

## 2.303 High School

A. Honors Courses, Advanced Placement, ~~Advanced International Certificate of Education (AICE)~~

## Pre-K Education

### 3.405 Parent Involvement

Parent and family engagement in Head Start and Early Head Start is about building relationships with families that support family well-being; supporting strong relationships between parents and their children; and nurturing ongoing learning and development for both parents and children. Parents immediately become involved in their child's Pre-K education at parent orientation/placement conference meetings held before school begins. Parent trainings, workshops and conferences are planned to assist families in gaining knowledge in the area of child development, self-sufficiency and personal growth. ~~Fatherhood initiatives are offered to promote the involvement of fathers in all aspects of the student's development and well-being.~~

## Elementary School

### 4.114 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.

### 4.201 Required Program of Study

B. Comprehensive Core Program – (also referred to as ~~IST~~/MTSS (Multi-Tiered System of Supports) – Tier I Program)

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

#### Kindergarten

Reading STAR Early Literacy – Equal to or less than 437

#### **Grade 1 (and Retained Kindergarteners)**

Mathematics Obtaining a scale score less than or equal to 1220 on Discovery Education Mathematics Assessment D for Grade K.  
Equal to or less than mid-level 2 on Discovery Education Mathematics Assessment D for grade K and based upon teacher observation and classroom data.

Reading Equal to or less than Level 2 on the end of year Discovery Education Early Skills Reading Assessment for Grade K.  
Equal to or less than mid-level 2 on Discovery Education Reading Assessment D for grade K and based upon teacher observation and classroom data.

#### **Grade 2**

Mathematics Obtaining a scale score less than or equal to 1328 on Discovery Education Mathematics Assessment D for Grade 1.  
Equal to or less than mid-level 2 on Discovery Education Mathematics Assessment D for grade 1 and based upon teacher observation and classroom data.

Reading Equal to or less than Level 2 on end of year Discovery Education Early Skills Reading Assessment for Grade 1.  
Equal to or less than mid-level 2 on Discovery Education Reading Assessment D for grade 1 and based upon teacher observation and classroom data.

#### **Grade 3**

Mathematics Obtaining a scale score less than or equal to 1411 on Discovery Education Mathematics Assessment D for Grade 2.  
Equal to or less than mid-level 2 on Discovery Education Mathematics Assessment D for grade 2 and based upon teacher observation and classroom data.

Reading Equal to or less than Level 2 on end of year Discovery Education Early Skills Reading Assessment for Grade 2.  
Equal to or less than mid-level 2 on Discovery Education Reading Assessment D for grade 2 and based upon teacher observation and classroom data.

## **Progress Monitoring Plans (PMPs)**

The purpose of the Progress Monitoring Plan (PMP) is to assist the student in meeting district and state expectations for proficiency in ELA, science and mathematics and or to improve behavior and attendance by way of interventions.

The Individuals with Disabilities Education Act (IDEA 2004) supports implementation of a Multi-Tiered System of Supports because it has proven to be effective in accelerating learning for all students, including students with disabilities (SWDs). When the MTSS framework is implemented with fidelity, students' educational needs are more intentionally addressed by designing, developing, and delivering needed, appropriate supports. Students who meet the criteria to receive specialized instruction through Exceptional Student Education (ESE) services will be included in the Progress Monitoring Plan (PMP) process, if they do not 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.

#### **4.203 Section 504 Accommodation Plans/Services**

- 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.

#### **4.210 Elementary Reading Proficiency Intensive Reading Instruction:**

Substantial deficiency may be determined by a student scoring a Level 1 or Level 2 on the End of the Year Discovery ~~Educational~~ Education Assessments OR by using other district and/or state assessment data including but not limited to: ERDA, DAR, ERSI Observation Survey, Yopp-Singer Test of Phonemic Segmentation, Core Curriculum Benchmark Assessments, software based evaluation methods including SRI, STAR, etc. used by teachers.

#### **4.3231 Criteria for Retention**

- A. The student's performance on the district's standardized assessment is a Level 1 (~~Discovery Education Early Skills Assessment~~) (Unify Assessment) or the student scores a Level I on the FSA ELA test.

#### **4.3233 Mandatory Retention**

Students who have been identified as having reading deficiencies in Grades 1, 2 or 3 and who have received remediation, but score at achievement Level 1 on the Grade 3 Reading FSA must be retained, unless exempted from mandatory retention by the School Board for "good cause."

#### **4.3234 Exemption from Mandatory Retention**

- C. ~~Students who demonstrate an acceptable level of performance on the parallel form of the Stanford 10 (45% or higher).~~ Students who demonstrate an acceptable level of performance on the parallel form of STAR.
- 5. Santa Rosa County District Schools will utilize the ~~state's~~ district's portfolio document (~~Level A~~) and expected performance recommendations when determining mastery of ELA Standards.

#### **4.3235 Mid-year Promotion**

(d)The state portfolio passing score should include multiple choice items and passages that are approximately 50 percent literary text and 50 percent information text, and that are between 100-900 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher prepared assessments that are aligned with the state standards. For each benchmark, there must be ~~two (2)~~ three (3) examples of mastery as demonstrated by a grade of 70 percent or higher;

7.

- Student's latest score reports on district benchmark assessments ~~DEA or any of the other programs used as measures of performance~~

#### **4.324 Supplemental Instruction/Summer School**

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

- A. scoring at Level II or above on the FSA ELA test, or
- B. scoring at the 45<sup>th</sup> 50<sup>th</sup> percentile or higher in reading comprehension on ~~the SAT 10~~ STAR.

#### **4.3251 Annual Report of Student Progress**

- B. Appropriate procedures should be followed by teachers to continuously and carefully observe and assess each student's performance throughout the school year to determine if expected achievement levels are being met. ~~IST~~ MTSS processes should be followed and interventions put in place for students who are not proficient based on district and school assessment data. Under no circumstance should a student's performance be judged solely on the basis of a single test.

#### **4.3252 Reading Deficiency**

Students must be assessed in reading at the beginning of Grades 1 – 5. 2, 3 and 4.

#### **4.3255 ESE: Assessment Exemption**

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?~~ 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. ~~Is the student participating in a curriculum based on the Florida Standards Alternate Assessment (FSAA) Access Points for all academic areas?~~
- 4.3. ~~Does the student require extensive direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings?~~ 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?

#### 4.3256 Parent Notification: Unsatisfactory Progress

Students who still have not made satisfactory progress in the basic skills should be evaluated for services, through the ~~IST~~/Multi-Tiered System of Supports (~~IST~~/MTSS/RTI) process.

#### 4.5032 Arrangements for Non-Listed Excused Absences

~~The principal reserves the right not to excuse a requested absence if a student has more than five (5) absences.~~ Based on a student's attendance history, the Principal reserves the right to refuse requested absences.

#### 4.504 Unexcused Absences

- An accumulation of three (3) unexcused "late to school" and/or "early check-outs". (Section 4.506)

#### 4.5041 Habitual Truancy

- A. The Principal shall, unless there is clear evidence that the absences are due to a pattern of nonattendance, refer the case to the school's ~~integrated services team~~ ~~IST~~/Multi-Tiered System of Supports (MTSS) 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 ~~integrated services team~~ ~~IST~~/Multi-Tiered System of Supports (MTSS) Team shall implement interventions that best address the problem.
- D. The ~~integrated services, IST~~/Multi-Tiered System of Supports (MTSS) Team...
  2. If the Board's final determination is that the strategies of the ~~IST~~/Multi-Tiered System of Supports (MTSS) Team are appropriate...

#### 4.505 Tardiness

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

A student is considered tardy if the student is present on campus but is absent in class when the tardy bell rings. There are no criteria for excused or unexcused tardies. Arriving to school late is defined as "Late-to-School." (See Section 4.506). Repeated and/or excessive incidents of tardiness may potentially result in disciplinary action for the student.

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

"Late to School Check-ins" and "Early Check-outs" will be identified as unexcused or excused. Three (3) unexcused "Late to School Check-ins" and/or "Early Check-outs" will equate to the student receiving one (1) unexcused absence. Section 1003.02, F.S., "authorizes district school boards to establish policies that allow accumulated unexcused tardies, regardless of when they occur during the school day and early departures from school to be recorded as unexcused absences." Five (5) accumulated "Late to School Check-Ins" or "Early Check-Outs" will equate to the student receiving one (1) unexcused absence.

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

<u>Unexcused</u>	<u>Excused</u>
<u>Missing the bus</u>	<u>Personal illness</u>
<u>Oversleeping</u>	<u>Doctor/Dentist appointment</u>
<u>Skipping</u>	<u>Special event approved by administration</u>
<u>Excessive illness without doctor's verification</u>	<u>Other unavoidable events</u>
<u>Repeated Late Check-ins/Early Check-outs</u>	
<u>Other avoidable events</u>	

### Middle School

#### 5.109 Student Transfer ~~In County~~

#### 5.111 ~~No Child Left Behind School Choice~~

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

### 5.1143 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.

### 5.200 PROGRAM OF STUDY

The Comprehensive Core Program is also referred to as ~~IST/MTSS (Integrated Services Team)~~ Multi-Tiered System of Supports)-Tier I Program

### 5.207 Career and Education Planning

Students must complete a Career Education Planning course to be taken in sixth, seventh, or eighth grade as required in s.1003.42, F.S. Schools must use an approved Middle School Career and Education Planning courses. In year long courses, the classroom teacher may determine which semester to implement the career and education content. The course may be taught by any member of the staff and students must develop a personalized academic and career plan. The MyCareerShines career planning system is available free of charge to all Florida middle and high schools to assist students in exploring career options and developing an academic and career plan.

### 5.2121 End of Course (EOC) Waiver for Students with Disabilities

Students with an identified disability and a current IEP may be considered eligible for a waiver from passing EOC exams. Eligibility for EOC waivers will be based on state/district guidelines.

### 5.213 ESE: Assessment Exemption

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?~~ 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. ~~Is the student participating in a curriculum based on Florida Standards Alternate Assessment (FSAA) Access Points for all academic areas?~~
- 4.3. Does the student require extensive direct instruction in academics, based on access points in order to acquire, generalize, and transfer skills across settings? 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?

### 5.2221 Academically Challenging or Accelerated Curriculum (ACCEL)

#### ADVANCED COURSE ELIGIBILITY:

1. Assessment Results: Mid-Level 3 on the state standardized assessment instrument in Reading and Math (previous year);
  - a. ~~Incoming 6<sup>th</sup> grade students can be placed in advanced mathematics courses leading to taking Geometry in Grade 8 given they score an 80 or higher on an advanced benchmark exam given before the beginning of the school year.~~
2. 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.
  - a. ~~6<sup>th</sup> grade students can be placed in advanced mathematics courses leading to taking Algebra 1 or Geometry in Grade 8 based on their performance on an advanced diagnostic exam given at the end of their 6<sup>th</sup> grade school year. Summer coursework will be a required prerequisite for entry into advanced math classes. Students not completing summer work will be transferred to their next regular math course.~~

### 5.2222 Middle School Math Acceleration

Eligible students are able to accelerate past standard math progressions, skipping some content, in order to gain a trajectory toward completing Algebra I and/or Geometry by 8<sup>th</sup> grade. Three (3) math acceleration paths are available:

1. 6<sup>th</sup> Grade Regular Math to 7<sup>th</sup> Grade Advanced Math
2. 6<sup>th</sup> Grade Advanced Math to Algebra I
3. 7<sup>th</sup> Grade Regular Math to Algebra I

Eligible students must meet four (4) criteria:

1. A passing score on the district Math Acceleration Diagnostic Test.
2. An achievement level of three (3) or above on the Florida Standards Assessment (FSA) for their current grade.
3. A final course grade of 85 or above for their current course.
4. Completion of summer coursework by July 15<sup>th</sup> with a grade average of 75 or above.

Students who meet criteria 1-3 listed above must complete summer coursework that covers content that will be “skipped” by accelerating. This summer coursework covers standards from math coursework that would be skipped by acceleration. Students will not have received instruction for these standards yet and will need exposure to them to have the prior knowledge needed to succeed in accelerated courses.

Students who do not successfully meet criteria 1 or 4, listed above, will be placed in accordance with Section 5.2221 of the Student Progression Plan.

### 5.301 Transfer Students

As delineated in the district K-12 Comprehensive Research-based Reading Plan, students in Grade 6 and above with no FCAT FSA scores should be administered a grade-level fluency screen screen and Scholastic Reading Inventory, STAR assessment, or FAIR, if available, to determine if they have reading difficulties. Students scoring below grade level on the STAR Grade Equivalency Score/Scholastic Reading Inventory the 90<sup>th</sup> percent on the grade-level fluency screen and whose standardized tests are below the 75<sup>th</sup> percentile will be considered for reading intervention. However, fluency/text reading efficiency will be the primary criteria used for deciding the level of intensity in course placement.

### 5.3051 Promotion Criteria

5. One (1) course in Career and Education Planning in 7<sup>th</sup> or 8<sup>th</sup> grade. Successful completion of personalized academic and career plan using MyCareerShines or similar planning tool is required.

### 5.3052 Intensive Reading/Math Remediation

Each year in which a student scores Level 1 or Level 2 on FSA Mathematics (or within the lowest 30% of scales scores on the latest Discovery Education Mathematics Assessment if FSA scores are pending), on the latest Unify Reading/Mathematics Assessment if the FSA scores are pending)

### 5.3053 Failure to Meet Performance Levels

Students who fail to meet the proficiency level in ELA reading, writing,

### 5.3054 Required Attendance

If a student accrues more than 19 absences within a school year, the student will be referred to the Multi-Tiered System of Supports (IST/MTSS) Team...

### 5.307 Remediation Criteria - ...a student in Grade 6 who scored in Level 1 or 2 on Florida State Standards Assessment (FSA)...

#### 5.3071 Reading, English/Language Arts, Mathematics, Science

##### Reading-English/language Arts

Grade 6: <Level 3 on FSA English Language Arts for Grade 5

Grade 7: <Level 3 on FSA English Language Arts for Grade 6

Grade 8: <Level 3 on FSA English Language Arts for Grade 7

##### Mathematics

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

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

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

Algebra <Level 3 on Algebra I FSA in Grade

< 60 in Geometry (1206310) or an equivalent course (1206320) Geometry Honors

##### Science

Grade 6: <200 on FCAT 2.0/SSA science for Grade 5

#### 5.3072 IST/MTSS (Multi-tiered System of Supports) – Tier II and Tier III Supports

##### Progress Monitoring Plan (PMP) Needed

Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan (PMP), the student may be retained.

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).

The Individuals with Disabilities Education Act (IDEA 2004) supports implementation of a Multi-Tiered System of Supports because it has proven to be effective in accelerating learning for all students, including students with disabilities (SWDs). When the MTSS framework is implemented with fidelity, students' educational needs are more intentionally addressed by designing, developing, and delivering needed, appropriate supports. Students who meet the criteria to receive specialized instruction

through Exceptional Student Education (ESE) services will be included in the Progress Monitoring Plan (PMP) process, if they do not demonstrate proficiency specifically in English Language Arts (ELA) and mathematics in all grade levels, as determined by state levels of proficiency on state assessments and local levels of proficiency on local assessments.

#### 5.3073 Progress Monitoring Plan **(PMP)** Not Needed

#### 5.5031 Pre-Arranged Absences

The Principal reserves the right not to excuse a requested absence if a student has more than five (5) absences. Based on a student's attendance history, the Principal reserves the right to refuse requested absences.

#### 5.504 Unexcused Absences

I. An accumulation of three (3) unexcused "late to school" and/or "early check-outs". (Section 5.507)

#### 5.506 Tardiness

A tardy is the absence of any student at the time attendance is taken provided the student is in attendance before the end of class. Repeated and/or excessive incidents of tardiness may potentially result in disciplinary action for the student.

A student is considered tardy if the student is present on campus but is absent in class when the tardy bell rings. There are no criteria for excused or unexcused tardies. Arriving to school late is defined as "Late to School." (See Section 5.507). Repeated and/or excessive incidents of tardiness may potentially result in disciplinary action for the student.

#### 5.507 Late to School Check-In or Early Check-Outs

"Late to School Check-ins" and "Early Check-outs" will be identified as unexcused or excused. Three (3) unexcused "Late to School Check-ins" and/or "Early Check-outs" will equate to the student receiving one (1) unexcused absence. Section 1003.02, F.S., "authorizes district school boards to establish policies that allow accumulated unexcused tardies, regardless of when they occur during the school day and early departures from school to be recorded as unexcused absences." Five (5) accumulated "Late to School Check-Ins" or "Early Check-Outs" will equate to the student receiving one (1) unexcused absence.

#### 5.5071 Unexcused/Excused "Late to School Check-ins/Early Check-outs"

Unexcused	Excused
Missing the bus	Personal illness
Oversleeping	Doctor/Dentist appointment
Skipping	Special event approved by administration
Excessive illness without doctor's verification	Other unavoidable events
Repeated Late Check-ins/Early Check-outs	
Other avoidable events	

#### 5.510 Early Warning System for Attendance

Schools with Grades 6, 7, and/or 8 An elementary school that includes grade 6 must implement an early warning system to identify students who need additional support to improve school engagement and academic performance (s.1001.42)(18)(b)(1).F.S.).

### High School

#### 6.1031 Admission to Ninth Grade/Transfer Credits

(e) Demonstrated proficiencies on the FCAT/FSA ELA Assessment; or

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

Parent/Guardians must provide verification of employment to receiving school upon request to transfer.

#### 6.200 PROGRAM OF STUDY

The Comprehensive Core Program is also referred to as IST/MTSS (Integrated Services Team/Multi-Tiered System of Supports)-Tier I Program

#### 6.206 Statewide Assessment Program

Prior to the 2014-2015 school year, students shall participate in all assessments for accountability purposes, to include but not limited to Florida Comprehensive Assessment Test (FCAT) Next Generation Standards Reading and Writing Assessment. The passing of the 10<sup>th</sup> grade FCAT 2.0 Reading is required for graduation. As of the 2014-2015 school year,

#### 6.2061 Graduation Assessment Requirements by Cohort

					Revised 7/27/17 7/13/2016
	Freshman	Sophomore	Junior	Senior	Notes on awarding credit,



	<del>2013-14</del>	<del>2014-15</del>	<del>2015-16</del>	<del>2016-17</del>	diploma designations
	<del>2014-15</del>	<del>2015-16</del>	<del>2016-17</del>	<del>2017-18</del>	

## 6.2062 Waiver for Statewide, Standardized Assessment Results for Students with Disabilities

E. ~~Postsecondary Education Readiness Test (P.E.R.T.)~~

## 6.207 IST/MTSS (~~Integrated Services Team~~/Multi-tiered System of Supports) – Tier II and Tier III Supports

~~The Individuals with Disabilities Education Act (IDEA 2004) supports implementation of a Multi-Tiered System of Supports because it has proven to be effective in accelerating learning for all students, including students with disabilities (SWDs). When the MTSS framework is implemented with fidelity, students' educational needs are more intentionally addressed by designing, developing, and delivering needed, appropriate supports. Students who meet the criteria to receive specialized instruction through Exceptional Student Education (ESE) services will be included in the Progress Monitoring Plan (PMP) process, if they do not demonstrate proficiency specifically in English Language Arts (ELA) and mathematics in all grade levels, as determined by state levels of proficiency on state assessments and local levels of proficiency on local assessments.~~

Students in Grade 9 and above with no state assessment scores should be administered a grade-level fluency screen and a placement assessment ~~the Indicator Assessment through Discovery Education~~ to determine if they have reading difficulties.

~~•2010 Graduates (prior to fall semester 2010): Current seniors scheduled to graduate prior to the fall semester of 2010 may use either the 2003 or 2009 concordant score requirements (mix and match to their advantage) to meet the high school graduation testing requirements. The flexibility for concordant score requirements will be retained for students in this cohort who do not graduate in 2010.~~

•Students Currently Holding a Certificate of Completion: The requirements for students currently holding a certificate of completion must be based on the test taken, since changes to the test content were made to the SAT. As always, students may use a combination of SAT and ACT scores to meet the high school graduation testing requirements. ~~The flexibility for concordant score requirements will be retained for students in this cohort who do not meet the requirements in 2010.~~ Students presenting ACT scores (no date restriction): Students may use ~~the 2003~~ ACT concordant score requirements to meet the high school graduation testing requirements in reading ~~and mathematics~~.

- ~~1. Students presenting SAT scores dated prior to March 2005: Students must use the 2003 concordant score requirements to meet the high school graduation testing requirements in reading and mathematics.~~
- ~~2. Students presenting revised SAT scores dated March 2005 and beyond: Students may use either the 2003 or 2009 concordant score requirements (mix and match to their advantage) to meet high school graduation testing requirements.~~

### ~~•2011 Graduates~~

- ~~1. Current juniors who have met the 2003 or 2009 concordant score requirements prior to November 30, 2009, may use these scores to meet the high school graduation testing requirements.~~
- ~~2. Current juniors who have not met all of the 2003 or 2009 concordant score requirements as of November 30, 2009, must meet the remaining subject area testing requirements using the 2009 concordant scores.~~

## 6.2072 Mathematics:

Criteria for remediation:

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 on the latest ~~Discovery Education Assessment~~ district benchmark assessment for 8<sup>th</sup> Grade or scoring < or equal to an achievement level of 2 on ~~Discovery Education Assessment B~~ the latest district benchmark assessment for Algebra I if no FSA data is available).

Grade 10: Scoring below Level 3 on the Algebra I FSA EOC

Grade 11: Scoring below Level 3 on the Algebra I FSA EOC

Grade 12: Scoring below Level 3 on the Algebra I FSA EOC

Students entering 9<sup>th</sup> grade with Level 1 or Level 2 scores on the previous year's FSA or Algebra I FSA EOC must receive remediation.

For students entering the 9<sup>th</sup> grade after the 2011-12 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.

## 6.2073 Science:

Grade 9: 8<sup>th</sup> grade FCAT 2.0/SSA score below Level 3

Students entering 9<sup>th</sup> grade who score below Level 3 on the previous administration of the 8<sup>th</sup> grade FCAT Science 2.0/SSA test

must receive remediation.

## 6.211 ESE: Assessment Exemption

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?~~ 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. ~~Is the student participating in a curriculum based on Florida Standard Alternative Assessment (FSAA) Access Points for all academic areas?~~
- 4.3. ~~Does the student require extensive direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings?~~ 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 ~~four~~ three (4) 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 ~~four~~ 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. Students assessed on Access Points will be assigned exceptional student education course code directory numbered courses consistent with Access Points Standard Diploma requirements. ~~the course of student identified in the IEP or alternately assessed students. The Curriculum and Alternative Assessment Process (CAAP) will also be completed each year for all alternatively assessed students.~~

## 6.401 Graduation Requirements – Standard Diploma

A. ~~A student entering Grade 9 before the 2010-2011 school year must earn:~~

1. ~~Four (4) credits in English/ELA. A student must pass the statewide, standardized Grade 10 Reading assessment, or earn a concordant score, in order to graduate with a standard high school diploma.~~
  2. ~~Four (4) credits in mathematics, which must include Algebra I. A student must pass the Grade 10 FCAT Mathematics assessment, or earn a concordant score, in order to graduate with a standard high school diploma. A student who takes Algebra I or Geometry after the 2010-2011 school year must take the statewide standardized EOC assessment for the course, but is not required to pass the assessment in order to earn course credit. A student's performance on the Algebra I or Geometry EOC assessment is not required to constitute 30% of the student's final course grade. A student who earns an industry certification for which there is a statewide college articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two (2) mathematics credits, except Algebra I.~~
  3. ~~Three (3) credits in science, two (2) of which must have a laboratory component. A student who takes Biology I after the 2010-2011 school year must take the statewide standardized Biology EOC assessment but is not required to pass the assessment in order to earn course credit. A student's performance on the assessment is not required to constitute 30% of the student's final course grade. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one (1) science credit. An identified rigorous Computer Science course with a related industry certification substitutes for up to one (1) science credit, except for Biology I.~~
  4. ~~Three (3) credits in social studies of which one (1) credit in World History, one (1) credit in U.S. History, one-half credit in U.S. Government, and one-half credit in Economics is required. A student who takes U.S. History after the 2011-2012 school year must take the statewide, standardized U.S. History EOC assessment but the student's performance on the assessment is not required to constitute 30% of the student's final course grade.~~
  5. ~~One (1) credit in fine or performing arts, speech and debate, or practical arts as provided in Section 6.4052 and Section 6.4053.~~
  6. ~~One (1) credit in physical education that must include, the integration of health as provided in Section 6.216.~~
  7. ~~Eight (8) credits in electives.~~
- B. ~~A student entering Grade 9 in the 2010-2011 school year must earn:~~
1. ~~Four (4) credits in English/ELA. A student must pass the statewide, standardized Grade 10 Reading assessment, or earn a concordant score, in order to graduate with a standard high school diploma.~~



2. Four (4) credits in mathematics, which must include Algebra I and Geometry. The statewide, standardized Algebra I EOC assessment constitutes 30% of the student's final course grade. A student who takes Algebra I or Geometry after the 2010-2011 school year must take the statewide, standardized EOC assessment for the course, but is not required to pass the assessment in order to earn course credit. A student's performance on the Geometry EOC assessment is not required to constitute 30% of the student's final course grade. A student who earns an industry certification for which there is a statewide college articulation agreement approved by the State Board of Education may substitute certification for one mathematics credit. Substitution may occur for up to two (2) mathematics credits, except Algebra I and Geometry.
3. Three (3) credits in science, two (2) of which must have a laboratory component. A student who takes Biology I after the 2010-2011 school year must take the statewide standardized Biology EOC assessment but is not required to pass the assessment in order to earn course credit. A student's performance on the assessment is not required to constitute 30% of the student's final course grade. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one (1) science credit, except for Biology I. An identified rigorous Computer Science course with a related industry certification substitutes for up to one (1) science credit, except for Biology I.
4. Three (3) credits in social studies of which one (1) credit in World History, one (1) credit in U.S. History, one-half credit in U.S. Government, and one-half credit in Economics is required. A student who takes U.S. History after the 2011-2012 school year must take the statewide, standardized U.S. History EOC assessment, but the student's performance on the assessment is not required to constitute 30% of the student's final course grade.
5. One (1) credit in fine or performing arts, speech and debate, or practical arts, as provided in Section 6.4052 and Section 6.4053.
6. One (1) credit in physical education as provided in Section 6.216.
7. Eight (8) credits in electives.
- G. A student entering Grade 9 in the **2011-2012 school year:**
  1. Four (4) credits in English/ELA. A student must pass the statewide, standardized Grade 10 Reading assessment, or earn a concordant score, in order to graduate with a standard high school diploma.
  2. Four (4) credits in mathematics, which must include Algebra I and Geometry. A student who takes Algebra I after the 2010-2011 school year must take the statewide, standardized Algebra I EOC assessment, or earn a comparative score, in order to earn a high school diploma. A student who takes Algebra I or Geometry after the 2010-2011 school year must take the statewide, standardized EOC assessment but is not required to pass the Algebra I or Geometry EOC assessment in order to earn course credit. **A student's performance on the Geometry I assessment is required to constitute 30% of the student's final course grade for Santa Rosa County District students.** A student who earns an industry certification for which there is a statewide college articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two (2) mathematics credits, except Algebra I and Geometry.
  3. Three (3) credits in science, two (2) of which must have a laboratory component. One of the science credits must be Biology I. A student who takes Biology I after the 2010-2011 school year must take the statewide standardized Biology EOC assessment but is not required to pass the assessment in order to earn course credit. **A student's performance on the Biology I assessment is required to constitute 30% of the student's final course grade for Santa Rosa County District students.** A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one (1) science credit, except for Biology I.
  4. Three (3) credits in social studies of which one (1) credit in World History, one (1) credit in U.S. History, one-half credit in U.S. Government, and one-half credit in Economics is required. A student who takes U.S. History after the 2011-2012 school year must take the statewide, standardized U.S. History EOC assessment but the student's performance on the assessment is not required to constitute 30% of the student's final course grade.
  5. One (1) credit in fine or performing arts, speech and debate, or practical arts, as provided in Section 6.4052 and Section 6.4053.
  6. One (1) credit in physical education that must include the integration of health as provided in Section 6.216.
  7. Eight (8) credits in electives.
  8. At least one (1) online course within the 24 credits required for graduation. An online course taken in middle school fulfills this requirement. This requirement is met through an online course offered by the Florida Virtual School, a virtual education provider approved by the State Board of Education, a high school, or an online dual enrollment course.

A student who is enrolled in a full-time or part-time virtual instructional program under s.1002.45 F.S. meets this requirement. This requirement does not apply to a student who has an IEP under s.1003.57 F.S. which indicates an online

course would be inappropriate or to an out-of-state transfer student who is enrolled in a Florida high school and has one (1) academic year or less remaining in high school.

**D.A** A student entering Grade 9 in the **2012-2013 school year** must earn:

**E.B** A student entering **Grade 9 in the 2013-2014 school year** and forward:

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

**Scholar Designation** In addition to meeting the standard high school diploma requirements:

Earn 1 Credit in Algebra II (must pass EOC)

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

**Scholar Designation** In addition to meeting the standard high school diploma requirements:

Earn 1 Credit in Algebra II (must pass EOC)

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

2019-20	Standard Diploma Graduation Requirements
	Students Entering Grade 9 in 2015-2016 School Year
<b>Scholar Designation</b>	Earn 1 Credit in Algebra II ( <u>must pass EOC</u> )

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

<u>2020-21</u>	<u>Standard Diploma Graduation Requirements</u>
	<u>Students Entering Grade 9 in 2017-2018 School Year</u>
<u>English</u>	<u>4 Credits English Language Arts (ELA)</u> <u>*ELA I, II, III, IV *ELA Honors, AP, AICE &amp; Dual Enrollment courses may satisfy this requirement.</u>
<u>Mathematics</u>	<u>4 Credits in Mathematics</u> <u>1 Credit in Algebra I</u> <u>1 Credit in Geometry</u> <u>Industry certifications that lead to college credit may substitute for up to 2 math credits (except for Algebra I and Geometry)</u>
<u>Science</u>	<u>3 Credits in Science</u> <u>(1 Credit in Biology, 2 of which must have a laboratory component)</u>
<u>Social Studies</u>	<u>3 Credits in Social Studies</u> <u>1 Credit in World History</u> <u>1 Credit in U.S. History</u> <u>.5 Credit in U.S. Government</u> <u>.5 Credit in Economics with Financial Literacy</u>
<u>Foreign Languages</u>	<u>Not required for graduation. Minimum 2 years of the same language for admission into most universities.</u>
<u>Fine &amp; Performing Arts, Speech/Debate, or Practical Arts</u>	<u>1 Credit in Fine and Performing Arts, Speech/Debate, or Practical Arts</u>
<u>Physical Education</u>	<u>1 Credit in Physical Education to include integration of Health</u>

<u>Electives</u>	<u>8 Credits</u>
<u>TOTAL</u>	<u>24 Credits</u>
<u>State Assessments</u>	<u>Students must earn a passing score on the Grade 10 ELA assessment (or ACT/SAT concordant score)</u> <u>Student must earn a passing score on the Algebra I EOC or comparative math score on P.E.R.T.</u>
<u>On-Line Course</u>	<u>Requires a full course to be completed</u>
<u>Grade Point Average</u>	<u>Cumulative GPA or 2.0 on a 4.0 scale (unweighted)</u>
	<b><u>Diploma Designations &amp; ACCEL 18-Credit Option</u></b>
<u>Scholar Designation</u>	<u>In addition to meeting the standard high school diploma requirements:</u> <u>Earn 1 Credit in Algebra II (must pass EOC)</u> <u>Earn 1 Credit in Statistics or an equally rigorous math course</u> <u>Pass the Geometry EOC</u> <u>Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam)</u> <u>Earn 1 Credit in Physics or Chemistry</u> <u>Earn 1 Credit in a course equally rigorous to Chemistry or Physics</u> <u>Pass the U.S. History EOC (or earn minimum score required to earn college credit on AP or AICE exam)</u> <u>Earn at least 1 Credit in AP, D.E. or AICE course</u> <u>Earn 2 Credits in the same foreign language</u>
<u>Merit Designation</u>	<u>In addition to meeting the standard high school diploma requirements:</u> <u>Attain 1 or more industry certifications from the list established.</u>
<u>ACCEL Program</u> <u>(18 credits minimum)</u>	<u>Meet all requirements for a standard high school diploma with the following exceptions:</u> <u>*Physical Education is not required</u> <u>*Online courses not required</u> <u>*3 elective credits only</u>

**I. G.** Grade Point Average:

**J. H.** Algebra I or equivalent option:

**K. I.** American Government

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

**M. K.** All general requirements

**N. L.** For ESE students with disabilities

**O. M.** Student must have

#### **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. This award can only be used to fund a career education or certificate program. Florida high school students who wish to qualify for the Florida Gold Seal Vocational Scholars (GSV) award must meet the following initial eligibility requirements:

- Meet the General Eligibility requirements for Bright Futures;
- Achieve the required weighted minimum 3.0 GPA in the non-elective high school courses;
- Take at least 3 full credits in a single Career and Technical Education program;
- Achieve the required minimum 3.5 unweighted GPA in the career education courses;
- Achieve the required minimum score on the ACT®, SAT®, or Florida Postsecondary Education Readiness Test (P.E.R.T.) exams (see table below); and
- Complete 30 service hours.

On the job training may not be substituted for any of the three (3) required career credits.

#### 6.4075 Requirements for the Florida Seal of Biliteracy Program

A. The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one (1) or more foreign languages in addition to English by the award of a Silver or Gold seal on a standard high school diploma.

#### B. Definitions

(1) “Modes of communication” means interpersonal communication involving conversational speaking and listening or signed exchanges, interpretive reading, listening, or viewing, and presentational communication shown by creating messages for a reader, listener, or viewer through writing, speaking, or signing.

(2) “Foreign language” means a language other than English and includes American Sign Language, classical languages, and indigenous languages.

#### C. Criteria for Eligibility

Beginning with the 2016-2017 school year, the Gold Seal of Biliteracy or the Silver Seal of Biliteracy shall be awarded to a high school student who has earned a standard high school diploma and who has satisfied one of the following criteria for eligibility.

##### (1) Silver Seal of Biliteracy

a. Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale.

b. Has earned a score of performance level on any of the examinations found on the chart shown below:

<u>Examination</u>	<u>Score or Performance Level</u>
<u>SAT Subject Test</u>	<u>600 or higher</u>
<u>College Level Examination Program (CLEP) Level 1 Language Exam</u>	<u>Spanish 50-62</u> <u>French 50-58</u> <u>German 50-59</u>
<u>International Baccalaureate Language Exam</u>	<u>4 or higher</u>
<u>Advanced Placement Language Exam</u>	<u>3 or higher</u>
<u>Advanced International Certificate of Education Subject Test</u>	<u>A, B, C, D, or E</u>
<u>Sign Language Proficiency Interview: American Sign Language (SLPI:ASL)</u>	<u>Intermediate Plus or higher</u>
<u>American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance toward Proficiency in Language (AAPPL), Interpersonal Listening, Interpersonal, Speaking, Interpretive Listening, and Presentational Writing</u>	<u>Intermediate Mid or higher</u>
<u>ACTFL Oral Proficiency Interview (OPI)</u>	<u>Intermediate Mid or higher</u>
<u>Standards-based Measurement of Proficiency for Grade 7-Adult (STAMP4S)</u>	<u>Intermediate Mid or higher</u>
<u>ACTFL Latin Interpretive Reading Assessment (ALIRA)</u>	<u>I-2 or higher</u>

- c. For languages which are not tested on the nationally recognized examinations listed in subparagraph 2, demonstrated language proficiency through maintenance of a portfolio of language performance at the Intermediate Mid-level or higher based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for that language.

(2.) Gold Seal of Biliteracy

- a. Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA).
- b. Has earned a score or performance level on any of the examinations found in the chart below:

<u>Examination</u>	<u>Score or Performance Level</u>
<u>SAT Subject Test</u>	<u>700 or higher</u>
<u>College Level Examination Program (CLEP) Level 2 Language Exam</u>	<u>Spanish 63 or higher</u> <u>French 59 or higher</u> <u>German 60 or higher</u>
<u>International Baccalaureate Language Exam</u>	<u>5 or higher</u>
<u>Advanced Placement Language Exam</u>	<u>4 or higher</u>
<u>Advanced International Certificate of Education Subject Test</u>	<u>A, B, C, D</u>
<u>Sign Language Proficiency Interview: American Sign Language (SLPI:ASL)</u>	<u>Advanced Plus or higher</u>
<u>American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance toward Proficiency in Language (AAPPL,) Interpersonal Listening, Interpersonal, Speaking, Interpretive Listening, and Presentational Writing</u>	<u>Advanced Low or higher</u>
<u>ACTFL Oral Proficiency Interview (OPI)</u>	<u>Advanced Low or higher</u>
<u>Standards-based Measurement of Proficiency for Grade 7-Adult (STAMP4S)</u>	<u>Advanced Low or higher</u>
<u>ACTFL Latin Interpretive Reading Assessment (ALIRA)</u>	<u>I-5 or higher</u>

- c. For languages which are not tested on the nationally recognized examinations listed in subparagraph 3, demonstrated language proficiency through maintenance of a portfolio of language performance at the Advanced Low level or higher based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for that language.

D. Criteria for the Award of Credit

A high school student who did not enroll in, or complete foreign language courses, shall be awarded four (4) foreign language high school course credits, upon attaining at least the minimum score or performance level set forth in subparagraph (3) (a) 2 for the Silver Seal of Biliteracy.

E. Procedures for the Seal

- (1) Examination scores received directly from the testing entity, rather than a parent, guardian, or student, shall be relied upon to determine whether the examination score or performance level for the seal has been met.
- (2) Where a portfolio is relied upon to determine whether to award a Seal of Biliteracy, school district appointed personnel with language performance at the distinguished level on the ACTFL Proficiency Guidelines 2012 in the same language as the student portfolio shall assess the portfolio.

F. The ACTFL Proficiency Guidelines 2012 are hereby incorporated by reference

(<http://www.flrules.org/Gateway/reference.asp?No=Ref-07933>) and may be obtained from the Bureau of Student Achievement through Language Acquisition, Department of Education, 325 West Gaines Street, Suite 444, Tallahassee, Florida 32399.

- G. The Commissioner of Education shall provide to each school district an appropriate insignia to be affixed to the student's diploma indicating that the student has been awarded the Gold Seal of Biliteracy or the Silver Seal of Biliteracy in accordance with Rule 6A-1.0995, F.A.C.



The Principal reserves the right not to excuse a requested absence if a student has more than five (5) absences. Based on a student's attendance history, the Principal reserves the right to refuse requested absences.

#### **6.504 Unexcused Absences**

an accumulation of three (3) unexcused "late to school" and/or "early check-outs" will result in one (1) unexcused absence (See Section 6.505). a student who incurs numerous lates to school or early check-outs may result in an unexcused absence in their daily (truancy) attendance record.

#### **6.5041 Habitual Truant/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 Integrated Services IST/

D. If an initial meeting does not resolve the problem, the Integrated Service IST/

E. The Integrated Services IST/MTSS (Integrated Services Team/

2. If the board's final determination is that the strategies of the integrated services IST/

#### **6.505 Early Check-Outs or Late to School Check-In**

Students arriving after a school's designated start time are considered late to school and will receive a "Late to School Check-In" coding. Students checking out of school prior to the end of the school's designated dismissal time will receive an "Early Check-Out" coding. "Late to School check-ins" and "Early Check-outs" will be identified as unexcused or excused. Three (3) unexcused "Late to School Check-ins" and/or "Early Check-outs" will equate to the student receiving one (1) unexcused absence. Section 1003.02, F.S., "authorizes district school boards to establish policies that allow accumulated unexcused tardies, regardless of when they occur during the school day, and early departures from school to be recorded as unexcused absences", Five (5) accumulated "Late-to-School Check-Ins" or "Early Check-Outs" will equate to the student receiving one (1) unexcused absence.

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

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

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

When a student leaves school through the established procedure at the school due to sickness or injury, death in the family, medical or dental appointment with a note from the physician, school sponsored activities, court date or other reasons that were pre-approved by the school Principal, the absence will be excused for regular per period attendance. When a student leaves school early for any other reason, the absence will be unexcused for regular per period attendance. Examples of unexcused tardies (late to school) include: oversleeping, missing the bus, shopping trips, pleasure trips, or excessive numbers of tardies due to illness without a physician's note stipulating the medical condition justifies the student's tardiness.

For daily attendance purposes, students arriving after a school's designated start time are considered late to school and will receive a "Late to School Check In" coding. Students checking out of school prior to the end of the school's designated dismissal time will receive an "Early Check-Out" coding.

Five (5) accumulated "Late to School Check-Ins" or "Early Check-Outs" will equate to the student receiving one (1) absence in the student's daily attendance record used for truancy purposes.

#### **6.5051 Unexcused/Excused "Late to School Check-ins/Early Check-outs"**

<u>Unexcused</u>	<u>Excused</u>
<u>Missing the bus</u>	<u>Personal illness</u>
<u>Oversleeping</u>	<u>Doctor/Dentist appointment</u>
<u>Skipping</u>	<u>Special event approved by administration</u>
<u>Excessive illness without doctor's verification</u>	<u>Other unavoidable events</u>
<u>Repeated Late Check-ins/Early Check-outs</u>	

## Other avoidable events

### **6.50542 Tardiness**

A tardy is the absence of any student at the time attendance is taken provided the student is in attendance before the end of class. When a student reports to school late, the tardy must be appropriately identified as excused or unexcused for regular period attendance purposes. Excessive tardies may result in disciplinary action.

A student is considered tardy if the student is present on campus but is absent in class when the tardy bell rings. There are no criteria for excused or unexcused tardies. Arriving to school late is defined as "Late-to-School" (See Section 6.505). Repeated and/or excessive incidents of tardiness may potentially result in disciplinary action for the student.

### **6.6023 Weighted Programs**

Advanced Manufacturing Technology 1-4

Advanced Manufacturing Technology Capstone

Applied Cybersecurity Applications

Automation and Production Technology 1-4

Building Construction Technologies 3

Computer and Network Security Fundamentals

Computer Systems & Information Technology Essentials

Computer Systems & Information Foundations

Computer systems & Information Essentials

Cybersecurity Essentials/Fundamentals

Cybersecurity Planning and Analysis

Database Security

Foundations of Curriculum and Instruction

Hospitality and Tourism Management

Hospitality and Tourism Entrepreneurship

Introduction to Engineering Design

Principles of Engineering

Foundations of Curriculum and Instruction

Operational Cybersecurity

Welding Technology Fundamentals Capstone

### **6.6042 Career and Technical Programs**

A. Career and technical programs are available at Locklin Technical Center to 11<sup>th</sup> and 12<sup>th</sup> grade students enrolled in a Santa Rosa County high school. The student must be in good standing at their home school. Students may earn three (3) elective credits per year that will apply towards graduation requirements, as well as, qualify for Bright Futures Gold Seal Scholarships. This training is provided at no cost to high school students. For CTE dual enrollment requirements, see Section 6.645 D.

B. Career and technical programs at Locklin Technical Center may be available for dual enrollment. Dual enrollment courses offered on the high school campus for students in grades 9 through 12 require a 3.0 unweighted GPA.

C. Articulation Agreements serve as a means for secondary students to articulate into post-secondary programs with prior hours credit awarded as specified in the agreements.

### **6.6045 Dual Enrollment**

D. Students will be allowed to earn both high school and college credit for dual enrollment courses in accordance with the articulation agreements between the Santa Rosa County District School Board and post-secondary institutions in compliance with Florida Board of Education Rule. Students enrolled seeking dual enrollment in career and technical education programs at through Locklin Tech must meet CTE dual enrollment eligibility requirements. Student must have a 2.0 un-weighted GPA to dually enroll in career certificate programs. (Note: For On-line Career and Technical Education Courses and the Practical Nursing Program offered through Locklin Tech, require a 3.0 minimum GPA for dual enrollment. In addition, students must meet the required scores or meet exemption criteria set by the FLDOE in Rule6A-10.0315 to demonstrate post-secondary rediness for their program of study before or within the first six (6) weeks of enrollment in the

course. Students who do not meet post-secondary readiness requirements for CTE dual enrollment must re-test and meet the required scores before completing the program of study in order to be issued a certificate of program completion. Students enrolled in a CTE course or CTE program less than 450 hours which leads to an industry certification on the post-secondary funding list may be exempted from testing to demonstrate ~~and demonstrating~~ post-secondary readiness, as determined by local policy may be enrolled in a post-secondary course number earning hours towards a post-secondary Certificate of Completion as well as high school credit.

M. Career and Technical Dual Enrollment information (See Section 6.6042)

**6.6071 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. This award can only be used to fund a career education or certificate program. Florida high school students who wish to qualify for the Florida Gold Seal Vocational Scholars (GSC) award must meet the following initial eligibility requirements:

- Meet the General Eligibility requirements for Bright Futures;
- Achieve the required weighted minimum 3.0 GPA in the non-elective high school courses;
- Take at least three (3) full credits in a single Career and Technical Education Program;
- Achieve the required minimum 3.5 unweighted GPA in the Career Education courses;
- Achieve the required minimum score on the ACT®, SAT®, or Florida Post-secondary Education Readiness Test (P.E.R.T.) exams (see table below); and
- Complete 30 service hours.

On-the-job training may not be substituted for any of the three (3) required career credits.

**6.6072 The Florida Gold Seal CAPE Scholars**

The Florida Gold Seal CAPE (GSC) Scholars award can only be used to fund a career education or certificate program. Upon completion of an Associate in Science degree program that articulates to a Bachelor of Science degree, a GSC Scholar may also receive an award for a maximum of 60 credit hours toward a Bachelor of Science degree program. Upon completion of an Associate in Applied Science program, a GSC Scholar may also receive an award for a maximum of 60 credit hours toward a Bachelor of Applied Science degree program. Florida high school students who wish to qualify for the Florida Gold Seal CAPE Scholars award must meet the following initial eligibility requirements:

- Meet the general requirements for Bright Futures;
  - Earn a minimum of five (5) post-secondary credit hours through CAPE industry certifications which articulate for college credit ;
- and

- Complete 30 service hours.

**7.200 PROGRAMS OF STUDY**

The purpose of the program is to prepare students to improve skills in order to earn a high school equivalency diploma ~~or a~~ /GED® or enter a technical program.

**7.401 Standard Diploma for Adult High School (AHS) Students**

Potential SRAS students will have their TABE scores evaluated to determine if remediation in adult basic education is necessary prior to beginning adult high school coursework.

1. Students entering AHS, whose 9<sup>th</sup> grade cohort group has not graduated, must meet the graduation requirements based on the year that the student entered the 9<sup>th</sup> grade. The following chart can be accessed at:

<http://www.fl DOE.org/bii/studentpro/grad-require.asp>

<http://www.fl DOE.org/core/fileparse.php/7522/urlt/1516-AdultHighSchoolTechnicalAssistancePaper.pdf>

<http://www.fl DOE.org/core/fileparse.php/7522/urlt/1617assessmentTAP.pdf>

**7.402 Standard Diploma Options for High School-Age Students**

A minimum of two (2) credits must be earned through Santa Rosa High School for a student and be enrolled for at least one nine weeks grading period

- 7.403** C. In order for 16 and 17 year old applicants to take the GED® examination, requirements for the GED® Underage Waiver must be met. This includes the following:

1. Take the TABE test and score 9.0 or above; take the practice GED® Ready test and score 70% 145 or above; and complete the GED® Preparation Class with a minimum of 12 hours of class time.

**7.5031** ~~The Principal reserves the right not to excuse a requested absence if a student has more than five (5) absences. Based on a student's attendance history, the Principal reserves the right to refuse requested absences.~~

**7.504** An accumulation of three (3) unexcused "late to school" and/or "early check-outs" will result in one (1) unexcused absence. (Section 7.506)

**7.505 Tardiness**

~~A tardy is the absence of any student at the time attendance is taken provided the student is in attendance before the end of class. When a student reports to school late, or to a class late, the tardy must appropriately be identified as excused or unexcused. Elementary students are counted in attendance when they arrive at school. Middle and high school students are counted in attendance when they arrive at each assigned class.~~

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

**7.5051 Excused Tardies**

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

**7.5052 Unexcused Tardies**

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

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

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

Five (5) accumulated "Late to School Check-Ins" or "Early Check-Outs" will equate to the student receiving one (1) unexcused absence.

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

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

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

<u>Unexcused</u>	<u>Excused</u>
<u>Missing the bus</u>	<u>Personal illness</u>
<u>Oversleeping</u>	<u>Doctor/Dentist appointment</u>
<u>Skipping</u>	<u>Special event approved by administration</u>
<u>Excessive illness without doctor's verification</u>	<u>Other unavoidable events</u>
<u>Repeated Late Check-ins/Early Check-outs</u>	
<u>Other avoidable events</u>	

**8.100 ENTRANCE REQUIREMENTS AND ADMISSIONS**

**Policies and Procedures for Locklin Tech Adult Students may be found in the Locklin Tech Curriculum Guide and Student Handbook online at [www.LocklinTech.com](http://www.LocklinTech.com).**

### 8.101 TABE Requirement

Adult students who enroll in Locklin Tech programs must take (or meet exemptions criteria) the Test of Adult Basic Education (TABE) as designated by the Department of Education. The TABE is used to assess a student's mastery of basic skills. The TABE fee for testing is \$20. Testing is scheduled with the Testing Center and an exam fee receipt, as well as a photo ID, must be presented at the time of testing.

### 8.102 participate enroll

Please note there is a \$30.00 fee per semester to enroll in any Adult Basic Education course, including Applied Academics for Adult Students.

### 8.103 ~~Santa Rosa Adult School Basic Education~~

~~An applicant to any program who has not yet obtained a GED® or who cannot provide proof of graduation may obtain "Ability to Benefit" information from Student Services. The applicant must be beyond the compulsory age of attendance (age 16). Adult students, who do not have a diploma or GED®, are encouraged to enroll in the Career Pathway Program or with Santa Rosa Adult School. "Ability to Benefit" implies that an individual student is able to perform the work required in a program of study and that the student will benefit from participation in such program.~~

### 8.106<sup>5</sup> Adults with Disabilities

~~Adult students with disabilities are encouraged to self-identify and request services if needed before or after admission to Locklin Tech. Reasonable accommodations can be made based on the needs of the individual student. Students with a documented disability who are completing a postsecondary adult CTE program, but have been unsuccessful in obtaining the designated exit criteria on the Test of Adult Basic education (TABE), may have this requirement waived. Specific procedures are available from the Student Services Department.~~

Prior to enrollment, all students are informed of their rights under the American with Disabilities Act (ADA) Amendments Act of 2008 via school website and brochure. Students with a documented disability or disabilities may self-identify and request reasonable accommodations through Locklin Tech Exceptional Student Service office. Upon Workforce Education 504 team eligibility determination, students will receive appropriate ADA accommodations. Students with a documented disability who are completing a post-secondary Career and Technical Education program, but have been unsuccessful in obtaining designated Test of Adult Basic Education (TABE) exit criteria may request a waiver. Specific procedures for ADA accommodations and TABE waiver are available through Locklin Tech Exceptional Student Services office.

### 8.107<sup>6</sup> Ability to Benefit

An applicant to any program who has not yet obtained a GED® or who cannot provide proof of graduation may obtain GED® testing information from Student Services. An applicant must be beyond compulsory age of attendance (age 16) and complete all application and registration requirements for admission. Ability to Benefits implies that an individual student is able to perform the work required in a program of study and the student will benefit from participation in such program.

Students enrolling as an Ability to Benefit (ATB) student may also be eligible to participate in a Career Pathway Program, housed on Locklin Tech's campus, as defined under Section 484(d)(2) of the Higher Education Opportunity Act. Career Pathways Programs have been developed and implemented in collaboration with partners in business, workforce development, and economic development to meet the needs of adult students as they strive to advance to higher levels of educational achievement and return to the workforce.

Students seeking admission under the Career Pathways ATB option must pass an independently administered Department of Education approved ATB test or successfully complete 225 clock hours applicable towards a post-secondary career certificate. In addition, prior to admission to the post-secondary career certificate program, students must meet with the guidance counselors and Career Pathways Program Managers to review test results or satisfactory progress of clock hours completed to determine acceptance to the Career Pathway ATB program. Every student admitted under this provision must meet with guidance counselors and the Career Pathways Program Manager periodically to review their academic progress, attendance and any other educational personal matters affecting their academic progress.

An Ability-to-Benefit (ATB) student is defined as a student beyond compulsory age of required high school attendance who has not earned a diploma or its equivalent, is not committed to earning a diploma or its equivalent, and would benefit from the technical education offered by the institution. Procedures ATB are in compliance with current federal guidelines. ATB implies that an individual student is able to perform the work required in a program of study and that the student will benefit from participation in such program.



Student enrolling under the ATB option must complete the Wonderlic Basic Skills Test and meet with the guidance counselor or career specialist to review test results to determine the student's acceptance to the ATB program. Every student admitted under this provision must meet with the program manager periodically to review their academic progress, attendance and any other educational or personal matters affecting their academic progress. ATB students are responsible for all costs of attendance.

ATB students may also be eligible to participate in a Career Pathway Program as defined under section 484(d)(2) of the HEA. An eligible career pathway program (484)(d)(2) must:

- Concurrently enroll student in connected adult education and Title IV eligible postsecondary program;
- Provide students with counseling and supporting services to identify and attain academic and career goals;
- Provide structured course sequences that
  - Are articulated and contextualized; and
  - Allow students to advance to higher levels of education and employment;
- Provide opportunities for acceleration for students to attain recognized postsecondary credentials, including degrees, industry relevant certification, and certificates of completion of apprenticeship programs;
- Be organized to meet the needs of adults;
- Be aligned with the education and skill needs of the regional economy; and
- Have been developed and implemented in collaboration with partners in business, workforce development and economic development.

#### 8.1098 • Falsification of application or registration forms

- convicted with violation of a law which resulted in probation, community service, jail sentence or revocation or suspension of a driver's license
- Any student charged and/or convicted of a violent crime may be denied admission or administratively withdrawn if such charge or conviction is deemed to put student, faculty, or staff at risk. A student Students are may be required to provide a full statement of relevant facts and furnish the school with copies of official documents explaining the final disposition of the proceedings prior to granting admission. Falsification on the admission application will result in denial of admission or immediate withdrawal from Locklin Tech. Expunged records do not have to be revealed.

#### 8.1109 Proof of Residency enrolling in applying to

#### 8.201 Exit Interview

Program completers, as well as adult students exiting at a terminal occupational completion point 450 clock hours or more,

#### 8.202 Administrative Withdrawal

The school reserves the right to withdraw an adult student from class. if, in the judgment of school officials, such withdrawal is in the best interest of the student or student body at large.

- In accordance with the Locklin Tech Curriculum Guide and Student Handbook, if in the judgment of school officials, such withdrawal is in the best interest of the student or student body at large.
- Not meeting satisfactory progress as defined in the Locklin Tech Curriculum Guide and Student Handbook.
- Violation of the attendance policy as defined in the Locklin Tech Curriculum Guide and Student Handbook.

#### 8.302 Career and Technical Programs

The Career and Technical Education programs of study at Locklin Tech are listed in the current Program Schedule, Curriculum Guide and Student Handbook. A current schedule of career and technical programs is available in the Student Services office at Locklin Tech.

#### 8.303 Career and Technical Dual Enrollment

Postsecondary adult vocational (PSAV) clock hour courses taken through dual enrollment will be awarded high school credit as determined by the Florida Department of Education on the Dual Enrollment Course — High School Subject Area Equivalency List. PSAV courses that are not on the list shall be awarded 1.0 high school credit for each 150 hours in the course rounded down to the nearest 0.5 credit. The equivalencies of the courses listed were determined on comparable course content pursuant to Florida Statute 1007.271(6).

Florida Statutes 1007.271 defines dual enrollment as one of several articulated acceleration mechanisms (Advanced Placement, International Baccalaureate, the Advanced International Certificate of Education, and other post-secondary early entrance opportunities) where students enroll in post-secondary instruction and receive both post-secondary and secondary credit. The intent is to broaden curricular options, increase depth of study options available to students, and shorten the time necessary for completing the requirements for earning a standard high school diploma and a post-secondary certificate or degree.

Through dual enrollment, public and SRCSB registered home education secondary students may enroll in post-secondary courses creditable toward both high school graduation and a career certificate or an Associate of Baccalaureate degree.

Career and Technical Education (CTE) dual enrollment, also referred to as career dual enrollment, is a curricular option of elective credits toward earning the high school diploma and completing a career-preparatory certificate program and is available through district career centers and community colleges. Career dual enrollment is limited to students who are enrolled in career and technical certificate courses or a career and technical certificate program that leads to an approved industry certification, as listed in the Post-Secondary Industry Certification Funding List.

### **8.3031 High School Credit**

All CTE dual enrolled students receive weighted credit towards their high school GPA. In addition, all dual enrolled students will be given the opportunity to earn the Industry Certification aligned with their CTE dual enrollment course. Students participating in dual enrollment are exempt from the payment of registration, tuition, and laboratory fees.

### **8.3032 Post-Secondary Readiness**

Students must have a 2.0 un-weighted GPA and demonstrate post-secondary readiness for career-level coursework to dually enroll in career certificate programs.

Districts and community colleges may establish in their interinstitutional articulation agreements minimum GPAs that differ from the requisite GPAs listed above. In the case of district technical center dual enrollment, changes to the 2.0 minimum GPA must be specified in district school board policy.

The following programs require a 3.0 minimum GPA along with demonstration of post-secondary readiness as required for enrollment.

- Off Campus Commercial Foods and Culinary Arts
- On-line /Off Campus Information Technology Assistant
- Massage Therapy
- Practical Nursing

Students seeking dual enrollment in a CTE program must show Post-Secondary Readiness by meeting or exceeding the college ready scores established in F.A.C. Rule 6A-10.03215 before enrollment or within the first six (6) weeks of enrollment.

### **8.401 Payment of Tuition and Fees**

Adult students are required to pay tuition and **required** fees prior to **program start date, admittance**. **Students receiving financial aid may be granted a tuition and fees deferment.** Tuition and fees are stated in Locklin Tech's current **Program Schedule Curriculum Guide and Student Handbook and Career and Technical Education for Adults brochure** and are **available at [www.LocklinTech.com](http://www.LocklinTech.com) and in student services.** **payable at the beginning of each semester and summer session.** **Tuition and fees are assessed each semester and may be prorated based on the student's date of enrollment. Retuning students must register prior to the beginning of each semester. Adult student enrollment will terminate on the last day of each semester. Additional program related costs may include lab fees, industry certification testing, uniforms, background checks and drug testing. A current Cost of Attendance for Adult Students handout is available in Student Services. Student who do not verify Florida residency will be assessed non-resident course fees.**

### **8.402 Pro-rated Fees**

**Fees are pro-rated two (2) weeks into each semester. The adult student's enrollment will terminate on the last day of each semester or summer term. Adult students must complete a new application and pay their fees prior to the beginning of a new semester or session. Students who do not verify Florida residency will be assessed non-resident course fees.**

### **8.403<sup>21</sup> Free Application for Federal Student Aid (FAFSA)**

Free Application for Federal Student Aid (FAFSA) ~~working copies~~ information is ~~are~~ available in Student Services. Applications must be completed electronically at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Pell Grants are available to adult students demonstrating financial need. A FAFSA form must be completed electronically and evaluated before an award can be made and before a student may begin class. Federal regulations require that students maintain satisfactory academic progress in order to receive federal financial aid.

#### **8.4033 Federal Work Study (FWS)**

~~Federal Work Study (FWS) is a campus-based award program to benefit eligible students. FWS provides paid job opportunities to help students pay for educational expenses.~~

#### **8.4034<sup>23</sup> Florida Student ~~Assistant~~ **Assistance** Grant-Career Education (FSAG-CE) and Florida Work Experience Program (FWEP)**

Florida Student ~~Assistant~~ **Assistance**

#### **8.4035 Pell Grants**

~~Pell Grants are available to adult students demonstrating financial need. A FAFSA form must be completed electronically and evaluated before an award can be made and before a student may begin class. Federal regulations require that students maintain satisfactory academic progress in order to receive federal financial aid. If a student receives a referral for unsatisfactory progress during the probation period, his/her financial aid eligibility will be revoked. The student will be responsible for any fees incurred during the probationary period if financial aid is terminated.~~

#### **8.4036 Reinstatement of Financial Aid**

~~Reinstatement of financial aid can only be achieved by attending a subsequent probation period, not to exceed a nine week period, without financial aid, and maintaining satisfactory academic progress. If it is determined that the adult student could be more successful in another program, the student may transfer. Fees must be current for reinstatement of financial aid.~~

#### **8.4039 Appeal Process**

~~An appeal to the school's financial aid counselor may be made if a student has been determined ineligible for a Pell Grant. The financial aid counselor reserves the right to exercise professional judgment under unusual circumstances.~~

#### **8.406<sup>5</sup> Veteran's Affairs**

~~Potential VA students should contact the nearest Veterans Administration Office for complete details.~~

A VA student is expected to maintain ~~an average and~~ acceptable performance

#### **8.500 ATTENDANCE FOR ADULT STUDENTS**

Attendance for adult students is recorded as excused or unexcused. Students ~~may be withdrawn after missing~~ with six (6) consecutive days or exhibiting a pattern of absences. ~~unexcused absences may be withdrawn.~~ More than five (5) absences in a quarter (9-week period) is considered excessive. The exception would be personal or family illness verified by a doctor's excuse or a death in the immediate family. Students should contact their instructor and ~~for~~ Student Services to report their absence or to discuss options if an extended absence is needed. Absences impact a student's financial aid, as well as, Veteran Affairs benefits. It is the student's responsibility to understand the policies of each of these programs related to attendance. More stringent attendance policies exist for students enrolled in licensure programs. Attendance policies are outlined in the Locklin Tech Curriculum Guide and Student Handbook.

#### **8.600 REFUNDS**

Students who voluntarily withdraw within the first ten (10) calendar school days of program enrollment shall be entitled to a refund of tuition and fees. Application and Registration fees are non-refundable. Retention of fees collected in advance for a student who does not enter class shall not exceed \$100.00.

Refunds, when due, are made within 45 days: (a) of the last day of attendance if written notification has been provided to the institution by the student, or (b) from the date the institution terminates the student or determines withdrawal by the student, and (c) any student receiving a waiver or fee payment after fees have been paid will receive a refund within 45 days of receipt of payment.

In the case of unusual of special circumstances, (illness, death in family, etc.) that preclude a student's enrollment, the school principal or designee may honor a request for full or partial refund of fees providing that: (a) the request is made in writing prior to the date that the course would have normally ended, (b) supporting evidence (where appropriate) is provided.

A student is entitled to a full refund of fees if a course is cancelled by the school. The refund shall be made within 45 days of the planned start date.

Refunds will be made on a pro-rated basis during the first two (2) weeks (10 school days) of the class. No refunds will be made after an adult student has been enrolled in class over two (2) weeks. Refund checks may be picked up ten school days after the student's withdrawal date. The \$15 application fee, \$15 registration fee and \$10 student activity fee is non-refundable unless a class is cancelled due to insufficient enrollment. Refunds are not given for continuing education courses unless the class is cancelled due to insufficient enrollment. Exception: For any Title IV recipient attending the institution up through the 60 percent point in each payment period (or period of enrollment), a pro-rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the payment period (or period of enrollment), a student has earned 100% of the Title IV funds.

## **8.700 APPLIED ACADEMICS FOR ADULT STUDENTS (AAAS)**

These courses are designed to correct deficiencies (as determined by the Test of Adult Basic Education (TABE) scores) to enable adult students to enter and succeed in career and technical education programs and obtain subsequent employment. These skills will be presented through a diagnostic-prescription approach to learning that determines the basic skills areas that need improvement. Instructional materials are individualized to strengthen these areas. Students are expected to complete any remediation required within nine weeks of their enrollment date. Achievement of basic skills is required (determined by TABE scores set by Florida Department of Education) before a program certificate can be awarded.

AAAS is available to improve the skills of those students who score below the state required minimum for their program of choice. Students scoring below the required TABE score may concurrently enroll in their program of choice and AAAS remediation courses to improve basic skills. Cost to attend AAAS for both Florida residents and non-Florida residents is \$30 per semester.

## **8.800 POLICY FOR DROPPING/ADDING CTE COURSES PROGRAMS**

### **8.901 Credits from Another School**

Adult students who transfer from another technical school or have received similar training in a high school program may receive credit/hours for the training if an official transcript or other official evidence of completion is provided.

Students with previous technical training from other institutions may receive credit for that training. An official transcript from a Florida public institution documenting Student Performance Standards and/or Occupational Completion Points achieved for a specific technical program will be accepted in transfer for the same technical program. An official transcript of a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system will be accepted for transfer in the same course/program. Transcripts from non-accredited institutions will be evaluated on an individualized basis by student services and the program instructor to determine if advanced placement in a given program is applicable.

### **8.902 Transfer Between Programs**

Adult students may not transfer from one program to another without approval from their instructor and the Student Services office. Consideration is based on the availability of space in the program requested and will only be considered at the end of a course or grading period.

Students may transfer from the program in which they are currently enrolled into another, provided space is available in the desired program. All program transfers must be requested and approved by student services. Transferring from one program to another may only be approved once during the school year the request is made.

### **8.903 Recognizing Industry Certifications Additional Hours Credit**

Adult students who present documented industry credentials from a certifying agency at the time of enrollment will be placed in the next level curriculum as appropriate.

Students entering Career and Technical Education certificate programs may be eligible to receive additional hours credit within their program of choice. Additional hours credit will allow students to accelerate the instructional process by applying past experiences toward competencies taught in the program. Additional hours credit may be granted for appropriate coursework from accredited educational institutions and/or significant life experiences such as work, volunteer work, military service, industry certification, or self-directed study. Additional hours credit for significant life experiences must be **verified, documented, and on file** in student services when applying to the program. Florida Department of Education curriculum frameworks are used to evaluate additional hours credit prior to program registration.

Articulation Agreements serve as a means to expand opportunities for post-secondary PSAV certificates to high school students. Secondary to post-secondary CTE program articulation agreements award additional hours of credit to students seeking PSAV certificates who complete secondary course work and/or industry certifications in the Santa Rosa County School District. These agreements are approved through the Santa Rosa County School District Department of Workforce Education. The amount of post-secondary clock hour credit articulated depends on the number of secondary CTE credits and industry certifications earned. See chart below for list of programs with articulation agreements:

<u>Secondary Program Name</u>	<u>Articulates to</u>	<u>Post-Secondary Program Name</u>
<u>Automotive Maintenance and Light Repair</u>	<u>Articulates to</u>	<u>Automotive Service Technology I</u>
<u>Computer Systems &amp; Information Technology</u>	<u>Articulates to</u>	<u>Computer Systems &amp; Information Technology</u>
<u>Culinary Arts</u>	<u>Articulates to</u>	<u>Commercial Foods &amp; Culinary Arts</u>
<u>Electricity</u>	<u>Articulates to</u>	<u>Electricity</u>
<u>Legal Administrative Specialist</u>	<u>Articulates to</u>	<u>Legal Administrative Specialist</u>
<u>Medical Administrative Specialist</u>	<u>Articulates to</u>	<u>Medical Administrative Specialist</u>
<u>Welding Technology Fundamentals</u>	<u>Articulates to</u>	<u>Welding Technology</u>

#### 8.110 EQUITY COMPLIANCE

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.

It is the policy of the School Board of Santa Rosa County to admit students to district schools and programs without regard to race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin, or genetic information. The School Board complies with the Americans with Disabilities Act of 1990 (ADA) making it unlawful to discriminate against a qualified individual with a disability who can perform the essential functions of his or her job with reasonable accommodations. Complaint procedures align with School Board Policy 2.70, are available to anyone alleging unlawful discrimination.

#### 9.106 Off Campus Virtual

Students who opt to take a virtual class off-campus must have a minimum of 3.0 GPA. 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. A student enrolled in 1<sup>st</sup> semester who is not on pace, will be required to take 2<sup>nd</sup> semester face-to-face at their brick and mortar school.

#### 10.402 IEP (Individual Education Plan)

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



