

2020-2021 Student Progression Plan Revisions to Date

July 30, 2020 School Board Meeting

3.101 Pre-Kindergarten Programs

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

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. Pre-K Blended Inclusion classes will be a consideration as a least restrictive environment for students who have an IEP, as well as students who are participants of the VPK program. Placement of ESE students in the PreK Blended Inclusion classes is determined by eligibility and a ranking system.

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

Public School McKay Scholarship Option:

- Parent should also complete a District Request for Student Transfer form to state the use of McKay Scholarship within the Santa Rosa County School system
- Document on the form the approval of the McKay Intent as well as alternate school choice
- Verification of ESE program will be done by ESE Admin as well as affiliated program facilitator to determine appropriate services and/or supports in requested school
- Verification submitted to designated Level Director for final approval of public school

4.202 MTSS (Multi-tiered System of Supports) – Tier II and Tier III Supports:

Specific levels of performance in reading, writing, science and mathematics will be expected for each student at all grade levels. Various measures will be used to determine proficiency 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 within an intensive program that is different from the previous year's program. Remediation will be provided for students based on assessment results from the previous year. If prior year state assessments are not available other state and benchmark assessments and prior year tier levels will be considered. An ELL student should not be placed in MTSS if the student's language is the barrier. ELL students should have ample time to minimize the language barrier and to show progress.

Grade 1 (and Retained Kindergarteners)

Mathematics and Reading

STAR Early Literacy and STAR Math – Cut scores for PMP's will reference an equivalent percentage of students who show non-proficiency on current and/or previous benchmark state assessments.

Grade 2

Mathematics and Reading

STAR Reading and STAR Math – Cut scores for PMP’s will reference an equivalent percentage of students who show non-proficiency on current and/or previous benchmark state assessments.

Grade 3

Mathematics and Reading

STAR Reading and STAR Math – Cut scores for PMP’s will reference an equivalent percentage of students who show non-proficiency on current and/or previous benchmark state assessments.

Grade 4

Mathematics Less than Level 3 on FSA Math for Grade 3. If state assessments are not available: F in Elementary Math for Grade 3; Urgent Intervention level on the current year fall STAR Math screener; D/F in Elementary Math for quarter 1 of current year.

English/

Language Arts Less than Level 3 on FSA ELA for Grade 3. If state assessments are not available: Multiple data points consisting of 2018-19 FSA results, 2019-20 STAR Reading results and prior year PMP tier level.

Grade 5

Mathematics Less than Level 3 on FSA Math for Grade 4. If state assessments are not available: F in Elementary Math for Grade 4; Urgent Intervention level on the current fall STAR Math screener; D/F in Elementary Math for quarter 1 of current year.

English/

Language Arts Less than Level 3 on FSA ELA for Grade 4. If state assessments are not available: Multiple data points consisting of 2018-19 FSA results, 2019-20 STAR Reading results and prior year PMP tier level.

Progress Monitoring Plans (PMPs) – 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 County 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 (See criteria for each grade level listed above).

1008.25 (4)(b) A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by an educational plan. “Satisfactory performance” is defined by the state as level 3 and above on state assessments and by the school district as a core course grade of A, B, or C. For students who are not meeting satisfactory performance in the core content, the MTSS team will make the final determination for developing a PMP.

4.204 Exceptional Student Education (ESE): Eligibility

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

4.210 Elementary Reading Proficiency

Intensive Reading Instruction:

Substantial deficiency may be determined by a student scoring below proficiency as determined by a reference of an equivalent percentage of students who show non-proficiency on the Renaissance STAR **360** or by using other district and/or state assessment data.

4.315 Report Cards: Reflect Level of Achievement

An ELL student's grade should reflect daily instructional accommodations and modifications, as well as testing accommodations and modifications. Grades must realistically reflect the ELL student's academic achievement and should not penalize the student for not yet being proficient in English.

4.3231 Criteria for Retention

A. The student's performance on the district's standardized assessment is an Urgent Intervention/Level 1 (Renaissance STAR **360**/Performance Matters Assessment) or the student scores a Level I on the FSA ELA test.

4.3254 Statewide Assessment and Remediation

A. Each student must participate in the statewide assessment tests required by F.S. 1008.22.

In the absence of state assessments, other criteria such as prior year benchmark assessments, prior year course averages and prior tier levels will be considered.

C. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in ELA, science and mathematics or as defined by the school district in the absence of state assessments 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.

4.503 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 and religious instruction of the specific faith of the student upon the approval of the principal, court dates, special emergencies, treatment of autism spectrum disorder by a licensed healthcare practitioner or behavior analyst certified pursuant to s.393.17, F.S. and for school sponsored activities.

4.507 Retention Due to Excessive Absences of Any Kind

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.

4.510 Early Warning System for Attendance

Documentation of assigned interventions and progress monitoring will be housed in the school district's student management system. SMART PMP section.

5.110 Exceptional Student Education (ESE): John M. McKay Scholarships for Students with Disabilities Program Public School McKay Scholarship Option:

- Parent should also complete a District Request for Student Transfer form to state the use of McKay Scholarship within the Santa Rosa County School system.
- Document on the form the approval of the McKay Intent as well as alternate school choice.
- Verification of ESE program will be done by ESE Admin as well as affiliated program facilitator to determine appropriate services and/or supports in requested school.

- Verification submitted to designated Level Director for final approval of public school.

5.2082 Character Education

Character education instruction that stresses qualities such as patriotism, responsibility, citizenship, kindness, respect, honesty, self-control, tolerance and cooperation will be integrated into the following curriculum areas and programs:

- A. Code of Student Conduct Review
- B. PBIS (Positive Behavior Intervention and Supports)
- C. Bullying prevention curriculum/activities
- D. Dating Violence prevention curriculum/activities
- E. Patriot Week activities
- F. LST (Life Skills Training)
- G. Civics
- H. Schoolwide behavior expectations

5.215 ESE: Eligibility

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

5.2212 Middle School Math Acceleration

Note: Due to the COVID-19 pandemic and Florida's response with Distance Learning, the following adjustments are being made until schools resume normal face-to-face classes:

1. No diagnostics tests for acceleration will be given.
2. To be considered for acceleration:
 - a. Students must have obtained a level 4 or 5 on their previous grade's FSA exam.
 - b. Students must complete their current course with a 90 or above.
 - c. Students must complete their summer work packet.

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. Schools may enroll students in programs such as ZAP (Zeros Aren't Permitted) to increase student engagement, understanding of learning goals and maintain high academic standards.

5.3045 Report Cards

An ELL student's grade should reflect daily instructional accommodations and modifications, as well as testing accommodations and modifications. Grades must realistically reflect the ELL student's academic achievement and should not penalize the student for not yet being proficient in English.

5.3052 Intensive Reading/Math Remediation

Each year in which a student scores Level 1 or Level 2 on FSA Mathematics (or within the lowest 30% on the latest Renaissance STAR 360/Reading/Mathematics Assessment if the FSA scores are pending) (or based upon benchmark assessments, course averages, and/or tier levels in the absence of state assessments) the student must receive remediation the following year...

5.3058 ESE/ELL Grade Replacement

In situations involving ESE students, the IEP Team may convene to determine grade placement if student has met the mastery of goals and benchmarks established in the student's Individualized Education Plan (IEP).

5.307 Remediation Criteria

In the absence of state assessment results, additional **Additional** diagnostic information and classroom performance may also be used as criteria to determine a need for remediation.

5.3071 English/Language Arts, Mathematics, Science

Grades 6, 7, 8: In the absence of state assessments: multiple data points consisting of 2018-19 FSA results, 2019-20 STAR Reading results and prior year PMP tier level.

Mathematics

Grades 6, 7, 8: In the absences of state assessments: <60 in M/J math course for previous year; Urgent Intervention level on the current fall STAR Math screener; D/F in M/J math course for quarter 1 of current year.

Science

Grade 6: <200 on FCAT 2.0/SSA science for Grade 5; in the absence of state assessments: <60 in M/J science course for previous year.

5.3072 MTSS (Multi-tiered System of Supports) – Tier II and Tier III Supports:

Various measures will be used to determine proficiency including the levels of performance on statewide assessments, as defined by the Commissioner of Education. **Additional** In the absence of state assessments, additional diagnostic information and classroom performance may also be used as criteria to determine a need for remediation and/or interventions.

An ELL student should not be placed in MTSS if the student's language is the barrier. ELL students should have ample time to minimize the language barrier and to show progress.

Progress Monitoring Plan (PMP) Needed

1008.25 (4)(b) -- A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by an educational plan. "Satisfactory performance" is defined by the state as level 3 and above on state assessments and by the school district as a core course grade of A, B, or C. For students who are not meeting satisfactory performance in the core content, the MTSS team will make the final determination for developing a PMP.

5.5041 Habitual Truant/Truancy Procedures

Truancy Procedures:

- C. The parent/guardian shall be informed of the requirements of compulsory attendance laws, truancy pick-up program and the Department of Highway Safety and Motor Vehicles sanctions.
- D. If an initial meeting does not resolve the problem, the Multi-Tiered System of Supports (MTSS) Team shall implement interventions that best address the problem. The interventions may include, but need not be limited to:

11. reporting a student between the ages of 14 and 18 with 15 or more unexcused absences in a 90 day calendar period to the Department of Highway Safety and Motor Vehicles.

5.510 Early Warning System for Attendance

Documentation of assigned interventions and progress monitoring will be housed in the [school district's student management system](#). SMART PMP section.

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

Public school McKay Scholarship option:

- Parent should also complete a District Request for Student Transfer form to state the use of McKay Scholarship within the Santa Rosa County School system.
- Document on the form the approval of the McKay Intent as well as alternate school choice.
- Verification of ESE program will be done by ESE Admin as well as affiliated program facilitator to determine appropriate services and/or supports in requested school.
- Verification submitted to designated Level Director for final approval of public school.

6.205 Exceptional Student Education Eligibility

See the ESE [Special](#) Policies and Procedures manual for specific eligibility requirements.

6.2061 Graduation Assessment Requirements by Cohort

					Revised 6/18/20
	Freshman	Sophomore	Junior	Senior	Notes on awarding credit, diploma designations
	2016-2017 2017-2018	2017-2018 2018-2019	2018-2019 2019-2020	2019-2020 2020-2021	

	Freshman	Sophomore	Junior	Senior	Notes on awarding credit, diploma designations.
	2017-2018 2018-2019	2018-2019 2019-2020	2019-2020 2020-2021	2020-2021 2021-2022	

	Freshman	Sophomore	Junior	Senior	Notes on awarding credit, diploma designations.
	2018-2019 2019-2020	2019-2020 2020-2021	2020-2021 2021-2022	2021-2022 2022-2023	

	Freshman	Sophomore	Junior	Senior	Notes on awarding credit, diploma designations.
	2019-2020 2020-2021	2020-2021 2021-2022	2021-2022 2022-2023	2022-2023 2023-2024	

6.207 MTSS (Multi-tiered System of Supports) – Tier II and Tier III Supports:

An ELL student should not be placed in MTSS if the student’s language is the barrier. ELL students should have ample time to minimize the language barrier and to show progress.

Remediation/Progress Monitoring

All students who score below Level 3 on state required assessments ~~may~~ **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~~ If state assessments are not available, additional diagnostic information and classroom performance will be ~~may also~~ be used as criteria to determine a need for remediation.

In accordance with statute 1008.25 the Santa Rosa County 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.

1008.25 (4)(b)--A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by an educational plan. “Satisfactory performance” is defined by the state as level 3 and above on state assessments and by the school district as a core course grade of A, B, or C. For students who are not meeting satisfactory performance in the core content, the MTSS team will make the final determination for developing a PMP.

6.2071 Reading:

In the absence of state assessments, multiple data points consisting of prior state and benchmark assessments and prior year PMP tier levels will be considered.

6.2072 Mathematics:

Grades 9, 10, 11, 12: In the absence of state assessments: <60 in M/J math course for previous year; Urgent Intervention level on the current fall STAR Math screener; D/F in M/J math course for quarter 1 of current year.

6.2073 Science:

Criteria for remediation:

Grade 9: 8th grade FCAT 2.0/SSA score below Level 3; In the absence of state assessments: <60 in M/J science course for previous year.

6.401 Graduation Requirements – Standard Diploma Cohort Transition to New Graduation Requirements

A. ~~A student entering Grade 9 in the 2014-15 school year~~ should earn:

2017-2018	Standard Diploma Graduation Requirements
	Students Entering Grade 9 in 2014-2015 School Year
English	4 Credits English Language Arts (ELA) *ELA I, II, III, IV *ELA Honors, AP, AICE & Dual Enrollment courses may satisfy this requirement
Mathematics	4 Credits in Mathematics

	<p>1 Credit in Algebra I</p> <p>1 Credit in Geometry</p> <p>Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra I and Geometry)</p>
Science	<p>3 Credits in Science</p> <p>(1 credit in Biology, two of which must have a laboratory component)</p>
Social Studies	<p>3 Credits in Social Studies</p> <p>1 Credit in World History</p> <p>1 Credit in U.S. History</p> <p>.5 Credit in U.S. Government</p> <p>.5 Credit in Economics with Financial Literacy</p>
Foreign Languages	Not required for graduation. Minimum 2 years of the same language for admission into most universities.
Fine & Performing Arts, Speech/Debate, or Practical Arts	1 Credit in Fine and Performing Arts, Speech/Debate, or Practical Arts
Physical Education	1 Credit in Physical Education to include integration of Health
Electives	8 Credits
TOTAL	24 Credits
State Assessments	<p>Students must earn a passing score on the Grade 10 ELA assessment (or ACT/SAT concordant score)</p> <p>Student must earn a passing score on the Algebra I EOC or comparative math score on P.E.R.T.</p>
On-Line Course	Requires a full course to be completed
Grade Point Average	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
	Diploma Designations & ACCEL 18 Credit Option
Scholar Designation	<p>In addition to meeting the standard high school diploma requirements:</p> <p>Earn 1 Credit in Algebra II</p> <p>Earn 1 Credit in Statistics or an equally rigorous math course</p> <p>Pass the Geometry EOC</p> <p>Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam)</p> <p>Earn 1 Credit in Physics or Chemistry</p> <p>Earn 1 Credit in a course equally rigorous to Chemistry or Physics</p>

	<p>Pass the U.S. History EOC (or earn minimum score required to earn College credit on AP or AICE exam)</p> <p>Earn at least 1 Credit in AP, D.E. or AICE course</p> <p>Earn 2 Credits in the same foreign language</p>
Merit Designation	<p>In addition to meeting the standard high school diploma requirements:</p> <p>Attain one or more industry certifications from the list established.</p>
ACCEL Program (18 credits minimum)	<p>Meet all requirements for a standard high school diploma with the following exceptions:</p> <p>*Physical Education is not required</p> <p>*Online courses not required</p> <p>*3 elective credits only</p>

B. A. A student entering **Grade 9 in the 2015-16 school year** should earn:

C. B. A student entering **Grade 9 in the 2016-17 school year** should earn:

D. C. A student entering **Grade 9 in the 2017-18 school year** should earn:

E. D. A student entering **Grade 9 in the 2018-2019 school year** should earn:

F. E. A student entering **Grade 9 in the 2019-20 school year** should earn:

F. A student entering **Grade 9 in the 2020-2021 school year** should earn:

<u>2023-2024</u>	<u>Standard Diploma Graduation Requirements</u>
<u>English</u>	<p><u>4 Credits English Language Arts (ELA)</u></p> <p><u>*ELA I, II, III, IV *ELA Honors, AP, AICE & Dual Enrollment courses may satisfy this requirement.</u></p>
<u>Mathematics</u>	<p><u>4 Credits in Mathematics</u></p> <p><u>1 Credit in Algebra I</u></p> <p><u>1 Credit in Geometry</u></p> <p><u>Industry certifications that lead to college credit may substitute for up to 2 math credits (except for Algebra I and Geometry)</u></p>
<u>Science</u>	<p><u>3 Credits in Science</u></p> <p><u>(1 Credit in Biology, 2 of which must have a laboratory component)</u></p>
<u>Social Studies</u>	<p><u>3 Credits in Social Studies</u></p> <p><u>1 Credit in World History</u></p> <p><u>1 Credit in U.S. History</u></p>

	<u>.5 Credit in U.S. Government</u> <u>.5 Credit in Economics with Financial Literacy</u>
<u>Foreign Languages</u>	<u>Not required for graduation. Minimum 2 years of the same language for admission into most universities.</u>
<u>Fine & Performing Arts, Speech/Debate, or Practical Arts</u>	<u>1 Credit in Fine and Performing Arts, Speech/Debate, or Practical Arts</u>
<u>Physical Education</u>	<u>1 Credit in Physical Education to include integration of Health</u>
<u>Electives</u>	<u>8 Credits</u>
<u>TOTAL</u>	<u>24 Credits</u>
<u>State Assessments</u>	<u>Students must earn a passing score on the Grade 10 ELA assessment (or ACT/SAT concordant score).</u> <u>Student must earn a passing score on the Algebra I EOC or comparative math score on PSAT, SAT, or ACT</u>
<u>On-Line Course</u>	<u>Requires a full course to be completed.</u>
<u>Grade Point Average</u>	<u>Cumulative GPA or 2.0 on a 4.0 scale (unweighted)</u>
	<u>Diploma Designations & ACCEL 18-Credit Option</u>
<u>Scholar Designation</u>	<u>In addition to meeting the standard high school diploma requirements:</u> <u>Earn 1 Credit in Algebra II or an equally rigorous course</u> <u>Earn 1 Credit in Statistics or an equally rigorous math course</u> <u>Pass the Geometry EOC</u> <u>Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam)</u> <u>Earn 1 Credit in Physics or Chemistry</u> <u>Earn 1 Credit in a course equally rigorous to Chemistry or Physics</u> <u>Pass the U.S. History EOC (or earn minimum score required to earn college credit on AP or AICE exam)</u> <u>Earn at least 1 Credit in AP, D.E. or AICE course</u> <u>Earn 2 Credits in the same foreign language</u>
<u>Merit Designation</u>	<u>In addition to meeting the standard high school diploma requirements:</u> <u>Attain 1 or more industry certifications from the list established.</u>
<u>ACCEL Program (18 credits minimum)</u>	<u>Meet all requirements for a standard high school diploma with the following exceptions:</u> <u>*Physical Education is not required</u> <u>*Online courses not required</u>

6.402 Accelerated Graduation Option (ACCEL) (18 credit minimum)

- G. Students may be reassigned to the traditional 24 credit program if they do not score Level 3 or higher (Pass) on the various assessments required for cohort graduation or have not completed all the requirements necessary for graduation. If at the end of each grade grading period, 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:

6.4056 Transfer Credits Outside Santa Rosa

2. Prior to the 2014-2015 school year, class rank determination will be was based on the actual numeric grade received.

6.4063 Report Cards

An ELL student's grade should reflect daily instructional accommodations and modifications, as well as testing accommodations and modifications. Grades must realistically reflect the ELL student's academic achievement and should not penalize the student for not yet being proficient in English.

6.5041 Habitual Truant/Truancy Procedures

Truancy Procedures:

- C. The parent/guardian shall be informed of the requirement of compulsory attendance laws, truancy pick-up program and the Department of Highway Safety and Motor Vehicles sanctions.
- D. If an initial meeting does not resolve the problem, the Multi-Tiered Supports Team/MTSS shall implement interventions that best address the problem. The interventions may include but need not be limited to:

11. reporting to the Department of Highway Safety and Motor Vehicles all students between the ages of 14 and 18 who:

- Accumulate 15 unexcused absences within 90 calendar days; or
- Have withdrawn from school with a withdrawal code calculated in the dropout rate.

6.6054 Dual Enrollment

- J. Students receiving a grade of W in excess of one-half (½) of the hours attempted in any course within the college's fall semester will lose their dual enrollment program eligibility for courses on the college campus for the following semester. Student's receiving a grade of W in excess of one-half of the hours attempted in any course within the college's spring semester will lose their dual enrollment program eligibility for courses on the college campus for the following summer and fall semesters.

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. 1003.53 230.2316, F.S. should be enrolled in courses listed in the basic or vocational sections of the *Florida Course Code Directory*.

7.401 Standard Diploma for Adult High School (AHS) Students

2. <http://www.fldoe.org/core/fileparse.php/7522/urlt/1819-AHSTAP.pdf>
<http://www.fldoe.org/core/fileparse.php/7522/urlt/1920assessmentTAP.pdf>

7.4022 Grade Classification

Students are to be classified from one grade to the next higher grade in accordance with the minimum credits indicated in the table below.

Credits needed to be classified at the grade level listed:

	<u>24 Credit Option</u>	<u>18 Credit Option</u>
<u>Grade 9</u>	<u>0-4</u>	<u>0-2</u>
<u>Grade 10</u>	<u>5-10</u>	<u>3-6</u>
<u>Grade 11</u>	<u>11-16</u>	<u>7-10</u>
<u>Grade 12</u>	<u>17+</u>	<u>11+</u>
<u>Graduation</u>	<u>24 required credits</u>	<u>18 required credits</u>

7.4023 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.

7.4051 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. 1003.53 230.2316, F.S., should be enrolled in courses listed in the basic or vocational sections of the *Florida Course Code Directory*.

7.5021 Habitual Truant/Truancy Procedures –

All students between the ages of 14 and 18 who meet the following criteria will be reported to the Department of Highway Safety and Motor Vehicles:

- Accumulate 15 unexcused absences within 90 calendar days; or
- Have withdrawn from school with a withdrawal code calculated in the dropout rate.

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, religious holidays, and religious instruction of the specific faith of the student upon the approval of the Principal, court dates, special emergencies, treatment of autism spectrum disorder by a licensed healthcare practitioner or behavior analyst certified pursuant to s.393.17, F.S. and pre-arranged absences approved by the Principal or designee.

8.204 Certificate of Completion

Please note: Enrollment and completion of healthcare programs is not a guarantee of obtaining Florida Department of Health licensure as a Licensed Practical Nurse or Certified Nursing Assistant. It is understood by the applicant that program performance, state testing, and other criteria, including, but not limited to, those disqualifying offenses listed in SS. 435.04, FLA. STAT., may prevent or limit the applicant's ability to participate in the required training or meet other requirements for such state licensure.

8.3032 Post-Secondary Readiness

- On-line /Off Campus Information Technology Assistant
The following program requires a 3.5 minimum GPA along with demonstration of post-secondary readiness as required for enrollment.
- Practical Nursing

8.401 Payment of Tuition and Fees

Adult students are required to pay tuition and fees prior to program start date. Students receiving financial aid may be granted a tuition and fees deferment. Tuition and fees information is outlined in Locklin Technical College's current Curriculum Guide and Student Handbook available at www.LocklinTech.com and in Student Services. Tuition and fees are assessed each semester and may be prorated based on the student's date of enrollment. **Returning students** **Students** must register prior to the beginning of each **year, semester**. Adult student enrollment will terminate on the last day of **the program of enrollment, each semester**. Additional program related costs may include lab fees, industry certification testing, uniforms, background checks and drug testing. Students who do not verify Florida residency will be assessed non-resident course fees.

10.203 Proof of Residency

Home Education in Santa Rosa County requires the same proof of residency as traditional schools in the district. **Proof of Residency is only required when the home education student utilizes a district service such as Dual Enrollment, FLVS Flex or extracurriculars at the zoned public school.**

10.301 Course of Study

c. Provide timely annual **assessment** **evaluation** results in accordance with Florida Statutes to the home **school** **education** office. (See Section 10.800)

10.400 ESE SERVICES AND HOME **SCHOOL EDUCATION** STUDENTS

10.402 IEP (Individual Education Plan)

Should a home **school** **education** student who has been evaluated through the Child Find office return to the public school setting, the development of an IEP will be considered using the district's MTSS procedures.

10.403 IEP and ESE Services

Home **school** **education** students with IEPs are not provided ESE services by the Santa Rosa County School District.

10.500 ATTENDANCE AND TRUANCY

Students enrolled in virtual schools and **home education** programs are required to meet compulsory attendance.

10.601 Elementary Students

Students in Grades K-5 enrolled with the district as home education students are **not** eligible to participate in **elementary activities associated with a Santa Rosa County District School, extra-curricular interscholastic activities at the student's school of residence as established by the school district's attendance zones.**

Home education students shall be afforded the same opportunity as public school students to participate in any interscholastic extracurricular activity associated with their zoned school. The terms interscholastic extracurricular activity and extracurricular activity are interchangeable for this purpose.

10.602 Secondary Students

Students in Grades 6-12 enrolled with the district as home **school** **education** students are eligible to participate in extra-curricular interscholastic activities at the student's school of residence as established by the school district's attendance zones.

10.6061 Correspondence Schools

A correspondence school is one in which the school sends material to the parent for the student to study and the material is submitted back to the school for evaluation. This is an acceptable service, provided the correspondence school is located out-of-state with the exception of ~~A-Beka~~ Abeka Academy.

10.705 Failure to Maintain a Portfolio

Failure to provide the portfolio, as described in 10.702, will result in notification of the Superintendent and the student's termination from the home ~~school~~ education program.

10.801 Submission of Evaluations

Annual evaluations are submitted by the parent/guardian to Santa Rosa Blended Academy. Annual evaluations are due on or before the anniversary ~~date~~ month of enrollment into home education.

10.8021 Evaluation by Florida Certified Teacher

A Florida-certified teacher, chosen by the parent/guardian, may evaluate the child's progress based upon a review of the portfolio and discussion with the child. ~~Upon completion of the evaluation, the Florida certified teacher will submit the district-provided written evaluation form to the home school office;~~ or

10.804 Failure to Submit a Timely Annual Evaluation

Failure to submit a timely annual evaluation places the student's home ~~school~~ education program into non-compliance. Timely is defined as within 30 days of the anniversary date of enrollment into home education. After notice has been provided to the parent/guardian, the Superintendent may terminate the home ~~school~~ education program for being out of compliance.

10.901 Parent/Guardian Responsibility to Home School Department

The parent/guardian shall submit a ~~"Notification of Termination" of a home school education program to the office of home school~~ written notice of termination to Santa Rosa Blended Academy. This form is obtained through the home school department.

10.902 Parent/Guardian Responsibility to Receiving School

Upon submission of the ~~"Notification of Termination" of a home school education program to the office of home school~~, written notice of termination to Santa Rosa Blended Academy, the parent/guardian shall enroll the student into the receiving school.

10.9021 Requirements for Receiving School

The parent/guardian shall provide the receiving school a copy of the most recent annual evaluation if the student has completed a full year of home ~~school~~ education.

10.906 Request for High School Credit

Specific Authority 1003.25(3) FS- Law Implemented 1003.25(3) Florida School Code-History –

New 8-28-2000. Formerly 6-1.099, Amended 9-22-2003.

Parent(s) shall provide the Superintendent's home education designee with the portfolio and a request for high school credit form for each course they wish to have evaluated for credit.

- To receive any type of diploma from a district school, home education students shall attend that school for a minimum of one semester, which includes the last semester, beginning in January, prior to graduation, and meet all state graduation requirements. Upon enrollment in the district assigned school, the portfolio(s) shall be reviewed and evaluated for credit.

