

Additional Revisions: July 20, 2017 Board Meeting

Section 1 – Statewide Assessment Program

There shall be a student achievement testing program as part of the statewide assessment program, to be administered annually in Grades 3–10 to measure reading, writing, English Language Arts (reading and writing) science, and mathematics. The testing program must include:

- a standard statewide assessment program that measures and reports student proficiency levels in reading, writing, English Language Arts (ELA) (reading and writing), mathematics and science.
- a test of writing in Grades 4 – 10 in which students are required to produce compose writings which are then scored by appropriate methods and combined with the ELA reading score.
- because State End-of-Course (EOC) assessments and semester exams are weighted in the final grade. Any student who does not participate in a State EOC assessment or semester exam will earn a grade of zero (0) on the assessment.
- who does not participate in a State EOC assessment or semester exam will earn a grade of zero (0) on the assessment.
- that the school district must provide instruction to prepare students to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

4.2012 Elementary Recess

In addition to PE requirements, the district will provide at least 100 minutes each week of supervised, safe and unstructured free-play recess for students in Kindergarten through Grade 5. This will allot at least 20 minutes of free-play recess per day.

5.2232 Student Schedule Final Decision: Responsibility of Principal

5.303 Grade Placement Final Decision: Responsibility of Principal

6.2061

Algebra II EOC (if enrolled)*	30%	30%	30%	30%	
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6.216

Participation in an Interscholastic Sport at the junior varsity or varsity level for two (2) full seasons satisfies the one-credit requirement in physical education. if the student passes a competency test on personal fitness with a score of "C" or better.

6.401

2017-2018; 2018-2019	Standard Diploma Graduation Requirements
2019-2020; 2020-2021	

Earn 1 Credit in Algebra II (must pass EOC)

6.6023

Nursing Assistant 3

Operational Cybersecurity

Personal Financial Planning

- **PLACEMENT AND ATTENDANCE:**

The compact provides that a transferring student must be allowed to continue in the academic program in which the student was enrolled at his or her former school, including, but not limited to, English as a second language, exceptional student education, gifted, honors, International Baccalaureate, Advanced Placement, and career and technical courses. Program placement must occur based upon prior participation or educational assessments conducted at the student's former school.

When a parent who has been deployed out of the state or country is home on leave, an LEA must allow the student additional excused absences to visit with the parent.

- **GRADUATION:**

To enable transitioning military students to graduate from high school on time, the compact requires states and LEAs to waive courses required for graduation if similar coursework was previously completed or provide alternative means for such students to satisfy coursework requirements. States must also accept exit exams, end-of-course exams, or other testing required for graduation in the student's former state. For military students who transfer before or during their senior year and who are not eligible to graduate from the receiving state, the current and former LEAs must arrange for the student to receive a diploma from the student's former LEA.

STATEWIDE ASSESSMENT PROGRAM

The primary purpose of the statewide assessment program is to provide information needed to improve the public schools by maximizing the learning gains of all students and to inform parents of the education progress of their public school children.

The program is designed to:

- assess the annual learning gains of each student toward achieving the Florida State Standards.
- provide data for making decisions regarding school accountability and recognition.
- identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard high school diploma.
- assess how well educational goals and performance standards are met at the school, district, and state levels.
- provide information to aid in the evaluation and development of educational programs and policies.

The Commissioner shall design and implement a statewide program of education assessments that provides information for the improvement of the operation and management of the public schools. Pursuant to the statewide assessment programs, the Commissioner shall:

- submit to the state board a list of student skills and competencies to which the goals for education include reading, writing, science and mathematics; and
- develop and implement a uniform system of indicators to describe the performance of public school students and the characteristics of the public school districts and the public schools.

There shall be a student achievement testing program as part of the statewide assessment program, to be administered annually in Grades 3–10 to measure reading, writing, English Language Arts (reading and writing), science, and mathematics. The testing program must include:

- a standard statewide assessment program that measures and reports student proficiency levels in reading, writing, English Language Arts (ELA) (reading and writing), mathematics and science.
- a test of writing in Grades 4 – 10 in which students are required to produce compose writings which are then scored by appropriate methods and combined with the ELA reading score.
- a score designated for each subject area tested. The school district shall provide appropriate remedial instruction to students who score below these levels.

- a Grade 10 assessment test for students who enroll in Grade 9 in the fall of 1999 and thereafter. Such students must earn a passing score on the Grade 10 assessment test in reading and writing, to qualify for a regular high school diploma. The State Board of Education (SBOE) shall designate a passing score for each part of the Grade 10 assessment test.
- participation in the statewide testing program is mandatory for all students, including students in the Department of Juvenile Justice programs. If a student does not participate in the assessment, the district must notify the student's parent and provide the parent with information on the implication for non-participation. If modifications are made in the student's instruction to provide accommodations that would not be permitted on statewide assessment tests, the district must notify the student's parent of the instructional modification implications. In such cases, the parent must provide signed consent for a student to receive instructional modifications not permitted on statewide assessment and must acknowledge in writing that he or she understands the implications of such accommodations. The SBOE shall adopt rules for test accommodations and modification of such procedures for students in exceptional education programs and who have limited English proficiency. Accommodations that negate the validity of statewide assessment are not allowable.
- ~~because~~ State End-of-Course (EOC) assessments and semester exams are weighted in the final grade. Any student who does not participate in a State EOC assessment or semester exam will earn a grade of zero (0) on the assessment.
- ~~who does not participate in a State EOC assessment or semester exam will earn a grade of zero (0) on the assessment.~~
- those students seeking an adult high school diploma must meet the same testing requirements that a regular high school student must meet.
- ~~that~~ the school district must provide instruction to prepare students to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

It is Florida's intent to participate in the measurement of national education goals. The Commissioner of Education shall direct school districts to participate in the administration of the National Assessment of Educational Progress, or a similar national assessment program, both for the national sample and for any state-by-state comparison programs which may be initiated.

The state as a whole shall work toward the goal that all students must make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards; successfully compete at the highest levels nationally and internationally; and be prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

FISCAL TRANSPARENCY

The average amount of money expended per student in Santa Rosa County is \$7,540.75. For more information regarding the district and individual school's financial reports please go to our district website at www.santarosa.k12.fl.us.

- a. Incoming 6th-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. 6th-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 6th-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.
3. Attendance: 90% attendance rate for the current year.
4. End of Course Exam: When EOC is administered an 85% or higher course average which will include the EOC score in the course average is required in the course(s) requesting advanced placement.
5. The student meeting all the above requirements will be ranked with the students who are eligible to take the requested course and will be afforded the opportunity to be enrolled if their ranking is within the number of student stations available.

5.2212 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 8th grade. Three (3) math acceleration paths are available:

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

Eligible students must meet four (4) criteria:

1. A passing score on the district Math Acceleration Diagnostic Test.
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 15th 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 5.221 of the Student Progression Plan.

5.2232 Student Schedule Final Decision: Responsibility of Principal

School personnel should utilize available resources to achieve parent understanding and cooperation regarding the student's schedule. The final decision for a student's schedule is the responsibility of the Principal of the school in which the student's schedule is implemented.

5.300 GRADE PLACEMENT

5.301 Transfer Students

Transfer students shall be assigned to a grade on a probationary basis until transfer work is validated with official evidence of actual grade placement. The student's academic performance on Santa Rosa County

District selected standardized tests and classroom performance may be considered in making the final decision for placement of the student.

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 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 90th percent on the grade-level fluency screen and whose standardized tests are below the 75th 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.

5.302 Home Education Students

See Section 10.0 - Home School Education

5.303 Grade Placement Final Decision: Responsibility of Principal

School personnel should utilize available resources to achieve parent understanding and cooperation regarding the student's grade placement. The final decision as to grade placement is the responsibility of the Principal of the receiving school.

5.304 Grades and Grading

5.3041 Grading Scale

Santa Rosa County students will receive grades based on the following scale:

Grading Scale for Grades 3-12

A = 90 – 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = 0 - 59

5.3042 Appropriate Procedures

Appropriate procedures should be followed by teachers to continuously and carefully observe and assess each pupil's performance throughout the school year to determine if expected achievement levels are being met. Under no circumstances should a student's grade be judged solely on the basis of a single test.

5.3043 Advised of Grading Criteria

Students are to be advised of the grading criteria utilized at the school and in each class at the beginning of the school year.

5.3044 Semester Exams

For each middle school course a student is enrolled in, he/she will take a semester exam at the end of each semester. The semester exam for the middle school courses will count as 10% of the final semester grade. Each nine (9) weeks grade will count as 45% of the final grade. For high school courses taken in the middle school, each nine (9) weeks will count as 40% of the final grade and the semester exam will count as 20% of the final grade. If the course (middle or high) includes an End of Course (EOC) exam, the EOC exam will count as 30% of the student's final end of year grade.

5.3045 Report Card

The primary means of reporting student progress is the report card. The report card will be issued each nine (9) week period and will contain academic grades, attendance, conduct and other information.

Exceptional students' progress toward IEP goals and objectives will be reported in accordance with the regular reporting of academic progress (report cards).

5.3046 Skill Level Below Assigned Grade Placement

The regular reporting of academic progress (report cards) for students in Grades 6-8 will reflect when a student is working at a skill level below that of his assigned grade placement.

Graduation Assessment Requirements by Cohort

Graduation Assessment Requirements by Course					
	Freshman	Sophomore	Junior	Senior	
	2014-15 2015-16	2015-16 2016-17	2016-17 2017-18	2017-18 2018-19	Legislative changes removed the 30% rule for Algebra I, Geometry & Algebra II for the 2014-15 school year only. Passing the Geometry EOC is now required for scholars designation.
ELA FSA Assessment-10th	Pass	Pass	Pass	Pass	
Algebra 1 EOC*	Pass/30%	Pass/30%	Pass/30%	Pass/30%	
Geometry EOC*	30%	30%	30%	30%	
Biology EOC	30%	30%	30%	30%	
US History EOC	30%	30%	30%	30%	
Algebra II EOC (if enrolled)*	30%	30%	30%	30%	
	Freshman	Sophomore	Junior	Senior	
	2015-16 2016-17	2016-17 2017-18	2017-18 2018-19	2018-19 2019-20	All EOC course credit is awarded by course average with 30% rule applied. Passing the Geometry EOC is now required for scholars designation.
ELA FSA Assessment-10th	Pass	Pass	Pass	Pass	
Algebra 1 EOC *	Pass/30%	Pass/30%	Pass/30%	Pass/30%	
Geometry EOC*	30%	30%	30%	30%	
Biology EOC	30%	30%	30%	30%	
US History EOC	30%	30%	30%	30%	
Algebra II EOC (if enrolled)*	30%	30%	30%	30%	
	Freshman	Sophomore	Junior	Senior	
	2016-17 2017-18	2017-18 2018-19	2018-19 2019-20	2019-20 2020-21	All EOC course credit is awarded by course average with 30% rule applied. Passing the Geometry EOC is now required for scholars designation.
ELA FSA Assessment-10th	Pass	Pass	Pass	Pass	
Algebra 1 EOC *	Pass/30%	Pass/30%	Pass/30%	Pass/30%	
Geometry EOC*	30%	30%	30%	30%	
Biology EOC	30%	30%	30%	30%	
US History EOC	30%	30%	30%	30%	
Algebra II EOC (if enrolled)*	30%	30%	30%	30%	
Scholars Diploma designation requires passing EOC/Assessment					
30% = EOC exam counts 30% in final course grade					
Pass = Must have passing score to graduate					
Take = when enrolled in course, EOC exam required, but not passing or 30% rule					

6.401 Graduation Requirements – Standard Diploma

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

2017-2018	Standard Diploma Graduation Requirements
	Diploma Designations & ACCEL 18-Credit Option
Scholar Designation	<p>In addition to meeting the standard high school diploma requirements:</p> <p>Earn 1 Credit in Algebra II (must pass EOC)</p> <p>Earn 1 Credit in Statistics or an equally rigorous math course</p> <p>Pass the Geometry EOC</p> <p>Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam)</p> <p>Earn 1 Credit in Physics or Chemistry</p> <p>Earn 1 Credit in a course equally rigorous to Chemistry or Physics</p> <p>Pass the U.S. History EOC (or earn minimum score required to earn college credit on AP or AICE exam)</p> <p>Earn at least 1 Credit in AP, D.E. or AICE course</p> <p>Earn 2 Credits in the same foreign language</p>

Subject:

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6.216 Physical Education

The following exceptions apply:

1.0 Credit in Adaptive Physical Education IEP or 504 Plan (1500300) satisfies this requirement for those exceptional education students seeking a standard diploma who cannot be assigned to Personal Fitness (1501300) pursuant to physical education guidelines in the "Individuals with Disabilities Act" (IDEA '97) and Section 504 of the Rehabilitation Act.

Participation in an Interscholastic Sport at the junior varsity or varsity level for two full seasons satisfies the one-credit requirement in physical education. ~~if the student passes a competency test on personal fitness with a score of "C" or better.~~

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6.401 Graduation Requirements – Standard Diploma

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

2018-19	Standard Diploma Graduation Requirements
	Diploma Designations & ACCEL 18-Credit Option
Scholar Designation	<p>In addition to meeting the standard high school diploma requirements:</p> <p>Earn 1 Credit in Algebra II (must pass EOC)</p> <p>Earn 1 Credit in Statistics or an equally rigorous math course</p> <p>Pass the Geometry EOC</p> <p>Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam)</p> <p>Earn 1 Credit in Physics or Chemistry</p> <p>Earn 1 Credit in a course equally rigorous to Chemistry or Physics</p> <p>Pass the U.S. History EOC (or earn minimum score required to earn College credit on AP or AICE exam)</p> <p>Earn at least 1 Credit in AP, D.E. or AICE course</p> <p>Earn 2 Credits in the same foreign language</p>

6.401 Graduation Requirements – Standard Diploma

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

2019-20	Standard Diploma Graduation Requirements
	Diploma Designations & ACCEL 18-Credit Option
Scholar Designation	<p>In addition to meeting the standard high school diploma requirements:</p> <p>Earn 1 Credit in Algebra II (must pass EOC)</p> <p>Earn 1 Credit in Statistics or an equally rigorous math course</p> <p>Pass the Geometry EOC</p> <p>Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam)</p> <p>Earn 1 Credit in Physics or Chemistry</p> <p>Earn 1 Credit in a course equally rigorous to Chemistry or Physics</p> <p>Pass the U.S. History EOC (or earn minimum score required to earn College credit on AP or AICE exam)</p> <p>Earn at least 1 Credit in AP, D.E. or AICE course</p> <p>Earn 2 Credits in the same foreign language</p>

6.401 Graduation Requirements – Standard Diploma

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

<u>2020-21</u>	<u>Standard Diploma Graduation Requirements</u>
	<u>Diploma Designations & ACCEL 18-Credit Option</u>
<u>Scholar Designation</u>	<u>In addition to meeting the standard high school diploma requirements:</u> <u>Earn 1 Credit in Algebra II (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</u> <u>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>

6.6023

Energy Industry Fundamentals
Intro to Alternative Energy
Energy Generation Technician
Foundations of Curriculum and Instruction
Hospitality and Tourism Management
Hospitality and Tourism Entrepreneurship
Introduction to Engineering Design
Principles of Engineering
Foundations of Web Design
Foundations of Curriculum and Instruction
Health Science Anatomy and Physiology
Health Science Foundations
Legal Aspects of Business
Nursing Assistant 3
Operational Cybersecurity
Personal Financial Planning
Software Application Security
T.V. Production 3-11
User Interface Design
Web Security
Web Scripting Fundamentals
Welding Technology Fundamentals 1-4
Welding Technology Fundamentals Capstone

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