 Middle School

- C. The following procedure must be followed to consider a student for mid-year promotion to the next higher grade level:
 - 1. The parent/guardian must make a written request for their child to be considered for mid-year promotion by December 1.
 - 2. The parent/guardian must provide a portfolio of assessment results, transcripts, and other evidence to justify the mid-year promotion.
 - 3. The parent/ guardian must meet with the Principal to review the request and the student's eligibility for promotion

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

2.130 High School

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

2.200 FULL-YEAR PROMOTION PROCEDURES WITH ELIGIBILITY REQUIREMENTS

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

2.210 Elementary School **Also refer to Section 4.319**

- A. The following procedure must be followed to consider a student for full-year promotion to the next higher grade level:
 1. The parent/guardian must make a written request for their child to be considered for full-year promotion by May 1.
 2. The parent/guardian must provide a portfolio of assessment results, transcripts, and other evidence to justify the full-year promotion.

3. The parent/ guardian must meet with the Principal to review the request and the student's eligibility for promotion.
- B. Eligibility: The following minimum requirements to be considered eligible for mid-year promotion must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.
1. Assessment Results: Level 5 on the state standardized assessment instrument (FCAT 2.0) in Reading and Math for grades 3-5, or evidence of overall superior performance on current year assessments in Reading and Math for grades K-2.
 2. Numeric Grade Point Average of all courses: 95 (3-5) or Superior (K-2) for the current and previous two years.
 3. Attendance: 90% attendance rate for the current and previous two years.
 4. Behavior: No "N"s or "U"s (Needs Improvement or Unsatisfactory) in conduct for the current or previous year
 5. Teacher Recommendation: A positive recommendation from the student's current and previous grade level teachers.
 6. Guidance Counselor Recommendation: A positive recommendation from the student's current guidance counselor.

2.220 Middle School

- A. Procedures: The following procedure must be followed to consider a student for full-year promotion to the next higher grade level:
1. The parent/guardian must make a written request for their child to be considered for full-year promotion by May 1.
 2. The parent/guardian must provide a portfolio of assessment results, transcripts, and other evidence to justify the promotion.
 3. The parent/ guardian must meet with the Principal to review the request and the student's eligibility for promotion
 4. If the request is granted based upon eligibility at the parent's request, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.
- B. Eligibility: The following minimum requirements to be considered eligible for full-year promotion must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.
1. Assessment Results: Level 4 on the state standardized assessment instrument (FCAT 2.0) in Reading and Math (previous year).
 2. Grade Point Average of all courses: 3.75 for the current and previous two years.
 3. Attendance: 90% attendance rate for the current and previous two years.
 4. For each grade level the parent requests promotion of, the student must show proficiency by taking the courses(s) and earning a passing grade or by showing proficiency by passing with a minimum of 70% on each of the core content area End of Course exams.
 5. Behavior: No "N"s or "U"s (Needs Improvement or Unsatisfactory) in conduct for the current or previous year.

6. Teacher Recommendation: A positive recommendation from all of the student's current and previous grade level teachers.
 7. Guidance Counselor Recommendation: A positive recommendation from the student's current and previous year's guidance counselor.
- C. In the event that a student is promoted to a grade level that prohibits him/her from obtaining all of the Middle School Promotion Requirements (see Section 5.3051), a letter will be placed in the student's cumulative file indicating the reason due to the Academically Challenging Curriculum to Enhance Learning (ACCEL) options as granted by Florida State Statute.

2.230 High School

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

2.300 SUBJECT-MATTER ACCELERATION PROCEDURES AND ELIGIBILITY REQUIREMENTS

2.310 Elementary School

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

2.320 Middle School

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

2.330 High School

- A. Honors Courses, Advanced Placement, Advanced International Certificate of Education (AICE)
 - 1. Assessment Results: Scoring proficient on FCAT Reading 2.0, FCAT Math 2.0, Algebra I E.O.C. exam, Biology E.O.C exam, Geometry E.O.C exam as indicated in each school’s Curriculum Guide.
 - 2. GPA: As indicated in each school’s Curriculum Guide.
 - 3. Attendance: None
 - 4. Conduct: None
 - 5. Teacher recommendations: Previous year content teacher.
 - 6. Guidance Counselor recommendation: Assigned counselor if applicable.
- B. Dual Enrollment and Early Admissions
 - 1. Assessment Results: Passing scores on FCAT Reading 2.0, Algebra I E.O.C. exam, Biology E.O.C exam, and Geometry E.O.C . College ready scores in Math, Reading, and English on the P.E.R.T. test, ACT, or SAT as indicated in the articulation agreement between the Santa Rosa County School Board and the Post Secondary Institution.
 - 2. GPA: As indicated in the articulation agreement between the Santa Rosa County School Board and the Post Secondary Institution.

3. Attendance: The student must have exhibited good attendance by being present at least 90% of the time in the two semesters prior to dual enrollment.
4. Conduct: No N's or U's in conduct for the previous two semesters.
5. Teacher recommendations: Previous year content teachers (Math, Science, English, Social Studies).
6. Guidance Counselor recommendation: Assigned counselor if applicable.
7. Other provisions: All as indicated in sections 6.6045 and 6.6046.

C. Virtual Instruction at a higher grade level

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

2.340 Parent Requests for Acceleration Options- All Levels

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

2.400 EARLY GRADUATION

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

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

3.0 PRE-KINDERGARTEN STUDENT PROGRESSION PLAN

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3.100 ADMISSION

3.101 Pre-Kindergarten Programs

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

3.102 Admission: Criteria

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

3.103 Admission: Age

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

3.104 Admission: Data

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

3.1041 Evidence of Birth

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

3.1042 Evidence of Immunization

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

3.1043 Evidence of Medical Exam

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

3.1044 Homeless Assistance

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

3.105 Admission: Transfer Students

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

3.200 PROGRAM OF STUDY

3.201 Curriculum

The program of study for Pre-Kindergarten is based on curricula that provides developmentally appropriate instruction and teaching strategies individualized for the age and needs of the student. Research-based curricula and developmentally appropriate resources provide opportunities for student learning in all areas of development. Parent involvement and diversity are key elements of the curricula.

3.202 Experiences and Activities

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

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

Domains of Learning	Domain Elements	Indicators
Approaches to Learning	Initiative and Curiosity	Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities. Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks. Asks questions and seeks new information.
	Persistence and Attentiveness	Maintains interest in a project or activity until completed. Sets goals and develops and follows through on plans. Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.
	Cooperation	Plans, initiates, and completes learning activities with peers. Joins in cooperative play with others and invites others to play. Models or teaches peers. Helps, shares, and cooperates in a group.

Logic and Reasoning	Reasoning and Problem Solving	<p>Seeks multiple solutions to a question, task, or problem.</p> <p>Recognizes cause and effect relationships.</p> <p>Classifies, compares, and contrasts objects, events, and experiences.</p> <p>Uses past knowledge to build new knowledge.</p>
	Symbolic Representation	<p>Represents people, places, or things through drawings, movement, and three-dimensional objects.</p> <p>Engages in pretend play and acts out roles.</p> <p>Recognizes the difference between pretend or fantasy situations and reality.</p>
Creative Arts and Expression	Music	<p>Participates in music activities, such as listening, singing, or performing.</p> <p>Experiments with musical instruments.</p>
	Creative Movement and Dance	<p>Expresses what is felt and heard in various musical tempos and styles.</p> <p>Moves to different patterns of beat and rhythm in music.</p> <p>Uses creative movement to express concepts, ideas, or feelings.</p>
	Art	<p>Uses different materials and techniques to make art creations.</p> <p>Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.</p> <p>Discusses one's own artistic creations and those of others.</p>
	Drama	<p>Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.</p> <p>Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.</p>
Mathematics Knowledge and Skill	Number Concepts and Quantities	<p>Recognizes numbers and quantities in the everyday environment.</p> <p>Recites numbers in the correct order and understands that numbers come "before" or "after" one another.</p> <p>Associates quantities and the names of numbers with written numerals.</p> <p>Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.</p> <p>Uses the number name of the last object counted to represent the number of the objects in the set.</p>
	Number Relationships and Operations	<p>Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with</p>

		<p>terms, such as more, less, greater than, fewer or equal to.</p> <p>Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.</p> <p>Identifies the new number created when numbers agree combined or separated.</p>
	Geometry and Spatial Sense	<p>Recognizes and names common shapes, their parts, and attributes.</p> <p>Combines and separates shapes to make other shapes.</p> <p>Compares objects in size and shape.</p> <p>Understands directionality, order, and position of objects, such as up, down, in front, behind.</p>
	Patterns	<p>Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size.</p> <p>Recognizes, duplicates, and extends simple patterns.</p> <p>Creates patterns through the repetition of a unit.</p>
	Measurement and Comparison	<p>Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier).</p> <p>Orders objects by size or length.</p> <p>Uses nonstandard and standard techniques and tools to measure and compare.</p>
Physical Development and Health	Physical Health Status	<p>Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.</p> <p>Participates in prevention and management of chronic health conditions and avoids toxins, such as lead.</p> <p>Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age.</p> <p>Gets sufficient rest and exercise to support healthy development.</p>
	Health Knowledge and Practice	<p>Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independent of adults.</p> <p>Communicates an understanding of the importance of health and safety routines and rules.</p> <p>Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.</p> <p>Distinguishes food on a continuum from most healthy to less healthy.</p> <p>Eats a variety of nutritious foods.</p> <p>Participates in structured and unstructured physical activities.</p> <p>Recognizes the importance of doctor and dentist visits.</p>
	Gross Motor Skills	<p>Cooperates during doctor and dentist visits and health</p>

		<p>and developmental screenings.</p> <p>Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.</p> <p>Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.</p> <p>Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.</p> <p>Develops hand strength and dexterity.</p> <p>Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.</p> <p>Manipulates a range of objects, such as blocks or books.</p> <p>Manipulates writing, drawing and art tools.</p>
Literacy Knowledge and Skills	<p>Book Appreciation and Knowledge</p> <p>Phonological Awareness</p> <p>Alphabet Knowledge</p>	<p>Shows interest in shared reading experiences and looking at books independently.</p> <p>Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator.</p> <p>Asks and answers questions and makes comments about print materials.</p> <p>Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.</p> <p>Retells stories or information from books through conversation, artistic works, creative movement or drama.</p> <p>Identifies and discriminates between words in language.</p> <p>Identifies and discriminates between separate syllables in words.</p> <p>Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.</p> <p>Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.</p> <p>Recognizes that letters of the alphabet have distinct sound(s) associated with them.</p> <p>Attends to the beginning letters and sounds in familiar words.</p>

	<p>Print Concepts and Conventions</p> <p>Early Writing</p>	<p>Identifies letters and associates correct sounds with letters.</p> <p>Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.</p> <p>Understands that print conveys meaning.</p> <p>Understands conventions such as print moves from left to right and top to bottom of a page.</p> <p>Recognizes words as a unit of print and understands that letters are grouped to form words.</p> <p>Recognizes the association between spoken or signed and written words.</p> <p>Experiments with writing tools and materials.</p> <p>Recognizes that writing is a way of communication for a variety of purposes, such as giving information, sharing stories, or giving an opinion.</p> <p>Uses scribbles, shapes, pictures, and letters to represent objects, stories.</p>
Language Development	<p>Receptive Language</p> <p>Expressive Language</p>	<p>Attends to language during conversations, songs, stories, or other learning experiences.</p> <p>Comprehends increasingly complex and varied vocabulary.</p> <p>Comprehends different forms of language, such as questions or exclamations.</p> <p>Comprehends different grammatical structures or rules for using language.</p> <p>Engages in communication and conversation with others.</p> <p>Uses language to express ideas and needs.</p> <p>Uses increasingly complex and varied vocabulary.</p> <p>Uses different forms of language.</p> <p>Uses different grammatical structures for a variety of purposes.</p> <p>Engages in storytelling.</p> <p>Engages in conversations with peers and adults.</p>
Science Knowledge and Skills	<p>Scientific Skills & Methods</p> <p>Conceptual</p>	<p>Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.</p> <p>Observes and discusses common properties, differences, and comparisons among objects.</p> <p>Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.</p> <p>Collects, describes and records information through discussions, drawings, maps and charts.</p> <p>Describes and discusses predictions, explanations, and generalizations based on past experiences.</p> <p>Observes, describes, and discusses living things and</p>

	Knowledge of the Natural and Physical World	natural processes. Observes, describes, and discusses properties of materials and transformation of substances.
Social Studies	Self, Family and Community	Identifies personal and family structure. Understands similarities and respects differences among people. Recognizes a variety of jobs and the work associated with them. Understands the reasons for rules in the home and classroom and for laws in the community. Describes or draws aspects of the geography of the classroom, home and community.
	People and the Environment	Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations. Recognizes that people share the environment with other people, animals, and plants. Understands that people can take care of the environment through activities, such as recycling.
	History and Events	Differentiates between past, present, and future. Recognizes events that happened in the past, such as family or personal history. Understands how people live and what they do changes over time.
Social and Emotional Development	Social Relationships	Communicates with familiar adults and accepts or requests guidance. Cooperates with others. Develops friendships with peers. Establishes secure relationships with adults. Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. Resolves conflict with peers alone and/or with adult intervention as appropriate. Recognizes and labels others' emotions. Expresses empathy and sympathy to peers. Recognizes how actions affect others and accepts consequences of one's actions.
	Self-Concept and Self-Efficacy	Identifies personal characteristics, preferences, thoughts, and feelings. Demonstrates age-appropriate independence in a range of activities, routines, and tasks. Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks. Demonstrates age-appropriate independence in decision making regarding activities and materials.
	Self-Regulation	Recognizes and labels emotions. Handles impulses and behavior with minimal direction from adults.

	Emotional and Behavioral Health	<p>Follows simple rules, routines, and directions.</p> <p>Shifts attention between tasks and moves through transitions with minimal direction from adults.</p> <p>Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.</p> <p>Refrains from disruptive, aggressive, angry, or defiant behaviors.</p> <p>Adapts to new environments with appropriate emotions.</p>
English Language Development	Receptive English Language Skills	<p>Participates with movement and gestures while other children and the teachers dance and sing in English.</p> <p>Acknowledges or responds non-verbally to common words or phrases, such as “hello”, “good-bye”, “snack time”, “bathroom”, when accompanied with adult gestures.</p> <p>Points to body parts when asked, “Where is your nose, hand, leg, ..?”</p> <p>Comprehends and responds to increasingly complex and varied English vocabulary, such as, “which stick is the longest?”, “Why do you think the caterpillar is hungry?”</p> <p>Follows multi-step directions in English with minimal cues or assistance.</p>
	Expressive English Language Skills	<p>Repeats word or phrase to self, such as “bus”, while group sings, “The Wheels on the Bus” or “brush teeth” after lunch.</p> <p>Requests items in English, such as “car, milk, book, ball.”</p> <p>Uses one or two English words, sometimes joined to represent a bigger idea, such as “throw ball”.</p> <p>Uses increasingly complex and varied English vocabulary.</p> <p>Constructs sentences, such as “The apple is round,” or “I see a fire truck with lights on.”</p>
	Engagement in English Literacy Activities	<p>Demonstrates eagerness to participate in songs, rhymes and stories in English.</p> <p>Points to pictures and says the word in English, such as “frog, baby, run.”</p> <p>Learns part of a song or poem in English and repeats it.</p> <p>Talks with peers or adults about a story read in English.</p> <p>Tells a story in English with a beginning, middle and end from a book or about a personal experience,</p>

3.203 Exceptional Student Education (ESE)

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

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

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

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

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

3.204 Exceptional Student Education (ESE): IEP

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

3.205 ESE/Head Start: Progress Report

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

3.206 Equal Access

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

3.300 PLACEMENT

3.301 Placement of Head Start/Early Head Start

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

3.302 Voluntary Pre-Kindergarten

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

3.303 Exceptional Student Education (ESE)

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

3.304 Dual-enrolled Placement

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

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

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

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

3.401 Health

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

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

3.402 Safety

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

3.403 Nutrition

Nutrition plays an important role for both students and their families within Santa Rosa County District Schools Pre-Kindergarten programs. The nutrition service area strives to assist families in meeting each student's nutritional needs and establish good eating habits that nurture healthy development while promoting life-long well-being. The district's contracted food service provider, Sodexo, provides all school meals. The nutritional staff of Sodexo works diligently

to plan and prepare nutritious menus that meet current USDA guidelines, ensure food safety and sanitation. Nutritious meals are served daily to students, school staff and any visiting parent/guardian. The nutritional staff also provides nutrition education to students, teachers, staff and parents.

3.404 Social Emotional Development/ESE

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

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

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

3.405 Parent Involvement

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

3.406 Education

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

3.500 SCREENING/ASSESSMENT

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

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

- Teachers/Assistants will administer the Dial-4, which contains a Social/Emotional component, to Head Start and VPK students and the Ages and Stages Screener to Early Head Start students within the first 45 days of school. Screening data is used to determine strengths and needs of students.

- The Galileo Online System is used throughout the school year as an on-going assessment tool.
- The VPK Assessment will be administered to Head Start PreK students to measure in progress early literacy and early math.
- Assessment data, observations, portfolios, and anecdotal notes will be used to develop lessons and report each student's progress. Data is gathered and analyzed three times per year.

3.502 Assessment Instruments: ESE

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

3.600 COMPLETION

3.601 Head Start: Transition to Kindergarten

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

3.602 ESE: Transition to Kindergarten

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

3.603 ESE: Special Considerations

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

3.604 ESE: McKay Scholarship/Transfer

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

3.605 Section 504

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

- All Section 504 plans will be reviewed annually to determine if the student continues to meet eligibility criteria.
- All students who receive Section 504 services will participate in the general education curriculum provided with access to an Accommodation Plan.
- All students who receive Section 504 services will participate in all district and statewide assessments provided with access to an Accommodation Plan, in accordance with approved test accommodations as stated in the test administration manual.

- Section 504 services are not specialized instruction in an exceptional student education program.

3.700 ESE: ATTENDANCE

3.701 Attendance

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

3.702 Tardiness

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

4.0

ELEMENTARY SCHOOL (GRADES K-5)

STUDENT PROGRESSION PLAN

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4.100 ADMISSION

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

4.101 Age Requirement: Kindergarten

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

4.102 Age Requirement: First Grade

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

4.103 Transfer: Nonpublic Kindergarten

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

4.104 Transfer: Out-of-State

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

4.105 Entry Documentation Requirements

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

4.1051 Evidence of Birth

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

4.1052 Evidence of Immunizations

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

4.1053 Evidence of Medical Exam

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

4.1054 Evidence of Residence

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

4.1055 Homeless Assistance

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

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

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

4.106 Entry Documentation Requirements: Out-of-State

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

4.107 Expelled Students

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

4.108 Enrollment: Expulsion/Charges

Any student enrolling in any Santa Rosa District School shall at the time of enrollment, indicate on the enrollment form any previous school expulsion or alternative placement in lieu of expulsion; arrests resulting in a charge where the student was adjudicated guilty or where adjudication was withheld; or any juvenile justice actions. If a student requesting admission has been given **alternative placement** in lieu of expulsion from any non-District school, the Director of Elementary Schools should be contacted to determine appropriate placement within the District prior to the enrollment of the student in a Santa Rosa District School.

4.109 Irregular Attendance Committee

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

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

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

4.110 Student Reassignments

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

A parent must meet with the Principal of the school serving the student's residential address and request a reassignment, using Form 61-02-04. After this meeting, the parent must meet with the Principal of the school where they would like their child to attend to request the reassignment. Both Principals must sign the reassignment request which will be forwarded to the Director of

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

- A. Requests for reassignments are initiated at the school in the attendance zone where the parent/court awarded guardian resides. A letter stating the reason for the request for reassignment should be attached to the form at the initiating school.
- B. The Reassignment Form, which contains the statement "to the best of my knowledge all of the above information is true and correct," must be notarized.
- C. An approved reassignment request shall be for the duration of that child's tenure at the school to which he or she is reassigned.
- D. Additional requests for a reassignment must be made when a student leaves elementary school and desires to go to a middle school outside of his/her attendance zone. Additional requests for reassignment must be made when a student leaves middle school and desires to go to a high school outside of his/her attendance zone.
- E. A parent or guardian who wants a reassigned pupil to return to a school in the student's attendance zone shall complete a "Reassignment Form," which must be approved by the school board prior to the pupil re-enrolling in the school of the student's attendance zone.
- F. Any parent or guardian requesting a second reassignment within the same school year in which the initial reassignment was processed will be required to prove to the school board that denial of the request would cause great personal hardship.
- G. A request for reassignment will not be processed for any student with disciplinary action pending.
- H. As determined by the Principal of the school to which a pupil is reassigned, a reassigned student who does not conform to the policies, rules and regulations of the school to which a reassignment was processed may be administratively withdrawn from the reassigned school and returned to the school from which the student was reassigned.
- I. As determined by the Principal and approved by the grade level Director, a reassignment to a school may be administratively withdrawn if a parent or parents of a student are causing or seek to cause an uncooperative or hostile environment among the teacher(s), the student, the parent(s), and the school. The school must document at least three good faith efforts to obtain the cooperation/support of the parent(s) before considering this option.
- J. As determined by the grade level director only, a student may seek a transfer based upon a Power of Attorney if, in the opinion of the Director, ample evidence has been presented that the educational welfare of the student will be severely jeopardized. The Director will petition the school board for special temporary permission for the student to attend a school outside their attendance zone in accordance with residency established by the assigned Power of Attorney. This permission expires at the end of the current school year.
- K. Transfer requests will be considered based on the following reasons:
 - 1. Employees who reside in Santa Rosa County and work at the school of request or at a school within that feeder pattern, pending availability of space.
 - 2. Court ordered action on a student.
 - 3. Needs of the District that would benefit the functioning of the school(s).
 - 4. A student who is currently attending a school and moves into another school zone may continue to attend the school until the end of the current school year. Parents are responsible for providing transportation to and from school.
 - 5. A student who is currently attending a school and that school's attendance zone has been rezoned may continue to attend the school until the last grade of that school. Parents are responsible for providing transportation to and from school.

6. If an academic/extracurricular program exists in a school and is not available in the school in which the student resides. If the transfer is granted, the student must continue in the academic/extracurricular program or return to the home school.
7. ESE students reassigned through the Individual Education Plan (IEP) process to secure service for special needs are not subject to general reassignment procedures. Transportation is provided by the school district.

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

4.1101 Exceptional Student Education (ESE): McKay Scholarship

Exceptional Student Education students may be reassigned to a school outside their residential zone if eligibility for a McKay Scholarship has been determined. The School District will offer the student's parents an opportunity to enroll the student in another public school within the District which has not reached capacity and has a program with the services agreed to in the student's current Individual Education Plan (IEP). All such McKay Scholarship public school transfers will be approved by the District McKay Scholarship contact. Transportation is the responsibility of the parent.

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

4.1102 School Choice

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

4.111 Admission: Home School Education

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

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

4.200 PROGRAM OF STUDY

4.201 Remedial Instruction/Required Program of Study

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

A. Intent -

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

B. Comprehensive Program –

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

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

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

Grade 1 (and Retained Kindergarteners)

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

Grade 2

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

Grade 3

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

Grade 4

Mathematics	Less than Level 3 on FCAT 2.0 Mathematics for Grade 3
Reading	Less than Level 3 on FCAT 2.0 Reading for Grade 3
Science	F in Elementary Science for Grade 3

Grade 5

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

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

3. An appropriate alternative placement must be made for a student who has been retained two or more years. For students retained in third grade who have been retained twice in the K-3 school years, an Intensive Acceleration Class is to be provided.

4. Allocation of Resources - District school boards shall allocate remedial and supplemental instructional resources to students, with priority given to students who are deficient in reading by the end of third grade and students who fail to meet performance levels required for promotion, consistent with the District school board's plan for student progression required in paragraph (2) (b).
5. The **required program of study** for elementary school students in Santa Rosa District Schools reflects state and local expectations for Elementary Education. The following areas of study are required for Elementary Education in each grade, K - 5:
 - Art
 - Character Education (patriotism, responsibility, citizenship, kindness, respect, honesty, self control, tolerance and cooperation)
 - Health (includes harmful effects of alcohol, tobacco, and drug abuse; nutrition; human growth and development; and safety). The instructional time for K-3 students is 36 hours per year (average 1 hour per week). For 4 - 5 students, 54 hours per year (average 1½ hours per week) of instruction are required.
 - Language (reading, writing, spelling, grammar)
 - Mathematics
 - Music
 - Physical Education (See 4.2011)
 - Problem Solving
 - Safety
 - Science
 - Social Studies: Florida History; Conservation of Natural Resources; American History; Free Enterprise, Consumer and Economic Education
 - Self and Career Education
 - Technology Education
 - Flag Education

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

4.2011 Elementary Physical Education

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

- As funding becomes available, every effort shall be made to increase the number of certified physical education teachers, as well as the amount of contact time students have with a certified physical education teacher.
- Schools will provide physical education activities of at least a moderate level of intensity for the duration sufficient to provide significant health benefit to all students, subject to their differing capabilities.
- Schools will require fitness education and assessment to help students understand; improve and maintain their physical well-being.
- The District will support instruction encompassing a variety of motor skills and physical activities designed to enhance the physical, mental, social, emotional and academic development of every student.

- Programs will provide activities and experiences that are age and developmentally appropriate.
- Programs will provide students of all abilities and interests with a foundation of movement experiences that will lead to active, healthy lifestyles.
- Schools will ensure instruction in and promotion of healthy eating habits and good nutrition.
- Schools will deliver safety skills instruction for various physical activities and equipment.
- District policy will prohibit the use of physical activity and the withholding of physical activity as punishment.

4.202 Computer Literacy and Critical Thinking Skills

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

4.203 Section 504 Accommodation Plans/Services

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

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

4.204 Exceptional Student Education (ESE): Eligibility

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

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

- Autism Spectrum Disorder
- Deaf or Hard of Hearing
- Developmentally Delayed (Age: 0-5)
- Dual-Sensory Impaired
- Emotional/Behavioral Disabilities
- Gifted
- Hospital/Homebound
- Intellectual Disabilities

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

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

4.205 ESE: Mastery of Course Content

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

4.206 ESE: Allowable Accommodations

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

- A. An increase or decrease in the instructional time.
- B. Variations in instructional methodology.
- C. Teacher instruction or student response through special communication systems.
- D. Accommodations for test administration procedures and other evaluation systems.

4.207 Equal Access

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

4.208 English Language Learners

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

4.209 Elementary Reading Proficiency

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

- A. It is the ultimate goal of the Florida Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in Kindergarten, Grade 1, Grade 2, or Grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remediated.
- B. Beginning with the 2002 - 2003 school year, the parent of any student who exhibits a substantial deficiency in reading, as described in paragraph (A), must be notified **in writing** through a Progress Monitoring Plan of the following:

1. That his or her child has been identified as having a substantial deficiency in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of Grade 3, the child must be retained, unless he or she is exempt from mandatory retention for "good cause."
5. Strategies for parents to use in helping their child succeed in reading proficiency are an available resource provided by the school.
6. A good faith attempt will be made by the school to present this Progress Monitoring Plan information in a face-to-face conference with parents.

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

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

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

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

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

4.300 GRADE PLACEMENT, GRADES AND GRADING

4.301 Criteria

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

4.302 Screening

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

4.303 Further Assessment

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

4.304 Determined by Principal

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

4.305 Out-of-State Students

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

4.306 First Grade

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

4.307 Transfer: Probationary Basis

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

4.308 Transfer: Final

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

4.309 Transfer: Home Education

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

4.3091 Placement/Age

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

4.3092 Placement Variable

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

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

4.3093 Temporary Placement

Students may be temporarily placed pending screening.

4.310 Responsibility of Principal

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

4.311 Promotion: K-5 Students

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

Student Performance – Progress Monitoring Plan (PMP)

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

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

4.312 Promotion: ESE Students

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

4.313 Schedule of Completion

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

4.314 Report Cards: Grading System

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

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

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

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

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

Kindergarten

Kindergarten Report Card

M = Mastered

D = Developing

☒ D = Mastered After Expected Mastery Date

Grade 1

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

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

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

Grade 2

A =Highest level of performance

B =Performs above expected level of performance

C =Performs at expected level of performance

D =Performs below expected level of performance

F =Demonstrates unsatisfactory performance

I =Student's grade is incomplete

X =An area of concern

Grades 3 - 6

Number grades will be assigned using the following scale:

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

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

E = Excellent

S = Satisfactory

N = Not Mastered

U = Unsatisfactory

I = Incomplete

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

4.315 Report Cards: Reflect Level of Achievement

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

4.316 Report Cards: Issuing Schedule

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

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

4.317 ESE: Progress Reports

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

4.318 State Adopted Standards

- A. Standards to measure student achievement serve as guides to determine best practices for local curriculum designers in helping schools implement school improvement strategies to raise student performance. These standards explain what students should know and be able to do in the subjects of the arts, health/physical education, foreign languages, language arts, mathematics, science and social studies. Public schools shall provide appropriate instruction to assist students in the achievement of these standards. The following publications are hereby incorporated by reference and made a part of this plan.

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

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

4.319 Accelerated Grade Placement

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

4.320 Principal as Final Administrative Authority

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

4.321 Retained: Reassigned

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

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

4.322 Administrative Placement

A student who has not met the student performance standards and who may not benefit from special assignment to the same grade may be administratively assigned by the Principal to the next higher grade. In all cases, the student's cumulative record shall indicate the grade assigned by "administrative placement." A properly documented Progress Monitoring Plan (PMP) must be in the cumulative folder.

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

4.323 Retention

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

4.3231 Criteria for Retention

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

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

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

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

- academic skills
- chronological age

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

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

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

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

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

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

4.3232 Adequate Progress

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

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

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

1. Remediate before the beginning of the next school year and promote;

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

4.3233 Mandatory Retention

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

4.3234 Exemption from Mandatory Retention

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

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

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

- (a) Be selected by the student’s teacher;
- (b) Be an accurate picture of the student’s ability and only include student work that has been independently produced in the classroom;
- (c) Include evidence that the benchmarks assessed by the Grade 3 FCAT Reading have been met. Evidence is to include multiple choice items and passages that are approximately sixty (60) percent literary text and forty (40) percent information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district’s/school’s adopted core reading curriculum that are aligned with the Sunshine State Standards or teacher-prepared assessments;
- (d) Be an organized collection of evidence of the student’s mastery of the Sunshine State Standard Benchmarks for Language Arts that are assessed by the Grade 3

FCAT Reading. For each benchmark there must be at least three (3) examples of mastery as demonstrated by a grade of seventy (70) percent or above.

- E. Students with disabilities who participate in the FCAT and who have an Individual Education Plan (IEP) or a Section 504 Plan reflecting that the students have received intensive remediation in reading, for more than two years, but still demonstrate a deficiency in reading AND were previously retained in Kindergarten, Grade 1, Grade 2 or Grade 3.
- F. Students who have received intensive remediation in reading, as required by paragraph (4)(b) for two or more years, but still demonstrate a deficiency in reading and who were previously retained in Kindergarten, Grade 1, Grade 2 or Grade 3 for a total of two years are eligible for an alternative placement. This placement provides the twice retained student instruction from a high performing teacher who provides at least a 90 minute uninterrupted block of reading instruction, with an additional 90 minutes of instruction in supplemental and intervention programs that address diagnosed deficits. The class has a reduced student/teacher ratio. Frequent progress monitoring must be done. An option for mid-year promotion is available if the student meets the performance levels required (See *s.1008.25,7 (b),4 FS*). Intensive reading instruction for students so promoted must include an altered instructional day based upon a Progress Monitoring Plan (PMP) or IEP that includes specialized diagnostic information and specific reading strategies for each student. The District school board shall assist schools and teachers in implementing reading strategies that research has shown to be successful in improving reading among low performing readers. Requests for Good Cause Exemptions for students from the mandatory retention requirement, as described in paragraph (6)(b), shall be made consistent with the following:

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

4.3235 Mid-year Promotion

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

- 1. To be considered for mid-year promotion, a third grader must obtain a developmental scale score of 189 or higher on the reading portion of the third grade FCAT test and must have met all third grade level expectations in all subject areas (except reading), as documented by the end of the year report card grades of "C" average or better (on grade level performance).
- 2. Parents/guardians will be advised of the mid-year promotion options and guidelines. The parents will sign a form documenting their awareness of the policy, indicating

their preference as to whether or not they want their child to be considered for this mid-year promotion option.

3. If a third grade student is found eligible for a possible mid-year promotion and the parent agrees, the student will be placed in a fourth grade classroom for all subjects except reading. Those subjects will be presented at fourth grade level. The student must demonstrate proficiency in each of these subjects, maintaining a “C” average or better until the mid-year promotion assessment is conducted.
4. The student will participate in a third grade classroom daily for reading only. If the third grader is a student who has been retained once, a 90 minute uninterrupted block of reading is required, with additional time provided for intensive reading intervention. A student retained twice must receive 90 minutes of uninterrupted reading instruction, plus an additional 90 minutes of intensive reading intervention, totaling 180 minutes daily. Research based materials must be used with these previously retained third grade students.
5. After November 1, but before the end of the first semester, a state approved alternate reading assessment will be conducted. A student must score at or above the 4th grade reading level, consistent with the month promotion to 4th grade.
6. If success is demonstrated in maintaining a “C” average in all subjects except reading and in achieving the required minimum score on the state approved reading assessment, with parent agreement the student’s grade level status will change on the District’s student data system from third grade to fourth grade. Documentation of this mid-year promotion will be maintained in the student’s cumulative record.
7. If a student does not maintain a “C” average or higher in all subjects other than reading and acquires the minimum score needed on the state approved alternate reading test, the student’s portfolio will be reviewed to determine if promotion standards have been met. If met, the student’s grade status will move to fourth grade. If not, the student will remain in third grade on the District’s student data system, and will take the third grade FCAT test in the spring. (6A-1.094222)
To promote a student mid-year using a student portfolio, as provided for in paragraph (2) (a) of this rule, there must be evidence of the student’s mastery of third grade Sunshine State Standard Benchmarks for Language Arts and beginning mastery of the Benchmarks for fourth grade as specified in subsection (2) of this rule. The student portfolio must meet the following requirements:
 - (a) be selected by the student’s teacher;
 - (b) be an accurate picture of the student’s ability and only include student work that has been independently produced in the classroom;
 - (c) include evidence of mastery of the benchmarks assessed by the grade 3 Reading FCAT, as required by Rule 6A-1.094221, F.A.C.; and
 - (d) include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 Reading FCAT. This includes multiple choice items and passages that are approximately fifty (50) percent literary text and fifty (50) percent information text, and that are between 100-900 words with an average of 500 words. Such evidence could include chapter or unit tests from the district’s/school’s adopted core reading curriculum or teacher-prepared assessments that are aligned with the Sunshine State Standards. For each benchmark, there must be two (2) examples of mastery as demonstrated by a grade of seventy (70) percent or better and
 - (e) be signed by the teacher and the principal as an accurate assessment of the required reading skills.
8. A mid-year promotion can occur in any other elementary grade as well as third grade. The Principal, upon recommendation by the student’s teacher, shall review with the teacher and one other appropriate staff member the following:

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

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

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

4.324 Supplemental Instruction/Summer School

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

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

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

4.3241 ESE: Extended School Year (ESY) Services

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

4.325 Assessment and Reporting

4.3251 Annual Report of Student Progress

Each District school board must annually report to the parent of each student the progress of the student towards achieving state and District expectations for proficiency in reading, writing, science and mathematics, as required by paragraph (5)(b). The District school board must report to the parent the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's

classroom work, observations, tests, District and state assessments and other relevant information. Progress reporting must be provided to the parent, in writing, in a format adopted by the District school board. Beginning with the 2001-2002 school year each District school board must annually publish in the local newspaper and report in writing to the State Board of Education, by September 1 of each year, the following information on the prior school year:

- A. The provisions of this section relating to public school student progression and the District school board's policies and procedures on student retention and promotion must provide:
 - 1. By grade, the number and percentage of all students in Grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT,
 - 2. By grade, the number and percentage of all students retained in Grades 3 through 10,
 - 3. Information on the total number of students who were promoted for "good cause", by each category of "good cause", as specified in paragraph(6)(b),
 - 4. Any revisions to the District school board's policy on student retention and promotion from the prior year.
- B. Appropriate procedures should be followed by teachers to continuously and carefully observe and assess each student's performance throughout the school year to determine if expected achievement levels are being met. Reading diagnostic assessments are given to students who are not proficient based on district assessment. Under no circumstance should a student's performance be judged solely on the basis of a single test.

4.3252 Reading Deficiency

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

4.3253 Progress

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

4.3254 Statewide Assessment and Remediation

- A. Each student must participate in the statewide assessment tests required by *F.S. 1008.22*. Each student who does not meet specific levels of performance, as determined by the District school board in reading, writing, science and mathematics for each grade level, or who does not meet specific levels of performance, as determined by the Commissioner, on statewide assessments at

selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

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

4.3255 ESE: Assessment Exemption

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

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

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

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

indicated in all four areas, then the student should participate in FCAT with accommodations, as appropriate.

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

4.3257 Parent Notification: Unsatisfactory Progress

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

4.3258 Below Grade Level Placement

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

4.3259 Parent Notification: Failing

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

4.400 COMPLETION

4.401 Mastery of Student Performance Standards

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

4.500 ATTENDANCE, ABSENCES AND TARDINESS

4.501 Attendance

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

4.502 Absences

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

4.503 Excused Absences

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

4.5031 Arrangements for Excused Absences

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

- A. All make-up work assigned during the absence shall be completed within three days after the student returns to school, unless the student is given an extension of time by the teacher.
- B. Tests announced prior to the absence may be given on the student's first day back to school.
- C. Tests which have been announced prior to a pre-arranged absence will be made up at the discretion of the teacher.
- D. Assignments given prior to a pre-arranged absence should be turned in the first day a student returns to school.
- E. Assignments provided to students suspended out-of-school are due upon the student's return to school.

4.5032 Arrangements for Non-Listed Excused Absences

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

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

4.5033 Hospital/Homebound

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

4.5034 Repeated Absences

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

4.5035 Student with More Than Nine Absences

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

4.5036 Head Lice

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

4.504 Unexcused Absences

Unexcused absences shall result under the following conditions:

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

4.5041 Habitual Truancy

“Habitually truant” means that the child has 15 unexcused absences within 90 calendar days with or without the knowledge or justifiable consent of the child’s parent or legal guardian, is subject to compulsory school attendance under *s.1003.01, F.S.*, and is not exempt under *s.234.06, F.S.*, or *s.232.09, F.S.*, or any other exemptions specified by law or rules of the State Board of Education. *s.984.03(29), F.S.*

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

- A. The Principal shall, unless there is clear evidence that the absences are due to a pattern of nonattendance, refer the case to the school’s Integrated Services Team to determine if early patterns of truancy are developing. *s.1003.26, F.S.*
- B. The parent shall be invited to the Integrated Services Team meeting. *s.1003.26, F.S.*
- C. If an initial meeting does not resolve the problem, the Integrated Services Team shall implement interventions that best address the problem. The interventions may include but need not be limited to:
 1. frequent communication between the teacher and family;
 2. changes in the learning environment;
 3. mentoring;
 4. student counseling;
 5. tutoring, including peer tutoring;
 6. placement into different classes;
 7. evaluation for alternative education programs;
 8. attendance contracts;
 9. referral to other agencies for family services; or
 10. other interventions, including but not limited to a Truancy Petition pursuant to *s.984.151, F.S.*
- D. The Integrated Services Team shall be diligent in facilitating intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve the nonattendance behavior are exhausted. *s.1003.26, (1)(d)F.S.*
 1. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. *s.1003.26 (1)(e), F.S.*
 2. If the board's final determination is that the strategies of the Integrated Services Team are appropriate, and the parent or guardian in charge of the

student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non-compliance with compulsory school attendance. *s.1003.26, F.S.*

3. If nonattendance continues after the implementation of intervention strategies, the Principal may request that the Superintendent (or his designee) file a truancy court petition. If a truancy court petition is filed, the parents of the student will receive a summons to appear in circuit court pursuant to *F.S. 984.151*, and the parents may be subject to continued court jurisdiction, fines, probation or jail.
- E. If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent, the guardian, the Superintendent or his designee shall refer the case to the case staffing committee (Child in Need of Services – (CINS) and the Superintendent or his designee may file a Truancy Petition pursuant to the procedures in *s.84.151, F.S., s.1003.26, F.S.*
- F. If the parent or guardian of a child who has been identified as exhibiting a pattern of nonattendance enrolls the child in a Home Education Program pursuant to *s. 1002.41, F.S.*, the Superintendent of Schools shall provide the parent a copy of the *s.1002.41, F.S.*, and the accountability requirement of this paragraph. The Superintendent of Schools shall also refer the parent to a Home Education Review Committee composed of the District contact for Home Education Programs and at least two home educators selected by the parent from a District list of all home educators who have conducted a Home Education Program for at least three (3) years, and who have indicated a willingness to serve on the committee. The Home Education Review Committee shall review the portfolio of the student, as defined by *s.1002.41, F.S.*, every 30 days during the District's regular school terms until the committee is satisfied that the Home Education Program is in compliance with *s.1002.41, F.S.* The first portfolio review must occur within the first 30 calendar days of the establishment of the program.
- G. If the parent fails to provide a portfolio to the committee, the committee shall notify the Superintendent of Schools. The Superintendent of Schools shall then terminate the Home Education Program and require the parent to enroll the child in an attendance option provided under *s.1003.01, F.S.*, within three days. Upon termination of a Home Education Program pursuant to this subparagraph, the parent or guardian shall not be eligible to re-enroll the child in a Home Education Program for 180 calendar days. Failure of a parent or guardian to enroll the child in an attendance option provided under *s.1003.01, F.S.*, after termination of the Home Education Program pursuant to this subparagraph, shall constitute non-compliance with the compulsory attendance requirements of *s.1003.21, F.S.*, and may result in criminal prosecution under *s.1003.27, F.S.* Nothing contained herein shall restrict the ability of the Superintendent of Schools, or the ability of his or her designee, to review the portfolio pursuant to *s.1002.41, F.S.*

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

4.505 Tardiness

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

4.506 Leaving School Prior to End of Day

If a student leaves school before the end of the instructional day, the absence for the time missed will be determined to be excused or unexcused. It is required that the parent or designated adult sign the student out unless prior arrangements have been made by the parent. Repeated and/or excessive incidents of leaving school prior to the end of the day may be referred for truancy intervention and may result in disciplinary action for the student.

4.507 Retention Due to Excessive Absences of Any Kind

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

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

4.600 VIRTUAL INSTRUCTION PROGRAMS - See Section 9.0.

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

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

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5.500 ATTENDANCE, ABSENCES, AND TARDINESS

- 5.501 Attendance
- 5.502 Absences
 - 5.5021 Notifying the School
 - 5.5022 Make-up Work
- 5.503 Excused Absences
 - 5.5031 Pre-Arranged Absences
 - 5.5032 Illness or Injury
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- 5.5034 Section 504**
- 5.504 Unexcused Absences**
 - 5.5041 Truancy/Truancy Procedures**
 - 5.5042 Zeroes**
 - 5.5043 Suspended Students**
- 5.505 Hospital/Homebound**
- 5.506 Tardiness**
 - 5.5061 Excused Tardy**
 - 5.5062 Unexcused Tardy**
- 5.507 Leaving School Prior to End of Day**
- 5.508 Learnfare Program**

5.600 VIRTUAL SCHOOL- See Section 9.0

5.100 ADMISSION

5.101 Admission: Documents Required

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

5.1011 Evidence of Birth

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

5.1012 Evidence of Immunization

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

5.1013 Evidence of Medical Exam

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

5.1014 Evidence of Residence

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

5.1015 Homeless Assistance

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

5.102 Admission: Out-of-State Transfers

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

5.1021 Letter of Transcript

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

5.103 Admission: From Santa Rosa County Elementary Schools

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

5.104 Admission: Home School Education

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

- A. Grade placement of a student entering middle school from home education will be determined as set forth in this document in 5.302.
- B. Home education students entering middle school should be reported to the Director of Alternative Academic Programs who has responsibilities for serving as the school district's home education contact.

5.1041 Extra Curricular Activities

Home education students shall be eligible to participate in band and/or chorus as extra-curricular interscholastic activities at the middle school level. This participation will include enrolling in the school for the attendance zone of the student's residence for the purpose of participating in the class that occurs during the school day in conjunction with the extra-curricular program. To be eligible, the home education requirements pursuant to FS 1002.41 must be met. Home schooled students are subject to the rules and extra-curricular activity with the Santa Rosa County School District.

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

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

5.105 Expelled/Alternatively Placed Student

A student who has been expelled without educational services from any non-district school shall not be allowed to enroll in any Santa Rosa County middle school. A request for a waiver of this policy shall be referred to the Director of Middle Schools who shall recommend placement or non-placement of the student to the Superintendent. In accordance with Florida Statute, the school board will either honor the final order of expulsion as recommended by the Superintendent in which case the student shall not be admitted to a district school, or will waive the final order of expulsion as recommended by the Superintendent in which case the student shall be admitted to the district school.

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

A student with an active Individual Education Plan or a 504 Accommodation Plan who has been expelled from any non-district school, or who has been given an expulsion with continued education services or alternative placement in lieu of expulsion from any non-district school, who is seeking to enroll in Santa Rosa County District Schools shall be referred to the Director of Exceptional Education for an immediate placement review.

5.106 Enrollment Disclosure: Expulsion or Alternative Placement/Charges

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

5.107 Withdrawal: Between Ages of 16 and 18

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

reason for terminating enrollment and actions taken by schools to keep student enrolled s.1003.21, F.S. Such action, unless recognized by the school board as a hardship condition, will cause the student to lose his/her driving privilege. S.322.061, F.S.

5.108 Irregular Attendance Placement Committee

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

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

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

5.109 Student Reassignments

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

A parent must meet with the Principal of the school serving the student's residential address and request a reassignment, using Form 61-02-04. After this meeting, the parent must meet with the Principal of the school where they would like their child to attend to request the reassignment. Both Principals must sign the reassignment request which will be forwarded to the Director of Middle Schools for presentation to the Santa Rosa County School Board. The parent will be notified of the school board's decision and will be required to provide their child's transportation to and from school.

- A. Requests for reassignments are initiated at the school in the attendance zone where the parent/court-awarded guardian resides. A letter stating the reason for the request for reassignment should be attached to the form at the initiating school.
- B. The Reassignment Form, which contains the statement "to the best of my knowledge all of the above information is true and correct" must be notarized.
- C. An approved reassignment request shall be for the duration of that child's tenure at the school to which he or she is reassigned.
- D. An additional request for a reassignment must be made when a student leaves elementary school and desires to go to a middle school outside of their attendance zone. An additional request for reassignment must also be made when a student leaves middle school and desires to go to a high school outside of their attendance zone.

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

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

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

5.110 Exceptional Student Education (ESE) McKay Scholarship

Exceptional Student Education students may be reassigned to a school outside their residential zone if eligibility for a McKay Scholarship has been determined. The school district will offer the student's parents an opportunity to enroll the student in another public school within the district which has not reached capacity and has a program with the services agreed to in the student's current Individual Education Plan (IEP). All such McKay Scholarship public school transfers will be approved by the district McKay Scholarship contact. Transportation is the responsibility of the parent.

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

5.111 No Child Left Behind School Choice

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

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

5.113 Twice Retained Students

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

5.200 PROGRAM OF STUDY

5.201 Mathematics

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

5.202 English/Language Arts

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

5.203 Science

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

5.204 Social Studies

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

5.205 Physical Education

Every student should have the opportunity to participate in and benefit from a quality Physical Education Program. Santa Rosa County School District's Physical Education Program adheres to the state adopted standards and reflects state and local requirements for middle school education. The required program of study for middle school students in the Santa Rosa County School District mandates that physical education classes will be staffed by Certified Physical Education teachers.

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

- Every middle school student will take a minimum of one (1) class period per day for one (1) semester of physical education for each year he/she is enrolled in a middle school.
- All middle schools will schedule daily physical education classes into the school's master schedule.
- Classes will provide physical activities that require at least a moderate intensity level for a duration sufficient to provide a significant health benefit to students, subject to their differing capabilities.
- All participants in the physical education classes will undergo pre/post fitness assessments. Such assessments will be utilized to help students understand their present level of fitness, improve their personal fitness levels through good nutrition and physical activity and maintain their physical well-being throughout daily life.
- Students will be exposed to a variety of motor skills experiences and physical activities designed to enhance the physical, mental, social, emotional and academic development of every student.
- Students will be supported in the development of and receive instruction in cognitive concepts about motor skills and physical fitness that support a lifelong healthy life style.
- Students will be encouraged to maintain regular amounts of appropriate physical activity now and be taught why they should continue these activities throughout life.
- Each student will receive instructions in how to develop healthy eating habits and what foods constitute good nutrition.
- The middle school curriculum will further refine and develop all skills previously learned at the elementary level.
- District policy will prohibit the use of physical activity and the withholding of physical activity as punishment.

5.2051 Medical Exemption

Principals may exempt a student from physical education only after meeting with the student's parents and/or guardians, consulting with the physical education staff and

receiving written verification that the exemption is necessary for validated medical reasons.

5.2052 Academic Exemption

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

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

5.206 Health Education

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

5.2061 Exemption

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

5.207 Career and Education Planning

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

5.208 Critical Thinking Skills/Computer Literacy

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

- A. Critical Thinking Skills
- B. Computer Literacy

5.209 Additional Instructional Topics

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

5.210 Electives

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

5.211 State Standards

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

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

5.212 EOC: End of Course Exams

- 1. 1st Year of EOC Implementation and 9th grade Cohort Groups.
 - a. End of Course (EOC) exams will count 30% of the courses' final grade.
 - b. The EOC scores returned will be converted to a numeric value that will be averaged to assign a final course grade as follows:
 $1^{\text{st}} \text{ semester average } (.35) + 2^{\text{nd}} \text{ semester average } (.35) + \text{EOC grade } (.30).$
 - c. For courses requiring an EOC, credit will not be awarded and the course will not count towards Grade Point Average (GPA) or Class Rank calculations until the final grade calculation is complete.
- 2. Subsequent EOC years and Non Cohort Groups.
 - a. The EOC exam will not count as part of the final course grade.
 - b. EOC exam scores will be reported in terms of achievement levels. Level 3 or higher will be interpreted as a passing score.
 - c. For courses requiring an EOC exam, a student will be awarded credit for the course only after receiving a passing score on the EOC exam (level 3 or higher).

5.213 ESE: Assessment Exemption

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

When making the determination, the IEP Team should use the following questions to guide the decision-making process. Exemption from state and district assessments may be permitted only when the criteria below are met.

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

If the IEP Team determines that answers to all four (4) of the questions accurately characterize a student's functioning levels, as "significantly cognitively disabled" then the student will pursue a special diploma consisting of courses based on NGSSS Access Points and the Florida Alternate Assessment (FAA) should be used to provide a meaningful evaluation of the student's current academic achievement. If "yes" is not indicated in all four (4) areas, then the student should participate in FCAT with accommodations, as appropriate.

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

5.214 High School Courses

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

5.215 Section 504

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

- 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 are not specialized instruction in an exceptional student education program.

5.216 ESE: Eligibility

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

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

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

5.217 ESE: Mastery of Course Content

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

5.218 ESE: Course Length/Time Requirements

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

5.219 ESE: Allowable Accommodations

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

- A. An increase or decrease in the instructional time;
- B. Variations in instructional methodology;
- C. Teacher instruction or student responses through special communication systems;
- D. Accommodations for or test administration procedures and other evaluation systems to accommodate the student's disabilities.

5.220 Equal Access

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

5.221 English Language Learners

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

5.300 GRADE PLACEMENT**5.301 Transfer Students**

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

As delineated in the District K-12 Comprehensive Research-based Reading Plan, students in Grade 6 and above with no FCAT scores should be administered a grade-level fluency screen and Scholastic Reading Inventory, STAR assessment, or FAIR, if available, to determine if they have reading difficulties. Students scoring below grade level on the STAR Grade Equivalency Score/Scholastic Reading Inventory and whose standardized tests are below the 75th percentile will be considered for reading intervention. However, fluency/text reading efficiency will be the primary criteria used for deciding the level of intensity in course placement. When FAIR scores are available, FAIR Maze assessment will be used to determine fluency/text reading efficiency based on the targets delineated in the District K-12 Comprehensive Research-based Reading Plan.

5.302 Home Education Students

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

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

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

5.303 Final Decision: Responsibility of Principal

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

5.304 Grades and Grading

5.3041 Grading Scale

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

Grading Scale for Grades 3-12

A = 90 – 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 0 - 59

5.3042 Appropriate Procedures

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

5.3043 Advised of Grading Criteria

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

5.3044 Report Card

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

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

5.3045 Skill Level Below Assigned Grade Placement

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

5.3046 Notification of Potential Failure of Course

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

5.3047 Notification of Decline in Performance

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

5.3048 Mid-term Reports/Parent Internet Viewer

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

5.305 Promotion of Students, 6 – 8

5.3051 Promotion Criteria

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

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

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

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

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

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

5.3052 Intensive Reading/Math Remediation

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

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

Specific details regarding reading intervention are delineated in the approved Santa Rosa K-12 Comprehensive Research Based Reading Plan

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

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

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

5.3053 Failure to Meet Performance Levels

Students who fail to meet the proficiency level in reading, writing, mathematics, and/or science on the state assessment as defined by the district must receive remediation in the area(s) lacking proficiency and/or be retained within an intensive program that takes into account the student's learning styles and a program that is different from the previous year's program. When a student has been retained two (2) or more years, appropriate alternative placement will be determined based on the student's academic needs and programs and/or courses available to best serve the student and assist in continued academic progress in conjunction with Florida Statutes.

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

5.3054 Required Attendance

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

5.3055 Retention

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

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

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

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

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

5.3056 ESE: Promotion and Retention

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

5.3057 Completion Schedule

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

5.3058 ESE/ELL Grade Replacement

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

5.3059 Academically Challenging or Accelerated Curriculum (ACCEL)

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

5.306 Course Recovery

5.3061 Course Recovery

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

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

5.3062 Summer School

Students who have not successfully completed a required core course in which the student was enrolled will be permitted to attend summer school, if available, as an

opportunity for course recovery. The maximum number of subjects in which a student can be enrolled in summer school provided by the district is two (2).

5.3063 Completion After Three (3) Years

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

5.307 Remediation Criteria

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

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

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

5.3071 Reading, Writing, Mathematics, Science

Reading

Grade 6: Below Level 3 on the FCAT 2.0.

Grade 7: Below Level 3 on the FCAT 2.0.

Grade 8: Below Level 3 on the FCAT 2.0.

Writing

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

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

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

Mathematics

Grade 6: Below Level 3 on the FCAT 2.0.

Grade 7: Below Level 3 on the FCAT 2.0.

Grade 8: Below Level 3 on the FCAT 2.0.

Science

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

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

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

5.3072 Progress Monitoring Plan Needed

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

for those students not demonstrating proficiency based on spring testing data from the previous year or previous year's grades as detailed in 5.3071.

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

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

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

5.3073 Progress Monitoring Plan Not Needed

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

5.3074 Other Objective Measures

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

5.3075 Parent Notification

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

5.3076 ESE: Extended School Year (ESY) Services

Students qualifying for Exceptional Student Education will receive Extended School Year Services (ESY), as determined by the IEP Team. The need for ESY services must be documented by progress monitoring evaluations administered prior to a ten (10) day

break in school instruction (winter break) and upon the return from the same winter break to determine if regression and/or recoupment of skills will occur as a result of an interruption in education. The content, type of services, hour/minutes and location of services are determined by the IEP Committee.

5.308 Annual Report of Student Progress

Each District school board must annually report to the parent of each student the progress of the student towards achieving state and District expectations for proficiency in reading, writing, science and mathematics, as required by FS 1008.25(8). The District school board must report to the parent the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, District and state assessments and other relevant information. Progress reporting must be provided to the parent, in writing, in a format adopted by the District school board. Beginning with the 2001-2002 school year, each District school board must annually publish in the local newspaper and report in writing to the State Board of Education, by September 1 of each year, the following information on the prior school year:

- A. The provisions of this section relating to public school student progression and the District school board's policies and procedures on student retention and promotion must provide:
 - 1. By grade, the number and percentage of all students in Grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT 2.0,
 - 2. By grade, the number and percentage of all students retained in Grades 3 through 10,
 - 3. Information on the total number of students who were promoted for "good cause", by each category of "good cause", as specified in paragraph(6)(b),
 - 4. Any revisions to the District school board's policy on student retention and promotion from the prior year.
- B. Appropriate procedures should be followed by teachers to continuously and carefully observe and assess each student's performance throughout the school year to determine if expected achievement levels are being met. Reading diagnostic assessments are given to students who are not proficient based on district assessment. Under no circumstance should a student's performance be judged solely on the basis of a single test.

5.400 COMPLETION

5.401 Completion of Middle School

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

5.500 ATTENDANCE, ABSENCES, AND TARDINESS

5.501 Attendance

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

5.502 Absences

5.5021 Notifying the School

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

5.5022 Make-up Work

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

- A. All make-up work assigned during the absence shall be completed within three (3) days after the student returns to school unless given an extension of time by the teacher.
- B. Tests announced prior to the absence can be given on the student's first day back to school, or at the discretion of the teacher.
- C. Assignments given prior to an absence should be turned in the first day the student returns to school.

5.503 Excused Absences

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

5.5031 Pre-Arranged Absences

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

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

5.5032 Illness or Injury

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

5.5033 Head Lice

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

5.5034 Section 504

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

5.504 Unexcused Absences

Unexcused absences shall result under the following conditions:

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

5.5041 Truancy/Truancy Procedures

Habitual Truant: "Habitually truant" means that the child has 15 unexcused absences within 90 calendar days with or without the knowledge or justifiable consent of the child's parent or legal guardian, is subject to compulsory school attendance under s.1003.21, (1) and (2)(a), F.S., and is not exempt under s.1003.21.(3), F.S., or s.1003.24, F.S., or any other exemptions specified by law or rules of the State Board of Education.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a 90 calendar day period, the student's primary teacher shall report to the school Principal or his or her designee that the student may be exhibiting a pattern or nonattendance.

- A. The Principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school's Integrated Services Team to determine if early patterns of truancy are developing.
- B. The parent shall be invited to the Integrated Services Team meeting.
- C. The parent/guardian shall be informed of the requirements of compulsive attendance laws, Truancy Pick-Up Program and the Department of Motor Vehicles sanctions.
- D. If an initial meeting does not resolve the problem, the Integrated Services Team shall implement interventions that best address the problem. The interventions may include, but need not be limited to
 - 1. frequent communication between the teacher and the family
 - 2. changes in the learning environment
 - 3. mentoring
 - 4. student counseling
 - 5. tutoring, including peer tutoring
 - 6. placement into different classes
 - 7. evaluation for alternative education programs
 - 8. attendance contract
 - 9. referral to other agencies for family services; other intervention services; other interventions, including, but not limited to a truancy petition pursuant to s.984.141, F.S.
- E. The Integrated Services Team shall be diligent in facilitation intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve non-attendance behavior are exhausted.

1. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board.
 2. If the board's final determination is that the strategies of the Integrated Services Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.
 3. If nonattendance continues after the implementation of intervention strategies, the Principal may request that the Superintendent (or his designee) file a truancy court petition. If a truancy court petition is filed, the parents of the student will receive a summons to appear in circuit court pursuant to F.S. 984.151, and the parents may be subject to continued court jurisdiction, fines, probation or jail.
- F. If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent, the guardian, or the Superintendent or his designee shall refer the case to the case staffing committee (Child in Need of Services – CINS) and the Superintendent or his designee may file a Truancy Petition pursuant to the procedures in s.984.151 F.S.
- G. If the parent or guardian of a child who has been identified as exhibiting a pattern of nonattendance enrolls the child in a Home Education Program pursuant to s.1002, F.S., the Superintendent of Schools shall provide the parent a copy of s.1002.41, F.S., and the accountability requirements of this paragraph. The Superintendent of Schools shall also refer the parent to a Home Education Review Committee composed of the District contact for Home Education Programs and at least two (2) home educators selected by the parent from a district list of all home educators who have conducted a Home Education Program for at least three (3) years and who have indicated a willingness to serve on the committee.

The Home Education Review Committee shall review the portfolio of the student, as defined by s.1002.41, F.S., every 30 days during the district's regular school terms until the committee is satisfied that the Home Education Program is in compliance with s. 1002.41(1) (b) F.S. The first portfolio review must occur within the first 30 calendar days of the establishment of the program. The provisions of paragraph seven (7) below do not apply once the committee determines the Home Education Program is in compliance with s.1002.41(1)(b), F. S.

- H. If the parent fails to provide a portfolio to the committee, the committee shall notify the Superintendent of Schools. The Superintendent of Schools shall then terminate the Home Education Program and require the parent to enroll the child in an attendance option provided under F.S. 1003.01(13), (a), (b), (c) or (e) within three (3) days. Failure of a parent or guardian to enroll the child in an attendance option provided under s.1003.01(13)(a)(b)(c) or (e)F.S., after termination of the Home Education Program pursuant to this subparagraph shall constitute noncompliance with the compulsory attendance requirements of s.1003.21, F.S., and may result in criminal prosecution under s.1003.27(2), F.S. Nothing contained herein shall restrict the ability of the Superintendent of Schools, or the ability of his or her designee, to review the portfolio pursuant to 1002.41(1)(b), F.S.

5.5042 Zeroes

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

5.5043 Suspended Students

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

5.505 Hospital/Homebound

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

5.506 Tardiness

A tardy is the absence of any student at the time attendance is taken provided the student is in attendance before the end of class. When a student reports to school late or to a class late, the tardy must appropriately be identified as excused or unexcused. Repeated and/or excessive incidents of tardiness may potentially result in disciplinary action for the student.

5.5061 Excused Tardy

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

5.5062 Unexcused Tardy

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

5.507 Leaving School Prior to End of Day

If a student leaves school before the end of the instructional day, the absence for the time missed will be determined to be excused or unexcused. It is required that the parent or designated adult sign the student out unless prior arrangement has been made by the parent. Repeated and/or excessive incidents of leaving school prior to the end of the day may potentially result in disciplinary action for the student.

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

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

5.508 Learnfare Program

Each participant of the Learnfare Program with a school-age child is required to have a conference with an appropriate school official of the child's school during each semester to assure

that the participant is involved in the child's educational progress, and is aware of an existing attendance or academic problems. The conference must address acceptable student attendance, grades and behavior and must be documented by the school and reported to the Department of Children and Families.

5.600 Virtual Instruction Programs - See Section 9.0

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

6.0

HIGH SCHOOL (GRADES 9-12)

STUDENT PROGRESSION PLAN

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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.

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.

- J. As determined by the grade level director only, a student may seek a transfer based upon a Power of Attorney if, in the opinion of the director, ample evidence has been presented that the educational welfare of the student will be severely jeopardized. The director will petition the school board for special temporary permission for the student to attend a school outside their attendance zone in accordance residency established by the assigned Power of Attorney. This permission would expire at the end of the current school year.
- K. A school that has been deemed as closed to transfers due to capacity will entertain requests based upon the following reason(s):
 - 1. Employees who reside in Santa Rosa County and work at the school of request or at a school within that feeder pattern pending availability of space.
 - 2. Court ordered action on a student.
 - 3. Needs of the District that would benefit the functioning of the school(s).
 - 4. A student who is currently attending a school and moves into another school zone may continue to attend the school until the end of the current school year. Parents are responsible for providing transportation to and from school.
 - 5. A student who is currently attending a school and that school's attendance zone has been rezoned may continue to attend the school until the last grade of that school. Parents are responsible for providing transportation to and from school.
 - 6. Seniors who move out of a school zone or Santa Rosa County.
- L. A school that has not reached capacity will consider transfers base upon the following reason(s):
 - 1. Employees who reside in Santa Rosa County and work at the school of request or at a school within the feeder pattern, pending space availability.
 - 2. Is currently attending a school and moves into another school zone.
 - 3. Needs of the District that would benefit the functioning of the school(s).
 - 4. Seniors who move out of a school zone or Santa Rosa County.
 - 5. A student who is currently attending a school and moves into another school zone may continue to attend the school until the last grade level of that school. Parents are responsible for providing transportation to and from school.
 - 6. A student who is currently attending a school when that school's attendance zone has been rezoned may continue to attend the school until the last grade of that school. Parents are responsible for providing transportation to and from school.
 - 7. If an academic program exists in a school and is not available in the school in which the student resides. If the transfer is granted the student must continue in the academic program or return to the home school.
 - 8. If an athletic program is offered at a school and not in the school in which the student resides. If after entering, the student chooses not to participate he/she must return to the home school.
 - 9. ESE students reassigned through the Individual Education Plan (IEP) process to secure services for special needs are not subject to general reassignment procedures. Transportation is provided by the school district.

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

6.113 School Choice Options

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

6.114 Foreign Exchange Students

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

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

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

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

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

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

- Will be expected to conduct themselves in accordance with the Santa Rosa School District Code of Student Conduct and with all standards required of any student enrolled in a District school. They will be treated as regular students regarding attendance, academic standards, responsibilities and rights and discipline. Repeated violation of any standards may result in the foreign exchange student's withdrawal from the school.
- May be eligible to represent the school they attend in interscholastic activities, provided they meet all appropriate Florida High School Athletic Association's requirements and provided they have not participated in the activity on a professional level. Any student who has accepted remuneration, gift, or donation for participation in a sport is ineligible to participate in that sport at the high school level.

- Must have sufficient knowledge of the English language to enable effective communication, to use instructional materials and textbooks printed in English, and to function in the regular curriculum without special professional assistance.

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

6.116 Drop/Add Course Requirements

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

6.200 PROGRAM OF STUDY

6.201 Required Program

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

6.202 Course Content

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

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

6.203 Character Education

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

6.204 Section 504 Accommodation Plan/Services

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

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

6.205 Exceptional Student Education Eligibility

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

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

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

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

6.206 Statewide Assessment Program

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

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

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

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

Students who are new to the State of Florida and are entering Grades 9 -11 must take state required assessments. Following registration in the Santa Rosa County School District, these students' transcripts will be reviewed. Based on assessment scores as well as their grades in

reading, writing, mathematics, and science, a determination will be made as to whether any remediation will be necessary. As delineated in the District K-12 Comprehensive Research-based Reading Plan, students in Grade 9 and above with no FCAT (2.0) scores should be administered a grade-level fluency screen and the Scholastic Reading Inventory or the Florida Assessment for Instruction in Reading (FAIR), if available, to determine if they have reading difficulties. Students scoring below grade level on the Scholastic Reading Inventory and/or FAIR, if available, whose standardized tests are below the 75th percentile will be considered for reading intervention. However, fluency text reading efficiency will be the primary criteria used for deciding the level of intensity in course placement. When FAIR scores are available, FAIR Maze assessment will be used to determine fluency text reading efficiency based on targets delineated in the district's approved K-12 Comprehensive Research-based Reading Plan. Students entering the 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 must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan (PMP), the student may be retained.

A student will meet the graduation requirement for reading as soon as they pass either the 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 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/secondaryreadingplacementchart.pdf>

6.2072 Writing:

Criteria for remediation:

Grade 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 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.

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

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 scoring below Level 3 on the Biology 1 EOC must receive remediation. Remediation will be accomplished through a Biology CR course or through other methods such as pull-out, before school or after school tutoring, etc.

Students entering 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 (MOCPs).

6.210 ESE: Extended School Year (ESY) Services

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

6.211 ESE: Assessment Exemption

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

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

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

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

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

6.212 Experimental Program Changes

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

6.213 Number of Periods of Daily Attendance

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

6.214 Equal Opportunity

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

6.215 Services for English Language Learners (ELL)

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

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

process. A formal retention recommendation regarding an ELL may be made through action of an ELL committee.”

6.216

Physical Education

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

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

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

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

The following exceptions apply:

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

An interscholastic sport is defined to include all sports approved by the Florida High School Athletic Association (FHSAA). 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 session and completing the designed learning plan while earning a passing score between 60 and 75 percent on a final assessment in each core course will be awarded the final assessment score as their recovered quarter/semester grade for the previous quarter/semester. Students must meet all eligibility requirements as defined by the school Principal. Students may recover a maximum of two grades from any quarter/semester. Senior students may recover third and fourth quarter grades if needed for graduation purposes.

6.300 GRADE PLACEMENT, GRADES 9-12

6.301 Regular Students

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

Credits needed to be classified at the grade level listed:

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

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

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

6.302 Mid Year Promotions

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

6.303 Twice Retained Students

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

6.400 COMPLETION

6.401 Graduation Requirements – Standard Diploma - Option 1

A. Number of Credits Required:

1. 24 for a 6 credit per year schedule

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

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

9th 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. 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.	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

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

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

$$1^{\text{st}} \text{ semester average } (.35) + 2^{\text{nd}} \text{ semester average } (.35) + \text{EOC grade } (.30).$$

- For courses requiring an EOC, credit will not be awarded and the course will not count towards Grade Point Average (GPA) or Class Rank calculations until the final grade calculation is complete.

2. Subsequent EOC years (Algebra I, Geometry, Biology)

- The EOC exam will not count as part of the final course grade.
- EOC exam scores will be reported in terms of achievement levels. Level 3 or higher will be interpreted as a passing score.
- For courses requiring an EOC exam, a student will be awarded credit for the course only after receiving a passing score on the EOC exam (level 3 or higher).

- d. The Credit Acceleration Program (CAP) has been created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. Notwithstanding s. 1003.436, a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized end-of-course assessment. Students seeking accelerated credit through the EOC exam process should consult the school guidance department.
 3. The U.S. History E.O.C. will be administered (2012-2013) to all students (non-cohort) taking U.S. History or U.S. History Honors. This End of Course (EOC) exam will count 30% of the course's final grade.
- C. Students entering their first year of high school before the 2011-2012 year and thereafter shall earn 24 credits in the following manner:
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 1 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 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 (4) required social studies. 4 credits in social studies as follows: 1 credit in American history; 2 credits in world history; one-half credit in economics; and one-half credit in American government.

OR

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

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

5. 1 credit in Fine or Performing Arts, Speech, Visual Arts and Debate or Practical Arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses shall be identified through the Course Code Directory.
6. 1 credit in physical education. This course must include the integration of health. This course requirement may also be satisfied by:
 - a. participation in 2 seasons of interscholastic sports at the junior varsity or varsity levels and a passing grade of "C" on the Personal Fitness Competency Test.
 - b. completion of 2 years in ROTC class will satisfy the 1 credit in physical education and 1 credit in performing arts.

- c. For students who transfer into our school system in their junior or senior year having already completed 2 - 0.5 credit courses in Physical Education. They will be required to complete a third 0.5 credit Physical Education requirement.

7. Elective courses are selected by the student in order to pursue a complete education program as described in *FS 1001.41(3)*.
8. Beginning with student entering grade 9 in the 2011-2012 school year, at least one course within the 24 credits required for graduation must be completed through on-line learning. This requirement shall be met through an on-line course offered by Santa Rosa On-line, Florida Virtual School, an on-line course at the high school, or an on-line dual enrollment course.

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
 - Electives
 - a. For career option only – 3 credits in a single vocational/career education program or 3 credits in career/technical certificate dual enrollment or 5 credits in vocational/career ed.
 - b. For career option only – 4 credits in a vocational/career education (including 3 credits in one Sequential Career and Technical Education program)
 - c. College option 2 credits
- F. Grade Point Average: Students must have an overall cumulative GPA of 3.5 or above on a 4.0 scale for the College Preparatory track and 3.0 or above on a 4.0 scale for the Career Preparatory track.
- G. Students who enroll in the college preparatory program must earn 6 of 18 credits in Advanced Placement, Dual Enrollment, or Advanced International Certificate of Education (International Baccalaureate by transfer only).
- H. Each student in Grades 6-12 and his or her parents will be provided with information about the 3-year and 4-year high school graduation options; these options shall include the curriculum for each option. The parents and students will select the secondary or career plan that best fits their needs. The options shall include a time frame for achieving each graduation option. If the student and parents fail to select a graduation option, the

student shall be considered to have selected the general requirements for high school graduation (4 year option).

- I. At the beginning of each school year, the School District will notify parents of students in or entering high school of the opportunity and benefits of advanced placement, Advanced International Certificate of Education, dual enrollment, Santa Rosa On-line and Florida Virtual courses and options for early or accelerated high school graduation under s. 1003.4281 and 1003.429.
- J. ESE students with disabilities who select the Accelerated Graduation Option are NOT eligible for the FCAT waiver. The FCAT waiver may only be applied to the Standard Diploma Option 1.
- K. Students must complete all requirements by the end of summer school.
- L. Students may be reassigned to the traditional 24 credit program if they do not score Level 3 or higher on the 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.

6.4032 ESE: Mastery of Student Performance Standards: ESE

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

6.4033 ESE: Progress Report

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

6.4034 Absenteeism

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

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

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

6.4035 Semester Credit

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

6.4036 Full Year Credit

Full credit (1.0) will be awarded in a full credit course if the student successfully completes either the first or second semester of the course but fails to successfully

complete the other semester and the averaging of the grades of each semester results in a passing grade, except under the provisions of 6.403.

6.4037 Administrative Credit

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

6.4038 Waivers

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

6.404 Course Credit Limitations

6.4041 Regular Students

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

6.4042 Exceptional Students

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

6.4043 Forgiveness

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

- A. The original course and grade will remain on the student’s record.
- B. The grade may be replaced by a grade of “C” or higher.
- or**
- C. A student who received a “D” or “F” (“C,” “D” or “F” in 8th grade) in any semester unit of instruction of a course may repeat the semester unit in summer session or in a regular term. For a required course, a student shall be limited to replacing the grade with a “C” or higher. The semester unit repeated may be from the original course, or a comparable course. For an elective course, a student shall be limited to replacing a course grade with a “C” or higher or its equivalent earned subsequently in another course.
- D. Students entering 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 session to replace a previously earned grade (course recovery) need only attend for the time that it takes to master the Student Performance standards (Learning Pathway) and demonstrate proficiency (pass) the final post-assessment.

6.405 Course Credit Restrictions

6.4051 Remedial/Vocational/Level I Courses

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

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

6.4052 Performing Fine Arts

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

6.4053 Practical Vocational Arts

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 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 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 calendars 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:

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
1201300 Math Analysis
1202300 Calculus
1206320 Geometry Honors
1202340 Pre-Calculus
1210300 Probability and Statistics
1211300 Trigonometry
1206330 Analytic Geometry
1700320 Research 3
1700330 Research 4
2000320 Biology I Honors
2000330 Biology II

2000360 Anatomy and Physiology Honors
 2001320 Earth/Space Science Honors
 2003350 Chemistry I Honors
 2003350 Chemistry II
 2003390 Physics I Honors
 2003410 Physics II
 2100320 American History Honors
 2102320 Economics Honors
 2106320 American Government Honors
 2109320 World History Honors

6.6023 Weighted Programs

Courses from the following programs will be weighted:

- A. Advanced Placement
- B. Dual Enrollment courses as specified in a school's course catalog
- C. Advanced International Certificate of Education (Pre-AICE and AICE)
- D. International Baccalaureate (by transfer)
- E. Honor Courses
- F. Level 3 Career and Technical Education programs requiring an industry or state certification/licensure.

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

6.603 Course Substitution

6.6031 ESOL Courses

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

6.6032 Job Prep Programs

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

6.6033 Vocational Courses

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

6.604 Credit Alternatives

6.6041 Adult Education Courses

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

6.6042 Career and Technical Programs

Career and technical programs are available at Locklin Technical Center to 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 materials.
- F. The Dual Enrollment Articulation Agreement will serve as a means for students to increase the depth of study and shorten the time necessary for a student to complete the requirements associated with a degree. This agreement was developed by an articulation committee established by the Superintendent of Schools and the President of the Community College and shall address the following items:
 - Ratification;
 - Courses and programs available for dual enrollment students;
 - Instructional responsibilities regarding student screening prior to enrollment;
 - Responsibility for providing student transportation; and
 - Conversion of college credits to high school credits.
- G. Full-time Dual Enrollment students are expected to enroll in four (4) college courses each semester.
- H. A student who qualifies as full-time as indicated by G above, and is involved with an extracurricular activity, may enroll in a co-curricular course taking place on campus if it is connected to the extracurricular activity.
- I. A student that is not considered full time Dual Enrollment by G above, must also take course work as indicated below:
 - a) Three (3) Off-Campus Dual Enrollment Courses & 1 or 2 On-Campus courses (minimum 3 HS credits)
 - b) Two (2) Off-Campus Dual Enrollment Courses & 2 or 3 On-Campus courses (minimum of 3 HS credits)
 - c) One (1) Off-Campus Dual Enrollment Courses & 3 or 4 On-Campus courses (minimum of 3 HS credits)

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

- J. Student eligibility requirements for initial enrollment in college credit dual enrollment courses must include a 3.0 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:

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

6.6047 Florida Virtual School

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

6.6048 Middle School Students Earning Credit

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

6.605 Dropout Prevention Programs

6.6051 Courses

Students participating in District dropout prevention programs as provided in the District’s approved Comprehensive Dropout Prevention Plan and as prescribed in

s.230.2316, F.S., should be enrolled in courses listed in the basic or vocational sections of the *Florida Course Code Directory*.

6.6052 Reporting

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

6.606 Extracurricular Activities

6.6061 Required GPA

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

A. Students in Grade 9:

1. to be eligible in the fall semester of 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 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 (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.

7.0 ADULT EDUCATION PROGRAMS STUDENT PROGRESSION PLAN

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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 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 in:	2009-10	2010-11	2011-12	2012-13	2013-14
	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)	Writing (10) Reading & Math	Writing (10) Math Retakes	Writing (10)

	Science (11) Writing (10) Reading & Math Re-takes (fall, spring)	Reading & Math Retakes (fall , spring)	Retakes (fall , spring)	(fall, spring)	
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

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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 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 exiting at a terminal occupational completion point, 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.

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.; 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 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. Additional program related costs may include lab fees, industry certification testing, uniforms, background checks and drug testing.

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 can no longer qualify for a Pell Grant.

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 as excused or unexcused. Students with six consecutive unexcused-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

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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 Retakes (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.

APPENDIX

Student Reading Placement, Grades 6-8
Just Read, Florida! 2012 – 2013

Student's Reading Status	Reading Intervention Required? ^	Extended Time in Reading Intervention Required? +	Intensive Reading or Intensive Language Arts Required? #	May Districts Offer Content Area Reading Intervention?	Teacher Certification/ Professional Development Required
L1 No decoding or text reading efficiency issues*	Yes	No	Yes	No	RE RC
L1 Decoding or text reading efficiency issues	Yes	Yes	Yes	No	RE RC
L2 No decoding or text reading efficiency issues*	Yes	No	District Determined	Yes	RE RC CAR-PD NGCAR-PD
L2 Decoding or text reading efficiency issues	Yes	Yes	Yes	No	RE RC

* Data must be provided to show that L1 and L2 students do not have decoding or text reading efficiency issues based on district placement criteria.

^ A one year good cause exemption from the reading intervention requirement is available for middle school students who score at Level 1 or Level 2 on FCAT Reading, but who did not score below Level 3 in the previous 3 years. An approved academic improvement plan must be in place for these students.

+ Extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills.

Development Language Arts through ESOL (R) or Reading: 6-8, which require RE or RC, may also be used.

RE = Reading Endorsement/RC = Reading Certification

Teachers with elementary certification are considered highly qualified to teach sixth grade reading intervention courses.

CAR-PD = Content Area Reading Professional Development/NGCAR-PD = Next Generation Reading Professional Development

Progress Monitoring is required for ALL students needing reading intervention.

All requirements listed are from State Board Rule 6A-6.054 K-12 Student Reading Intervention Requirements

<http://www.justreadflorida.com/docs/6A-6-054.pdf>

Technical Assistance Paper - Reading Intervention Waivers

<http://info.fldoe.org/docushare/dsweb/Get/Document-6118/dps-2011-99.pdf>



Just Read, Florida! K-12 Comprehensive Research Based Reading Plans

https://app1.fldoe.org/Reading_Plans/Narrative/NarrativeList.aspx

4/18/2012

**Student Reading Placement, Grades 9-10
Just Read, Florida! 2012 – 2013**

Student's Reading Status	Reading Intervention Required?*	Extended Time in Reading Intervention Required?†	Intensive Reading or Intensive Language Arts Required?‡	May Districts Offer Content Area Reading Intervention?	Teacher Certification/Professional Development Required
L1 No decoding or text reading efficiency issues *	Yes	No	Yes	No	RE RC
L1 Decoding or text reading efficiency issues	Yes	Yes	Yes	No	RE RC
L2 No decoding or text reading efficiency issues*	Yes	No	District Determined	Yes	RE RC CAR-PD NOCAR-ID
L2 Decoding or text reading efficiency issues	Yes	Yes	Yes	No	RE RC

* Data must be provided to show that L1 and L2 students do not have decoding or text reading efficiency issues based on district placement criteria.

† A one year good cause exemption from the reading intervention requirement is available for high school students who score at Level 1 or Level 2 on PCAT Reading, but who did not score below Level 3 in the previous 3 years. An approved academic improvement plan must be in place for these students.

‡ Extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills.

§ Development Language Arts through ESOL (R), Reading: 9-12, or Life Skills Reading: 9-12, which require RE or RC, may also be used.

RE = Reading Endorsement/RC = Reading Certification

CAR-PD = Content Area Reading Professional Development/NOCAR-PD = Next Generation Reading Professional Development

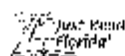
Progress Monitoring is required for ALL students needing reading intervention.

All requirements listed are from State Board Rule 6A-6.054 K-12 Student Reading Intervention Requirements

<http://www.justreadflorida.com/docs/6A-6-054.pdf>

Technical Assistance Paper - Reading Intervention Waivers

<http://info.fl DOE.org/docs/are/aweb/GetDocument-6118/dps-2011-09.pdf>



Just Read, Florida! K-12 Comprehensive Research Based Reading Plans

http://app1.fl DOE.org/Reading_Plans/Narrative/NarrativeList.aspx

4/18/2012

**Student Reading Placement, Grades 11-12
Just Read, Florida! 2012 – 2013**

Student's Reading Status	Reading Intervention Required? ^a	Extended Time in Reading Intervention Required? ⁺	Intensive Reading or Intensive Language Arts Required? [#]	May Districts Offer Content Area Reading Intervention?	Teacher Certification/ Professional Development Required
L1 Graduation Requirement Not Met No decoding or text reading efficiency issues ³	Yes	No	Yes	No	RE RC
L2 Graduation Requirement Not Met No decoding or text reading efficiency issues	Yes	No	District Determined	Yes	RE RC CAR-PD NGCAR-PD
L1 or L2 Graduation Requirement Not Met Decoding or text reading efficiency issues	Yes	Yes	Yes	No	RE RC
L2 FCAT, Graduation Requirement Met through FCAT score of 1926-2067 or Concordant Score ¹	Yes	No	No	Yes	District Flexibility
L1 FCAT, Graduation Requirement Met through Concordant Score	Yes	No	Yes	No	RE RC

* Data must be provided to show that L1 and L2 students do not have decoding or text reading efficiency issues based on district placement criteria.

^a A one year good cause exemption from the reading intervention requirement is available for high school students who score at Level 1 or Level 2 on FCAT Reading, but who did not score below Level 3 in the previous 3 years. An approved academic improvement plan must be in place for these students.

⁺ Extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills.

[#] Developmental Language Arts through ESOL (R), Reading 9-12, Reading for College Success, or Life Skills Reading: 9-12, which require RE or RC, may also be used. English IV College Prep may be used for Level 2 students.

¹ See question 4 of the high school section of the District K-12 Reading Plan to determine how reading intervention will be provided for these students.

RE = Reading Endorsement/RC = Reading Certification

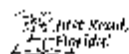
CAR-PD = Content Area Reading Professional Development/NGCAR-PD = Next Generation Reading Professional Development

Progress Monitoring is required for ALL students needing reading intervention.

All requirements listed are from State Board Rule 6A-6.054 K-12 Student Reading Intervention Requirements

<http://www.justreadflorida.com/docs/6A-6-054.pdf>

Technical Assistance Paper - Reading Intervention Waivers - <http://info.floridareading.org/docs/assessments/TechnicalDocument-6115/dnc-2011-99.pdf>



Just Read, Florida! K-12 Comprehensive Research Based Reading Plans

http://app1.floridareading.org/Reading_Plans/Narrative/NarrativeList.aspx

4/18/2012