

SANTA ROSA COUNTY DISTRICT SCHOOLS

STUDENT PROGRESSION PLAN

~~2021-2022~~ 2022-2023

SCHOOL BOARD OF SANTA ROSA COUNTY
DR. KAREN A. BARBER
SUPERINTENDENT OF SCHOOLS

1.0 LEGAL BASIS OF THE PLAN AND OVERVIEW

FOREWORD

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

UNLAWFUL DISCRIMINATION PROHIBITED

1. Santa Rosa County District Schools do not discriminate on the basis of race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin or genetic information in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups

3.101 Pre-Kindergarten Programs

These programs serve children from age two (2) to age five (5).

3.102 Admission: Criteria

The Head Start and Early Head Start Programs are allowed to serve up to 10% of our funded enrollment as over-income families.

3.1044 McKinney-Vento Homeless Assistance

The Federal Programs Director serves as the district's McKinney-Vento Liaison and may be contacted for further information.

3.203 Exceptional Student Education (ESE)

Students, birth 18 months to 3 years of age requiring special adaptations to the regular program services must be identified through Part C Early Steps and must be provided with an Individualized Family Support Plan (IFSP). The IFSP is managed by Early Steps and will direct the services required and the agency providing those services.

Student's ages 3-5 requiring special adaptations to services within the ESE and/or the regular Pre-Kindergarten Program and qualifying for must meet Santa Rosa County School District's eligibility (Part B) requirements for ESE and obtain an Individualized Education Plan (IEP). Exceptional Student Education (ESE) Programs shall be admitted through an eligibility staffing and shall maintain a current Individual Education Plan (IEP).

An appropriate program of study will be determined at the student's eligibility meeting and will be included in the each ESE student's IEP. Pre-Kindergarten ESE students who have an IFSP must have an IEP developed by their third birthday as determined by Indicator 12 in the state performance plan.

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

- * Autism Spectrum Disorder ([ASD](#))
- * Deaf or Hard of Hearing ([DHH](#))
- * Developmentally Delayed, for ([Age: 0-9](#))
- * Dual-Sensory Impaired ([def-blind](#)) ([DSI](#))
- * Intellectual Disabilities ([InD](#))
- * Emotional/Behavioral Disabilities ([EBD](#))
- * ~~Established Conditions (Age: 0-2)~~
- * Hospital/Homebound ([HH](#))
- * Language Impaired ([LI](#))
- * Occupational Therapy ([OT](#))
- * Orthopedically Impaired ([OI](#))
- * Other Health Impaired ([OHI](#))
- * ~~Physical Therapy~~
- * Speech Impaired ([SI](#))
- * Traumatic Brain Injury ([TBI](#))
- * Visually Impaired ([VI](#))

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

3.204 Exceptional Student Education (ESE): IEP

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

3.205 ESE/Progress Report

An exceptional student's progress toward IEP goals and objectives will be reported ~~in accordance with the regular reporting of progress.~~ [each quarter.](#)

3.206 Equal Access

[Santa Rosa County District Schools do not discriminate on the basis of race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin or genetic information in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.](#)

3.404 Social Emotional Development/~~ESE~~

The goal of the Social/Emotional ~~and ESE Services~~ is to bring about a greater degree of social competence in children. Social competence includes the child's everyday effectiveness in dealing with both present environment and later responsibilities in school and life.

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

Developmental screenings and assessment procedures are listed below:

- Each private prekindergarten provider and public school participating in the Voluntary Prekindergarten Education Program must participate in a coordinated screening and progress monitoring program (CSPM) to be administered three times per year. Each parent who enrolls his or her child in the Voluntary Prekindergarten Education Program must allow his or her child to participate in the coordinated screening and progress monitoring program. CSPM printable results are to be made available through a web-based option to parents and students within 2 weeks of the assessment administration.
- Teachers/Assistants will administer the Dial-4, which contains a Social/Emotional component, to Head Start and VPK students and the Ages and Stages Screener to Early Head Start students within the first 45 days of school. Screening data is used to determine strengths and needs of students. Determine potential delays in a student's ability to learn.
- The Galileo Online System and the Renaissance STAR Early Literacy program ~~is~~ are used throughout the school year as an on-going assessment tool.
- The VPK Assessment will be administered to Pre-K Head Start and VPK students that will be entering Kindergarten in the following year to measure progress in early literacy and early math skills.
- Readiness Goals, assessment data, observations, portfolios, and anecdotal notes will be used to develop lessons and report each student's progress. Data is gathered and analyzed three (3) times per year.

3.502 Assessment Instruments: ESE

~~Progress Monitoring of skills in the exceptional student education program shall be completed by the administration of the Brigance Diagnostic at least 3x per year. Florida Department of Education requires every child to be administered the Battelle Developmental Inventory upon entrance and exit from the program to determine overall program progress outcomes.~~ Students in the Exceptional Student Education (ESE) program are assessed using the COR Diagnostic three times a year to inform the state Child Outcome Summary (COS) process. Upon entrance and exit of a program, the Florida Department of Education requires the administration of the Child Outcome Summary (COS) to monitor the student's progress throughout the program.

3.604 ESE: ~~McKay Scholarship/Transfer~~ **Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)**

3.700 ESE: ATTENDANCE

3.701 A. Attendance

3.702 Tardiness

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

3.703 Autism Spectrum Disorder-ESE:Authorized Private Providers

Parents are authorized to request and be granted permission for a student's absence from school for treatment of autism spectrum disorder or other identified exceptionalities by a licensed health care practitioner or behavior analyst certified pursuant to s.393.17, F.S.

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 brick and mortar, as well as virtual educational settings for ESE students.

Early Literacy Intervention

Students who have completed the Voluntary Prekindergarten Education Program and are at risk of being identified as having a substantial deficiency in early literacy skills may receive intensive intervention during the summer under (1008.25(8)©.

4.1055 McKinney-Vento Homeless Assistance

Physical exam will also be required within the 30-day ~~time line~~ timeline. The Federal Programs Director serves as the district's McKinney-Vento Liaison and may be contacted for further information.

4.111 Student Transfers

See the Santa Rosa County District *School Choice Plan* regarding procedures for transfers.

4.112 Exceptional Student Education (ESE): ~~John M. McKay Scholarships for Students with Disabilities Program~~ Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)

- The ~~John M. McKay Scholarships for Students with Disabilities Program~~ Family Empowerment Scholarship for Students with Unique Abilities is established to provide the option to attend a public school other than the one to which assigned, or to provide a scholarship to a private school of choice, for students with disabilities for whom:
 - (a) An Individual Educational Plan (IEP) has been written in accordance with rules of the State Board of Education; or
 - (b) A ~~504 Accommodation Plan has been issued under Section 504 of the Rehabilitation Act of 1973.~~ Doctor's Diagnosis that meets the criteria in statute.
- ~~Public School McKay Scholarship Option~~ Family Empowerment Scholarship for Students with Unique Abilities (FES-UA) Public School Option:
- Pursuant to Section 1002.394(35), F.S., a student meeting the ~~McKay~~ FES-UA eligibility requirements may choose to attend another public school in the student's school district or in an adjacent school district. In this case, the district ~~McKay Scholarship~~ FES-UA Representative (name and contact information found on the School Choice website) must be contacted to discuss available public school options. Public school availability is determined by the school district and is based upon the following:

- Program availability (determined by the student's IEP) at the requested school center.
- ~~Ability of parent to provide transportation for their child to and from the school of choice if the scholarship is awarded. (Transportation is the responsibility of the parent.)~~
- Parent should also complete a District Request for Student Transfer form to state the use of McKay Scholarship FES-UA within the Santa Rosa County School system.
- Document on the form the approval of the McKay FES-UA Intent as well as alternate school choice.

4.115 Students with Parents/Guardians Employed by the Santa Rosa County School District

Students with parents/guardians employed by the Santa Rosa County School District are allowed to enroll in a district school within the school zoned feeder pattern of their assigned work location provided space is available. Parent/Guardians must provide verification of employment to receiving school upon request to transfer. Annual verification required.

4.201 Required Program of Study

The **program of study** for elementary school students in Santa Rosa County District Schools

~~Effects~~ reflects state and local expectations for elementary education.

4.2011 Elementary Physical Education

The Elementary Physical Education Program of Study will reflect the following

outcomes:

4.202 MTSS (Multi-tiered System of Supports)

Early Warning System

A Level one (1) score on the statewide standardized assessments in English Language Arts ~~or mathematics~~ or mathematics 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 ~~each early~~ 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.

Tier I, II and Tier III Supports:

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Remediation will be provided for students based on assessment results from the previous year. If prior year state assessments are not available other state and benchmark progress monitoring assessments and prior year tier levels will be considered. An ELL student should not be placed in MTSS if the student's language is the barrier. ELL students should have ample time to minimize the language barrier and to show progress.

For K-2 students, a coordinated screening and progress monitoring system (CSPM) will be implemented with test administrations occurring three times per year. The first administration shall occur during the first 30 days of school. The second administration shall occur midyear and the third administration shall occur within the last 30 days of the school year. For grades 3-5 English Language Arts and grades 3-5 Mathematics, a coordinated screening and progress monitoring system (CSPM) must be administered at the beginning, middle, and end of the school year. The end-of-year administration of the CSPM must be a comprehensive progress monitoring assessment administered accordance with the schooling requirements under s. 1008.22(7)(c). CSPM printable results are to be made available through a web-based option to parents and students within 2 weeks for CSPM state assessments and within 1 week of any district-required local assessment administration(s).

Kindergarten, Retained Kindergarteners, Grade 1, Grade 2

Mathematics and Reading

Reading STAR The state selected progress monitoring tool, Early Literacy within the first 30 days. Cut scores for PMPs will reference an equivalent percentage of students who show non-proficiency on state assessments. current and/or previous progress monitoring assessments.

Grade 1 (and Retained Kindergarteners)

Mathematics and Reading

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

Grade 2

Mathematics and Reading

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

Grade 3

Reading, Math, and Science Reading and Math

STAR Reading/Math, Science Focus Assessments The state selected progress monitoring tool within the first 30 days.– Cut scores for PMP’s will reference an equivalent percentage of students who show non-proficiency on current and/or previous benchmark progress monitoring assessments.

Grade 4

Mathematics Less than Level 3 on FSA Math for Grade 3. If state assessments are not available: level 1 or 2 on the current year fall STAR Math screener.

English/Language Arts Less than Level 3 on FSA ELA for Grade 3. If state assessments are not

available: Multiple data points consisting of prior FSA results, prior and/or current STAR Reading results and prior year PMP tier level.

Science 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.

Grade 5

Mathematics Less than Level 3 on FSA Math for Grade 4. If state assessments are not available: level 1 or 2 level on the current fall STAR Math screener.

English/Language Arts Less than Level 3 on FSA ELA for Grade 4. If state assessments are not

available: Multiple data points consisting of prior FSA results, prior and/or current STAR Reading results and prior year PMP tier level.

Science Science Focus Assessments The district selected progress monitoring tool– Cut scores for PMP’s will reference an equivalent percentage of students who show non-proficiency on current

and/or previous benchmark progress monitoring assessments.

Progress Monitoring Plans (PMPs) –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 and strategies for providing academic supports to improve the student’s performance [1008.25 (4)(a)]. (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 based upon STAR assessments and/or Focus assessments other district approved progress monitoring tool results. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary [1008.25 (4)(c)].

The plan may include one or more of the following activities as considered appropriate by the school administration: Tier I (core supports); Tier II or Tier III interventions, strategies, and supports that may include, small group instruction interventions within the school day; accommodations to support academic/behavioral/social emotional progress, extended day services; tutoring; scheduling of classes to focus on only a few subjects needing remediation or emphasis (ELA; science and/or mathematics); testing for ESE services; behavior contracts, truancy plans and other remedial activities a-determined by the school district.

A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary [1008.25 (4)(c)].

4.203 Section 504 Accommodation Plans/Services

Section 504 of the Rehabilitation Act of 1973 is federal law designed to prohibit discrimination against persons with a disability. As it applies to public schools, it is written to ensure that eligible students with a disability are provided with educational benefits and opportunities equal to those provided to students without disabilities.

Under Section 504, a student is considered “disabled” if he or she suffers from a physical or mental impairment that substantially limits one or more of their major life activities, such as learning, walking, seeing, hearing, breathing, working, and performing manual tasks. Section 504 also applies to students with a record of having a substantially-limiting impairment, or who are regarded as being disabled even if

~~they are truly not disabled. Students can be considered disabled, and can receive services under Section 504, even if they do not qualify for special education services.~~

~~Section 504 is not limited to specific disability categories and does not require evidence that the disability adversely affects the student's educational performance, however the definition states that in order to be eligible for an accommodation plan, the student must "have a physical or mental impairment which substantially limits one or more major life activities."~~

~~A parent, teacher, or other member of the school staff may raise a concern about a student's unique need for special help. Parents, teachers, and other staff members will meet to discuss all relevant information about the student. The parents' participation in this meeting is critical and helps to establish an accurate picture of the student's needs. At the meeting, the team will consider whether the student has a disability that substantially limits a major life activity. If the team needs more information, they will request the parent's consent to evaluate the student. If the team determines that the student does have a disability, they will then identify what types of support, or accommodations, are appropriate to meet the student's needs. The accommodations will be described in a document referred to as the Section 504 accommodation plan.~~

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

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

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

~~➤ All students who receive Section 504 services will participate in all district and statewide assessments and be provided with access to an Accommodation Plan, in accordance with approved test accommodations as stated in the test administration manual.~~

~~➤ Section 504 services are not specialized instruction in an Exceptional Student Education program.~~

~~➤ If a student is eligible for an IEP, then all the services and accommodations should be addressed on the IEP. Under the Section 504 Regulations in 34 CFR 104, one way to meet the requirements of Section 504 is to implement an IEP. The United States Department of Education, Office for Civil Rights (OCR) clarifies that a student should be covered by one plan in *Protecting Students with Disabilities: Frequently Asked Questions about Section 504 and the Education of Children with Disabilities* (see #36 – Must a district develop an IEP and 504 plan?).~~

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4.204 Exceptional Student Education (ESE): Eligibility

- Autism Spectrum Disorder (ASD)
- Deaf or Hard of Hearing (DHH)

- Developmentally Delayed (Age: 0-5-9)
- Dual-Sensory Impaired (DSI)
- Emotional/Behavioral Disabilities (EBD)
- Gifted (G)
- Hospital/Homebound (HH)
- Intellectual Disabilities (IND)
- Language Impaired (LI)
- Occupational Therapy (OT)
- Orthopedically Impaired (OI)
- Other Health Impaired (OHI)
- Physical Therapy (PT)
- Specific Learning Disabled (SLD)
- Speech Impaired (SI)
- Traumatic Brain Injured (TBI)
- Visually Impaired (VI)

4.206 ESE: Allowable Accommodations

4.206.1 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 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 brick and mortar, as well as virtual educational settings for ESE students.

4.208 Equal Access

Santa Rosa County District Schools do not discriminate on the basis of race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin or genetic information in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

No person shall, on the basis of race, color, religion, gender, age, marital status, sexual

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 English Language Learners (ELL).

A. Definition, Placement, and Plan for English Language Learners (ELL), 6A-6.0902, 6A 6.0904

Florida operates under a federal consent decree issued in the case of LULAC vs. Florida State Board of Education, Case No. 90-1913. All children have the right to enroll in K-12 public education, regardless of immigrant or English proficiency status. The school district may not inquire into a student's immigration status, may not keep records or lists pertaining to immigration status, and students may not for any reason be reported to U.S. Immigration and Customs Enforcement (ICE) prior to or subsequent to admission (except in the case of foreign exchange students).

By definition, an English Language Learner (ELL) has sufficient difficulty speaking, reading, writing, or listening to the English language. An ELL Plan must be developed for any student who has a primary language, or is influenced by a language, other than English, and scores below the English proficient level on a Department of Education approved assessment in listening, speaking, reading, and/or writing.

The following admissions process will be followed:

- Enroll any student and do not ask about their immigration status.
- Students should be placed by age or transcripts. A school or district ELL Committee may be held for this purpose if placement is not clear.
- Each English Language Learner shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential. Appropriate programming includes enrollment in programs other than ESOL funded programs. Such programs shall seek to develop each student's English language proficiency and academic potential as required by 6A-6.0904, F.A.C.
- Each English Language Learner shall be placed in a highly qualified ESOL Endorsed/Certified teacher's classroom, when feasible.
- The ESOL School Liaison shall be notified immediately so appropriate screening may be completed within the timeline set forth in the Meta Consent Decree.

Upon initial enrollment in the district, screening for ESOL program eligibility will be conducted based on at least one "yes" answer on the Home Language Survey. In order to effectively place ELL students, their academic abilities must be determined exclusive of their lack of English proficiency. Comprehensive interviews, teacher made tests, tests, of academic abilities administered in the student's home language or other forms of informal assessment may be used to determine the appropriate grade level and class placements.

Please note that if the ELL student meets the definition of McKinney-Vento (homeless), including but not limited to the following circumstances: natural disaster or no legal guardian, the student must be enrolled immediately. Understanding that each situation is unique, please contact the Federal Programs Director in order to make the best decision for the student.

The ELL Committee, which may be composed of the principal or designee, teacher(s) familiar with the ELL student, the school counselor, and the ESOL School Liaison, shall make recommendations concerning the appropriate placement, promotion and retention of English Language Learner students. Parent/guardian must be invited to any ELL Committee Meeting concerning their child. Please contact the ESOL Program Facilitator in translation or interpretation services are needed.

Active ELL students must have a current ELL Plan which is updated at the beginning of each year or when classes, courses, or services change. This plan will address objectives and goals for each area of limited English proficiency and set forth specific instructional strategies and measurable outcomes for the student.

Appropriate placement considerations for ELL students based on Rule 6A-6.0902 include the following:

- Age appropriateness
- Parent input
- Review of records/assessments
- Comprehensive parent/guardian/student interview
- Academic records available, with consideration that other grade levels and grading systems may differ from the ones in the United States
- Telephone calls and record requests to previous school

The Santa Rosa County District School's 3-year ELL Plan may be accessed under ESOL at <https://srcdsesol.weebly.com/district-ell-plan.html>.

B. Assessment, Retention, and MTSS

Assessment

- All ELLs are expected to participate in state assessments regardless of the Date Entered U.S. School (DEUSS) or number of years in the ESOL Program (FDOE DPS Memo 2018-146) unless approved by the Federal Programs Director and the Assessment Coordinator.
- All ELLs coded LY at the beginning of the state testing window are required to take WIDA ACCESS for ELLs each year to measure English proficiency.
- Allowable state testing accommodations for ELLs coded LY and LF are defined in 6A-6.09091, F.A.C., Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners.

Retention Considerations

ELL students shall not be retained solely on the basis of their limited English language proficiency. The MTSS and ELL Committees must meet to make the appropriate decisions regarding the retention of an ELL student based on unsatisfactory performance in ELA and mathematics. An ELL student shall not be retained if the appropriate instructional and testing accommodations have not been provided and documented throughout the year. English language development support is not an intervention; rather it is considered comprehensible instruction as required by the Florida META Consent Decree and 6A.6.0904, F.S. ELL students must be provided with comprehensible instruction appropriate for their level of English proficiency and equal in amount, sequence, and scope as provided to non-ELL students.

C. Grading

ELL students shall not be penalized in grading or retained **solely** based on the lack of English proficiency. ELLs at beginning levels of English proficiency (WIDA Access Tier A) should earn grades reflective of the adapted instruction and assessment strategies required to make content comprehensible. Grading should be a combination of process and product for all students. Grades should reflect a variety of performances such as projects, portfolios, and oral explanations as well as adapted assessments. Refer to Rule 6A-6.0904, F.A.C. and the META Consent Decree for details.

Grading Guidelines for ELL Students

- Teachers should not assign a student a lower grade based solely on lack of English proficiency, or use a single assessment to determine the mastery of skills taught.

- If the ELL student is attempting adapted assignments and assessments and showing progress while still in the process of learning the English language, a grade no lower than D shall be assigned unless evidence is documented of factors unrelated to the student's English proficiency.

- Adapt the curriculum by reducing the language demands of instruction without compromising the content of instruction.

- Provide comprehensible instruction to ELL students through the use of ESOL instructional strategies, supplementary materials, and native language assistance (Heritage Language Dictionary and / or Heritage Language Content Area Glossaries) and apply accommodations such as extended time as outlined in the student's ELL Plan.

- Document the use of ESOL instructional strategies in teacher lesson plans. Document adaptations, accommodations, and parent contacts made for each ELL student. Interventions should be based on the student's level of English proficiency. Examples of ESOL suggested strategies and interventions are provided to each assigned classroom teacher.

- Explain grading criteria and expectations to students and parents. Provide examples of model assignments or anchor papers meeting performance expectations as needed.

Course Failures

ELL students should not be retained or given failing grades if the student's lack of mastery is solely due to limited English proficiency.

- ELL students should only receive a failing grade if the contributing factor for failure is unrelated to second language acquisition. Examples of such

contributing factors include documentation of limited or interrupted formal education, poor attendance, unwillingness to attempt or complete work when accommodations needed have been implemented.

- The classroom teacher must document the adaptations of content materials and assignments to meet the needs of the ELL student. These adaptations include classroom work and assessments.
- If the ELL student does not master the content concepts after the teacher has implemented the appropriate classroom accommodations according to the student's level of English proficiency, a failing grade may be justified. Documentation is required to demonstrate why the student earned the failing grade.
- Parent notification of progress monitoring and failure must be provided in the native language, when feasible.
- An ELL student should not receive failing grades or be considered for retention if the teacher has not implemented and documented the ESOL strategies and accommodations for instruction and assessment as previously described. If the accommodations were not implemented throughout the school year, the student was not provided comprehensible instruction required by the META Consent Decree and state mandates. Consequently, the student shall not be penalized.

D. MTSS and English Language Learners

MTSS interventions are appropriate for English Language Learners for issues unrelated to English proficiency. In such cases, MTSS interventions should be occurring concurrently with the classroom ESOL services provided by the highly qualified ESOL Endorsed/Certified teacher. Time on each tier may need to be extended based on the rate of skill acquisition and English language acquisition. Waiting a full year to begin the MTSS process with an ESOL student for concerns unrelated to English proficiency would potentially deprive the student of extra support needed. Each case should be viewed individually with collaboration between the ELL Committee and MTSS team to determine the best support for the student. Prior to referral of any ESOL (LY) student for ESE evaluation, the school counselor must collaborate with the ESOL School Liaison.

4.210 Elementary Reading Proficiency

The student must continue to be provided with intensive reading instruction until the reading deficiency is remediated. A reading deficiency is defined to include Florida State Academic Standards in the area of Language Arts (reading, writing, vocabulary, grammar, etc.).

Intensive Reading Instruction: Students must be assessed in reading proficiency using locally determined assessments before the end of Grades ~~K, 1, 2 and 3~~ **K-5**. Students in Kindergarten will be assessed at the beginning of each school year using a **state required FLKRS state-wide assessment**. 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 proficiency by using district and/or state assessment data.

Intensive instruction must be provided for students in Grades ~~K, 1, 2 and 3~~ **K-5** who are deficient in reading proficiency. Intensive instruction must:

- **be** standards-aligned;
- Students deficient in reading proficiency at the end of Grades ~~1, 2 or 3~~ **K-5** must have their reading proficiency monitored and reassessed following the intensive instruction.

Retention: Any student who exhibits a substantial deficiency in reading skills, 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 ; 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.~~ 1. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program based on the initial date of entry into a school in the United States. 2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s.1008.212, F.S. 3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education. 4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment. 5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an Individualized Education Plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3. 6. Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. A student may not be retained more than once in grade 3. (s. 1008.25(5), F.S.) (Additional information in Section 4.3233)

Student Portfolios for Promotion to Grade 4: To promote a student using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the Language Arts Florida Standards in reading is equal to at least a Level 2 performance on the grade 3 statewide, standardized English Language Arts assessment. Such evidence shall be an organized collection of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.

MP E = ~~Meets Proficiency~~ **Exceeds Expectations**— Student meets or exceeds proficiency of the targeted benchmarks with independence, accuracy, and quality

DP S = ~~Developing proficiency~~ **Satisfactory** — Student performs at a satisfactory level and is developing proficiency toward ~~benchmarks~~ targeted standards but requires additional support

BP N = ~~Below proficiency~~ **Needs Improvement**— Student ~~is~~ performs ~~ing well~~ below proficiency of the targeted ~~benchmarks~~ standards even with additional support

4.317 ESE: Progress Reports

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

4.318 State Adopted Standards

- A. Public schools shall provide appropriate instruction to assist students in the achievement of these standards. State Academic Standards can be found on the Florida Department of Education Website or by going to www.cpalms.org.
- B. Each district school board shall incorporate the established State Academic Standards into the district *Student Progression Plan*.
- C. The established State Academic Standards shall serve as the basis for statewide assessment.

4.3231 Criteria for Retention

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

- A. The student's performance on the ~~district's standardized assessment is an Urgent Intervention/Level 1 (Renaissance STAR/Performance Matters Assessment)~~ district/state progress monitoring assessment results or if ~~or~~ the student scores a Level I on the FSA ELA test.

4.3234 Exemption from Mandatory Retention

- A. English Language Learners (ELL) who have had less than two (2) years of instruction in an English for Speakers of Other Language Program (ESOL).
- B. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirement of State Board of Education rules.
- C. Students who demonstrate an acceptable level of performance on the parallel form of STAR.
- D. Students who demonstrate, through a student portfolio, that they are reading on grade level, as evidenced by demonstration of mastery of the Standards in reading equal to at least a Level 2 performance on the FSA. (6A 1.094221)
To promote a student using a student portfolio as a good cause exemption there must be evidence that demonstrates the student's mastery of the State Academic Standards in ELA equal to at least a Level 2 performance on the Grade 3 FSA ELA. Such evidence shall be an organized collection of the student's mastery of the Florida State Academic Standards for ELA. The student portfolio must meet the following criteria:
 - 1. Be selected by the student's teacher;
 - 2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - 3. Include evidence that the benchmarks assessed by the Grade 3 FSA ELA have been met. Evidence is to include multiple choice items and passages that are approximately 60 percent literary text and 40 percent information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Florida State Academic Standards or teacher prepared assessments;
 - 4. Be an organized collection of evidence of the student's mastery of the Standard for ELA. For each benchmark there must be at least three (3) examples of mastery as demonstrated by a grade of 70 percent or above.
 - 5. Santa Rosa County District Schools will utilize the district's portfolio document and expected performance recommendations when determining mastery of ELA Standards.
- E. Students with disabilities who participate in the FSA and who have an Individual Education Plan (IEP) or a Section 504 Plan reflecting that the students have received intensive remediation in reading, for more than two (2) years, but still demonstrate a deficiency in reading AND were previously retained in Kindergarten, Grade 1, Grade 2 or Grade 3.

~~F. Students who have received intensive remediation in reading, as required for two (2) or more years, but still demonstrate a deficiency in reading and who were previously retained in Kindergarten, Grade 1, Grade 2 or Grade 3 for a total of two (2) years are eligible for an alternative placement. This placement provides the twice-retained student instruction from a high-performing teacher who provides at least a 90-minute uninterrupted block of reading instruction, with an additional 90 minutes of instruction in supplemental and intervention programs that address diagnosed deficits. The class has a reduced student/teacher ratio. Frequent progress monitoring must be done. An option for mid-year promotion is available if the student meets the performance levels required (See s.1008.25FS). Intensive reading instruction for students so promoted must include an altered instructional day based upon a Progress Monitoring Plan (PMP) or IEP that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers in implementing reading strategies that research has shown to be successful in improving reading among low-performing readers. Requests for Good Cause Exemptions for students from the mandatory retention requirement, as described in Section 4.3234 of this plan, shall be made consistent with the following:~~

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

A. 1. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program based on the initial date of entry into a school in the United States. 2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s.1008.212, F.S. 3. Students who demonstrate an acceptable level of performance on an alternative

standardized reading or English Language Arts assessment approved by the State Board of Education. 4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment. 5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an Individualized Education Plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3. 6. Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. A student may not be retained more than once in grade 3. (s. 1008.25(5), F.S.) (Additional information in Section 4.3233)

B. Student Portfolios for Promotion to Grade 4: To promote a student using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the Language Arts Florida Standards in reading is equal to at least a Level 2 performance on the grade 3 statewide, standardized English Language Arts assessment. Such evidence shall be an organized collection of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first. The portfolio must meet the following criteria:

1. Be selected by the student's teacher
2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom.
3. Include evidence that the standards assessed by the grade 3 statewide, standardized English Language Arts assessment have been met. Evidence is to include multiple choice items and passages that are approximately fifty percent literary text and fifty percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's adopted core reading curriculum that are aligned with the Language Arts Florida Standards or teacher-prepared assessments.

4. Be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. For each standard, there must be at least 3 examples of mastery as demonstrated by a grade of seventy (70) percent or above on each example; and
5. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

C. Intensive Reading Acceleration Course

Each school shall establish, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1 or grade 2. The intensive reading acceleration course must provide the following:

1. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 BEST Standards in other core subject areas through content-rich texts.
2. Small group instruction
3. Reduced teacher-student ratio
4. The use of explicit, systematic and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech-language Therapist if necessary, with proven results in accelerating student reading achievement within the same school year.

4.3252 Reading Deficiency

Students must be assessed in reading at the beginning of Grades ~~1~~ **PreK** – 5.

4.3254 Statewide Assessment and Remediation

- A. In the absence of state assessments, other criteria such as prior year progress monitoring results, benchmark assessments, prior year course averages and prior tier levels will be considered. Each student who does not meet specific levels of performance, as determined by the district school board in ELA, science and mathematics for each grade level, or who does not meet specific levels of performance, as determined by the state performance expectations, on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need and strategies for providing academic supports to improve the student's performance [1008.25 (4)(a)].

4.3255 ~~ESE: Assessment Exemption~~ Assessment of ESE Students

All exceptional students shall participate in state and district assessments. Students with disabilities must be afforded appropriate accommodations for

assessment in accordance with allowable test accommodations as stated in the test administration manual. Each student must participate in the statewide standardized assessment program based on state standards without accommodations, unless determined otherwise by the IEP team. Should the IEP team determine the need for appropriate accommodations they should be afforded in accordance with allowable test accommodations as stated in the test administration manual. The decision to include or exclude a student with disabilities in state and district testing shall be made by the Individual Educational Plan (IEP) Team. Exemption from state and district tests may be permitted only when specific criteria are met.

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

1. Does the student have a significant cognitive disability?
2. Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, does the student require modifications, as defined in Rule 6A-603411(1)(z), F.A.C., to the grade level general state content standards pursuant to Rule 6A-1.09041, F.A.C.?
3. Does the student require direct instruction in academic areas of English language arts, mathematics, social studies, and science based on access points in order to acquire, generalize, and transfer skills across settings?

If the IEP Team determines that answers to all three (3) of the questions accurately characterize a student's functioning level as "significantly cognitively disabled," then the student will pursue a Standard Diploma via a curriculum consisting of courses based on Access Points and the Florida Standards Alternate Assessment (FSAA) should be used to provide a meaningful evaluation of the student's current academic achievement. If "yes" is not indicated in all three (3) areas, then the student should participate in FSA with accommodations, as appropriate.

The IEP team will use the following questions to guide the decision making process on whether a student qualifies for the Florida Standards Alternate Assessment (FSAA). Each question is required to have documented evidence embedded within the IEP to qualify for marking "yes".

- A. Does the student receive exceptional student education (ESE) services as identified through a current IEP, and has the student been enrolled in the appropriate and aligned courses using alternate achievement standards for two (2) consecutive full-time equivalent reporting periods prior to the assessment? Rule 6A-1.0943(5)(c)1, F.A.C.
- B. Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, does the student require

- modifications to the general education curriculum standards? Rule 6A-1.0943(5)(c)4, F.A.C.
- C. Even after documented evidence of accessing various supplementary instructional materials, does the student require modifications to the general education curriculum standards? Rule 6A-1.0943(5)(c)5, F.A.C.
- D. Even with documented evidence of the provision and use of assistive technology, does the student require modifications to the general education curriculum standards? Rule 6A-1.0943(5)(c)6, F.A.C.
- E. Was the assessment instrument used to measure the student's global level of cognitive functioning selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities and distractibility)? Rule 6A-1.0943(5)(c)10, F.A.C.
- F. Does the student have a most significant cognitive disability, defined as a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired or traumatic brain injury or syndrome that is verified by either:
1. A statistically significant below-average global cognitive score that falls within the first percentile rank (i.e., a standard, the full-scale score of 67 or under); or
 2. An evaluation process with procedures to identify students with the most significant cognitive disability when a global, full-scale intelligent quotient score is unattainable. This procedure must be approved by the Florida Department of Education and documented in the district's ESE Policies and Procedures, as required by Section 1003.57, Florida Statutes (F.S.).
- G. In the extraordinary circumstances when a global, full-scale intelligence quotient score is unattainable a school district will comply as follows:
1. More specifically, in the event when a student cannot be directly assessed, the student who has a suspected most significant cognitive disability for whom assessment via the Florida Standards Alternate Assessment may be appropriate as defined in subparagraph 6A-1.0943 (1)(f)1., F.A.C., will be identified through the following detailed procedure:
 2. Factors that will be used to determine that a direct assessment of cognitive functioning is not achievable include the following: educationally relevant medical findings, the student's primary mode of communication and language competency, the student's motor abilities, and the student's ability to engage meaningfully

- with the examiner and with testing materials. Once a direct assessment of cognitive functioning is attempted and it is determined that one of these factors prevents the evaluator from administering the assessment in a standardized manner, the attempt would be deemed unsuccessful.
3. When the direct assessment of a student's cognitive functioning is deemed not achievable, the evaluator will obtain and/or conduct the following: an observation of the student in the student's typical learning environment, a comprehensive social/developmental/medical history, a standardized measure of development to include parent and teacher input (this would typically be the DP-4), and a standardized assessment of adaptive behavior to include parent and teacher input.
- H. The Santa Rosa County ESE (Exceptional Student Education) Department will work in collaboration with the Student Services Department to ensure understanding of steps 1 and 2 should the attempt to formally assess a student's cognitive functioning be deemed not achievable. Training for steps 1 and 2 will be provided to the Student Services Department by the ESE Department at the beginning of each academic year as well as when new employees are hired. In addition, follow-up training will be provided once a semester for School Psychologists and on an as-needed basis when updates from the Department of Education are released. Finally, a district team, which will consist of at least one member of the ESE Department and one member of the Student Services Department (preferably a School Psychologist), will be established to review student data and ensure compliance with steps 1 and 2. This team will generally meet monthly or as the need arises. Rule 6A-1.0943(5)(c)11, F.A.C.
- I. For students who are currently on General Standards considering the possibility of moving to Access Point Standards, the following requirements are necessary when answering "yes" to the questions embedded in the IEP process. A student is not eligible to participate in the statewide, alternate assessment if any response under Additional Requirements is No or Cannot Be Determined.
1. Does the student receive specially designed instruction which provides unique instruction and intervention supports that is determined, designed and delivered through a team approach, ensuring access to core instruction through the adaptation of content, methodology or delivery of instruction and is exhibiting

- very limited to no progress in the general education curriculum standards? Rule 6A-1.0943(5)(c)2, F.A.C.
2. Does the student receive support through systematic, explicit and interactive small-group instruction focused on foundational skills in addition to instruction in the general education curriculum standards? Rule 6A-1.0943(5)(c)3, F.A.C.
 3. Even with direct instruction in all core academic areas (i.e., English language arts, mathematics, social studies and science), is the student exhibiting limited or no progress on the general education curriculum standards and requires modifications? Rule 6A-1.0943(5)(c)7, F.A.C.
 4. Was the student available and present for grade-level general education curriculum standards instruction for at least 70 percent of the prior school year? (Not applicable for transfer students.) Rule 6A-1.0943(5)(c)8, F.A.C.
 5. Was the student instructed by a certified teacher for at least 80 percent of the prior school year? (Not applicable for transfer students.) Rule 6A-1.0943(5)(c)9, F.A.C.
- J. **Exclusionary Criteria:** A student is not eligible to participate in the statewide, alternate assessment if any response under Exclusionary Criteria is Yes or Cannot Be Determined, unless the student transferred from out-of-state and is receiving comparable services that include instruction and/or assessment in alternate standards until an initial evaluation is complete
1. Is the student identified as a student with a specific learning disability or as gifted? Rule 6A-1.0943(5)(d)1, F.A.C.
 2. Is the student identified only as a student eligible for services as a student who is deaf or hard of hearing or has a visual impairment, a dual sensory impairment, an emotional or behavioral disability, a language impairment, a speech impairment or an orthopedic impairment? Rule 6A-1.0943(5)(d)2, F.A.C.
 3. Has the student scored a level 2 or above on a previous statewide, general education curriculum standardized assessment administered according to Section 1008.22(3)(a) and (b), F.S.? Rule 6A-1.0943(5)(d)3, F.A.C.
 4. **Note:** If there is medical documentation that the student experienced a traumatic brain injury or other health-related complication that caused a severe cognitive impairment after the

student scored a level 2 or above on the general education curriculum standardized assessment, select "No".

- K. If the decision of the IEP Team is to assess the student through alternate assessment, the parents of the student must be informed sign written consent that their child's achievement will be based on Access Points and this decision must be documented on the IEP.

4.3256 Parent Notification: ~~Unsatisfactory Progress~~ Academic Progress

Parents of students who are in danger of receiving a failing grade will be notified by the end of the fifth (5th) week of each nine (9) week grading period.

The school district is required to provide coordinated screening and progress monitoring system (CSPM) printable results to parents and students to be made available through a web-based option within 2 weeks for CSPM state assessments and within 1 week of any district-required local assessment administration(s).

4.3257 Below Grade Level Placement

~~4.3258 Parent Notification: Failing~~

Parents of students who are in danger of receiving a failing grade will be notified by the end of the fifth (5th) week of each nine (9) week grading period.

4.401 Mastery of Student Performance Standards

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

4.504 Unexcused Absences

Unexcused absences (not limited to the following): ~~shall result under the following conditions:~~

4.5041 Habitual Truancy/Truancy Procedures

"Habitual truant" means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent, and is subject to compulsory school attendance under s.1003.21(1)(2) and is not exempt under s.1003.21 (3) or s.1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education.

Truancy Procedures

- A. The Principal shall, unless there is clear evidence that the absences are due to a pattern of nonattendance, refer the case to the school's Multi-Tiered System of Supports (MTSS) team (also referred to as a child study team) to determine if early patterns of truancy are developing. s.1003.26, F.S.

- C. If an initial meeting does not resolve the problem, the Multi-Tiered System of Supports (MTSS) Team shall implement interventions that best address the problem. The interventions may include but need not be limited to:

8. attendance contracts, or a Truancy Intervention Plan (TIP),

4.5061 Unexcused/Excused Absences

Unexcused (not limited to the following) are:

Excused (not limited to the following) are:

ESE:Authorized Private Providers

Parents are authorized to request and be granted permission for a student's absence from school for treatment of autism spectrum disorder or other identified exceptionalities by a licensed health care practitioner or behavior analyst certified pursuant to s.393.17, F.S.

5.1015 McKinney-Vento Homeless Assistance

The Federal Programs Director serves as the district's McKinney-Vento Liaison and may be contacted for further information.

5.108 ~~Irregular Attendance Placement Committee~~ District Placement Committee

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

the ~~Irregular Attendance Placement Committee~~ District Placement Committee will hear the parent's request when there is question regarding grade level placement.

5.110 Exceptional Student Education (ESE): ~~John M. McKay Scholarships for Students with Disabilities Program~~ Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)

- The ~~John M. McKay Scholarships for Students with Disabilities Program~~ Family Empowerment Scholarship for Students with Unique Abilities is established to provide the option to attend a public school other than the one to which assigned, or to provide a scholarship to a private school of choice, for students with disabilities for whom:
- (b) A ~~504 Accommodation Plan has been issued under Section 504 of the Rehabilitation Act of 1973.~~ Doctor's Diagnosis that meets the criteria in statute.
- ~~Public School McKay Scholarship Option~~ Family Empowerment Scholarship for Students with Unique Abilities (FES-UA) Public School Option:
- Pursuant to Section 1002.394(35), F.S., a student meeting the ~~McKay~~ FES-UA eligibility requirements may choose to attend another public school in the student's school district or in an adjacent school district. In this case, the district ~~McKay Scholarship~~ FES-UA Representative (name and contact information found on the School Choice website) must be contacted to discuss available public school options. Public school availability is determined by the school district and is based upon the following:

- Ability of parent to provide transportation for their child to and from the school of choice if the scholarship is
- awarded. **(Transportation is the responsibility of the parent.)**
- Parent should also complete a District Request for Student Transfer form to state the use of McKay Scholarship **FES-UA** within the Santa Rosa County School system.
- Document on the form the approval of the McKay **FES-UA** Intent as well as alternate school choice.

5.114 Students with Parents/Guardians Employed by the Santa Rosa County School District

Students with parents/guardians employed by the Santa Rosa County School District are allowed to enroll in a district school within the school zoned feeder pattern of their assigned work location provided space is available. Parent/Guardians must provide verification of employment to receiving school upon request to transfer. Annual verification required.

5.210 State Standards

Copies of the publications containing the established State **Academic** Standards may be obtained from the Division of Public Schools, Department of Education, 325 W. Gaines Street, Tallahassee, FL 32399-0400 or at www.fldoe.org.

B. The established State **Academic** Standards shall serve as the basis for statewide assessment.

5.212 ~~ESE: Assessment Exemption~~ **Assessment of ESE Students**

Each student must participate in the statewide standardized assessment program based on state standards without accommodations, unless determined otherwise by the IEP team. Should the IEP team determine the need for appropriate accommodations they should be afforded in accordance with allowable test accommodations as stated in the test administration manual.

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

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

1. Does the student have a significant cognitive disability?
2. Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, does the student require modifications, as defined in Rule 6A-603411(1)(z), F.A.C., to the grade level general state content standards pursuant to Rule 6A-1.09041, F.A.C.?

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3. Does the student require direct instruction in academic areas of English language arts, mathematics, social studies, and science based on access points in order to acquire, generalize, and transfer skills across settings?

If the IEP Team determines that answers to all three (3) of the questions accurately characterize a student's functioning levels, as "significantly cognitively disabled" then the parent/student (if 18 years old or older), will declare intent for graduation pursuing a course of study identified in the IEP and participate in state/district assessment with accommodations, as appropriate.

If the decision of the IEP Team is to assess the student through alternate assessment, the parents of the student must be informed that their child's achievement will be based on the course of study identified in the IEP for alternately assessed students.

The IEP team will use the following questions to guide the decision making process on whether a student qualifies for the Florida Standards Alternate Assessment (FSAA). Each question is required to have documented evidence embedded within the IEP to qualify for marking "yes".

- L. Does the student receive exceptional student education (ESE) services as identified through a current IEP, and has the student been enrolled in the appropriate and aligned courses using alternate achievement standards for two (2) consecutive full-time equivalent reporting periods prior to the assessment? Rule 6A-1.0943(5)(c)1, F.A.C.
- M. Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, does the student require modifications to the general education curriculum standards? Rule 6A-1.0943(5)(c)4, F.A.C.
- N. Even after documented evidence of accessing various supplementary instructional materials, does the student require modifications to the general education curriculum standards? Rule 6A-1.0943(5)(c)5, F.A.C.
- O. Even with documented evidence of the provision and use of assistive technology, does the student require modifications to the general education curriculum standards? Rule 6A-1.0943(5)(c)6, F.A.C.
- P. Was the assessment instrument used to measure the student's global level of cognitive functioning selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities and distractibility)? Rule 6A-1.0943(5)(c)10, F.A.
- Q. Does the student have a most significant cognitive disability, defined as a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired or traumatic brain injury or syndrome that is verified by either:

3. A statistically significant below-average global cognitive score that falls within the first percentile rank (i.e., a standard, the full-scale score of 67 or under); or
 4. An evaluation process with procedures to identify students with the most significant cognitive disability when a global, full-scale intelligent quotient score is unattainable. This procedure must be approved by the Florida Department of Education and documented in the district's ESE Policies and Procedures, as required by Section 1003.57, Florida Statutes (F.S.).
- R. In the extraordinary circumstances when a global, full-scale intelligence quotient score is unattainable a school district will comply as follows:
4. More specifically, in the event when a student cannot be directly assessed, the student who has a suspected most significant cognitive disability for whom assessment via the Florida Standards Alternate Assessment may be appropriate as defined in subparagraph 6A-1.0943 (1)(f)1., F.A.C., will be identified through the following detailed procedure:
 5. Factors that will be used to determine that a direct assessment of cognitive functioning is not achievable include the following: educationally relevant medical findings, the student's primary mode of communication and language competency, the student's motor abilities, and the student's ability to engage meaningfully with the examiner and with testing materials. Once a direct assessment of cognitive functioning is attempted and it is determined that one of these factors prevents the evaluator from administering the assessment in a standardized manner, the attempt would be deemed unsuccessful.
 6. When the direct assessment of a student's cognitive functioning is deemed not achievable, the evaluator will obtain and/or conduct the following: an observation of the student in the student's typical learning environment, a comprehensive social/developmental/medical history, a standardized measure of development to include parent and teacher input (this would typically be the DP-4), and a standardized assessment of adaptive behavior to include parent and teacher input.
- S. The Santa Rosa County ESE (Exceptional Student Education) Department will work in collaboration with the Student Services Department to ensure understanding of steps 1 and 2 should the attempt to formally assess a student's cognitive functioning be deemed not achievable.

Training for steps 1 and 2 will be provided to the Student Services Department by the ESE Department at the beginning of each academic year as well as when new employees are hired. In addition, follow-up training will be provided once a semester for School Psychologists and on an as-needed basis when updates from the Department of Education are released. Finally, a district team, which will consist of at least one member of the ESE Department and one member of the Student Services Department (preferably a School Psychologist), will be established to review student data and ensure compliance with steps 1 and 2. This team will generally meet monthly or as the need arises. Rule 6A-1.0943(5)(c)11, F.A.C.

- T. For students who are currently on General Standards considering the possibility of moving to Access Point Standards, the following requirements are necessary when answering “yes” to the questions embedded in the IEP process. A student is not eligible to participate in the statewide, alternate assessment if any response under Additional Requirements is No or Cannot Be Determined.
6. Does the student receive specially designed instruction which provides unique instruction and intervention supports that is determined, designed and delivered through a team approach, ensuring access to core instruction through the adaptation of content, methodology or delivery of instruction and is exhibiting very limited to no progress in the general education curriculum standards? Rule 6A-1.0943(5)(c)2, F.A.C.
 7. Does the student receive support through systematic, explicit and interactive small-group instruction focused on foundational skills in addition to instruction in the general education curriculum standards? Rule 6A-1.0943(5)(c)3, F.A.C.
 8. Even with direct instruction in all core academic areas (i.e., English language arts, mathematics, social studies and science), is the student exhibiting limited or no progress on the general education curriculum standards and requires modifications? Rule 6A-1.0943(5)(c)7, F.A.C.
 9. Was the student available and present for grade-level general education curriculum standards instruction for at least 70 percent of the prior school year? (Not applicable for transfer students.) Rule 6A-1.0943(5)(c)8, F.A.C.

10. Was the student instructed by a certified teacher for at least 80 percent of the prior school year? (Not applicable for transfer students.) Rule 6A-1.0943(5)(c)9, F.A.C.
- U. **Exclusionary Criteria:** A student is not eligible to participate in the statewide, alternate assessment if any response under Exclusionary Criteria is Yes or Cannot Be Determined, unless the student transferred from out-of-state and is receiving comparable services that include instruction and/or assessment in alternate standards until an initial evaluation is complete
5. Is the student identified as a student with a specific learning disability or as gifted? Rule 6A-1.0943(5)(d)1, F.A.C.
 6. Is the student identified only as a student eligible for services as a student who is deaf or hard of hearing or has a visual impairment, a dual sensory impairment, an emotional or behavioral disability, a language impairment, a speech impairment or an orthopedic impairment? Rule 6A-1.0943(5)(d)2, F.A.C.
 7. Has the student scored a level 2 or above on a previous statewide, general education curriculum standardized assessment administered according to Section 1008.22(3)(a) and (b), F.S.? Rule 6A-1.0943(5)(d)3, F.A.C.
 8. **Note:** If there is medical documentation that the student experienced a traumatic brain injury or other health-related complication that caused a severe cognitive impairment after the student scored a level 2 or above on the general education curriculum standardized assessment, select "No".

5.214 Section 504

Section 504 of the Rehabilitation Act of 1973 is federal law designed to prohibit discrimination against persons with a disability. As it applies to public schools, it is written to ensure that eligible students with a disability are provided with educational benefits and opportunities equal to those provided to students without disabilities.

Under Section 504, a student is considered "disabled" if he or she suffers from a physical or mental impairment that substantially limits one or more of their major life activities, such as learning, walking, seeing, hearing, breathing, working, and performing manual tasks. Section 504 also applies to students with a record of having a substantially-limiting impairment, or who are regarded as being disabled even if they are truly not disabled. Students can be considered disabled, and can receive services under Section 504, even if they do not qualify for special education services.

Section 504 is not limited to specific disability categories and does not require evidence that the disability adversely affects the student's educational performance, however the definition states that in order to be eligible for an accommodation plan, the student must "have a physical or mental impairment which substantially limits one or more major life activities."

A parent, teacher, or other member of the school staff may raise a concern about a student's unique need for special help. Parents, teachers, and other staff members will meet to discuss all relevant information

about the student. The parents' participation in this meeting is critical and helps to establish an accurate picture of the student's needs. At the meeting, the team will consider whether the student has a disability that substantially limits a major life activity. If the team needs more information, they will request the parent's consent to evaluate the student. If the team determines that the student does have a disability, they will then identify what types of support, or accommodations, are appropriate to meet the student's needs. The accommodations will be described in a document referred to as the Section 504 accommodation plan.

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

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

Under the Section 504 Regulations in 34 CFR 104, one way to meet the requirements of Section 504 is to implement an IEP. The United States Department of Education, Office for Civil Rights (OCR) clarifies that a student should be covered by one (1) plan in *Protecting Students with Disabilities: Frequently Asked Questions about Section 504 and the Education of Children with Disabilities* (see #36 – Must a district develop an IEP and 504 Plan?).

5.215 ESE: Eligibility

- Autism Spectrum Disorder ([ASD](#))
- Deaf or Hard of Hearing ([DHH](#))
- Developmentally Delayed (Age: 0-5-9)
- Dual-Sensory Impaired ([DSI](#))
- Emotional/Behavioral Disabilities ([EBD](#))
- Gifted ([G](#))
- Hospital/Homebound ([HH](#))
- Intellectual Disabilities ([IND](#))

- Language Impaired (LI)
- Occupational Therapy (OT)
- Orthopedically Impaired (OI)
- Other Health Impaired (OHI)
- Physical Therapy (PT)
- Specific Learning Disabled (SLD)
- Speech Impaired (SI)
- Traumatic Brain Injured (TBI)
- Visually Impaired (VI)

5.216 ESE: Mastery of Course Content

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

5.2181 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 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 brick and mortar, as well as virtual educational settings for ESE students.

5.219 Equal Access

Santa Rosa County District Schools do not discriminate on the basis of race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin or genetic information in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

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 English Language Learners (ELL).

A. Definition, Placement, and Plan for English Language Learners (ELL), 6A-6.0902, 6A 6.0904

Florida operates under a federal consent decree issued in the case of LULAC vs. Florida State Board of Education, Case No. 90-1913. All children have the right to enroll in K-12 public education, regardless of immigrant or English proficiency status. The school district may not inquire into a student's immigration status, may not keep records or lists pertaining to immigration status, and students may not for any reason be reported to U.S. Immigration and Customs Enforcement (ICE) prior to or subsequent to admission (except in the case of foreign exchange students).

By definition, an English Language Learner (ELL) has sufficient difficulty speaking, reading, writing, or listening to the English language. An ELL Plan must be developed for any student who has a primary language, or is influenced by a language, other than English, and scores below the English proficient level on a Department of Education approved assessment in listening, speaking, reading, and/or writing.

The following admissions process will be followed:

- Enroll any student and do not ask about their immigration status.
- Students should be placed by age or transcripts. A school or district ELL Committee may be held for this purpose if placement is not clear.
- Each English Language Learner shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential. Appropriate programming includes enrollment in programs other than ESOL funded programs. Such programs shall seek to develop each student's English language proficiency and academic potential as required by 6A-6.0904, F.A.C.

- Each English Language Learner shall be placed in a highly qualified ESOL Endorsed/Certified teacher's classroom, when feasible.
- The ESOL School Liaison shall be notified immediately so appropriate screening may be completed within the timeline set forth in the Meta Consent Decree.

Upon initial enrollment in the district, screening for ESOL program eligibility will be conducted based on at least one "yes" answer on the Home Language Survey. In order to effectively place ELL students, their academic abilities must be determined exclusive of their lack of English proficiency. Comprehensive interviews, teacher made tests, tests, of academic abilities administered in the student's home language or other forms of informal assessment may be used to determine the appropriate grade level and class placements.

Please note that if the ELL student meets the definition of McKinney-Vento (homeless), including but not limited to the following circumstances: natural disaster or no legal guardian, the student must be enrolled immediately. Understanding that each situation is unique, please contact the Federal Programs Director in order to make the best decision for the student.

The ELL Committee, which may be composed of the principal or designee, teacher(s) familiar with the ELL student, the school counselor, and the ESOL School Liaison, shall make recommendations concerning the appropriate placement, promotion and retention of English Language Learner students. Parent/guardian must be invited to any ELL Committee Meeting concerning their child. Please contact the ESOL Program Facilitator in translation or interpretation services are needed.

Active ELL students must have a current ELL Plan which is updated at the beginning of each year or when classes, courses, or services change. This plan will address objectives and goals for each area of limited English proficiency and set forth specific instructional strategies and measurable outcomes for the student.

Appropriate placement considerations for ELL students based on Rule 6A-6.0902 include the following:

- Age appropriateness
- Parent input
- Review of records/assessments
- Comprehensive parent/guardian/student interview
- Academic records available, with consideration that other grade levels and grading systems may differ from the ones in the United States
- Telephone calls and record requests to previous school

The Santa Rosa County District School's 3-year ELL Plan may be accessed under ESOL at <https://srcdsesol.weebly.com/district-ell-plan.html>.

B. Assessment, Retention, and MTSS

Assessment

- All ELLs are expected to participate in state assessments regardless of the Date Entered U.S. School (DEUSS) or number of years in the ESOL Program (FDOE DPS Memo 2018-146) unless approved by the Federal Programs Director and the Assessment Coordinator.
- All ELLs coded LY at the beginning of the state testing window are required to take WIDA ACCESS for ELLs each year to measure English proficiency.
- Allowable state testing accommodations for ELLs coded LY and LF are defined in 6A-6.09091, F.A.C., Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners.

Retention Considerations

ELL students shall not be retained solely on the basis of their limited English language proficiency. The MTSS and ELL Committees must meet to make the appropriate decisions regarding the retention of an ELL student based on unsatisfactory performance in ELA and mathematics. An ELL student shall not be retained if the appropriate instructional and testing accommodations have not been provided and documented throughout the year. English language development support is not an intervention; rather it is considered comprehensible instruction as required by the Florida META Consent Decree and 6A.6.0904, F.S. ELL students must be provided with comprehensible instruction appropriate for their level of English proficiency and equal in amount, sequence, and scope as provided to non-ELL students.

C. Grading

ELL students shall not be penalized in grading or retained **solely** based on the lack of English proficiency. ELLs at beginning levels of English proficiency (WIDA Access Tier A) should earn grades reflective of the adapted instruction and assessment strategies required to make content comprehensible. Grading should be a combination of process and product for all students. Grades should reflect a variety of performances such as projects, portfolios, and oral explanations as well as adapted assessments. Refer to Rule 6A-6.0904, F.A.C. and the META Consent Decree for details.

Grading Guidelines for ELL Students

• Teachers should not assign a student a lower grade based solely on lack of English proficiency, or use a single assessment to determine the mastery of skills taught.

• If the ELL student is attempting adapted assignments and assessments and showing progress while still in the process of learning the English language, a grade no lower than D shall be assigned unless evidence is documented of factors unrelated to the student's English proficiency.

• Adapt the curriculum by reducing the language demands of instruction without compromising the content of instruction.

• Provide comprehensible instruction to ELL students through the use of ESOL instructional strategies, supplementary materials, and native language assistance (Heritage Language Dictionary and / or Heritage Language Content Area Glossaries) and apply accommodations such as extended time as outlined in the student's ELL Plan.

• Document the use of ESOL instructional strategies in teacher lesson plans. Document adaptations, accommodations, and parent contacts made for each ELL student. Interventions should be based on the student's level of English proficiency. Examples of ESOL suggested strategies and interventions are provided to each assigned classroom teacher.

• Explain grading criteria and expectations to students and parents. Provide examples of model assignments or anchor papers meeting performance expectations as needed.

Course Failures

ELL students should not be retained or given failing grades if the student's lack of mastery is solely due to limited English proficiency.

- ELL students should only receive a failing grade if the contributing factor for failure is unrelated to second language acquisition. Examples of such contributing factors include documentation of limited or interrupted formal education, poor attendance, unwillingness to attempt or complete work when accommodation needed has been implemented.
- The classroom teacher must document the adaptations of content materials and assignments to meet the needs of the ELL student. These adaptations include classroom work and assessments.
- If the ELL student does not master the content concepts after the teacher has implemented the appropriate classroom accommodations according to the student's level of English proficiency, a failing grade may be justified.

Documentation is required to demonstrate why the student earned the failing grade.

- Parent notification of progress monitoring and failure must be provided in the native language, when feasible.
- An ELL student should not receive failing grades or be considered for retention if the teacher has not implemented and documented the ESOL strategies and accommodations for instruction and assessment as previously described. If the accommodations were not implemented throughout the school year, the student was not provided comprehensible instruction required by the META Consent Decree and state mandates. Consequently, the student shall not be penalized.

D. MTSS and English Language Learners

MTSS interventions are appropriate for English Language Learners for issues unrelated to English proficiency. In such cases, MTSS interventions should be occurring concurrently with the classroom ESOL services provided by the highly qualified ESOL Endorsed/Certified teacher. Time on each tier may need to be extended based on the rate of skill acquisition and English language acquisition. Waiting a full year to begin the MTSS process with an ESOL student for concerns unrelated to English proficiency would potentially deprive the student of extra support needed. Each case should be viewed individually with collaboration between the ELL Committee and MTSS team to determine the best support for the student. Prior to referral of any ESOL (LY) student for ESE evaluation, the school counselor must collaborate with the ESOL School Liaison.

5.221 Student Schedules

ADVANCED COURSE ELIGIBILITY: The following minimum requirements to be considered eligible for subject matter acceleration and advanced courses must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.

1. Grade average for the course(s) requesting acceleration or advanced placement is 85% or higher for the previous year. ~~Students who are in an advanced course of the content the request is being made for will be awarded five (5) extra percentage points towards their ranking average.~~

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5.2212 Middle School Math Acceleration

Three (3) math acceleration paths are available:

1. 6th Grade Regular Math to 7th Grade ~~Advanced~~ **Accelerated** Math
2. 6th Grade ~~Advanced~~ **Accelerated** Math to Algebra I
3. 7th Grade Regular Math to Algebra I

Eligible students must meet four (4) criteria:

1. A passing score on the district Math Acceleration Diagnostic Test (only for students completing 6th Grade ~~Advanced~~ **Accelerated** Mathematics).

5.301 Transfer Students

As delineated in the district K-12 Comprehensive Research-based Reading Plan, students in Grade 6 and above with no FSA scores should be administered a grade-level fluency screen or a district selected diagnostic assessment ~~STAR-Reading~~, if available, to determine if they have reading difficulties. Students scoring below the 90th percent on the grade-level fluency screen and whose standardized tests are below the 75th percentile will be considered for reading intervention.

5.3052 Intensive Reading/Math Remediation

Each year in which a student scores Level 1 or Level 2 on FSA Mathematics or based upon ~~benchmark~~ **progress monitoring** assessments, course averages and/or tier levels in the absence of state assessments the student must receive remediation the following year, which may be integrated into the student's required mathematics course or additional intensive math course as in elective as determined by student need and/or the school administrator.

5.3056 ESE: Promotion and Retention

An Individual Education Plan (IEP) for each exceptional student must indicate established State **Academic** Standards expected to be mastered by the student.

5.307 ~~Remediation Criteria~~ **Statewide Assessment and Remediation**

Each student must participate in the statewide assessment tests required by F.S. 1008.22. In the absence of state assessments, other criteria such as prior year progress monitoring results, prior year course averages and prior tier levels will be considered. Each student who does not meet specific levels of performance, as determined by the district school board in ELA, science and mathematics for each grade level, or who does not meet specific levels of performance, as determined by the state performance expectations, on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need and strategies for providing academic supports to improve the student's performance [1008.25 (4)(a)].

For grades 6 through 8 English Language Arts and Mathematics, a coordinated screening and progress monitoring system (CSPM) must be administered at the beginning, middle, and end of the school year. The end-of-year administration of the CSPM must be a comprehensive progress monitoring assessment administered accordance with the schooling requirements under s. 1008.22(7)(c). CSPM printable results are to be made available through a web-based option to parents and students within 2 weeks for CSPM

state assessments and within 1 week of any district-required local assessment administration(s).

The results of the State Assessment Program are the primary source for criteria to determine a need for remediation. In the absence of state assessment results, additional diagnostic information (such as progress monitoring assessments) and classroom performance may also be used as criteria to determine a need for remediation.

5.3071 English/Language Arts, Mathematics, Science

English/Language Arts

Grades 6, 7, 8: In the absence of state assessments: multiple data points consisting of prior FSA results, prior and/or current progress monitoring assessments STAR Reading results and prior year PMP tier level.

Mathematics

Grades 6, 7, 8: In the absence of state assessments: Level 1 or 2 on the current fall progress monitoring assessment STAR Math screener.

Science

Grade 6: <Level 3 on the SSA science for Grade 5; in the absence of state assessments: below proficiency on the current fall Science Focus progress monitoring assessment

Grade 7: Below proficiency on the current fall Science Focus progress monitoring assessment

Grade 8: Below proficiency on the current fall Science Focus progress monitoring assessment

5.3072 MTSS (Multi-tiered System of Supports)

Early Warning System

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

Tier I, II and Tier III Supports:

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

~~Progress Monitoring Plan (PMP) Needed~~ 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 and strategies for providing academic supports to improve the student's performance [1008.25 (4)(a)]. 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/or by the school district based upon district approved progress monitoring tool results. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary [1008.25 (4)(c)].

In accordance with statute 1008.25, the The Santa Rosa County School District utilizes a school-wide progress monitoring process. Academic, attendance, and behavioral data on each student is evaluated to determine the effectiveness of the core instructional program as well as the need for additional intervention strategies. Students not demonstrating proficiency are assigned a teacher specifically trained and certified to address that need. This is the first level of intervention. The school administration meets regularly through the year with each teacher to review the progress of these students and to adjust instruction as warranted by data reviews. A Progress Monitoring Plan (PMP) will be established for those students not demonstrating success with the first level of intervention. The PMP documents additional interventions.

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 proficient as determined by STAR assessments and Focus assessments. 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 be based on the student's diagnostic assessments during the year and implemented when the need is recognized during the year.

If the student has been identified as having a deficiency in math and/or reading, and a PMP is warranted, the PMP will identify the student's specific areas of deficiency in math and/or reading (phonemic awareness, phonics, fluency, comprehension and vocabulary), and will also identify the desired levels of performance in these areas.

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

A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary [1008.25 (4)(c)].

5.3075 Parent Notification

The school district is required to provide coordinated screening and progress monitoring system (CSPM) printable results to parents and students to be made available through a web-based option within 2 weeks for CSPM state assessments and within 1 week of any district-required local assessment administration(s).

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 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 brick and mortar, as well as virtual educational settings for ESE students.

ESE:Authorized Private Providers

Parents are authorized to request and be granted permission for a student's absence from school for treatment of autism spectrum disorder or other identified exceptionalities by a licensed health care practitioner or behavior analyst certified pursuant to s.393.17, F.S.

5.504 Unexcused Absences

Unexcused absences (not limited to the following): shall result under the following conditions:

5.5041 Habitual Truant/Truancy Procedures

Habitual Truant - "Habitual truant" means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent; **and** is subject to compulsory school attendance under s.1003.21(1)(2) and is not exempt under s. 1003.21(3), F.S. or s. 1003.24, F.S. or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education

Truancy Procedures:

- A. The Principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school's Multi-Tiered System of Supports (MTSS) Team (also referred to as a child study team) to determine if early patterns of truancy are developing. s. 1003.26, F.S.
- D. If an initial meeting does not resolve the problem, the Multi-Tiered System of Supports (MTSS) Team shall implement interventions that best address the problem. The interventions may include, but need not be limited to:
 8. attendance contract, or a Truancy Intervention Plan (TIP),

5.510 Early Warning System for Attendance

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

6.1015 McKinney-Vento Homeless Assistance

The Superintendent shall recommend, and the Board adopt Homeless Education Program Manual. The Federal Programs Director serves as the district's McKinney-Vento Liaison and may be contacted for further information.

6.1016 Exceptional Student Education (ESE): ~~John M. McKay Scholarships for Students with Disabilities Program~~ Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)

The ~~John M. McKay Scholarships for Students with Disabilities Program~~ Family Empowerment Scholarship for Students with Unique Abilities is established to provide the option to attend a public school other than the one to which assigned, or to provide a scholarship to a private school of choice, for students with disabilities for whom:

- (a) An Individual Educational Plan (IEP) has been written in accordance with rules of the State Board of Education; or
(b) A 504 Accommodation Plan has been issued under Section 504 of the Rehabilitation Act of 1973. Doctor's Diagnosis that meets the criteria in statute.

~~Public School McKay Scholarship Option~~ Family Empowerment Scholarship for Students with Unique Abilities (FES-UA) Public School Option:

Pursuant to Section 1002.394(35), F.S., a student meeting the McKay FES-UA eligibility requirements may choose to attend another public school in the student's school district or in an adjacent school district. In this case, the district McKay Scholarship FES-UA Representative (name and contact information found on the School Choice website) must be contacted to discuss available public school options. Public school availability is determined by the school district and is based upon the following:

Program availability (determined by the student's IEP) at the requested school center.

~~Ability of parent to provide transportation for their child to and from the school of choice if the scholarship is awarded. (Transportation is the responsibility of the parent.)~~

Parent should also complete a District Request for Student Transfer form to state the use of McKay Scholarship FES-UA within the Santa Rosa County School system.

Document on the form the approval of the McKay FES-UA Intent as well as alternate school choice.

6.105 Middle School Student: Non-continuous Attendance

A student who has met the eligibility criteria for promotion from middle school to high school and does not have continuous school attendance may be (1) admitted to the 9th

grade, or (2) referred to the ~~Irregular Attendance Placement Committee~~ District Placement Committee.

6.106 High School Student: Non-continuous Attendance

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

6.107 High School Student: Adult School Enrollment

Any request by such a student to return to the regular high school program shall be referred to the ~~Irregular Attendance Placement Committee~~ District Placement Committee, which shall determine the placement of the student.

6.110 Expelled Student

A student who has been expelled from any non-district school shall not be allowed to enroll in any Santa Rosa County District School. A request for a waiver of this policy shall be referred to the ~~Irregular Attendance Placement Committee~~ District Placement Committee, which shall recommend placement or non-placement of the student to the school board.

6.111 ~~Irregular Attendance Placement Committee~~ District Placement Committee

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

6.118 Students with Parents/Guardians Employed by the Santa Rosa County School District

Students with parents/guardians employed by the Santa Rosa County School District are allowed to enroll in a district school within the school zoned feeder pattern of their assigned work location provided space is available. Parent/Guardians must provide verification of employment to receiving school upon request to transfer. Annual verification required.

6.202 Course Content

1. ~~Florida's Benchmarks for Excellent Student Thinking~~ State Academic Standards—English/ Language Arts 2020
 2. ~~Next Generation Sunshine~~ State Academic Standards – Mathematics 2008 2020
 3. ~~Next Generation Sunshine~~ State Academic Standards -Science, 2008
 4. ~~Next Generation Sunshine~~ State Academic Standards -Social Studies, 2008
 5. ~~Sunshine~~ State Academic Standards –Foreign Language, 1996
 6. ~~Sunshine~~ State Academic Standards—Arts, 1996
 7. ~~Next Generation Sunshine~~ State Academic Standards -Physical Education, 2009
- and
8. ~~Mathematics Florida Standards 2014~~

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- C. Copies of the publications containing the established State Academic Standards may be obtained from the Division of Public Schools, Department of Education, 325 W. Gaines St., Tallahassee, Florida 32399-0400 or visit www.floridastandards.org to download a copy.
- D. Each district school board shall incorporate the established State Academic Standards and ESE Next Generation Sunshine State Academic Standards (NGSSS) Access Points contained herein into the district *Student Progression Plan*.
- E. The established State Academic Standards shall serve as the basis for statewide assessment.

6.204 Section 504 Accommodation Plan/Services

Section 504 of the Rehabilitation Act of 1973 is federal law designed to prohibit discrimination against persons with a disability. As it applies to public schools, it is written to ensure that eligible students with a disability are provided with educational benefits and opportunities equal to those provided to students without disabilities.

Under Section 504, a student is considered "disabled" if he or she suffers from a physical or mental impairment that substantially limits one or more of their major life activities, such as learning, walking, seeing, hearing, breathing, working, and performing manual tasks. Section 504 also applies to students with a record of having a substantially-limiting impairment, or who are regarded as being disabled even if they are truly not disabled. Students can be considered disabled, and can receive services under Section 504, even if they do not qualify for special education services.

Section 504 is not limited to specific disability categories and does not require evidence that the disability adversely affects the student's educational performance, however the definition states that in order to be eligible for an accommodation plan, the student must "have a physical or mental impairment which substantially limits one or more major life activities."

A parent, teacher, or other member of the school staff may raise a concern about a student's unique need for special help. Parents, teachers, and other staff members will meet to discuss all relevant information about the student. The parents' participation in this meeting is critical and helps to establish an accurate picture of the student's needs. At the meeting, the team will consider whether the student has a disability that substantially limits a major life activity. If the team needs more information, they will request the parent's consent to evaluate the student. If the team determines that the student does have a disability, they will then identify what types of support, or accommodations, are appropriate to meet the student's needs. The accommodations will be described in a document referred to as the Section 504 accommodation plan.

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

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

- All students who receive Section 504 services will participate in the general education curriculum provided with access to an Accommodation Plan.
- All students who receive Section 504 services will participate in all district and statewide assessments provided with access to an Accommodation Plan, in accordance with approved test accommodations as stated in the test administration manual.
- Section 504 services are not specialized instruction in an exceptional student education program.
- If a student is eligible for an IEP, then all the services and accommodations should be addressed on the IEP. Under the Section 504 Regulations in 34 CFR 104, one way to meet the requirements of Section 504 is to implement an IEP. The United States Department of Education, Office for Civil Rights (OCR) clarifies that a student should be covered by one plan in *Protecting Students with Disabilities: Frequently Asked Questions about Section 504 and the Education of Children with Disabilities*, (see #36— *Must a district develop an IEP and 504 plan?*).

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6.205 Exceptional Student Education Eligibility

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

- Autism Spectrum Disorder (ASD)
- Deaf or Hard of Hearing (DHH)
- Developmentally Delayed (Age: 0-5-9)
- Dual-Sensory Impaired (DSI)
- Emotional/Behavioral Disabilities (EBD)
- Gifted (G)
- Hospital/Homebound (HH)
- Intellectual Disabilities (IND)
- Language Impaired (LI)
- Occupational Therapy (OT)
- Orthopedically Impaired (OI)
- Other Health Impaired (OHI)
- Physical Therapy (PT)
- Specific Learning Disabled (SLD)
- Speech Impaired (SI)
- Traumatic Brain Injured (TBI)
- Visually Impaired (VI)

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

English Language Learners (ESOL)

A. Definition, Placement, and Plan for English Language Learners (ELL), 6A-6.0902,6A 6.0904

Florida operates under a federal consent decree issued in the case of LULAC vs. Florida State Board of Education, Case No. 90-1913. All children have the right to enroll in K-12 public education, regardless of immigrant or English proficiency status. The school district may not inquire into a student's immigration status, may not keep records or lists pertaining to immigration status, and students may not for any reason be reported to U.S. Immigration and Customs Enforcement (ICE) prior to or subsequent to admission (except in the case of foreign exchange students).

By definition, an English Language Learner (ELL) has sufficient difficulty speaking, reading, writing, or listening to the English language. An ELL Plan must be developed for any student who has a primary language, or is influenced by a language, other than English, and scores below the English proficient level on a Department of Education approved assessment in listening, speaking, reading, and/or writing.

The following admissions process will be followed:

- Enroll any student and do not ask about their immigration status.
- Students should be placed by age or transcripts. A school or district ELL Committee may be held for this purpose if placement is not clear.
- Each English Language Learner shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential. Appropriate programming includes enrollment in programs other than ESOL funded programs. Such programs shall seek to develop each student's English language proficiency and academic potential as required by 6A-6.0904, F.A.C.
- Each English Language Learner shall be placed in a highly qualified ESOL Endorsed/Certified teacher's classroom, when feasible.
- The ESOL School Liaison shall be notified immediately so appropriate screening may be completed within the timeline set forth in the Meta Consent Decree.

Upon initial enrollment in the district, screening for ESOL program eligibility will be conducted based on at least one "yes" answer on the Home Language Survey. In order to effectively place ELL students, their academic abilities must be determined exclusive of their lack of English proficiency. Comprehensive interviews, teacher made tests, tests, of academic abilities administered in the student's home language or other forms of informal assessment may be used to determine the appropriate grade level and class placements.

Please note that if the ELL student meets the definition of McKinney-Vento (homeless), including but not limited to the following circumstances: natural disaster or no legal

guardian, the student must be enrolled immediately. Understanding that each situation is unique, please contact the Federal Programs Director in order to make the best decision for the student.

The ELL Committee, which may be composed of the principal or designee, teacher(s) familiar with the ELL student, the school counselor, and the ESOL School Liaison, shall make recommendations concerning the appropriate placement, promotion and retention of English Language Learner students. Parent/guardian must be invited to any ELL Committee Meeting concerning their child. Please contact the ESOL Program Facilitator in translation or interpretation services are needed.

Active ELL students must have a current ELL Plan which is updated at the beginning of each year or when classes, courses, or services change. This plan will address objectives and goals for each area of limited English proficiency and set forth specific instructional strategies and measurable outcomes for the student.

Appropriate placement considerations for ELL students based on Rule 6A-6.0902 include the following:

- Age appropriateness
- Parent input
- Review of records/assessments
- Comprehensive parent/guardian/student interview
- Academic records available, with consideration that other grade levels and grading systems may differ from the ones in the United States
- Telephone calls and record requests to previous school

The Santa Rosa County District School's 3-year ELL Plan may be accessed under ESOL at <https://srcdsesol.weebly.com/district-ell-plan.html>.

B. Assessment, Retention, and MTSS

Assessment

- All ELLs are expected to participate in state assessments regardless of the Date Entered U.S. School (DEUSS) or number of years in the ESOL Program (FDOE DPS Memo 2018-146) unless approved by the Federal Programs Director and the Assessment Coordinator.
- All ELLs coded LY at the beginning of the state testing window are required to take WIDA ACCESS for ELLs each year to measure English proficiency.

- Allowable state testing accommodations for ELLs coded LY and LF are defined in 6A-6.09091, F.A.C., Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners.

Retention Considerations

ELL students shall not be retained solely on the basis of their limited English language proficiency. The MTSS and ELL Committees must meet to make the appropriate decisions regarding the retention of an ELL student based on unsatisfactory performance in ELA and mathematics. An ELL student shall not be retained if the appropriate instructional and testing accommodations have not been provided and documented throughout the year. English language development support is not an intervention; rather it is considered comprehensible instruction as required by the Florida META Consent Decree and 6A.6.0904, F.S. ELL students must be provided with comprehensible instruction appropriate for their level of English proficiency and equal in amount, sequence, and scope as provided to non-ELL students.

C. Grading

ELL students shall not be penalized in grading or retained **solely** based on the lack of English proficiency. ELLs at beginning levels of English proficiency (WIDA Access Tier A) should earn grades reflective of the adapted instruction and assessment strategies required to make content comprehensible. Grading should be a combination of process and product for all students. Grades should reflect a variety of performances such as projects, portfolios, and oral explanations as well as adapted assessments. Refer to Rule 6A-6.0904, F.A.C. and the META Consent Decree for details.

Grading Guidelines for ELL Students

- Teachers should not assign a student a lower grade based solely on lack of English proficiency, or use a single assessment to determine the mastery of skills taught.
- If the ELL student is attempting adapted assignments and assessments and showing progress while still in the process of learning the English language, a grade no lower than D shall be assigned unless evidence is documented of factors unrelated to the student's English proficiency.
- Adapt the curriculum by reducing the language demands of instruction without compromising the content of instruction.
- Provide comprehensible instruction to ELL students through the use of ESOL instructional strategies, supplementary materials, and native language assistance (Heritage Language Dictionary and / or Heritage Language Content Area

Glossaries) and _____ apply accommodations such as extended time as outlined in the student's ELL Plan.

- Document the use of ESOL instructional strategies in teacher lesson plans. Document _____ adaptations, accommodations, and parent contacts made for each ELL student. _____ Interventions should be based on the student's level of English proficiency. Examples of _____ ESOL suggested strategies and interventions are provided to each assigned classroom _____ teacher.

- Explain grading criteria and expectations to students and parents. Provide examples of _____ model assignments or anchor papers meeting performance expectations as needed.

Course Failures

ELL students should not be retained or given failing grades if the student's lack of mastery is solely due to limited English proficiency.

- ELL students should only receive a failing grade if the contributing factor for failure is unrelated to second language acquisition. Examples of such contributing factors include documentation of limited or interrupted formal education, poor attendance, unwillingness to attempt or complete work when accommodation needed has been implemented.
- The classroom teacher must document the adaptations of content materials and assignments to meet the needs of the ELL student. These adaptations include classroom work and assessments.
- If the ELL student does not master the content concepts after the teacher has implemented the appropriate classroom accommodations according to the student's level of English proficiency, a failing grade may be justified. Documentation is required to demonstrate why the student earned the failing grade.
- Parent notification of progress monitoring and failure must be provided in the native language, when feasible.
- An ELL student should not receive failing grades or be considered for retention if the teacher has not implemented and documented the ESOL strategies and accommodations for instruction and assessment as previously described. If the accommodations were not implemented throughout the school year, the student was not provided comprehensible instruction required by the META Consent Decree and state mandates. Consequently, the student shall not be penalized.

D. MTSS and English Language Learners

MTSS interventions are appropriate for English Language Learners for issues unrelated to English proficiency. In such cases, MTSS interventions should be occurring concurrently with the classroom ESOL services provided by the highly qualified ESOL Endorsed/Certified teacher. Time on each tier may need to be extended based on the rate of skill acquisition and English language acquisition. Waiting a full year to begin the MTSS process with an ESOL student for concerns unrelated to English proficiency would potentially deprive the student of extra support needed. Each case should be viewed individually with collaboration between the ELL Committee and MTSS team to determine the best support for the student. Prior to referral of any ESOL (LY) student for ESE evaluation, the school counselor must collaborate with the ESOL School Liaison.

6.206 Statewide Assessment Program

Students must participate in the English Language Arts FSA assessment. The passing of the 10th grade ELA FSA is required for graduation. ~~For the 9th grade student entering in the school year 2011-2012,~~ Passing the Algebra I EOC (End-of-Course) exam is a graduation requirement. ~~As of the 2013-14 school year through the 2017-2018 school year, entering 9th grade students will have~~ The Algebra 1 EOC counts 30% of the final grade and students will need to score Level 3 or higher to graduate. ~~The Post-Secondary Readiness Test's (P.E.R.T.) Math Score of a "97" can be used as a comparative score.~~

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. ~~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

					Revised 5/2021
	Freshman	Sophomore 2018-2019	Junior	Senior	

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	2017-2018		2019-2020	2020-2021	Notes on awarding credit, diploma designations
ELA-FSA Assessment-10 th	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%	*Beginning with the 2017-2018 school year, the Algebra II EOC exam no longer exists.
Geometry EOC*	30%	30%	30%	30%	
Biology EOC	30%	30%	30%	30%	
US History EOC	30%	30%	30%	30%	
Algebra II EOC (if enrolled)*	30%	30%	*	*	
	Freshman	Sophomore	Junior	Senior	
	2017-2018	2018-2019	2019-2020	2020-2021	
ELA-FSA Assessment-10 th	Pass	Pass	Pass	Pass	Legislative changes removed the 30% rule for Algebra I, Geometry &
Algebra I 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%	*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%	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
Algebra 1 EOC *	Pass/30%	Pass/30%	Pass/30%	Pass/30%	applied. Passing the Geometry EOC is now required for scholars designation.
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
Algebra 1 EOC *	Pass/30%	Pass/30%	Pass/30%	Pass/30%	applied. Passing the Geometry EOC is now required for scholars designation.
Geometry EOC*	30%	30%	30%	30%	
Biology EOC	30%	30%	30%	30%	
US History EOC	30%	30%	30%	30%	

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

Additional diagnostic information (such as progress monitoring assessments) and classroom performance may also be used as criteria to determine a need for remediation and/or interventions.

Remediation will be provided for students based on state/progress monitoring assessment results from the current or 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.

Remediation/Progress Monitoring

Students must demonstrate proficiency in reading, writing, science and mathematics, 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 and strategies for providing academic supports to improve the student's performance [1008.25 (4)(a)]. 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/or by the school district based upon district approved progress monitoring tool results. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary [1008.25 (4)(c)].

For grades 9 and 10 English Language Arts, a coordinated screening and progress monitoring system (CSPM) must be administered at the beginning, middle, and end of the school year. The end-of-year administration of the CSPM must be a comprehensive progress monitoring assessment administered accordance with the schooling requirements under s. 1008.22(7)(c). CSPM printable results are to be made available through a web-based option to parents and students within 2 weeks for CSPM state assessments and within 1 week of any district-required local assessment administration(s).

All students who score below Level 3 on state required assessments must receive remediation in those area(s). The results of the State Assessment Program are the primary sources for criteria to determine a need for remediation. If state assessments are not available, additional diagnostic information (such as progress monitoring assessments) and classroom performance will be used as criteria to determine a need for remediation. The assessment results from the previous year are used to determine the need for remediation for the present grade level. Remediation may be offered during the school year or during the summer session.

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

1008.25 (4)(b) A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by an educational plan. "Satisfactory performance" is defined by the state as level 3 and above on state assessments and by the school district as proficient as determined by STAR assessments and Focus assessments.

A Progress Monitoring Plan (PMP) will be established for those students already receiving one level of intervention. 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, **test prep instruction/assessment** 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. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary [1008.25 (4)(c)].

In order to graduate, a transfer student must have passed an out-of-state subject assessment; or passed an out-of-state mathematics assessment; **or earned a comparative score (97) on the PERT math assessment (if enrolled in a school prior to the 2018-19 school year)**, or the student may choose to take the Algebra I EOC. 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. For eligible students, the comparative passing scale score shall be a score equal to or greater than four hundred and thirty (430) on the 160 to 760 scale for the PSAT/NMSQT Math section, four hundred and twenty (420) on the 200 to 800 scale for the SAT Math section or equal to or greater than sixteen (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

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 progress monitoring** assessments and prior year PMP tier levels will be considered. ESE students may also be in a support/push-in ELA class.

~~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~~ progress monitoring assessment.

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~~ progress monitoring assessment.

Grades 9, 10, 11, 12: In the absence of state assessments: scoring level 2 or less or less than proficient on the current district progress monitoring ~~fall Focus~~ assessment.

Students entering 9th grade with Level 1 or Level 2 scores on the previous year's FSA or Algebra I FSA EOC must receive remediation. Remediation may be accomplished through an Algebra I CR (Credit Recovery) or Intensive Math course in addition to the regular mathematics class, through their regular mathematics class, or through other methods such as pull-out, before school or after school tutoring, etc. Credit Recovery courses are credit bearing courses (elective) with specific content requirements defined by the ~~Next Generation Sunshine~~ State Academic Standards and/or Florida State Standards.

~~For students entering the 9th grade after the 2011-12 school year and prior to the 2018-19 school year, if a student has not passed (Level 3) the Algebra I FSA EOC, the student will be afforded the opportunity to utilize a comparative score (97) on the Post secondary Readiness Test (P.E.R.T.) in lieu of a passing score on the Algebra I FSA EOC.~~

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6.2073 Science:

Criteria for remediation:

Grade 9: 8th grade SSA score below Level 3; In the absence of state assessments: <Level 2 or less than proficient on the most current district progress monitoring ~~fall Focus~~ assessment

6.208 ESE: Mastery of Courses

All **high school exceptional students**, working on established State Academic Standards, are required to demonstrate mastery in the same areas of academic or vocational

disciplines as their non-disabled peers, unless otherwise specified on the Individual Education Plan (IEP).

6.2091 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.
- 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 brick and mortar, as well as virtual educational settings for ESE students.

6.211 ESE: Assessment Exemption Assessment of ESE Students

Each student must participate in the statewide standardized assessment program based on state standards without accommodations, unless determined otherwise by the IEP team.

Should the IEP team determine the need for appropriate accommodations they should be afforded in accordance with allowable test accommodations as stated in the test administration manual.

The IEP team will use the following questions to guide the decision making process on whether a student qualifies for the Florida Standards Alternate Assessment (FSAA). Each question is required to have documented evidence embedded within the IEP to qualify for marking “yes”.

- V. Does the student receive exceptional student education (ESE) services as identified through a current IEP, and has the student been enrolled in the appropriate and aligned courses using alternate achievement standards for two (2) consecutive full-time equivalent reporting periods prior to the assessment? Rule 6A-1.0943(5)(c)1, F.A.C.
- W. Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, does the student require modifications to the general education curriculum standards? Rule 6A-1.0943(5)(c)4, F.A.C.
- X. Even after documented evidence of accessing various supplementary instructional materials, does the student require modifications to the general education curriculum standards? Rule 6A-1.0943(5)(c)5, F.A.C.
- Y. Even with documented evidence of the provision and use of assistive technology, does the student require modifications to the general education curriculum standards? Rule 6A-1.0943(5)(c)6, F.A.C.
- Z. Was the assessment instrument used to measure the student’s global level of cognitive functioning selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities and distractibility)? Rule 6A-1.0943(5)(c)10, F.A.
- AA. Does the student have a most significant cognitive disability, defined as a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired or traumatic brain injury or syndrome that is verified by either:
 - 5. A statistically significant below-average global cognitive score that falls within the first percentile rank (i.e., a standard, the full-scale score of 67 or under); or
 - 6. An evaluation process with procedures to identify students with the most significant cognitive disability when a global, full-scale intelligent quotient score is unattainable. This procedure must be approved by the Florida Department of Education and documented

in the district's ESE Policies and Procedures, as required by Section 1003.57, Florida Statutes (F.S.).

BB. In the extraordinary circumstances when a global, full-scale intelligence quotient score is unattainable a school district will comply as follows:

7. More specifically, in the event when a student cannot be directly assessed, the student who has a suspected most significant cognitive disability for whom assessment via the Florida Standards Alternate Assessment may be appropriate as defined in subparagraph 6A-1.0943 (1)(f)1., F.A.C., will be identified through the following detailed procedure:
8. Factors that will be used to determine that a direct assessment of cognitive functioning is not achievable include the following: educationally relevant medical findings, the student's primary mode of communication and language competency, the student's motor abilities, and the student's ability to engage meaningfully with the examiner and with testing materials. Once a direct assessment of cognitive functioning is attempted and it is determined that one of these factors prevents the evaluator from administering the assessment in a standardized manner, the attempt would be deemed unsuccessful.
9. When the direct assessment of a student's cognitive functioning is deemed not achievable, the evaluator will obtain and/or conduct the following: an observation of the student in the student's typical learning environment, a comprehensive social/developmental/medical history, a standardized measure of development to include parent and teacher input (this would typically be the DP-4), and a standardized assessment of adaptive behavior to include parent and teacher input.

CC. The Santa Rosa County ESE (Exceptional Student Education) Department will work in collaboration with the Student Services Department to ensure understanding of steps 1 and 2 should the attempt to formally assess a student's cognitive functioning be deemed not achievable. Training for steps 1 and 2 will be provided to the Student Services Department by the ESE Department at the beginning of each academic year as well as when new employees are hired. In addition, follow-up training will be provided once a semester for School Psychologists and on an as-needed basis when updates from the Department of Education are released. Finally, a district team, which will consist of at least one member of the ESE Department and one member of the Student Services

Department (preferably a School Psychologist), will be established to review student data and ensure compliance with steps 1 and 2. This team will generally meet monthly or as the need arises. Rule 6A-1.0943(5)(c)11, F.A.C.

DD. For students who are currently on General Standards considering the possibility of moving to Access Point Standards, the following requirements are necessary when answering “yes” to the questions embedded in the IEP process. A student is not eligible to participate in the statewide, alternate assessment if any response under Additional Requirements is No or Cannot Be Determined.

11. Does the student receive specially designed instruction which provides unique instruction and intervention supports that is determined, designed and delivered through a team approach, ensuring access to core instruction through the adaptation of content, methodology or delivery of instruction and is exhibiting very limited to no progress in the general education curriculum standards? Rule 6A-1.0943(5)(c)2, F.A.C.
12. Does the student receive support through systematic, explicit and interactive small-group instruction focused on foundational skills in addition to instruction in the general education curriculum standards? Rule 6A-1.0943(5)(c)3, F.A.C.
13. Even with direct instruction in all core academic areas (i.e., English language arts, mathematics, social studies and science), is the student exhibiting limited or no progress on the general education curriculum standards and requires modifications? Rule 6A-1.0943(5)(c)7, F.A.C.
14. Was the student available and present for grade-level general education curriculum standards instruction for at least 70 percent of the prior school year? (Not applicable for transfer students.) Rule 6A-1.0943(5)(c)8, F.A.C.
15. Was the student instructed by a certified teacher for at least 80 percent of the prior school year? (Not applicable for transfer students.) Rule 6A-1.0943(5)(c)9, F.A.C.

EE. **Exclusionary Criteria:** A student is not eligible to participate in the statewide, alternate assessment if any response under Exclusionary Criteria is Yes or Cannot Be Determined, unless the student transferred from out-of-state and is receiving comparable services that include instruction and/or assessment in alternate standards until an initial evaluation is complete

9. Is the student identified as a student with a specific learning disability or as gifted? Rule 6A-1.0943(5)(d)1, F.A.C.
10. Is the student identified only as a student eligible for services as a student who is deaf or hard of hearing or has a visual impairment, a dual sensory impairment, an emotional or behavioral disability, a language impairment, a speech impairment or an orthopedic impairment? Rule 6A-1.0943(5)(d)2, F.A.C.
11. Has the student scored a level 2 or above on a previous statewide, general education curriculum standardized assessment administered according to Section 1008.22(3)(a) and (b), F.S.? Rule 6A-1.0943(5)(d)3, F.A.C.
12. **Note:** If there is medical documentation that the student experienced a traumatic brain injury or other health-related complication that caused a severe cognitive impairment after the student scored a level 2 or above on the general education curriculum standardized assessment, select "No".

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

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

1. Does the student have a significant cognitive disability?
2. Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, does the student require modifications, as defined in Rule 6A-603411(1)(z), F.A.C., to the grade level general state content standards pursuant to Rule 6A-1.09041, F.A.C.?
3. Does the student require direct instruction in academic areas of English language arts, mathematics, social studies, and science based on access points in order to acquire, generalize, and transfer skills across settings?

If the IEP Team determines that all three (3) of the questions accurately characterize a student's functioning level as "significantly cognitively disabled", then the parent/student (18 years old or older), will declare an intent for graduates pursuing a graduation pathway consistent with the course of student identified in the IEP and participate in an alternative state/district assessment. If "yes" is not indicated in all three (3) areas, then the student should participate in state/district assessment with accommodations, as appropriate.

If the decision of the IEP Team is to assess the student through alternate assessment, the parents of the student must be informed that their child's achievement will be based on Access Points and this decision must be documented on the IEP.

6.214 Equal Opportunity

Santa Rosa County District Schools do not discriminate on the basis of race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin or genetic information in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

6.215 ESE Services for English Language Learners (ELL)

ELL students are placed age appropriately with academic and language support provided by the ESOL Resource Teacher at the home school. Each ELL will be given a programmatic assessment to determine appropriate grade placement. Transcripts will be evaluated and parent/student interviews conducted. Placement decisions consider the age of the student, level of academic skills, social experiences, parental/guardian preference, and any other pertinent data available.

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

6.216 Physical Education

Santa Rosa County School District's high school physical education program adheres to the Next Generation Sunshine State Academic Standards and reflects state and local requirements for the high school course of study.

6.217 Course Recovery

Upon completion of each quarter, all 9th-grade students with a grade of D or F in math, science, social studies or English will be offered an opportunity to attend online course recovery classes scheduled during designated time of the day or during the summer session. Upon completion of each semester all 10th-12th students with a grade of D or F in math, science, social studies or English will be offered an opportunity to attend online course recovery classes scheduled during designated time of the day or during the summer session. Any student scoring 60 or above on the final course assessment will have their quiz grade average utilized in the determination of their final average. (Final exam 40% + quiz average 60%). The maximum grade possible in a recovered course will be a 75. Students scoring below the base of 60 % 60 on the final exam will be required to retake the recovery course for possible credit/recovery. Students must meet all eligibility requirements as defined by the school Principal. Students may recover a maximum of two

(2) grades from any quarter/semester. Senior students may recover third and fourth quarter grades if needed for graduation purposes.

6.401 **Graduation Requirements – Standard Diploma**

Cohort Transition to New Graduation Requirements

Beginning with students entering Grade 9 in the 2014-2015 school year, driver's education will be allowed to count as the online graduation requirement.

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 <u>(or ACT/SAT concordant score)</u> or comparative math score on P.E.R.T.
On-Line Course	Requires a full course to be completed
Grade Point Average	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
	Diploma Designations & ACCEL 18-Credit Option & 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).
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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 of 2.0 on a 4.0 scale (unweighted)
	Diploma Designations & ACCEL 18 Credit Option

Scholar Designation	<p>In addition to meeting the standard high school diploma requirements:</p> <p>Earn 1 Credit in Algebra II or an equally rigorous course beginning 2019-20</p> <p>Earn 1 Credit in Statistics or an equally rigorous math course</p> <p>Pass the Geometry EOC</p> <p>Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam)</p> <p>Earn 1 Credit in Physics or Chemistry</p> <p>Earn 1 Credit in a course equally rigorous to Chemistry or Physics</p> <p>Pass the U.S. History EOC (or earn minimum score required to earn college credit on AP or AICE exam)</p> <p>Earn at least 1 Credit in AP, D.E. or AICE course</p> <p>Earn 2 Credits in the same foreign language</p>
Merit Designation	<p>In addition to meeting the standard high school diploma requirements:</p> <p>Attain one or more industry certifications from the list established.</p>
ACCEL Program (18 credits minimum)	<p>Meet all requirements for a standard high school diploma with the following exceptions:</p> <p>*Physical Education is not required</p> <p>*Online courses not required</p> <p>*3 elective credits only</p>

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	<p>In addition to meeting the standard high school diploma requirements:</p> <p>Earn 1 Credit in Algebra II or an equally rigorous course beginning 2019-20</p> <p>Earn 1 Credit in Statistics or an equally rigorous math course</p> <p>Pass the Geometry EOC</p> <p>Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam)</p> <p>Earn 1 Credit in Physics or Chemistry</p> <p>Earn 1 Credit in a course equally rigorous to Chemistry or Physics</p> <p>Pass the U.S. History EOC (or earn minimum score required to earn college credit on AP or AICE exam)</p> <p>Earn at least 1 Credit in AP, D.E. or AICE course</p> <p>Earn 2 Credits in the same foreign language</p>
Merit Designation	<p>In addition to meeting the standard high school diploma requirements:</p> <p>Attain 1 or more industry certifications from the list established.</p>
ACCEL Program (18 credits minimum)	<p>Meet all requirements for a standard high school diploma with the following exceptions:</p> <p>*Physical Education is not required</p> <p>*Online courses not required</p> <p>*3 elective credits only</p>

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
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	<p>In addition to meeting the standard high school diploma requirements:</p> <p>Earn 1 Credit in Algebra II or an equally rigorous course beginning 2019-20</p> <p>Earn 1 Credit in Statistics or an equally rigorous math course</p> <p>Pass the Geometry EOC</p> <p>Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam)</p> <p>Earn 1 Credit in Physics or Chemistry</p> <p>Earn 1 Credit in a course equally rigorous to Chemistry or Physics</p> <p>Pass the U.S. History EOC (or earn minimum score required to earn college credit on AP or AICE exam)</p> <p>Earn at least 1 Credit in AP, D.E. or AICE course</p> <p>Earn 2 Credits in the same foreign language</p>
Merit Designation	<p>In addition to meeting the standard high school diploma requirements:</p> <p>Attain 1 or more industry certifications from the list established.</p>
ACCEL Program (18 credits minimum)	<p>Meet all requirements for a standard high school diploma with the following exceptions:</p> <p>*Physical Education is not required</p> <p>*Online courses not required</p> <p>*3 elective credits only</p>

E. A student entering Grade 9 in the 2019-2020, 2020-21, 2021-22, or 2022-23 school year should earn:

	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	<p>In addition to meeting the standard high school diploma requirements:</p> <p>Earn 1 Credit in Algebra II or an equally rigorous course</p> <p>Earn 1 Credit in Statistics or an equally rigorous math course</p> <p>Pass the Geometry EOC</p> <p>Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam)</p> <p>Earn 1 Credit in Physics or Chemistry</p> <p>Earn 1 Credit in a course equally rigorous to Chemistry or Physics</p> <p>Pass the U.S. History EOC (or earn minimum score required to earn college credit on AP or AICE exam)</p> <p>Earn at least 1 Credit in AP, D.E. or AICE course</p> <p>Earn 2 Credits in the same foreign language</p>
Merit Designation	<p>In addition to meeting the standard high school diploma requirements:</p> <p>Attain 1 or more industry certifications from the list established.</p>
ACCEL Program (18 credits minimum)	<p>Meet all requirements for a standard high school diploma with the following exceptions:</p> <p>*Physical Education is not required</p> <p>*Online courses not required</p> <p>*3 elective credits only</p>
Career and Technical Education (CTE) Pathway– s. 1003.4282(11), F.S. (18 credits minimum)	<p>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).</p>

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

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 1 Credit in U.S. Government 1 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 of 2.0 on a 4.0 scale (unweighted)
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	Diploma Designations & ACCEL 18 Credit Option
Scholar Designation	<p>In addition to meeting the standard high school diploma requirements:</p> <p>Earn 1 Credit in Algebra II or an equally rigorous course</p> <p>Earn 1 Credit in Statistics or an equally rigorous math course</p> <p>Pass the Geometry EOC</p> <p>Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam)</p> <p>Earn 1 Credit in Physics or Chemistry</p> <p>Earn 1 Credit in a course equally rigorous to Chemistry or Physics</p> <p>Pass the U.S. History EOC (or earn minimum score required to earn college credit on AP or AICE exam)</p> <p>Earn at least 1 Credit in AP, D.E. or AICE course</p> <p>Earn 2 Credits in the same foreign language</p>
Merit Designation	<p>In addition to meeting the standard high school diploma requirements:</p> <p>Attain 1 or more industry certifications from the list established.</p>
ACCEL Program (18 credits minimum)	<p>Meet all requirements for a standard high school diploma with the following exceptions:</p> <p>*Physical Education is not required</p> <p>*Online courses not required</p> <p>*3 elective credits only</p>

G. Grade Point Average:

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

H. Algebra I or equivalent option:

A passing score of both Algebra 1A (1 credit) and Algebra 1B (1 credit) will be the equivalent to Algebra I graduation requirement. Students must still pass the Algebra I assessment to meet graduation requirements.

1. Credit cannot be granted for more than one of the options listed below:

- a. Algebra 1A & 1B (2 credits)
- b. Applied Math I & II (2 credits)
- c. Integrated Math I & II (2 credits)

Beginning with the ~~2010-2011 9th grade~~ class, the courses of Applied Math I & II and Integrated Math I & II are no longer considered equivalents for Algebra I. Only Algebra 1A and 1B, Algebra I Honors, and Pre-Algebra Mathematics are equivalent to Algebra I.

J. Credit for high school graduation may be earned for volunteer activities and non-academic activities.

6.4031 Mastery of Student Performance Standards: Regular

Mastery of student performance standards for general education students must be demonstrated for each course enrolled prior to credit being awarded

6.4043 Forgiveness

D. Students entering 9th grade in school year 2000-2001 shall have all courses, except those courses which have been forgiven by the district's forgiveness policy, used in calculation of their Grade Point Average (GPA).

F. Students entering 9th grade in the 2014-2015 school year will have their Class rank will be determined by utilization of an alpha (letter) grading scale.

6.4056 Transfer Credits Outside Santa Rosa

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

3. For students transferring into the Santa Rosa County School District during/after the 2014-15 school year, the Alpha grading scale will be utilized for class rank purposes.

6.4076 Participation in Graduation Ceremony

- C. Meets A or B above except for passing FCAT/FSA ELA/Alg 1 EOC scores; or
- D. Is no more than two (2) credits from completing all requirements (on 24 credit option plan), including GPA as stipulated in Section 6.401 of the *Student Progression Plan*.
- E. If a student has selected the 18 credit ACCEL option, these students may participate in the graduation ceremony if they are within one (1) core credit of the required 18.

- F. Students alternatively placed **for no less than one calendar year and/or** expelled during the second semester in which their graduation ceremony is scheduled will be prohibited from participating in the graduation ceremony at the school from which the student was alternatively placed/expelled. Students who are recommended for early termination of their alternative placement during the second semester of their Senior year, may be granted permission (by both Principal and Grade Level Director) to participate in the graduation ceremony at the school from which they were alternatively placed.

G

6.4083 ~~FCAT~~/FSA ELA/FSA Algebra I State Assessment Requirements

Does not pass the **~~FCAT (2.0)~~**/FSA ELA/FSA Algebra I State Assessment Requirements; **AND/OR**

ESE:Authorized Private Providers

Parents are authorized to request and be granted permission for a student's absence from school for treatment of autism spectrum disorder or other identified exceptionalities by a licensed health care practitioner or behavior analyst certified pursuant to s.393.17, F.S.

6.504 Unexcused Absences

Unexcused absences (not limited to the following) shall result when a student is absent for lack of appropriate notification, and/or documentation by the parent to the school site, shopping trips, vacations, pleasure trips, truancy (skipping class), missing the school bus, oversleeping, excessive illness without doctor verification, suspension or dismissal from school, or other avoidable absences without pre-arrangement for an excused absence.

6.5041 Habitual Truant/Truancy Procedures

"Habitual truant" means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent, and is subject to compulsory school attendance under s. 1003.21(1)(2) and is not exempt under s. 1003.21(3), F.S. or s. 1003.24, F.S. or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education.

Truancy Procedures:

- A. The Principal shall, unless there is clear evidence that the absences are not a pattern of non-attendance, refer the case to the school's Multi-Tiered Supports Team/MTSS team (also referred to as a child study team) to determine if early patterns of truancy are developing. s. 1003.26, F.S.

D. If an initial meeting does not resolve the problem, the Multi-Tiered Supports Team/MTSS shall implement interventions that best address the problem. The interventions may include but need not be limited to:

8. attendance contracts ~~or a Truancy Intervention Plan (TIP).~~

6.6014 Talented 20 Program

These students shall be guaranteed admission to one of the ~~ten~~ identified state universities, though not necessarily the university of applicant's choice.

6.6021 Numerical Weighted GPA

The district's Numerical Weighted GPA system, in conjunction with each school's course catalog will be used for class rank computations. All grades earned and credits attempted will be included. ~~Beginning with the 2014-2015 freshmen cohort,~~ Class ranking will be based upon an alpha (letter) grading scale.

6.6023 Weighted Programs

Applied Engineering Technology 1

Foundations of Robotics 1

Sport, Recreation, and Entertainment Marketing Management

User Interface Design

Web Security

Web Scripting Fundamentals

6.6042 Career and Technical Programs

- C. Both secondary and dual enrollment students must maintain a 70% average in each course and attend 70% of the scheduled hours for the semester for continued enrollment in the program at the District's Technical College.

6.6045 Dual Enrollment

- J. Students receiving a grade of W in any course within the college's spring semester will lose their dual enrollment program eligibility for courses on the college campus for the following ~~summer and fall~~ semesters.
- K. Students receiving a D+, D, or F in the spring semester will lose dual enrollment program eligibility for courses taking place on the college campus for the following ~~summer and fall~~ semesters.
- L.

6.6062 Required GPA

1. to be eligible in the spring semester of the 9th grade year, a student must have a 2.0 ~~GPA~~ GPA on a 4.0 scale.

6.608 Miscellaneous Curriculum Items

6.6081 Intensive Reading 1 and Intensive Reading 2

Intensive Reading 1 (1000412) and Intensive Reading 2 (1000414) are designated as one semester (0.5) credit courses for ~~Santa Rosa County high schools~~ for students scoring FSA/ELA Level 1.

6.6082 African American History (Required Instruction)

6.6083 Holocaust Instruction (Required Instruction)

6.6091 Parent Notification

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

The school district is required to provide coordinated screening and progress monitoring system (CSPM) printable results to parents and students to be made available through a web-based option within 2 weeks for CSPM state assessments and within 1 week of any district-required local assessment administration(s).

7.103 Registration and Fees

Students enrolled in an adult general education (AGE) program must be assessed a standard block tuition rate of \$30 per term ~~in-state tuition and \$120 per term~~ an out-of-state tuition and fee may apply for non-residents (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 replacement - \$3.00 (initial issue is free)

Campus Parking Pass - \$5.00

Parking Citation - \$20.00

Test Administration Fees - \$20.00 for the Test of Adult Basic Education (TABE) for individuals who wish to take the TABE for purposes other than enrollment in AGE programs

Student enrolled in select Adult High school credit courses may be required to purchase course textbooks.

7.203 Equal Access

Santa Rosa County District Schools do not discriminate on the basis of race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin or genetic information in its programs and

activities and provides equal access to the Boy Scouts and other designated youth groups.

No person shall, on the basis of race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin, or genetic information, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this school district, except as provided by law.

7.204 Section 504 Accommodation Plan/Services

Section 504 of the Rehabilitation Act of 1973 is federal law designed to prohibit discrimination against persons with a disability. As it applies to public schools, it is written to ensure that eligible students with a disability are provided with educational benefits and opportunities equal to those provided to students without disabilities.

Under Section 504, a student is considered "disabled" if he or she suffers from a physical or mental impairment that substantially limits one or more of their major life activities, such as learning, walking, seeing, hearing, breathing, working, and performing manual tasks. Section 504 also applies to students with a record of having a substantially-limiting impairment, or who are regarded as being disabled even if they are truly not disabled. Students can be considered disabled, and can receive services under Section 504, even if they do not qualify for special education services.

Section 504 is not limited to specific disability categories and does not require evidence that the disability adversely affects the student's educational performance, however the definition states that in order to be eligible for an accommodation plan, the student must "have a physical or mental impairment which substantially limits one or more major life activities."

A parent, teacher, or other member of the school staff may raise a concern about a student's unique need for special help. Parents, teachers, and other staff members will meet to discuss all relevant information about the student. The parents' participation in this meeting is critical and helps to establish an accurate picture of the student's needs. At the meeting, the team will consider whether the student has a disability that substantially limits a major life activity. If the team needs more information, they will request the parent's consent to evaluate the student. If the team determines that the student does have a disability, they will then identify what types of support, or accommodations, are appropriate to meet the student's needs. The accommodations will be described in a document referred to as the Section 504 accommodation plan.

K-12 students determined eligible for Section 504 services can receive general education accommodations through a Section 504 Accommodation Plan. This plan will be developed by a Section 504 committee and will be maintained to meet the student's individual needs, as long as the student continues to meet Section 504 eligibility criteria. All students with 504 Plans will participate in state and district assessments. Students must be afforded appropriate accommodations, as indicated in their 504 Plan, in accordance with allowable test accommodations as stated in the test administration manual. Contact the ESE Section 504 contact for further information on Section 504 procedures.

7.402 Standard Diploma Options for High School-Age Students

The SRHS program is a ~~dropout~~ 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.~~ All SRHS students must complete the Senior Life Skills (PCSD) class to meet graduation requirements and attend for at least one (1) nine weeks grading period to receive a SRHS diploma.

7.4023 ~~QUARTERLY~~ GRADE LEVEL PROMOTIONS

~~Quarterly~~ Grade level promotions will be considered upon initial enrollment, at the end of each ~~quarter~~ semester, and at the end of summer.

7.

7.504 Unexcused Absences

~~Unexcused absences shall result when a student is absent for shopping trips, vacations, pleasure trips, truancy (skipping class), suspension or dismissal from school, or other avoidable absences without pre-arrangement for an excused absence. An accumulation of three (3) unexcused "late to school" and/or "early check-outs" will result in one (1) unexcused absence. (Section 7.506)~~

7.5041 Unexcused Absence and Assignments

Unexcused Absences

Unexcused absences (not limited to the following) shall result when a student is absent for shopping trips, vacations, pleasure trips, truancy (skipping class), suspension or dismissal from school, or other avoidable absences without pre-arrangement for an excused absence. An accumulation of three (3) unexcused "late to school" and/or "early check-outs" will result in one (1) unexcused absence. (Section 7.506)

~~7.5041 Unexcused Absence and Assignments~~

Unexcused absences from a class may result in incomplete assignments causing a student to fall behind in his/her coursework.

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~~ dropout prevention status.

7.600 FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

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

8.104 Enrollment Date

Locklin Technical College accepts applications for admission on an open entry basis, except for the Practical Nursing and Massage Therapy programs which admits students in the fall of each year.

8.303 Career and Technical Dual Enrollment

Students enrolled in grades 6-12, who meet the eligibility requirements as outlined in the Career Education Dual Enrollment Articulation between the Santa Rosa County School District and Locklin Technical College are eligible to enroll in post-secondary programs leading to industry certification, as listed in the CAPE Post-secondary Industry Certification Funding List pursuant to section(s.)

~~Students participating in dual enrollment are exempt from the payment of registration, tuition, and laboratory fees.~~

- Students participating in dual enrollment are exempt from the payment of registration, tuition, and laboratory fees.
- Both secondary and dual enrollment students must maintain a 70% average in each course and attend 70% of the scheduled hours for the semester for continued enrollment in the program at the District's Technical College.

8.801 Procedure for Adding Programs

The program request is submitted and approved by the Director of Workforce Education. ~~The Director submits the program request to the Superintendent and school board~~

8.802 Deletion of a Program

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

8.903 Additional Hours Credit

<u>Secondary Program Name</u>	<u>Articulates to</u>	<u>Post-Secondary Program Name</u>
<u>Air Conditioning, Refrigeration and Heating Technology</u>	<u>Articulates to</u>	<u>Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R) 1</u>
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
Welding Technology Fundamentals	Articulates to	Welding Technology
Applied Cybersecurity	Articulates to	Applied Cybersecurity

8.110 EQUITY COMPLIANCE

Santa Rosa County District Schools do not discriminate on the basis of race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin or genetic information in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

9.101 Full-time Open Enrollment

However, consideration will be given to Santa Rosa County students in Grades KG 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 as a franchise of with Florida Virtual School (see Section 9.1021):

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) or, 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 Academy is the public virtual school for Santa Rosa School District. It follows the board approved school district calendar. operates during the calendar school year (fall and spring semester) only for full-time students.

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9.1023 Connections Learning

Santa Rosa County students who satisfy the admissions policies as outlined in Section 4.100, Sections 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 Connections Learning (Grades KG-12). Full-time students in Santa Rosa Online, through its partnership with Connections Learning, are considered public education students and will be subject to the same promotion and/or graduation requirements as that of a student in a brick-and-mortar school.

9.103 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 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,).

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9.104 Hybrid Enrollment

Students ~~requesting to participate in~~ ~~who request~~ a hybrid schedule ~~are~~ 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 ~~hybrid~~ students ~~should~~

contact their student's ~~brick-and-mortar~~ counselor no later than ten days after the semester begins. ~~Students are expected to finish their virtual courses in accordance with the board approved district calendar.~~

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.

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9.105 Grace Period Deadline

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 ~~to finish the course credit~~ unless the student moves out of district or withdraws to go to private school.

9.107 Off-Campus Virtual

Students who opt to take a virtual class off-campus must have a minimum of 3.0 GPA. ~~Each (9) weeks students are expected to be on pace.~~ Students who are not on pace at

each nine (9) weeks will be enrolled in their on-campus virtual lab class during that same time period. This option is only available during 1st or 6th period. A student enrolled in 1st semester who is not on pace, will be required to take 2nd semester face-to-face at their brick-and-mortar school. This option is only available during 1st or 6th period.

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

Through its partnership with Stride K12, Inc. (formerly known as Fuel Education) (www.k12.com), Santa Rosa Online offers online hands-on courses to part-time and full-time

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9.303 Connections Learning

Through its partnership with Connections Learning, Santa Rosa Online Academy offers online hands-on courses to part-time and full-time public education students in grades 6-12 and operates during the calendar school year only.

9.304 Compass Learning Edgenuity Credit Recovery

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

9.305 Locklin Technical College Online

Locklin Technical College Online offers online courses to students in Grades 9-12 and/or 8th-grade students with a high school GPA. Locklin Technical College Online operates during the calendar school year.

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9.401 Progress Monitoring

Pursuant to s. 1008.25, public education students receiving full-time or flex instruction from Santa Rosa Online Academy are required to take the appropriate progress monitoring assessments according to enrolled grade or course of study.

Public school students receiving full-time instruction in kindergarten through grade 12 by the Florid Virtual School must take all statewide assessments required pursuant to s. 1008.22 and participate in the coordinated screening and progress monitoring system under s. 1008.25(8). Unless an alternative testing site is mutually agreed to by the Florida Virtual School and the school district or as contracted under s. 1008.24, all industry certification examinations, national assessments, progress monitoring under s.1008.25(8), and statewide assessments must be taken at the school to which the student would be assigned according to district school board attendance areas. A school district must provide the student with access to the school's testing facilities and the date and time of the administration of progress monitoring and each examination or assessment. Each student enrolled in a virtual instruction program or virtual charter school must: Take statewide assessments pursuant to s. 1008.22 and participate in the coordinated screening and progress monitoring system under s. 1008.25(8). The district's testing facilities must be made available to the student.

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 Connections Learning.~~

9.800 ATTENDANCE AND TRUANCY

Attendance is determined by the pacing chart and its correlation with assignments posted for a given week. 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~~ Santa Rosa Online ~~do this~~ examining examines 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.

~~S. 1003.26, F.S., identifies that the School Superintendent is the person responsible for the promotion and enforcement of "regular school attendance" of all school-age students in the district and for supporting the school attendance efforts of local law enforcement agencies. "Regular school attendance" as defined in s. 1003.01(13), F.S., is attendance in one of the following: a public school; a parochial, religious or denominational school; a private school; or a home education or private tutoring program, provided the program meets state requirements.~~

~~Policies and procedures for home education require the reporting of home education students with patterns of non-attendance to the district superintendent as necessary to implement provisions required in s.1003.26(1)(f)1, F.S. The parent and guardian must also be referred to a home education review committee composed of members pursuant to s. 1003.26(1)(f)1, F.S.~~

~~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. 1003.26(1)(f)1, F.S. The parent and guardian must also be referred to a home education review committee composed of members pursuant to s. 1003.26(1)(f)1, F.S.~~

~~The parent must submit a portfolio, as defined by s. 1002.41(1)d, F.S., to be reviewed by a home education review committee every 30 days until the committee determines that~~

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the home education program is in compliance with s. 1002.41(1)(d), F.S. The first portfolio review must occur within the first 30 calendar days of the establishment of the home education program.

According to s. 1002.41(1)(d), s.s., the portfolio shall consist of a log of educational activities that is made contemporaneously with the instruction and that designates by title any reading materials used and samples of any writing, worksheets, workbooks or creative materials the student used or developed.

Once the committee determines that the home education program is in compliance, the parent will no longer be required to submit a portfolio to the home education review committee. The parent will be required to comply with the requirements of a home education program pursuant to s. 1002.41, F.S., as is any parent involved in a home education program.

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. Failure of the parent or guardian to enroll a student in an attendance option after termination of a home education program constitutes noncompliance with the compulsory attendance requirement and may result in criminal prosecution of the parent under s. 1003.27(2), F.S., s. 1003.26(2), F.S., states the parent or guardian shall not be eligible to re-enroll the child for 180 calendar days.

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.

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, F.S. The Department of Highway Safety and Motor Vehicles may not issue a driver's license or learner's driver's license to, and shall suspend any previously issued driver's license or learner's driver's license of, any such minor student, pursuant to the provisions of s. 322.091, F.S.

10.102 Establishing a Home Education Program

10.1021 Notice of Intent

As required by s. 1002.41, F.S., to establish a home education program, a parent

or guardian must submit a written notice of intent to home educate to the Superintendent or designee.

10.1022 Portfolio

A portfolio of academic records shall be maintained, consisting of a log of educational activities made contemporaneously with the instruction, and that designates by title any reading materials used, samples of any writings, worksheets, and creative materials used or developed by the student.

10.1026 Letter of Termination

As required by s. 1002.41, F.S., to maintain compliance, a parent or guardian must submit a Letter of Termination and an annual evaluation to the district, upon completion of the home education program.

10.202 Intent to Home Educate

This form is available through the Alternative Academic Program website,
<https://sites.santarosa.k12.fl.us/aap>
<https://www.santarosa.k12.fl.us/hep/>
not, the school must call the FHSAA.

10.605 Part B – Dual Enrollment ~~–is this old information relating to articulation agreements~~

Home education students are permitted dual enrollment opportunities through state statutes (1007.271 F.S.) with colleges and universities that have articulation agreements with Santa Rosa County School District. ; 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 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.~~

10.803 School Transcript

Submission of an official school transcript will satisfy the annual evaluation requirement; however, it may not suffice for public middle or high school credit.

10.9041 Diploma Options

- B. A diploma seeking student must enroll in their zoned brick-and-mortar school and meet all credit and assessment requirements by January of their graduation cohort year (refer to section 6.400).

10.906 Request for High School Credit

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

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

- The portfolio shall be examined to verify that proof of mastery of all state curriculum frameworks and Sunshine State Academic Standards of the listed course are included therein.