SANTA ROSA COUNTY DISTRICT SCHOOLS

STUDENT PROGRESSION PLAN

~~2020-2021~~ 2021-2022

SCHOOL BOARD OF SANTA ROSA COUNTY

~~TIM WYROSDICK~~ DR. KAREN A. BARBER

SUPERINTENDENT OF SCHOOLS

3.704   Virtual Instructional Support for Students with Disabilities

Responsibilities for Instructional Staff

A.   Inclusion and Self-Contained Classroom Settings

1)   Support Facilitators/Co-teachers/Dual Certified (SRC Virtual and Remote Learning Settings)

- Identify the students that are on your caseload and align their Specially Designed Instruction (SDI) to the courses they are currently enrolled in.
- Work collaboratively with general education teachers and self-contained teachers to assist with lesson planning; supportive teachers should ensure they are added to virtual instruction platforms to ensure awareness of the work assigned to students with ESE services; provide appropriate input for students' individual needs.
- Teachers will provide information on how to provide accommodations that are on the students' IEP.
- Monitor and track student progress, including IEP goals and benchmarks across all educational settings.
- Maintain logs of your accommodations and SDI, as well as the instructional input you have provided the general education teacher in the development of instructional lessons.
- In the event a specific accommodation or service cannot be provided document why it could not be provided and maintain logs with this information.
- Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
- Establish method of communication with student (if appropriate) and parent/guardian; Verify how students are performing in the educational setting as well as immediate concerns to assist families.
- Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports—Status of Goals).
- Reach out to direct/related service providers as well as school and District support with any questions and/or concerns.
- The program facilitator will provide resources for teachers on how to provide accommodations for brink and mortar, as well as virtual educational settings for ESE students.

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

Early Warning System

A school that serves any students in Kindergarten through Grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators;

a. Attendance below 90 percent regardless of whether absence is excused, or a result of out-of-school suspension;

b. One or more suspensions, whether in-school or out-of-school;

c. Course failure in English Language Arts or mathematics during any grading period; and

d. A Level one (1) score on the statewide standardized assessments in English Language Arts ormathematics or, for students in Kindergarten through Grade 3, a substantial reading deficiency under s.1008.25(5)(a).

The system must include data on the number of students identified by the system as exhibiting two (2) or more early warning indicators, the number of students by grade level who exhibit eachearly warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The school MTSS team will be responsible for monitoring the data from the early warning system.When a student exhibits two (2) or more early warning indicators, the MTSS team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program. Data and information relating to a student's early warning indicators must be used to inform any intervention strategiesprovided to the student. Documentation of assigned interventions and progress monitoring shallbe housed in the school district's student management system.

Tier I, II and Tier III Supports:

~~Science   F in Elementary Science for Grade 1.~~

Grade 3

~~Mathematics and Reading~~ Reading, Math, and Science

~~STAR Reading and STAR Math~~ STAR Reading/Math, Science Focus Assessments– Cut scores for PMP's will reference an equivalent percentage of students who show non-proficiency on current and/or previous benchmark assessments.

~~Science   F in Elementary Science for Grade 2.~~

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 1 or 2 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~~ prior FSA results, prior and/or current ~~2019-20~~ STAR Reading results and prior year PMP tier level.

Science	~~F in Elementary Science for Grade 3.~~ Science Focus Assessments– Cut scores for PMP's will reference an equivalentpercentage of students who show non-proficiency on current and/or previous benchmark assessments.

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 1 or 2 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~~ prior FSA results, prior and/or current ~~2019-20~~ STAR Reading results and prior year PMP tier level.

Science	~~F in Elementary Science for Grade 4.~~ Science Focus Assessments– Cut scores for PMP's will reference an equivalent percentage of students who show non-proficiency on current and/or previous benchmark assessments.

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 ~~a core course grade of A, B, or C~~ proficient based upon STAR assessments and Focus assessments results. ~~For students who arenot meeting satisfactory performance in the core content, the MTSS team will make the final determination for developing a PMP.~~

4.2061 Virtual Instructional Support for Students with Disabilities
Responsibilities for Instructional Staff
 A. Inclusion and Self-Contained Classroom Settings
 1) Support Facilitators/Co-teachers/Dual Certified (SRC Virtual and Remote Learning Settings)
 • Identify the students that are on your caseload and align their Specially Designed Instruction (SDI) to the courses they are currently enrolled in.

- Work collaboratively with general education teachers and self-contained teachers to assist with lesson planning; supportive teachers should ensure they are added to virtual instruction platforms to ensure awareness of the work assigned to students with ESE services; provide appropriate input for students' individual needs.
- Teachers will provide information on how to provide accommodations that are on the students' IEP.
- Monitor and track student progress, including IEP goals and benchmarks across all educational settings.
- Maintain logs of your accommodations and SDI, as well as the instructional input you have provided the general education teacher in the development of instructional lessons.
- In the event a specific accommodation or service cannot be provided document why it could not be provided and maintain logs with this information.
- Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
- Establish method of communication with student (if appropriate) and parent/guardian; Verify how students are performing in the educational setting as well as immediate concerns to assist families.
- Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports—Status of Goals).
- Reach out to direct/related service providers as well as school and District support with any questions and/or concerns.
- The program facilitator will provide resources for teachers on how to provide accommodations for brink and mortar, as well as virtual educational settings for ESE students.

4
.

4.209 English Language Learners

Students who have a native language 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 District ELL Plan *for Services to English Language Learners (ELL).*

4.210 Elementary Reading Proficiency

Intensive Reading Instruction 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 monitored and reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The

5

B. The parent of any student who exhibits a substantial deficiency in reading, as described in paragraph (A) will be involved in the development of a Progress Monitoring Plan (PMP) to include the following:
1. A review of all observation and assessment results.
2. A description of Tier I (Core Program) supports in place to help the student.
3. A description of the proposed Tier II/III supplemental intervention services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. Retention Information: if the child's reading deficiency is not remediated by the end of Grade 3 (Level 1 performance on state and local assessments) the child must be retained, unless he or she is exempt from mandatory retention for "good cause."
5. The school shall offer support and strategies for parents to use in helping their child succeed in reading proficiency.
6. A good faith attempt will be made by the school to present this Progress Monitoring Plan (PMP) 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 K, 1, 2 and 3. Students in Kindergarten will be assessed at the beginning of each school year using state required FLKRS. 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 scoring scoring at the lowest level of below proficiency as determined by a reference of an equivalent percentage of students who show non-proficiency on the Renaissance STAR OR by using other district and/or state assessment data.

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

- is standards-aligned;
- includes accommodations for students with a disability, students with an IEP, and students who are English language learners;
- provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring;
- occurs in addition to core instruction and Tier 2 interventions.
- 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 monitored and 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~~ as determined by the statewide assessment at Grade 3, is subject to mandatory retention. In order to be promoted, students must meet one of the following Good Cause Exemptions for Promotion: 1) 50% or better on Renaissance STAR Test D; 2) completes Summer Reading Camp and demonstrates mastery of standards evidenced in a student portfolio or 50% or better on STAR assessment; 3) Scores at or above proficiency from an approved alternative standardized assessment. ~~in Grade 3 if a specific level of performance on the 3rd grade FSA (Florida Standards Assessment) and Reading SAT 10 Norm-Referenced Test is not attained.~~ (Additional information in Section 4.3233)

.

4.506 Late to School Check-In or Early Check-Outs

Students arriving after a school's designated start time are considered late to school and will receive a "Late to School Check-In" coding. Students checking out of school prior to the end of the school's designated dismissal time will receive an "Early Check-Out" coding. "Late to School Check-ins" and "Early Check-outs" will be identified as unexcused or excused. Three (3) unexcused "Late to School Check-ins" and/or "Early Check-outs" will equate to the student receiving one (1) unexcused absence. Section 1003.02, F.S., "authorizes district school boards to establish policies that allow accumulated unexcused tardies, regardless of when they occur during the school day and early departures from school to be recorded as unexcused absences." It is required that the parent or designated adult sign the student out unless prior arrangements have been made by the parent/guardian. *Repeated and/or excessive incidents of leaving school prior to the end of the day or checking in late to school may potentially result in disciplinary action for the student.*

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

4.5061 Unexcused/Excused Absences ~~"Late to School Check-ins/ Early Check-outs"~~

Unexcused
Missing the bus
Oversleeping
Skipping
Excessive illness without doctor's verification
Repeated Late Check-ins/Early Check-outs
Other avoidable events
Non-pre-approved absences

Excused
Personal Illness
Doctor/Dentist appointment
Special event approved by administration
Other unavoidable events
Treatment of autism spectrum disorder by a licensed healthcare provider or behavior
analyst pursuant to s393.17, F.S.
Death of an immediate family member
Religious holiday/instruction
Court dates
Pre-arranged absences

~~The system must include data on the number of students identified by the system as exhibiting two (2) or more early warning indicators, the number of students by grade level who exhibit each early warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.~~

~~The school MTSS team will be responsible for monitoring the data from the early warning system. When a student exhibits two (2) or more early warning indicators, the MTSS team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program. Data and information relating to a student's early warning indicators must be used to inform any intervention strategies provided to the student. Documentation of assigned interventions and progress monitoring shall be housed in the school district's student management system.~~

5.2181 Virtual Instructional Support for Students with Disabilities
Responsibilities for Instructional Staff
A. Inclusion and Self-Contained Classroom Settings
1) Support Facilitators/Co-teachers/Dual Certified (SRC Virtual and Remote Learning Settings)
• Identify the students that are on your caseload and align their Specially Designed Instruction (SDI) to the courses they are currently enrolled in.
• Work collaboratively with general education teachers and self-contained teachers to assist with lesson planning; supportive teachers should ensure they are added to virtual instruction platforms to ensure awareness of the work assigned to students with ESE services; provide appropriate input for students' individual needs.

- Teachers will provide information on how to provide accommodations that are on the students' IEP.
- Monitor and track student progress, including IEP goals and benchmarks across all educational settings.
- Maintain logs of your accommodations and SDI, as well as the instructional input you have provided the general education teacher in the development of instructional lessons.
- In the event a specific accommodation or service cannot be provided document why it could not be provided and maintain logs with this information.
- Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
- Establish method of communication with student (if appropriate) and parent/guardian; Verify how students are performing in the educational setting as well as immediate concerns to assist families.
- Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports—Status of Goals).
- Reach out to direct/related service providers as well as school and District support with any questions and/or concerns.
- The program facilitator will provide resources for teachers on how to provide accommodations for brink and mortar, as well as virtual educational settings for ESE students.

5.220 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 District ELL Plan for ~~services to~~ English Language Learners (ELL).

> *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.*

5.3045 Report Card

The primary means of reporting student progress is the report card. The report card will be ~~issued~~ made available for parent access via the district's student system (Focus) each nine (9) week period and will contain academic grades, attendance, conduct and other information.

5.3055 Retention

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).

5.306 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. The maximum grade possible for a recovered quarter will be a 70.

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.

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

Mathematics

Grade 6:   < Level 3 on FSA Mathematics for Grade 5
Grade 7:   <Level 3 on FSA Mathematics for Grade 6
Grade 8:   <Level 3 on FSA Mathematics for Grade 7

Grades 6, 7, 8: In the ~~absences~~ absence of state assessments: ~~<60 in M/J math course for previous year; Urgent Intervention~~ level 1 or 2 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/~~ <level 3 on the SSA science for Grade 5; in the absence of state assessments: ~~<60 in M/J science course for previous year.~~ below proficiency on the current fall Science Focus assessment

Grade 7:   ~~<60 in M/J science course for previous year~~G below proficiency on the current fall Science Focus assessment

Grade 8:   ~~<60 in M/J science course for previous year~~ below proficiency on the current fall Science Focus assessment

~~5.3072~~ **MTSS (Multi-tiered System of Supports)** ~~– Tier I,~~ **II and Tier III Supports:** Early Warning System

A school that serves any students in Kindergarten through Grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include

the following early warning indicators;
   a. Attendance below 90 percent regardless of whether absence is excused, or a result of out-of-school suspension;
   b. One or more suspensions, whether in-school or out-of-school;
   c. Course failure in English Language Arts or mathematics during any grading period; and
   d. A Level one (1) score on the statewide standardized assessments in English Language Arts ormathematics or, for students in Kindergarten through Grade 3, a substantial reading deficiency under s.1008.25(5)(a).

The system must include data on the number of students identified by the system as exhibiting two (2) or more early warning indicators, the number of students by grade level who exhibit eachearly warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The school MTSS team will be responsible for monitoring the data from the early warning system.When a student exhibits two (2) or more early warning indicators, the MTSS team, in consultationwith the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program. Data and information relating to a student's early warning indicators must be used to inform any intervention strategiesprovided to the student. Documentation of assigned interventions and progress monitoring will be housed in the school district's student management system.

Tier I, II and Tier III Supports:

Specific levels of performance in English Language Arts, (ELA), science, mathematics, and social studies will be expected for students 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. 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. If below level performance is documented in ELA, science and/or math, the student may be required to receive remediation/interventions within an intensive program. Remediation will be provided for students based on assessment results from the previous year. 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.

   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 proficient as determined by STAR assessments and Focus assessments. For students who arenot meeting satisfactory performance in the core content, the MTSS team will make the final determination for developing a PMP.

11

Additional diagnostic assessments may 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~~ assessments during the year and implemented when the need is recognized during the year.

5.3077 Virtual Instructional Support for Students with Disabilities

Responsibilities for Instructional Staff

A. Inclusion and Self-Contained Classroom Settings

1) Support Facilitators/Co-teachers/Dual Certified (SRC Virtual and Remote Learning Settings)

- Identify the students that are on your caseload and align their Specially Designed Instruction (SDI) to the courses they are currently enrolled in.
- Work collaboratively with general education teachers and self-contained teachers to assist with lesson planning; supportive teachers should ensure they are added to virtual instruction platforms to ensure awareness of the work assigned to students with ESE services; provide appropriate input for students' individual needs.
- Teachers will provide information on how to provide accommodations that are on the students' IEP.
- Monitor and track student progress, including IEP goals and benchmarks across all educational settings.
- Maintain logs of your accommodations and SDI, as well as the instructional input you have provided the general education teacher in the development of instructional lessons.
- In the event a specific accommodation or service cannot be provided document why it could not be provided and maintain logs with this information.
- Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
- Establish method of communication with student (if appropriate) and parent/guardian; Verify how students are performing in the educational setting as well as immediate concerns to assist families.
- Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports—Status of Goals).
- Reach out to direct/related service providers as well as school and District support with any questions and/or concerns.
- The program facilitator will provide resources for teachers on how to provide accommodations for brink and mortar, as well as virtual educational settings for ESE students.

5.5071 Unexcused/Excused Absences ~~"Late to School check-ins/ Early Check-outs"~~

Unexcused
Missing the bus

Oversleeping
Skipping
Excessive illness without doctor's verification
Repeated Late Check-ins/Early Check-outs
Other avoidable events
Non-pre-approved absences
Excused
Personal Illness
Doctor/Dentist appointment
Special event approved by administration
Other unavoidable events
Treatment of autism spectrum disorder by a licensed healthcare provider or behavior analyst pursuant to s393.17, F.S.
Death of an immediate family member
Religious holiday/instruction
Court dates
Pre-arranged absences

The system must include data on the number of students identified by the system as exhibiting two (2) or more early warning indicators, the number of students by grade level who exhibit each early warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.
The school MTSS team will be responsible for monitoring the data from the early warning system. When a student exhibits two (2) or more early warning indicators, the MTSS team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program. Data and information relating to a student's early warning indicators must be used to inform any intervention strategies provided to the student. Documentation of assigned interventions and progress monitoring will be housed in the school district's student management system.

1. Florida's Benchmarks for Excellent Student Thinking Standards Florida State Standards
—English/ Language Arts

6A-1.09422 Statewide, Standardized Assessment Program Requirements
Beginning with students who entered Grade 9 in the 2018-19 school year, students and adults who have not yet earned their required passing score on the Algebra 1 EOC assessment, may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score on the Math section of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the SAT or the ACT or on the Geometry EOC assessment . For eligible students, the comparative passing scale score shall be a score equal to or greater than 430 on

the 160 to 760 scale for the PSAT/NMSQT Math section, 420 on the 200 to 800 scale for the SAT Math section or equal to or greater than 16 on the 1 to 36 scale for the ACT Math section, or equal to or greater than 499 on the 425 to 575 scale for the Geometry EOC assessment. Students who are eligible for the Algebra 1 EOC alternate passing score of 489 under subsection (6) or the Geometry EOC alternate passing score of 492 under subsection (7) may use the Geometry EOC alternate passing score of 492 as a comparative score to satisfy this requirement.

6.2061 Graduation Assessment Requirements by Cohort

	Freshman 2017-2018	Sophomore 2018-2019	Junior 2019-2020	Senior 2020-2021	Revised 5/13/20
					Notes on awarding credit, diploma designations
ELA FSA Assessment-10th	Pass	Pass	Pass / Pass	Pass	All EOC course credit is awarded by course average with the 30% rule applied. Passing the Algebra I EOC is not required to earn course credit, only for graduation purposes. *Legislative changes removed the 30% rule for Algebra I, Geometry & Algebra II for the 2014-15 school year only.
Algebra I EOC*	Pass/30%	Pass/30%	Pass/30%	Pass/30%	
Geometry EOC*	30%	30%	30%	30%	*Beginning with the 2017-2018 school year, the Algebra II EOC exam no longer exists.
Biology EOC	30%	30%	30%	30%	
US History EOC	30%	3.0%	30%	30%	
Algebra II EOC (if enrolled)*	30%	30%	*	*	
	Freshman	**Sophomore**	**Junior**	**Senior**	
	2017-2018	**2018-2019**	**2019-2020**	**2020-2021**	
ELA FSA Assessment-10th	Pass	Pass	Pass	Pass	Legislative changes removed the 30% rule for Algebra I, Geometry &

Algebra 1 EOC*	Pass/30%	Pass/30%	Pass/30%	Pass/30%	Algebra II for the 2014-15 school year only. Passing the Geometry EOC is now required for scholars designation.
Geometry EOC*	30%	30%	30%	30%	
Biology EOC	30%	30%	30%	30%	*Beginning with the 2017-2018 school year, the Algebra II EOC exam no longer exists.
US History EOC	30%	30%	30%	30%	
Algebra II EOC (if enrolled)*	30%	*	*	*	
	Freshman	**Sophomore**	**Junior**	**Senior**	
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	
ELA FSA Assessment-10th	Pass	Pass	Pass	Pass	All EOC course credit is awarded by course average with 30% rule applied. Passing the Geometry EOC is now required for scholars designation.
Algebra 1 EOC *	Pass/30%	Pass/30%	Pass/30%	Pass/30%	
Geometry EOC*	30%	30%	30%	30%	
Biology EOC	30%	30%	30%	30%	
US History EOC	30%	30%	30%	30%	
	Freshman	**Sophomore**	**Junior**	**Senior**	
	2021-2022	**2022-2023**	**2023-2024**	**2024-2025**	
ELA FSA Assessment-10th	Pass	Pass	Pass	Pass	All EOC course credit is awarded by course average with 30% rule applied. Passing the Geometry EOC is now required for scholars designation.
Algebra 1 EOC *	Pass/30%	Pass/30%	Pass/30%	Pass/30%	
Geometry EOC*	30%	30%	30%	30%	
Biology EOC	30%	30%	30%	30%	
US History EOC	30%	30%	30%	30%	

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 proficient as

determined by STAR assessments and Focus assessments. ~~For students who are not meeting satisfactory performance in the core content, the MTSS team will make the final determination for developing a PMP.~~

A 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 as well as meeting district goals in the areas of behavior and attendance. It may include one or more of the following intervention strategies as considered appropriate: tutorial programs, dropout prevention programs, summer session, 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.

6.2071 Reading:

Each year in which a student scores at Level 1 or 2 on FSA ELA or a score that reflects performance one (1) or more years below grade level on the district determined assessment, the student must receive remediation through an intensive reading/ELA course, a course identified through state required coding by a Reading certified/endorsed teacher or a core content area remediation course with reading support the following year. In the absence of state assessments, multiple data points consisting of prior state and prior and current year benchmark assessments and prior year PMP tier levels will be considered. ESE students may also be in a support/push-in ELA class. All students are monitored through the MTSS process. This will allow schools to make deliberate placement of low-performing students and make adjustments to placement if data indicates that they are not making progress. Specific details regarding reading remediation are delineated in the approved Santa Rosa K-12 Comprehensive Research-Based Reading Plan.

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

6.2072 Mathematics:

Criteria for remediation/progress monitoring plan (PMP):

Grade 9: <Level 3 on the Grade 8 Math FSA or the Algebra I EOC or scoring < or equal to an achievement level of 2 or less than proficient on the latest district benchmark assessment ~~for 8th Grade or scoring < or equal to an achievement level of 2 on the latest district benchmark assessment for Algebra I (if no FSA data is available).~~

Grades 10, 11, 12: Scoring below Level 3 on the Algebra I FSA EOC or scoring < or equal

to an achievement level of 2 or less than proficient on the latest district benchmark assessment

~~Grade 10: Scoring below Level 3 on the Algebra I FSA EOCGrade 11: Scoring below Level 3 on the Algebra I FSA EOCGrade 12: Scoring below Level 3 on the Algebra I FSA EOC~~

Grades 9, 10, 11, 12: In the absence of state assessments: ~~<60 in M/J math course for previous year; Urgent Intervention~~ scoring level 2 or less or less than proficient on the current fall ~~STAR Math~~ Focus assessment ~~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.~~ <Level 2 or less than proficient on the most current Focus assessment

Students entering 9th grade who score below Level 3 on the previous administration of the 8th grade ~~FCAT Science 2.0/~~SSA 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.

6.2091 Virtual Instructional Support for Students with Disabilities

Responsibilities for Instructional Staff

A. Inclusion and Self-Contained Classroom Settings

1) Support Facilitators/Co-teachers/Dual Certified (SRC Virtual and Remote Learning Settings)

- Identify the students that are on your caseload and align their Specially Designed Instruction (SDI) to the courses they are currently enrolled in.
- Work collaboratively with general education teachers and self-contained teachers to assist with lesson planning; supportive teachers should ensure they are added to virtual instruction platforms to ensure awareness of the work assigned to students with ESE services; provide appropriate input for students' individual needs.
- Teachers will provide information on how to provide accommodations that are on the students' IEP.
- Monitor and track student progress, including IEP goals and benchmarks across all educational settings.
- Maintain logs of your accommodations and SDI, as well as the instructional input you have provided the general education teacher in the development of instructional lessons.

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 District ELL 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."~~ If an ELL student has an IEP, this is reflected on the student's ELL plan.

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

2018-2019	Standard Diploma Graduation Requirements
	Students Entering Grade 9 in 2015-2016 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** 1 Credit in Algebra I 1 Credit in Geometry Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra I and Geometry)
Science	**3 Credits in Science** (1 Credit in Biology, two of which must have a laboratory component)
Social Studies	**3 Credits in Social Studies** 1 Credit in World History 1 Credit in U.S. History

	.5 Credit in U.S. Government .5 Credit in Economics with Financial Literacy
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	Students must earn a passing score on the Grade 10 ELA assessment (or ACT/SAT concordant score) Student must earn a passing score on the Algebra I EOC or Geometry EOC or comparative math score on P.E.R.T.
On-Line Course	Requires a full course to be completed
Grade Point Average	Cumulative GPA or 2.0 on a 4.0 scale (unweighted)
	Diploma Designations & ACCEL 18-Credit Option & CTE Pathway 18-Credit Option
Scholar Designation	In addition to meeting the standard high school diploma requirements: Earn 1 Credit in Algebra II or an equally rigorous course beginning 2019-20 Earn 1 Credit in Statistics or an equally rigorous math course Pass the Geometry EOC Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam) Earn 1 Credit in Physics or Chemistry Earn 1 Credit in a course equally rigorous to Chemistry or Physics Pass the U.S. History EOC (or earn minimum score required to earn college credit on AP or AICE exam) Earn at least 1 Credit in AP, D.E. or AICE course Earn 2 Credits in the same foreign language
Merit Designation	In addition to meeting the standard high school diploma requirements: Attain one or more industry certifications from the list established.
ACCEL Program (18 credits minimum)	Meet all requirements for a standard high school diploma with the following exceptions: *Physical Education is not required

	*Online courses not required *3 elective credits only
Career and Technical Education (CTE) Pathway – s. 1003.4282(11), F.S. (18 credits minimum)	As required under s. 1008.25, F.S., a student must: • Have a minimum, cumulative GPA of at least 2.0; • Complete 2 credits in CTE (the courses must result in a program completion and an industry certification); and • Complete two credits in work-based learning programs (a student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement).

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

2019-2020	Standard Diploma Graduation Requirements
	Students Entering Grade 9 in 2016-2017 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** 1 Credit in Algebra I 1 Credit in Geometry Industry certifications that lead to college credit may substitute for up to 2 math credits (except for Algebra I and Geometry)
Science	**3 Credits in Science** (1 Credit in Biology, 2 of which must have a laboratory component)
Social Studies	**3 Credits in Social Studies** 1 Credit in World History 1 Credit in U.S. History .5 Credit in U.S. Government .5 Credit in Economics with Financial Literacy
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	Students must earn a passing score on the Grade 10 ELA assessment (or ACT/SAT concordant score) Student must earn a passing score on the Algebra I EOC or Geometry EOC or comparative math score on P.E.R.T.
On-Line Course	Requires a full course to be completed
Grade Point Average	Cumulative GPA or 2.0 on a 4.0 scale (unweighted)
	Diploma Designations & ACCEL 18-Credit Option
Scholar Designation	In addition to meeting the standard high school diploma requirements: Earn 1 Credit in Algebra II or an equally rigorous course beginning 2019-20 Earn 1 Credit in Statistics or an equally rigorous math course Pass the Geometry EOC Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam) Earn 1 Credit in Physics or Chemistry Earn 1 Credit in a course equally rigorous to Chemistry or Physics Pass the U.S. History EOC (or earn minimum score required to earn college credit on AP or AICE exam) Earn at least 1 Credit in AP, D.E. or AICE course Earn 2 Credits in the same foreign language
Merit Designation	In addition to meeting the standard high school diploma requirements: Attain one or more industry certifications from the list established.
ACCEL Program (18 credits minimum)	Meet all requirements for a standard high school diploma with the following exceptions: *Physical Education is not required *Online courses not required *3 elective credits only

C. A student entering Grade 9 in the 2017-2018 school year should earn:

2020-2021	Standard Diploma Graduation Requirements
	Students Entering Grade 9 in 2017-2018 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**

	1 Credit in Algebra I 1 Credit in Geometry Industry certifications that lead to college credit may substitute for up to 2 math credits (except for Algebra I and Geometry)
Science	**3 Credits in Science** (1 Credit in Biology, 2 of which must have a laboratory component)
Social Studies	**3 Credits in Social Studies** 1 Credit in World History 1 Credit in U.S. History .5 Credit in U.S. Government .5 Credit in Economics with Financial Literacy
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	Students must earn a passing score on the Grade 10 ELA assessment (or ACT/SAT concordant score) Student must earn a passing score on the Algebra I EOC or ==Geometry EOC or== comparative math score on P.E.R.T.
On-Line Course	Requires a full course to be completed
Grade Point Average	Cumulative GPA or 2.0 on a 4.0 scale (unweighted)
	Diploma Designations & ACCEL 18-Credit Option
Scholar Designation	In addition to meeting the standard high school diploma requirements: Earn 1 Credit in Algebra II or an equally rigorous course beginning 2019-20 Earn 1 Credit in Statistics or an equally rigorous math course Pass the Geometry EOC Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam) Earn 1 Credit in Physics or Chemistry Earn 1 Credit in a course equally rigorous to Chemistry or Physics

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

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

2021-2022	Standard Diploma Graduation Requirements
	Students Entering Grade 9 in 2018-2019 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**
	1 Credit in Algebra I
	1 Credit in Geometry
	Industry certifications that lead to college credit may substitute for up to 2 math credits (except for Algebra I and Geometry)
Science	**3 Credits in Science**
	(1 Credit in Biology, 2 of which must have a laboratory component)
Social Studies	**3 Credits in Social Studies**
	1 Credit in World History
	1 Credit in U.S. History
	.5 Credit in U.S. Government
	.5 Credit in Economics with Financial Literacy
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

23

TOTAL	24 Credits
State Assessments	Students must earn a passing score on the Grade 10 ELA assessment (or ACT/SAT concordant score). Student must earn a passing score on the Algebra I EOC or <mark>Geometry EOC or</mark> comparative math score on PSAT, SAT, or ACT
On-Line Course	Requires a full course to be completed.
Grade Point Average	Cumulative GPA or 2.0 on a 4.0 scale (unweighted)
Diploma Designations & ACCEL 18-Credit Option	
Scholar Designation	In addition to meeting the standard high school diploma requirements: Earn 1 Credit in Algebra II or an equally rigorous course beginning 2019-20 Earn 1 Credit in Statistics or an equally rigorous math course Pass the Geometry EOC Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam) Earn 1 Credit in Physics or Chemistry Earn 1 Credit in a course equally rigorous to Chemistry or Physics Pass the U.S. History EOC (or earn minimum score required to earn college credit on AP or AICE exam) Earn at least 1 Credit in AP, D.E. or AICE course Earn 2 Credits in the same foreign language
Merit Designation	In addition to meeting the standard high school diploma requirements: Attain 1 or more industry certifications from the list established.
ACCEL Program (18 credits minimum)	Meet all requirements for a standard high school diploma with the following exceptions: *Physical Education is not required *Online courses not required *3 elective credits only

E. A student entering Grade 9 in the 2019-2020 school year should earn:

2022-2023	Standard Diploma Graduation Requirements
	Students Entering Grade 9 in 2018-2019 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**

	1 Credit in Algebra I 1 Credit in Geometry Industry certifications that lead to college credit may substitute for up to 2 math credits (except for Algebra I and Geometry)
Science	**3 Credits in Science** (1 Credit in Biology, 2 of which must have a laboratory component)
Social Studies	**3 Credits in Social Studies** 1 Credit in World History 1 Credit in U.S. History .5 Credit in U.S. Government .5 Credit in Economics with Financial Literacy
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	Students must earn a passing score on the Grade 10 ELA assessment (or ACT/SAT concordant score). Student must earn a passing score on the Algebra I EOC or Geometry EOC or comparative math score on PSAT, SAT, or ACT
On-Line Course	Requires a full course to be completed.
Grade Point Average	Cumulative GPA or 2.0 on a 4.0 scale (unweighted)
	Diploma Designations & ACCEL 18-Credit Option & CTE Pathway 18-Credit Option
Scholar Designation	In addition to meeting the standard high school diploma requirements: Earn 1 Credit in Algebra II or an equally rigorous course Earn 1 Credit in Statistics or an equally rigorous math course Pass the Geometry EOC Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam) Earn 1 Credit in Physics or Chemistry Earn 1 Credit in a course equally rigorous to Chemistry or Physics

	Pass the U.S. History EOC (or earn minimum score required to earn college credit on AP or AICE exam) Earn at least 1 Credit in AP, D.E. or AICE course Earn 2 Credits in the same foreign language
Merit Designation	In addition to meeting the standard high school diploma requirements: Attain 1 or more industry certifications from the list established.
ACCEL Program **(18 credits minimum)**	Meet all requirements for a standard high school diploma with the following exceptions: *Physical Education is not required *Online courses not required *3 elective credits only
Career and Technical Education (CTE) Pathway– s. 1003.4282(11), F.S. **(18 credits minimum)**	As required under s. 1008.25, F.S., a student must: • Have a minimum, cumulative GPA of at least 2.0; • Complete 2 credits in CTE (the courses must result in a program completion and an industry certification); and • Complete two credits in work-based learning programs (a student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement).

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

2023-2024	Standard Diploma Graduation Requirements
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 1 Credit in Algebra I 1 Credit in Geometry Industry certifications that lead to college credit may substitute for up to 2 math credits (except for Algebra I and Geometry)
Science	3 Credits in Science (1 Credit in Biology, 2 of which must have a laboratory component)
Social Studies	3 Credits in Social Studies 1 Credit in World History 1 Credit in U.S. History

	.5 Credit in U.S. Government .5 Credit in Economics with Financial Literacy
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	Students must earn a passing score on the Grade 10 ELA assessment (or ACT/SAT concordant score). Student must earn a passing score on the Algebra I EOC Geometry EOC or comparative math score on PSAT, SAT, or ACT
On-Line Course	Requires a full course to be completed.
Grade Point Average	Cumulative GPA or 2.0 on a 4.0 scale (unweighted)
	Diploma Designations & ACCEL 18-Credit Option
Scholar Designation	In addition to meeting the standard high school diploma requirements: Earn 1 Credit in Algebra II or an equally rigorous course Earn 1 Credit in Statistics or an equally rigorous math course Pass the Geometry EOC Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam) Earn 1 Credit in Physics or Chemistry Earn 1 Credit in a course equally rigorous to Chemistry or Physics Pass the U.S. History EOC (or earn minimum score required to earn college credit on AP or AICE exam) Earn at least 1 Credit in AP, D.E. or AICE course Earn 2 Credits in the same foreign language
Merit Designation	In addition to meeting the standard high school diploma requirements:

27

	Attain 1 or more industry certifications from the list established.
ACCEL Program (18 credits minimum)	Meet all requirements for a standard high school diploma with the following exceptions: *Physical Education is not required *Online courses not required *3 elective credits only

A student entering **Grade 9 in the 2021-2022** school year should earn:

2023-2024	Standard Diploma Graduation Requirements
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 1 Credit in Algebra I 1 Credit in Geometry Industry certifications that lead to college credit may substitute for up to 2 math credits (except for Algebra I and Geometry)
Science	3 Credits in Science (1 Credit in Biology, 2 of which must have a laboratory component)
Social Studies	3 Credits in Social Studies 1 Credit in World History 1 Credit in U.S. History .5 Credit in U.S. Government .5 Credit in Economics with Financial Literacy
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	Students must earn a passing score on the Grade 10 ELA assessment (or ACT/SAT concordant score). Student must earn a passing score on the Algebra I EOC or Geometry EOC or comparative math score on PSAT, SAT, or ACT
On-Line Course	Requires a full course to be completed.
Grade Point Average	Cumulative GPA or 2.0 on a 4.0 scale (unweighted)
	Diploma Designations & ACCEL 18-Credit Option
Scholar Designation	In addition to meeting the standard high school diploma requirements: Earn 1 Credit in Algebra II or an equally rigorous course Earn 1 Credit in Statistics or an equally rigorous math course Pass the Geometry EOC Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam) Earn 1 Credit in Physics or Chemistry Earn 1 Credit in a course equally rigorous to Chemistry or Physics Pass the U.S. History EOC (or earn minimum score required to earn college credit on AP or AICE exam) Earn at least 1 Credit in AP, D.E. or AICE course Earn 2 Credits in the same foreign language
Merit Designation	In addition to meeting the standard high school diploma requirements: Attain 1 or more industry certifications from the list established.
ACCEL Program (18 credits minimum)	Meet all requirements for a standard high school diploma with the following exceptions: *Physical Education is not required *Online courses not required *3 elective credits only

G. Any student who has been charged with a felony act, (per accompanying documentation from state attorney's office), will be prohibited from participating in the graduation ceremony if in the opinion of the school administrator, the student's participation would have an adverse impact on the ceremony.

6.6023 Weighted Programs

~~Commercial Art Technology 9-10~~
Digital Design ~~2-7~~ 1-7
Hospitality and Tourism Marketing Management

~~Foundations of Web Design~~
~~Foundations of Curriculum and Instruction~~
Software & Application Security

6.6032 Industry Certification Course Substitution

In accordance with Florida Statute 1003.4282, requirements for a standard high school diploma (2012-2013 9th grade cohort), industry certifications that lead to college credit may be substituted for up to two (2) mathematics credits and one (1) science credit. Students must earn an industry certification with an existing statewide articulation agreement to the associate in science or associate in applied science degree level offered in a Florida College System.

The industry certification substitution cannot replace Algebra I, geometry, or biology, but may be applied toward the balance of the two other unspecified mathematics credits and one unspecified equally rigorous science credit required for high school graduation. One qualifying industry certification attainment equates to one substitution credit. Students should contact their high school guidance counselor to determine if an industry certification they have earned is eligible for course substitution.

~~The following industry certifications that lead to college credit are available to students:~~
~~Accredited Legal Professional (NATHA003)~~
~~Adobe Certified Associate – Dreamweaver (ADOBE010)~~
~~Adobe Certified Associate – Flash (ADOBE011)~~
~~Agriculture Technician Certification Technology Specialist (FLFBR001)~~
~~Air Conditioning Service Technician (NATEX001)~~
~~ASE Auto/Light Truck Tech Engine Repair (NIASE010)~~
~~ASE Auto/Light Truck Tech Automatic Transmission/Transaxle (NIASE005)~~
~~ASE Auto/Light Truck Tech Manual Drive Train and Axles (NIASE012)~~
~~ASE Auto/Light Truck Tech Brakes (NIASE007)~~
~~ASE Auto/Light Truck Tech Electrical/Electronic Systems (NIASE008)~~
~~ASE Auto/Light Truck Tech Steering and Suspension (NIASE014)~~
~~ASE Auto/Light Truck Tech Heating and Air Conditioning (NIASE011)~~
~~ASE Auto/Light Truck Tech Engine Performance (NIASE009)~~
~~ASE Auto Maintenance and Light Repair (NIASE076)~~
~~Bio-technician Assistant (CERHB001)~~

Certified Pharmacy Technician (PTCBD001)
CompTIA A+ (COMPT001)
Comp TIA Network + (COMPT006)
Comp TIA Security + (COMPT008)
Microsoft Office Specialist Bundle (MICRO069)
Microsoft Office Master Specialist (MICRO017)
MSSC Certified Production Technician (MSSCN001)
National Pro-Start Certificate of Achievement (NRAEF002)
National Pharmacy Technician Certification (NATHA010)
NCCER Construction Technology (NCCER008)
NCCER Electrical Level 1 (NCCER010)
NCCER Electrical Level 2 (NCCER038)
NCCER HVAC Level 1 (NCCER018)
ServSafe Certified Professional Food Service Manager (NRAEF003)

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 or designee and the approval of the Principal or designee of the Santa Rosa Adult School.

6.608 Miscellaneous Curriculum Items

6.6081 Reading I and Reading II Intensive Reading 1 and Intensive Reading 2

Reading I (1008300) and Reading II (1008310) Intensive Reading 1 (100412) and Intensive Reading 2 (100414) are designated as one semester (0.5) credit courses for Santa Rosa County high schools.

must be a minimum of 16 years of age.

7.103 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.

Additional fees may include:
Convenience fee for credit card use - $0.85
Student identification card reploacement - $3.00 (initial issue is free)
Student enrolled in select Adult High school credit courses may be required to purchase course textbooks.

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 of 12 hours of ~~instructional activity~~ attendance (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 (6) consecutive classes will be withdrawn from the class. The reported withdrawal date will be the day after the last date of attendance.

.

7.206 Co-enrolled High School Students

A "co-enrolled student" is a high school student who is taking an adult education course in which credits earned will be forwarded to the home high school for graduation. Students in grades 9-12 and at least 16 years of age may be enrolled in a co-enrollment program. 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 per academic year with permission from their ~~high school guidance counselor~~ home high school Principal or designee. These courses must be taken for credit recovery or dropout prevention and may only be core curriculum courses as defined by the state. Co-enrolled students must not have a pattern of excessive absenteeism or habitual truancy or a history of disruptive behavior in school.

7.300 Transfer of Credit

7.301 ~~Awarding of Transferred Credit~~ TRANSFER OF CREDIT

7.402 Standard Diploma Options for High School-Age Students

Santa Rosa Adult School, through the program at Santa Rosa High School (SRHS), offers a standard K-12 high school diploma for students 16-21 years of age. 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 program and work within the guidelines of course syllabi. SRHS students must be at least 16 years of age and not enrolled in any other secondary high school program. All SRHS students must complete the Senior Life Skills (PCSD) class to meet graduation requirements and ~~be enrolled~~ for at least one (1) nine weeks grading period to receive a SRHS diploma. Other credits required for graduation may be transferred from other accredited institutions. Refer to the High School Section 6.0 of the *Student Progression Plan* for further requirements and information.

7

7.4023 ~~MID-YEAR~~ QUARTERLY PROMOTIONS

~~Mid-year~~ Quarterly promotions will be considered upon initial enrollment, at the end of each quarter, and at the end of summer. ~~for eligible students shall be completed by the middle of January to ensure that the proper standardized test is identified and administered.~~

7.403 STATE OF FLORIDA HIGH SCHOOL EQUIVALENCY DIPLOMA (GED®)

Prospective test candidates will register and pay for the test by going on the website www.ged.com. Prospective students must meet the following criteria:

A. Be at least 18 years of age at the time of application or contact the Santa Rosa Adult School office for information regarding the apply for an underage waiver process.by contacting the Adult School Office.

    1. Take the TABE test and score an NRS level of A or D (level 5 or higher); take the GED® Ready test and score 145 or above; and complete the GED® Preparation Class with a minimum of 12 hours attendance enrollment.

7.5032 Hospital/Homebound

The possibility of hospital or homebound services should be explored when it is anticipated that a student will be absent from school for at least 15 school days, or the equivalent, while under a physician's care because of severe, prolonged or chronic illness. A parent, teacher, social worker, guidance certified school counselor, physician and others may initiate the process as soon as it is anticipated that the student will be absent as indicated by the physician for three (3) weeks or more. There is not established waiting period that must be met when considering initiating the process.

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

7.5041 Unexcused Absence and Assignments

Students are required to complete ALL classwork and tests for EACH class in order to meet state dropout prevention competency requirements. Unexcused absences from a class may result in a failure/ incomplete assignments for that class causing a student to fall further behind in his/her coursework.

7.5042 Intent to Terminate School Enrollment

C.   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 status. The student must participate in an exit interview with the student's guidance certified school 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. 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.

7.505 Tardiness

A student is considered tardy if the student is present on campus but is absent in class when the tardy bell rings. There are no criteria for excused or unexcused tardies. Arriving to school late is defined as "Late-to-School" (See Section 7.506). Repeated and/or excessive incidents of tardiness may potentially result in disciplinary action for the student.

7.506 Early Check-Outs or Late to School Check-In

Refer to High School 6.505 Early Check-Outs or Late to School Check-In. Santa Rosa High school administration reserves case by case discretion due to drop out prevention status.

Students arriving after a school's designated start time are considered late to school and will receive a "Late to School Check-In" coding. Students checking out of school prior to the end of the school's designated dismissal time will receive an "Early Check-Out" coding. "Late to School Check-ins" and "Early check-outs" will be identified as unexcused or excused. Three (3) unexcused "Late to School Check-ins" and/or "Early Check-outs" will equate to the student receiving one (1) unexcused absence. Section 1003.02, F.S., authorizes district school boards to establish policies that allow accumulated unexcused tardies, regardless of when they occur during the school day and early departures from school to be recorded as unexcused absences.

It is required that the parent or designated adult sign the student out unless prior arrangement has been made by the parent/guardian. Repeated and/or excessive incidents of leaving school prior to the end of the day or checking in late to school may potentially result in disciplinary action for the student.

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

7.5061 Unexcused/Excused "Late to School Check-ins/Early Check-outs"

Unexcused

Missing the bus

Oversleeping

Skipping

Excessive illness without doctor's verification

Repeated Late Check-ins/Early Check-outs

Other avoidable events

Non-pre-approved absences

34

~~Excused~~
~~Personal Illness~~
~~Doctor/Dentist appointment~~
~~Special event approved by administration~~
~~Other unavoidable events~~
~~Treatment of autism spectrum disorder by a licensed healthcare provider or behavior analyst pursuant to s393.17, F.S.~~
~~Death of an immediate family member~~
~~Religious holiday/instruction~~
~~Court dates~~
~~Pre-arranged absences~~

7

~~The following programs require a 3.0 minimum GPA along with demonstration of post-secondary readiness as required for enrollment.~~
- ~~Off Campus Commercial Foods and Culinary Arts~~
- ~~On-line /Off Campus Information Technology Assistant~~

8.903   Additional Hours Credit

Secondary Program Name	**Articulates to**	**Post-Secondary Program Name**
Automotive Maintenance and Light Repair	Articulates to	Automotive Service Technology I
Computer Systems & Information Technology	Articulates to	Computer Systems & Information Technology
Culinary Arts	Articulates to	Professional Culinary Arts & Hospitality
Electricity	Articulates to	Electricity
~~Legal Administrative Specialist~~	~~Articulates to~~	~~Legal Administrative Specialist~~
~~Medical Administrative Specialist~~	~~Articulates to~~	~~Medical Administrative Specialist~~
Welding Technology Fundamentals	Articulates to	Welding Technology
Applied Cybersecurity	Articulates to	Applied Cybersecurity

9.100 ELIGIBILITY

Santa Rosa County students enrolled in Grades KG-12 may participate in part-time or full-time virtual learning opportunities~~, including students enrolled in dropout prevention and academic intervention programs, Department of Juvenile Justice education programs, core-curricular courses to meet class size requirements, or Florida College System institutions.~~ See Sections 4.100, 5.100, 6.100 of the *Student Progression Plan* for general admissions policies.

9.101 Full-time Open Enrollment

Open enrollment for full-time virtual learning opportunities will take place from April 15 through July 31 prior to the start of the school year, with late registration continuing through the end of the first two (2) weeks of the school year if space is available. Parents of students interested in participating in a full-time virtual instruction program must contact Santa Rosa Blended Academy at 850-981-7860 no later than the conclusion of the open enrollment period.

Open Enrollment for full-time students in a virtual instruction program will not be available for the second semester. However, consideration will be given to Santa Rosa County students in Grades 6-12 who meet the following requirements and request a transfer from their brick and mortar school to Santa Rosa Online Academy at the beginning of the second semester and who enroll in our full-time program with Florida Virtual School (see Section 9.1021 ~~9.1031~~):

2.75 cumulative GPA or higher;

Passing/proficient level on previous year's/most current state testing data;

Fewer than 10 absences (excused and unexcused) in the first semester; and

School counselor approval

9.102 Full-time Enrollment

Santa Rosa County Students who satisfy the admissions policies as outlined in Sections 4.100, 5.100 and/or 6.100 of the Student Progression Plan may enroll as a full-time student in Santa Rosa Online Academy through its partnerships with Florida Virtual School (Grades KG-12), Stride K12, Inc. (formerly known as Fuel Education) (Grades KG-12), or Connections Learning (Grades KG - 12). Santa Rosa Online students have 10 school days for the drop/add period to make schedule changes. Santa Rosa Online operates during the calendar school year (fall and spring semester) only for full-time students.

9.1021 Santa Rosa Online, a franchise of Florida Virtual School

Santa Rosa County students who satisfy the admissions policies as outlined in Sections 4.100, 5.100 and/or 6.100 of the Student Progression Plan may enroll as a full-time student in Santa Rosa Online through its partnership with Florida Virtual School (Grades KG-12). Full-time students in Santa Rosa Online Academy, through its partnership with Florida Virtual School, 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 Stride K12, Inc. (formerly known as Fuel Education)

Pursuant to F. S. 1002.455, Santa Rosa County students who satisfy the admissions policies as outlined in Sections 4.100, 5.100 and/or 6.100 of the *Student Progression Plan* may enroll as a full-time student in Santa Rosa Online through its partnership with Stride K12, Inc. (formerly known as Fuel Education) (Grades KG-12).

Full-time students in Santa Rosa Online, through its partnership with Stride K-12, Inc., 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.

~~Hybrid Enrollment~~

~~**Students who are taking a hybrid schedule and have a virtual course or courses as one of their six are expected to finish at the end of the semester.** Parents of students interested in participating in a part-time virtual instruction program, resulting in a hybrid virtual/brick and mortar schedule that is in accordance with each grade level's guidelines set forth in the *Student Progression Plan*, must contact their student's school counselor no later than ten days after the semester begins. Should the resulting hybrid schedule lead to a student remaining at home for a period of the school day, parents shall be responsible for providing transportation to or from school, depending on the time of day the student will need to enter or exit his or her brick and mortar classes. Please refer to 9.106 Off Campus Virtual.~~

9.103 Part-time Enrollment

9.1031 Elementary School

As a part of the school day, students in Grades KG -5 may take one (1) or more virtual courses through Santa Rosa Online, provided that the student has school counselor approval for the course, the student has completed the pre-requisite courses, and the school has student stations available.

Students in Grades 4 and 5 who scored a Level 4 or 5 on the previous school year's FSA ELA or Mathematics assessment ~~administration~~ will have the opportunity to take online accelerated courses in Reading and Mathematics (Grade 6 classes) through Santa Rosa Online during the school year.

Elementary school students may take online enrichment courses during the summer (art, music, technology, Spanish).

9.1032 Middle School

As a part of the school day, students in Grades 6-8 may take a hybrid schedule with ~~one (1) course~~ two (2) courses through Santa Rosa Online, provided that the student has school counselor approval for the courses, the student has completed the pre-requisite courses, and the school has student stations available. Above and beyond the six (6) courses taken during the school day and/or during the summer, students may take one (1) additional online course provided that the student has school counselor approval.

37

9.1033 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 school counselor approval for the course, the student has completed the pre-requisite courses, and the school has student stations available. Above and beyond the six (6) courses taken during the school day and/or during the summer, students may take an additional online course or courses provided that the student has school counselor approval.

The following schedule is *recommended* for a high school student wishing to take a combination of brick and mortar classes and online classes during the school day:
9th Grade: Five (5) classes at the brick and mortar school, one (1) online class.
10th Grade: Four (4) classes at the brick and mortar school, two (2) online classes.
11th Grade: Three (3) classes at the brick and mortar school, three (3) online classes.
12th Grade: One (1) class at the brick and mortar school, five (5) online classes.

9.104 Hybrid Enrollment

Students who request a hybrid schedule is taking two or more virtual courses as part of their six required courses. Students are expected to finish these virtual courses by the end of the semester. Parents of students interested in participating in a part-time virtual instruction program resulting in a hybrid schedule should contact their student's counselor no later than ten days after the semester begins. Transportation to and from school is the responsibility of the parent depending on the time of day the student will need to enter or exit his or her brick and mortar school. Please refer to 9.107 Off Campus Virtual.

Full-time Enrollment

Santa Rosa County Students who satisfy the admissions policies as outlined in Sections 4.100, 5.100 and/or 6.100 of the Student Progression Plan may enroll as a full-time student in Santa Rosa Online Academy through its partnerships with Florida Virtual School (Grades KG-12), Fuel Education, K12 Inc. (Grades KG-12), or Connections Learning (Grades KG - 12). Santa Rosa Online students have 10 school days for the drop/add period to make schedule changes. Santa Rosa Online operates during the calendar school year (fall and spring semester) only for full-time students.

9.1041 Santa Rosa Online, a franchise of Florida Virtual School

Santa Rosa County students who satisfy the admissions policies as outlined in Sections 4.100, 5.100 and/or 6.100 of the Student Progression Plan may enroll as a full-time student in Santa Rosa Online through its partnership with Florida Virtual School (Grades KG-12). Full-time students in Santa Rosa Online Academy, through its partnership with Florida Virtual School, 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

9.105 Grace Period Deadline

Students who take one or more virtual classes on a part-time or full-time basis must complete assignments according to the ~~keep pace with the~~ pace chart for each virtual class during the 28-day grace period. Students who fail to ~~keep~~ maintain pace will be at risk of being withdrawn from the class or classes at the conclusion of the 28-day grace period. A full-time student who remains in the full-time program past the 28-day grace period must remain in the program until the end of the semester or transfer to Home Education unless the student moves out of district or withdraws to go to private school.

9.301 Florida Virtual School

Through its partnership with Florida Virtual School (www.flvs.net), Santa Rosa Online offers online courses to part-time and full-time students in Grades KG-12. Full-time students taking FLVS classes through Santa Rosa Online must complete these classes during the calendar school year.

9.302 Stride K12, Inc. (formerly known as Fuel Education) ~~Fuel Education, K12, Inc.~~

Through its partnership with Stride K12, Inc. (formerly known as Fuel Education) ~~Fuel Education, K12, Inc.~~ (www.k12.com), Santa Rosa Online offers online/hands-on courses to part-time and full-time public education students in Grades KG-12 and operates during the calendar school year only.

9.400 STATE ASSESSMENTS

Pursuant to s. 1008.22, public education students receiving full-time instruction in Santa Rosa Online Academy, through its partnerships with its virtual providers, are required to take the appropriate state assessments according to their enrolled grade. All state assessments will take

place at Santa Rosa Online, located on the campus of Locklin Technical College or another district designated location. Parents of full-time Santa Rosa Online Academy students are required to provide transportation to all assessments. Full-time Santa Rosa Online Academy students who fail to take an assessment will not be permitted to enroll in SROA the following school year. Students receiving part-time instruction through one of our virtual providers are required to take state assessments through their school of enrollment in Santa Rosa County. It is recommended that students communicate the need for an assessment with their counselor.

9

9.503   Diploma

Full-time public education students enrolled in Santa Rosa Online Academy will be awarded a Santa Rosa Online Academy diploma the Santa Rosa County School District if 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 Section 9.600 of the *Student Progression Plan*)

9.600   HOME EDUCATION

9.601   Eligibility

Home education students in Grades KG - 12 may take one or more online courses through the partnership of Santa Rosa Online and Florida Virtual School during the calendar school year or directly through Florida Virtual School, which operates year-round. Home education students are not eligible to participate in Stride K12, Inc. (formerly known as Fuel Education) or Fuel Education, K12, Inc., Compass Learning, Locklin Technical College Online, or Connections Learning.

9.800   ATTENDANCE AND TRUANCY

Students enrolled in virtual schools and programs are required to meet compulsory attendance. S. 1002.45, F.S. specifies that students must meet compulsory attendance requirements. S. 100327, F.S., requires that the parent be responsible for regular attendance in school. This means attendance must be taken for virtual students, and these students have the same guidelines related to truancy as do students in brick and mortar schools. Additionally, taking attendance is mandatory and must be recorded on a regular and ongoing basis. Although the parent or learning coach may log attendance on a daily or hourly basis using their individual accounts, the online teachers and virtual school administrators are responsible for student attendance records and for monitoring and reporting attendance. They do this by examining participation metrics such as student login data, lessons, assignments, projects and assessments completed, email and phone logs, and student participation in discussion-based assessments, live lessons, discussion boards, blogs, virtual school field trips, etc. Virtual schools must maintain auditable attendance records and provide attendance information to school districts for state required reporting.

If a student subject to compulsory school attendance or the student's parent will not comply with attempts to enforce school attendance, the parent or the district School Superintendent or his or her designee shall refer the case to the case staffing committee pursuant to s. 984.12, F.S. and

the district School Superintendent or his or her designee may file a truancy petition pursuant to the procedures in s. 984.151 or (2), F.S. after all reasonable efforts to resolve the non-enrollment behavior are exhausted.

10.102 Establishing a Home Education Program

As required by Section 1002.41, F.S., to establish a home education program and maintain compliance with the statute, a parent must complete the following actions:

10.1021 Notice of Intent

Send a written notice of intent to the school district School Superintendent.

10.207 Withdrawal from Home Education

If a parent/guardian withdraws a student from a Santa Rosa County School and notifies the school they are home educating the student, **yet does not submit** the "Intent to Establish a Home Education Program" form to Santa Rosa Blended Academy, the following applies:

After three (3) school days of non-attendance or non-submission, Santa Rosa Blended Academy will attempt to contact the parent by phone and/or registered letter.

A

Santa Rosa Blended Academy will initiate truancy procedures for items "A" and "B" by either advising the previous school or by filing a social worker referral.

10.401 Students with Suspected Disability

The Santa Rosa County School District will provide evaluations for home education students whose parents/guardians suspect their child may have a disability. This service is provided through the Child Find office located at the Douglas A. Dillon Administrative Center.

10.500   ATTENDANCE AND TRUANCY

Students enrolled in virtual schools and home education programs are required to meet compulsory attendance. S. 1002.45, F.S. specifies that students must meet compulsory attendance requirements. S. 100327, F.S. requires that the parent be responsible for regular attendance in school. This means attendance must be taken for virtual students, and these students have the same guidelines related to regarding truancy as students in brick and mortar schools have. Additionally, taking attendance is mandatory and must be recorded on a regular and ongoing basis. Although the parent or learning coach may log attendance on a daily or hourly basis using their individual accounts, the online teachers and virtual school administrators are responsible for student attendance records and for monitoring and reporting attendance. They do this by examining participation metrics, such as student login data, lessons, assignments, projects and assessments completed, email and phone logs, and student participation in discussion-based assessments, live lessons, discussion boards, blogs, virtual school field trips, etc. If a student who has been found to exhibit a pattern on non-attendance in the public-school system enrolls in a home education program, the district School Superintendent must provide the parent or guardian with a copy of the home education law, s.1002.41, F.S., and the accountability requirements of s.100326(1)(f)1, F.S.

If the parent of a student who has been found to exhibit a pattern of non-attendance and who has been enrolled in home education fails to provide a portfolio for review by the committee, the committee must notify the Superintendent of Schools who must then terminate the home education program and require the parent to enroll the student in an attendance option provided under s.1003.01(13)(a),(b),(c), or (e),F.S., within three (3) days.

If a student subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent or the district School Superintendent or his or her designee shall refer the case to the case staffing committee pursuant to s.984.12, and the district School Superintendent or his or her designee may file a truancy petition pursuant to the procedures in s.984.151 or (2).

The district School Superintendent must provide the Department of Highway Safety and Motor Vehicles the legal name, sex, date of birth, and social security number of each minor student who has been reported under this paragraph and who fails to otherwise satisfy the requirements of s.322.091

10.600 EXTRACURRICULAR ACTIVITIES AND STUDENTS IN HOME EDUCATION

10.601 Elementary Students

Students in Grades K-5 enrolled with the district as home education students are not eligible to participate in 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 interscholastic activity associated with their zoned school. The terms ~~interscholastic~~ extracurricular interscholastic activity and extracurricular activity are interchangeable for this purpose.

10.602 Secondary Students

Students in Grades 6-12 enrolled with the district as home 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. In order for a secondary home-educated student to be eligible to participate, each of the following requirements must be met:

A. The student must meet all requirements of the home education program as described in Section 10.100.

B. The parents/guardians of the home education student must certify to the Principal that the student meets the minimum Grade Point Average (GPA) as prescribed in Article 9.2.2.1.1 FHSAA bylaws and has passed each class for which he or she is 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 extracurricular activity.

D. The home education student must register with the school with ~~their~~ his or her intent to participate as a representative of the school prior to the beginning date of the season for the activity in which participation is requested.

E. The home education student must certify, by a physical examination ==performed== by a licensed physician ==and recorded== on the "Santa Rosa County School's Athletic Participation Screening Form," their fitness to participate in the extracurricular activity. Proof of medical insurance must also be certified ==by the parent== on this form ~~by the parent~~.

F. A home education student will not be eligible to participate in ~~inter-scholastic~~ ==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. 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 ==interscholastic== activity and extracurricular activity are interchangeable for this purpose.

10.603 Home School Eligibility for Athletics

10.6031 Registration in Home Education

~~Student~~ ==Students== must be registered with the home education office of the district in which they reside.

10.6036 GPA Requirements

==If the== ~~The~~ student is a first semester 6th or 9th grader OR ~~for~~ ==if in== Grades 6-8==,== the previous semester=='s== GPA ==should be== ~~is~~ > 2.0 OR for Grades 9-12==,== the cumulative GPA ==should be== ~~is~~ > 2.0.

10.6038 Courses

A. Based on current courses in Section B of the EL7 Form==, if== >50% are being taught *solely* by the parent==,== **the student is eligible - submit EL13S Form _or_**

B. Based on current courses in Section B of the EL7 Form==, if== <50% is from a single public or FHSAA private school==, the student is eligible== *(If not== , ==the student is only eligible at that public or FHSSA private school- submit EL 13S Form)* **or**

C. Based on current courses in Section B of the EL7 Form==, if== <50% is from Florida Virtual School or a School District Virtual School==, the student is eligible== *(If not== , ==see Part B below)* **or**

D. Based on current courses in Section B of the EL7 Form==, if== <50% is through dual enrollment at a college or university==, the student is eligible== *(If not== , ==see Part C below)* **or**

E. Based on current courses in Section B of the EL7 Form==, if== <50% is from all other locations or services==, the student is eligible==. *(If not== , ==see Part D below)*

F. If items B, C, D, and E above are all correct==,== **the student is eligible- submit EL13S Form.**

C. "C" will list the courses the student has requested or is currently enrolled.

The second column, "Virtual School Name," **must** indicate "FLVS" in a majority of the courses. If so, then the student is eligible==. S==ubmit the EL13S Form. If not, the school must call the FHSAA.

10.605 Part B – Dual Enrollment

Home education students are permitted dual enrollment opportunities through state statutes (1007.271 F.S.); however, certain requirements must be met.

1. If the parent has an Articulation Agreement with the college or university then the student is eligible. Submit the EL13S Form. This is not a requirement of all home-educated, dual-enrolled students. The articulation agreement is reviewed every school year and is subject to change at any time.

2. **If there is no Articulation Agreement**, contact the college or university:
   a. Verify that the student is registered with the college or university as a home education student; **and**
   b. Verify that the student is responsible for his or her ~~their~~ own transportation, textbooks and instructional materials; **and**
   c. Verify that the student is not registered at any public or private school, in name only, and receiving credit at any public or private school for any courses taken at the college or university.

Once each of the above has been verified, the student will be eligible. Submit the EL13S Form.

10.606 Part C – Other Locations and Services

If the parents are ~~is~~ using one of the following services 50% or more of the time for the education of their child(ren), they must identify the location of the service and provided the service meets the criteria listed below, the student is eligible. Submit the EL13S Form; otherwise the student is not eligible.

10.6061 Correspondence Schools

A correspondence school ~~in~~ 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 *Abeka Academy*.

10.6062 Online Services

An online service is one in which the student completes ~~complete~~ his/her studies via a computer, and the studies are evaluated based on the work ~~complete~~ completed via the computer. This is an acceptable service, provided the online service **is located out-of-state**, with the exception of Florida Virtual School (see Part B).

10.6063 Private Schools

Private schools registered with the Florida Department of Education, including "umbrella" schools ~~– these schools~~ are acceptable provided less than 50% of the courses are being taken through a single one of these schools. To check to see if the private school is registered with the Florida Department of Education, you will need to know the county in which the school is located (it may not necessarily be in the county in which the student resides, or even in a neighboring county), and you can look the school up at www.floridaschoolchoice.org/Information/PrivateSchoolDirectory/.

.

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 education program. The parent/guardian will be required to enroll the student into either a public, parochial, religious, or denominational school, or a private school *(S*ee Section 1002.41, F.S*.* for specific criteria*)* within three (3) days of termination or will be out of compliance with the compulsory attendance laws of the State of Florida which may result in criminal prosecution of the parent under Section 1003.27(2), F.S.

10.800 ANNUAL EVALUATIONS OF HOME SCHOOL STUDENTS

10.802 Annual Evaluation Requirement Options

A parent/guardian has five (5) options available to satisfy the annual evaluation requirement. These options are listed below:

10.902 Parent/Guardian Responsibility to Receiving School

Upon submission of the written notice of termination to the Santa Rosa Blended Academy, the parent/guardian shall enroll the student into the receiving school.

The school Principal is solely responsible for making appropriate grade placement of the student based on the following:

10.903 Returning to Public School from a Home Education Program

10.9031 Grades 7-12 -Requesting Course Credits

Santa Rosa Online and Florida Virtual School and other regionally accredited school course credits will be accepted at face value and granted upon entering public school.

10.9032 Home Education Course Credits

Home education course credits shall be validated by performance in classes at the receiving public school. A student shall be placed at the appropriate sequential grade level and should earn a minimum of a "C" at the end of the first grading period for the course(s) in which he/she is requesting credit. Students who do not meet this requirement shall have credits validated using the alternative validation procedures.

10.9033 Alternative Validation Procedures

A. Portfolio evaluation by the home education designee: along with district portfolio, evaluators shall examine and determine mastery of all state curriculum frameworks and standards. If the portfolio(s) meet all state and district guidelines, course credit(s) will be awarded; or

10.9034 Earning a Diploma

Students Student must be enrolled at least the entire final semester of his/her their senior year to be able to earn a diploma from the high school and graduate with his/her class. Students will be required to complete all graduation requirements prior to receiving a high school diploma.

45

10.904 Students Completing High School in a Home Education Program
    10.9041 Diploma Options

A. ~~At the which point~~ When a home education student has completed high school work~~;~~, the student may register to take the General Education Diploma (GED) at Santa Rosa Adult High School ~~Pensacola State College, Adult High School,~~ or any other facility at which the GED program is offered. The GED will be awarded if a passing score is earned. Parent submits "Notification of Termination of a Home Education Program" to Santa Rosa Blended Academy upon completion of GED®.

B. Home education students will not receive a diploma from the School District of Santa Rosa County unless they withdraw from home education and enroll and take classes in a regular high school program for at least the entire semester ~~in~~ during which ~~his/her~~ their class graduates and if they have ~~has~~ earned enough credits to graduate and have met all graduation requirements.

- The evaluation/validation team may recommend the student take the final exam for the course in which he/she is requesting credit if enough evidence is not present in the portfolio to recommend granting credit. The exam shall be administered to the student within ninety (90) days of enrolling in the school. Upon passing the exam, credit for the course will be awarded.