

Summary of proposed changes – ESE

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The following sections have been modified by the ESE department:

5.213

5.3056

6.211

6.4051

6.4072

6.4073

6.4091

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

If the IEP Team determines that answers to all four (4) of the questions accurately characterize a student's functioning levels, as "significantly cognitively disabled" then the ~~student will pursue a special diploma consisting of courses based on NGSSS Access Points and the Florida Alternate Assessment (FAA) should be used to provide a meaningful evaluation of the student's current academic achievement. If "yes" is not indicated in all four (4) areas, then the student should participate in FCAT with accommodations, as appropriate parent/student (if 18 years old or older), will declare an 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 ~~NGSSS Access Points and this decision must be documented on the IEP. Students assessed on NGSSS Access Points will be assigned exceptional education course code directory numbered courses consistent with special diploma requirements. the course of study identified in the IEP for alternately assessed students.~~ The Curriculum and Alternative Assessment Process (CAAP) will also be completed each year for all alternately assessed students.

5.214 High School Courses

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

5.215 Section 504

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

- All Section 504 plans will be reviewed annually to determine if the student continues to meet eligibility criteria.
- All students who receive Section 504 services will participate in the general education curriculum provided with access to an Accommodation Plan.

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

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

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

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

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

5.3056 ESE: Promotion and Retention

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

5.3057 Completion Schedule

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

5.3058 ESE/ELL Grade Replacement

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

~~5.3059 Academically Challenging or Accelerated Curriculum (ACCEL)~~

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

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

6.211 ESE: Assessment Exemption

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

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

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

If the IEP Team determines that all four of the questions accurately characterize a student's functioning level as "significantly cognitively disabled", then the ~~student will pursue a special diploma consisting of courses based on NGSSS Access Points and the Florida Alternate Assessment (FAA) should be used to provide a meaningful evaluation of the student's current academic achievement. parent/student (if 18 years old or older), will declare an intent for graduation pursuing a graduation pathway consistent with the course of study identified in the IEP and participate in an alternate state/district assessment.~~ If "yes" is not indicated in all four areas, then the student should participate in FCAT- 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 ~~NGSSS Access Point and this decision must be documented on the IEP. Students assessed on NGSSS Access Points will be assigned exceptional student education course code directory numbers consistent with special diploma requirements, the course of study identified in the IEP for alternately assessed students.~~ The Curriculum and Alternative Assessment Process (CAAP) will also be completed each year for all alternatively assessed students.

6.212 Experimental Program Changes

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

6.213 Number of Periods of Daily Attendance

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

6.214 Equal Opportunity

6.4043 Forgiveness

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

- A. The original course and grade will remain on the student's record.
- B. The grade may be replaced by a grade of "C" or higher, **or**
- C. A student who received a "D" or "F" ("C," "D" or "F" in 8th grade) in a semester unit of instruction of a course may repeat the semester unit in a regular term. For a required course, a student shall be limited to replacing the grade with a "C" or higher. The semester unit repeated may be from the original course, or a comparable course. For an elective course, a student shall be limited to replacing a course grade with a "C" or higher or its equivalent earned subsequently in another course.
- D. Students entering 9th grade in school year 2000-01 shall have all courses, except those courses which have been forgiven by the district's forgiveness policy, used in calculation of their grade point average.
- E. A student attending a virtual remediation program or summer session to replace a previously earned grade (course recovery) need only attend for the time that it takes to master the Student Performance standards (Learning Pathway) and demonstrate proficiency (pass) the final post-assessment.
- F. Student entering the 9th Grade in the 201-2015 school year will have their class rank determined by the utilization of an alpha (letter) grading scale.

6.405 Course Credit Restrictions

6.4051 Remedial/Vocational/Level I Courses

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

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

6.4052 Performing Fine Arts

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

6.4053 Practical Arts Courses that Meet the Arts High School Graduation Requirement

A list of career and technical secondary courses have been identified in the *Florida Course Code Directory* (CCD) as satisfying the fine or performing arts high school graduation requirement (s. 1003.428(2)(a)(5) F.S.), the equivalent postsecondary (adult level) CTE course, being taught through Locklin Tech, will also satisfy that requirement. The "PA" code (under the "courses

- b. Take- Earn one (1) credit in Algebra II and Statistics (or equally rigorous course). Beginning with students entering 9th Grade in 2014-15 school year, pass the Algebra 2 and Geometry statewide, standardized assessments.
 - c. Pass the statewide, standardized Biology I EOC assessment (Level) 3. However, a student enrolled in an AP, IB or AICE Biology course who takes the respective AP, IB, or AICE Biology assessment and earns the minimum score necessary to earn college credit as identified pursuant to s1007.27 (2) meets this requirement without having to take the statewide, standardized Biology I EOC assessment.
 - d. Take- Earn one (1) credit in Chemistry or Physics and 1 equally rigorous course to chemistry or physics.
 - e. Pass the U.S. History EOC (Level 3). However a student enrolled in an AP, IB, or AICE course that includes U.S. History topics who takes the respective AP, IB , or AICE assessment and earns the minimum score necessary to earn college credit as identified pursuant to s.1007.27(2) meets this requirement without having to take the statewide, standardized United States History EOC assessment.
 - f. Earn two credits in the same foreign language.
 - g. Earn one AP, IB, AICE or Dual enrollment credit.
- **Merit Design Diploma** must in addition to the Standard Diploma requirements:
 - a. Two math credits may be substituted with allowable industry certification that leads to college credit.
 - b. One math credit may be substituted with allowable industry certification that leads to college credit.
 - c. Students pursuing a merit designation must attain one or more industry certifications from the list established (per s1003.492 F.S).
- B. Passes the GED Predictor Test, the GED Test, and the required state assessments.
 - C. ESE students may continue working toward a standard diploma until age 22.

6.4072 **Special Standard Diploma (ESE)**

Students who have been properly identified as intellectual disabilities, hearing impaired, autistic, Autism Spectrum Disorder specific learning disabled, Emotional/Behavioral disabilities, orthopedically impaired, traumatic brain injured, other health impaired or language impaired are eligible to earn a special students with a disability (SWD) are eligible to earn a diploma based on the graduation pathway identified in the student's IEP.

A. To obtain a special diploma a student must

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

B. Special Diploma Option 1

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

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

- 1. Thirteen (13) credits in core academic skills required for postsecondary education or training, employment, and/or independent living, to include:

- ~~(a) Four (4) credits in reading/language arts;~~
- ~~(b) Four (4) credits in mathematics;~~
- ~~(c) Three (3) credits in science; and~~
- ~~(d) Two (2) credits in social studies.~~

~~2. One half (.5) credit in health and one half (.5) credit in physical education, or one (1) one credit in physical education to include the integration of health;~~

~~3. Four (4) credits in exceptional student education (ESE) career and technical education or basic career and technical education; and,~~

~~4. Six (6) credits in electives.~~

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

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

~~C. Special Diploma Option 2~~

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

~~1. The student has earned a 2.0 cumulative GPA in a minimum of eight (8) credits in the following courses;~~

- ~~(a) Four (4) credits in core academic areas, to include~~
 - ~~1. Two (2) credits in reading /language arts; and~~
 - ~~2. Two (2) credits in mathematics.~~

~~(b) One (1) credit in ESE career and technical education or basic career and technical education.~~

~~(c) Three (3) credits in electives.~~

~~2. The student has achieved all the annual goals and short term objectives or benchmarks, if required, that were specified on the IEP related to employment and community competencies;~~

~~3. The student has mastered the academic, employment, community, and technology competencies specified in his/her training plan. The training plan shall be developed and signed by the student, parent(s) and/or guardian(s), teacher, and employer prior to placement in employment and shall identify the following:~~

- ~~(a) The expected employment and community competencies;~~
- ~~(b) The criteria for determining and certifying mastery of the competencies;~~
- ~~(c) The work schedule and the minimum number of hours to be worked per week; and~~
- ~~(d) A description of the supervision to be provided by school district staff.~~

~~D. The student is employed in a community-based job for the number of hours per week specified in the student's training plan, for the equivalent of one (1) semester or 18 weeks of successful employment and is paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act.~~

6.4073 ESE: Continuance of FAPE

With respect to ESE students with disabilities who have not yet reached their 22nd birthday and who have not earned a standard diploma, and wish to continue their education the student may

~~be awarded a special diploma, a certificate of completion or a special certificate of completion and may defer the receipt of the diploma and~~ continue to receive free, appropriate public education (FAPE) consistent with a properly developed IEP.

6.4074 General Education Development Diploma (GED)

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

6.4075 The Florida Gold Seal Vocational Scholars Award

The Florida Gold Seal Vocational Scholars award is created within the Florida Bright Futures Scholarship Program to recognize and reward academic achievement and career preparation by high school students who wish to continue their education. A student is eligible for a Florida Gold Seal Vocational Scholars award if the student meets the general eligibility requirements for the Florida Bright Futures Scholarship Program and the student completes the secondary school portion of a sequential program of studies that requires at least three secondary school career credits. On-the-job training may not be substituted for any of the three (3) required career credits.

6.4076 Participation in Graduation Ceremony

- A. Meets all the graduation requirements (minimum) as stipulated in section 6.401 of the Student Progression Plan; or
- B. Meets the requirements for the other diplomas (Special) found in the Student Progression Plan (6.4071, and 6.4073); or
- C. Meets A or B above except for passing FCAT scores; or
- D. Is no more than two credits from completing all requirements, including GPA as stipulated in section 6.401 of the Student Progression Plan.
- E. If a student has selected the 18 credit A.C.C.E.L. option, these students may participate in the graduation ceremony if they are within one (1) core credit of the required 18.

6.408 Certificate of Completion

6.4081 Credits Earned

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

6.4082 Credits in Area

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

6.4083 FCAT /State Assessment Requirements

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

6.4084 GPA

Does not earn the required cumulative GPA.

6.4085 Additional Year

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

6.409 Special Certificate of Completion

6.4091 Requirement

~~Exceptional students~~ Students with disabilities (SWD) who do not qualify for ~~have not declared intent to receive~~ a standard diploma, ~~do not elect to have a special diploma, or do not meet the requirements for special diploma may receive a Special Certificate of Completion if the student earns the minimum number of credits and passes the specific courses designated. will pursue the graduation pathway toward a certificate of completion.~~

6.500 ATTENDANCE, ABSENCES AND TARDINESS

6.501 Attendance

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

6.502 Absences

6.5021 Notification

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

6.5022 Test Exemption Policy

~~School districts shall not allow schools to exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. As of the 2014-2015 school year, Santa Rosa District high schools will not allow any exemptions for semester or final exams.-~~

6.503 Excused Absences

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

6.5031 Completing Work

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

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

6.5032 Prior Arrangement