

2018-2019 Student Progression Plan - Proposed Revisions

2.303 High School

A. Honors Courses, Advanced Placement

1. Assessment Results: Scoring proficient on the state standardized assessment instrument Algebra I EOC exam, Biology EOC exam, Geometry EOC exam, U.S. History, and Algebra II EOC exam, as indicated in each school's Curriculum Guide.

B. Dual Enrollment and Early Admissions

1. Assessment Results: Passing scores on FSA ELA, Civics EOC exam, Algebra I EOC exam, Biology EOC exam, Geometry EOC exam, and U.S. History EOC exam, and Algebra II EOC exam.

2.400 EARLY GRADUATION

Definition: Graduation from high school in less than eight (8) semesters.

- A. Upon earning 24/18 (based on graduation plan) credits as required in the Santa Rosa County School District...

3.703 Autism Spectrum Disorder

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

4.113 Hope Scholarship Program

The Hope Scholarship Program (HSP) provides the parent of a public school student who reports an incident at school the opportunity to transfer the student to a public school that has capacity within the school district, receive a scholarship to transport the student to a public school in another school district, or receive a scholarship for the student to attend a private school. For purposes of the program an incident includes battery, harassment, hazing, bullying, kidnapping, physical attack, robbery, sexual offense, assault, threat, intimidation, or fighting at school. Beginning with the 2018-2019 school year, contingent upon funds, scholarships are awarded on a first-come, first-served basis.

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

Grade 1 (and Retained Kindergarteners)

Mathematics and Reading

STAR Early Literacy and STAR Math within the first 30 days – Cut scores for PMP's will reference an equivalent percentage of students who show non-proficiency on state assessments.

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.

The student scores in the lowest 25% on the Unify Mathematics Assessment C for Grade K and/or based upon teacher observation and classroom data.

Reading

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.

The student scores in the lowest 25% on the Unify Reading Assessment C for Grade K and/or based upon teacher observation and classroom data.

Grade 2

Mathematics and Reading

STAR Reading and STAR Math within the first 30 days – Cut scores for PMP's will reference an equivalent percentage of students who show non-proficiency on state assessments.

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.

The student scores in the lowest 25% on the Unify Mathematics Assessment C for Grade 1 and/or based upon teacher observation and classroom data.

Reading

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.

The student scores in the lowest 25% on the Unify Reading Assessment C for Grade 1 and/or based upon teacher observation and classroom data.

Grade 3

Mathematics and Reading

STAR Reading and STAR Math within the first 30 days – Cut scores for PMP's will reference an equivalent percentage of students who show non-proficiency on state assessments.

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.

The student scores in the lowest 25% on the Unify Mathematics Assessment C for Grade 2 and/or based upon teacher observation and classroom data.

Reading 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.

The student scores in the lowest 25% on the Unify Reading Assessment C for Grade 2 and/or based upon teacher observation and classroom data.

4.203 Section 504 Accommodation Plans/Services

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

4.205 ESE: Mastery of Course Content

According to the **United States Department of Education Office of Special Education and Rehabilitative Services Dear Colleague Letter of November 16, 2015**, the following statement is emphasized regarding States' Obligation to Students with Disabilities:

The cornerstone of the IDEA is the entitlement of each eligible child with a disability to a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet the child's unique needs and that prepare the child for further education, employment, and independent living. 20 U.S.C. §1400(d)(1)(A).

Under the IDEA, the primary vehicle for providing FAPE is through an appropriately developed IEP that is based on the individual needs of the child. An IEP must take into account a child's present levels of academic achievement and functional performance, and the impact of that child's disability on his or her involvement and progress in the general education curriculum. IEP goals must be aligned with grade-level content standards for all children with disabilities.

In a case where a child's present levels of academic performance are significantly below the grade in which the child is enrolled, in order to align the IEP with grade-level content standards, the IEP Team should estimate the growth toward the State academic content standards for the grade in which the child is enrolled that the child is expected to achieve in the year covered by the IEP. In a situation where a child is performing significantly below the level of the grade in which the child is enrolled, an IEP Team should determine annual goals that are ambitious but achievable. In other words, the annual goals need not necessarily result in the child's reaching grade-level within the year covered by the IEP, but the goals should be sufficiently ambitious to help close the gap. The IEP must also include the specialized instruction to address the unique needs of the child that result from the child's disability necessary to ensure access of the child to the general curriculum, so that the child can meet the State academic content standards that apply to all children in the State.

4.206 ESE: Allowable Accommodations

Accommodations are changes that are made in how the student accesses information and demonstrates performance (Rule 6A-6.03411(1)(a), Florida Administrative Code [F.A.C.]). Exceptional students must have access to accommodations implemented in general education courses in accordance with their IEP. These may include but are not limited to the following:

- Presentation—how students receive information,
- Responding—how students show what they know,
- Setting—how the environment is made accessible for instruction and assessment, and
- Scheduling—how time demands and schedules may be adjusted.

A. An increase or decrease in the instructional time.

B. Variations in instructional methodology.

C. Teacher instruction or student response through special communication systems.

D. Accommodations for test administration procedures and other evaluation systems.

4.210 Elementary Reading Proficiency

Intensive Reading Instruction: Students must be assessed in reading proficiency using locally determined assessments before the end of Grades 1, 2 and 3. Students in Kindergarten will be assessed at the beginning of each school year using state required FLKRS. Students with a substantial deficiency in reading must be given intensive reading instruction immediately following the identification. Substantial deficiency may be determined by a student scoring below proficiency as determined by a reference of an equivalent percentage of students who show non-proficiency on the Renaissance STAR 360 assessment a Level 1 or Level 2 on the End of the Year Discovery 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.

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

4.3255 ESE: Assessment Exemption

If the IEP Team determines that answers to all ~~four~~ three (3) of the questions accurately characterize a student's functioning level as "significantly cognitively disabled," then the student will pursue a Standard Diploma via a curriculum consisting of courses based on Access Points and the Florida Standards Alternate Assessment (FSAA) should be used to provide a meaningful evaluation of the student's current academic achievement. If "yes" is not indicated in all ~~four~~ three (3) areas, then the student should participate in FSA 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 Curriculum and Alternative Assessment Process (CAAP) will also be completed each year for all alternately assessed students.

4.503 Excused Absences

Excused absences shall be granted for personal illness, illness or death of a member of the immediate family, medical and dental appointments, religious holidays, and religious instruction of the specific faith of the student upon the approval of the principal, special emergencies, treatment of autism spectrum disorder by a licensed healthcare practitioner or behavior analyst certified pursuant to s.393.17, F.S.

4.5041 Habitual Truancy/Truancy Procedures

compulsory school attendance under s.1003.21(1)~~(2)~~, and (2) (a),

F. If a student who is exhibiting a pattern of non-attendance is withdrawn to enroll in a homeschool program, then the school Superintendent (as the person responsible for the promotion and enforcement of "regular school attendance" of all school-age students in the Santa Rosa County School District) will require an education review to include a portfolio every 30 days during the district's regular school terms until the committee is satisfied the home education program is in compliance with compulsory attendance requirements. See Section 9.800.

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

Excused - Treatment of autism spectrum disorder by a licensed healthcare practitioner or behavior analyst certified pursuant to s.393.17, F.S.

5.111 Hope Scholarship Program

The Hope Scholarship Program (HSP) provides the parent of a public school student who reports an incident at school the opportunity to transfer the student to a public school that has capacity within the school district, receive a scholarship to transport the student to a public school in another school district, or receive a scholarship for the student to attend a private school. For purposes of the program an incident includes battery, harassment, hazing, bullying, kidnapping, physical attack, robbery, sexual offense, assault, threat, intimidation, or fighting at school. Beginning with the 2018-2019 school year, contingent upon funds, scholarships are awarded on a first-come, first-served basis.

5.212 ESE: Assessment Exemption

If the IEP Team determines that answers to all three (3) ~~four (4)~~ of the questions...

If the decision of the IEP Team is to assess the student through alternate assessment, the parents of the student must be informed that their child's achievement will be based on the course of study identified in the IEP for alternately assessed students. The Curriculum and Alternative Assessment Process (CAAP) will also be completed each year for all alternately assessed students.

5.214 Section 504

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

5.216 ESE: Mastery of Course Content

According to the *United States Department of Education Office of Special Education and Rehabilitative Services Dear Colleague Letter of November 16, 2015*, the following statement is emphasized regarding States' Obligation to Students with Disabilities:

The cornerstone of the IDEA is the entitlement of each eligible child with a disability to a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet the child's unique needs and that prepare the child for further education, employment, and independent living. 20 U.S.C. §1400(d)(1)(A).

Under the IDEA, the primary vehicle for providing FAPE is through an appropriately developed IEP that is based on the individual needs of the child. An IEP must take into account a child's present levels of academic achievement and functional performance, and the impact of that child's disability on his or her involvement and progress in the general education curriculum. IEP goals must be aligned with grade-level content standards for all children with disabilities

In a case where a child's present levels of academic performance are significantly below the grade in which the child is enrolled, in order to align the IEP with grade-level content standards, the IEP Team should estimate the growth toward the State academic content standards for the grade in which the child is enrolled that the child is expected to achieve in the year covered by the IEP. In a situation where a child is performing significantly below the level of the grade in which the child is enrolled, an IEP Team should determine annual goals that are ambitious but

achievable. In other words, the annual goals need not necessarily result in the child's reaching grade-level within the year covered by the IEP, but the goals should be sufficiently ambitious to help close the gap. The IEP must also include the specialized instruction to address the unique needs of the child that result from the child's disability necessary to ensure access of the child to the general curriculum, so that the child can meet the State academic content standards that apply to all children in the State.

5.218 ESE: Allowable Accommodations

Accommodations are changes that are made in how the student accesses information and demonstrates performance (Rule 6A-6.03411(1)(a), Florida Administrative Code [F.A.C.]). Exceptional students must have accommodations implemented in general education courses in accordance with their IEP. These may include but are not limited to the following:

- Presentation—how students receive information,
- Responding—how students show what they know,
- Setting —how the environment is made accessible for instruction and assessment, and
- Scheduling—how time demands and schedules may be adjusted.

A. An increase or decrease in the instructional time;

B. Variations in instructional methodology;

C. Teacher instruction or student responses through special communication systems;

D. Accommodations for or test administration procedures and other evaluation systems to accommodate the student's disabilities.

5.3052 Intensive Reading/Math Remediation

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

5.503 Excused Absences

...treatment of autism spectrum disorder by a licensed healthcare practitioner or behavior analyst certified pursuant to s. 393.17, F.S. and pre-arranged absences approved by the Principal or designee.

5.5041 ~~Tuancy~~ **Habitual Truant**/Tuancy Procedures – under 1003.21(1)(2), F.S. and (2)(a),

G. If a student who is exhibiting a pattern of non-attendance is withdrawn to enroll in a homeschool program, then the school Superintendent (as the person responsible for the promotion and enforcement of "regular school attendance" of all school-age students in the Santa Rosa County School District) will require an education review to include a portfolio every 30 days during the district's regular school terms until the committee is satisfied the home education program is in compliance with compulsory attendance requirements. See Section 9.800.

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

Excused - Treatment of autism spectrum disorder by a licensed healthcare practitioner or behavior analyst certified pursuant to s.393.17, F.S.

6.1032 Admission to Extracurricular Activities

Home school education students shall be eligible to participate in extra-curricular interscholastic activities at the student's school of residence as established by the school district's attendance zones **School Choice Plan.**

6.114 Hope Scholarship Program

The Hope Scholarship Program (HSP) provides the parent of a public school student who reports an incident at school the opportunity to transfer the student to a public school that has capacity within the school district, receive a scholarship to transport the student to a public school in another school district, or receive a scholarship for the student to attend a private school. For purposes of the program an incident includes battery, harassment, hazing, bullying, kidnapping, physical attack, robbery, sexual offense, assault, threat, intimidation, or fighting at school. Beginning with the 2018-2019 school year, contingent upon funds, scholarships are awarded on a first-come, first-served basis.

6.204 Section 504 Accommodation Plan/Services

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

6.206 Statewide Assessment Program

Students must participate in the English Language Arts FSA assessment. The passing of the 10th grade ELA FSA is required for graduation. For the 9th grade student entering in the school year 2011-2012, passing the Algebra I EOC (End-of-Course) exam is a graduation requirement.

As of the 2013-14 school year through the 2017-2018 school year, entering 9th grade students will have the Algebra 1 EOC count 30% of their final grade and will need to score Level 3 or higher (pass) in order to graduate. The Post-Secondary Readiness Test's (P.E.R.T) Math Score of a "97" can be used as a comparative score. Beginning with students who entered grade 9 in the 2018-19 school year, students and adults who have not yet earned their required passing score on the Algebra 1 EOC assessment, may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score on the Math section of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the SAT or the ACT. For eligible students, the comparative passing scale score shall be a score equal to or greater than four hundred and thirty (430) on the 160 to 760 scale for the PSAT/NMSQT Math section, four hundred and twenty (420) on the 200 to 800 scale for the SAT Math section or equal to or greater than sixteen (16) on the 1 to 36 scale for the ACT Math section.

6.2061 Graduation Assessment Requirements by Cohort

					Revised <u>6/21/18</u> 7/27/17
	Freshman	Sophomore	Junior	Senior	
	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	
	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	Notes on awarding credit, diploma designations
ELA FSA Assessment-10th	Pass	Pass	Pass	Pass	All EOC course credit is awarded by course average with the 30% rule applied. Passing the Algebra I EOC is not required to earn course credit, only for graduation purposes. *Legislative changes removed the 30% rule for Algebra I, Geometry & Algebra II for the 2014-15 school year only. <u>*Beginning with the 2017-2018 school year, the Algebra II EOC exam no longer exists.</u>
Algebra I 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%	3-0%	30%	30%	
Algebra II EOC (if enrolled)*	30%	30%	30%*	30%*	
	Freshman	Sophomore	Junior	Senior	
	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	
	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	
ELA FSA Assessment-10th	Pass	Pass	Pass	Pass	Legislative changes removed the 30% rule for Algebra I,
Algebra 1 EOC*	Pass/30%	Pass/30%	Pass/30%	Pass/30%	Geometry & Algebra II for the 2014-15 school year only. Passing the
Geometry EOC*	30%	30%	30%	30%	Geometry EOC is now required for scholars designation.
Biology EOC	30%	30%	30%	30%	<u>*Beginning with the 2017-2018 school year, the Algebra II EOC exam no longer exists.</u>
US History EOC	30%	30%	30%	30%	
Algebra II EOC (if enrolled)*	30%	30%*	30%*	30%*	
	Freshman	Sophomore	Junior	Senior	
	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	
	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	

ELA FSA Assessment-10th	Pass	Pass	Pass	Pass	All EOC course credit is awarded by course average with 30% rule applied. Passing the Geometry EOC is now required for scholars designation. <u>*Beginning with the 2017-2018 school year, the Algebra II EOC exam no longer exists.</u>
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	
	2017-18 2018-2019	2018-19 2019-2020	2019-20 2020-2021	2020-21 2021-2022	
ELA FSA Assessment-10th	Pass	Pass	Pass	Pass	All EOC course credit is awarded by course average with 30% rule applied. Passing the Geometry EOC is now required for scholars designation. <u>*Beginning with the 2017-2018 school year, the Algebra II EOC exam no longer exists.</u>
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%	

6.207 MTSS (Multi-tiered System of Supports) – Tier II and Tier III Supports: Remediation/Progress Monitoring (6th paragraph)

In order to graduate, a transfer student must have passed an out-of-state subject assessment; or passed an out-of-state mathematics assessment; or earned a comparative score (97) on the PERT math assessment (if enrolled in a school prior to the 2018-19 school year), or the student may choose to take the Algebra I EOC. Beginning with students who entered grade 9 in the 2018-19 school year, students and adults who have not yet earned their required passing score on the Algebra 1 EOC assessment, may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score on the Math section of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the SAT or the ACT. For eligible students, the comparative passing scale score shall be a score equal to or greater than four hundred and thirty (430) on the 160 to 760 scale for the PSAT/NMSQT Math section, four hundred and twenty (420) on the 200 to 800 scale for the SAT Math section or equal to or greater than sixteen (16) on the 1 to 36 scale for the ACT Math section.

6.2071 Reading:

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

http://www.justreadflorida.com/Reading_Plans/view_plans.aspx

6.2072 Mathematics: (4th paragraph)

For students entering the 9th grade after the 2011-12 school year and prior to the 2018-19 school year, if a student has not passed (Level 3) the Algebra I FSA EOC, the student will be afforded the opportunity to utilize a comparative score (97) on the Post-secondary Readiness Test (P.E.R.T.) in lieu of a passing score on the Algebra I FSA EOC. Beginning with students who entered grade 9 in the 2018-19 school year, students and adults who have not yet earned their required passing score on the Algebra 1 EOC assessment, may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score on the Math section of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the SAT or the ACT. For eligible students, the comparative passing scale score shall be a score equal to or greater than four hundred and thirty (430) on the 160 to 760 scale for the PSAT/NMSQT Math section, four hundred and twenty (420) on the 200 to 800 scale for the SAT Math section or equal to or greater than sixteen (16) on the 1 to 36 scale for the ACT Math section.

6.208 ESE: Mastery of Courses

According to the United States Department of Education Office of Special Education and Rehabilitative Services Dear Colleague Letter of November 16, 2015, the following statement is emphasized regarding States' Obligation to Students with Disabilities:

The cornerstone of the IDEA is the entitlement of each eligible child with a disability to a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet the child's unique needs and that prepare the child for further education, employment, and independent living. 20 U.S.C. §1400(d)(1)(A). Under the IDEA, the primary vehicle for providing FAPE is through an appropriately developed IEP that is based on the individual needs of the child. An IEP must take into account a child's present levels of academic achievement and functional performance, and the impact of that child's disability on his or her involvement and progress in the general education curriculum. IEP goals must be aligned with grade-level content standards for all children with disabilities. In a case where a child's present levels of academic performance are significantly below the grade in which the child is enrolled, in order to align the IEP with grade-level content standards, the IEP Team should estimate the growth toward the State academic content standards for the grade in which the child is enrolled that the child is expected to achieve in the year covered by the IEP. In a situation where a child is performing significantly below the level of the grade in which the child is enrolled, an IEP Team should determine annual goals that are ambitious but achievable. In other words, the annual goals need not necessarily result in the child's reaching grade-level within the year covered by the IEP, but the goals should be sufficiently ambitious to help close the gap. The IEP must also include the specialized instruction to address the unique needs of the child that result from the child's disability necessary to ensure access of the child to the general curriculum, so that the child can meet the State academic content standards that apply to all children in the State.

6.209 ESE: Allowable Accommodations

Accommodations are changes that are made in how the student accesses information and demonstrates performance (Rule 6A-6.03411(1)(a), Florida Administrative Code [F.A.C.]).

Exceptional students must have access to accommodations implemented in general education courses in accordance with their IEP. These may include but are not limited to the following:

- o Presentation—how students receive information,
- o Responding—how students show what they know,
- o Setting —how the environment is made accessible for instruction and assessment, and
- o Scheduling—how time demands and schedules may be adjusted.

A. An increase or decrease in the instructional time;

B. Variations in instructional methodology;

C. Teacher instruction or student response through special communication systems;

D. Accommodations for test administration procedures and other evaluation systems;

E. Career and Technical Education (CTE) curriculum modifications may involve selecting specified outcomes and student performance standards from a CTE course or program. These must be specified in the Transition IEP and designated as Modified Occupational Completion Points (MOCPs). Please note that all CTE curriculum do not make allowances for modifications. For CTE courses offered through Locklin Technical College; a Locklin Technical College ESE instructor must attend the IEP meetings. All Modified programs must be approved by the Director of Workforce Education.

6.401 Graduation Requirements – Standard Diploma

A. ~~A student entering Grade 9 in the 2012-2013 school year must earn~~—Entire table deleted & re-numbering applied.

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

<u>2021-22</u>	<u>Standard Diploma Graduation Requirements</u>
	<u>Students Entering Grade 9 in 2018-2019 School Year</u>
<u>English</u>	<u>4 Credits English Language Arts (ELA)</u> <u>*ELA I, II, III, IV *ELA Honors, AP, AICE & 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>
Foreign Languages	<u>Not required for graduation. Minimum 2 years of the same language for admission into most universities.</u>
Fine & Performing Arts, Speech/Debate, or Practical Arts	<u>1 Credit in Fine and Performing Arts, Speech/Debate, or Practical Arts</u>
Physical Education	<u>1 Credit in Physical Education to include integration of Health</u>
Electives	<u>8 Credits</u>
TOTAL	<u>24 Credits</u>
State Assessments	<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., PSAT, SAT, or ACT.</u>
On-Line Course	<u>Requires a full course to be completed.</u>
Grade Point Average	<u>Cumulative GPA or 2.0 on a 4.0 scale (unweighted)</u>
Diploma Designations & ACCEL 18-Credit Option	
Scholar Designation	<u>In addition to meeting the standard high school diploma requirements:</u> <u>Earn 1 Credit in Algebra II</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>
Merit Designation	<u>In addition to meeting the standard high school diploma requirements:</u> <u>Attain 1 or more industry certifications from the list established.</u>
ACCEL Program (18 credits minimum)	<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>

N. Deferral of receipt of a standard diploma

A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements found at Section 1003.4282(10)(c), F.S.

(a) The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent, or the student over the age of eighteen (18) for whom rights have transferred in accordance with subsection 6A-6.03311(8), F.A.C., must sign a separate document stating the decision.

1. The IEP team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services, and describe to the parent and the student all services and program options available to students who defer. This description must be done in writing.
2. School districts must inform the parent and the student, in writing by January 30 of the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education (FAPE). This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral.
3. The school district must ensure that the names of students deferring their diploma be submitted to appropriate district staff for entry in the district's management information system. Improper coding in the district database will not constitute failure to defer.

(b) In accordance with subsection 6A-6.03028(1), F.A.C., a student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the school district, until the end of the school semester or year in which the student turns 22 years of age.

6.4036 Semester Exams

For high school courses taken, 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.

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

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

6.4071 Standard Diploma: Scholar Designation Diplomas must in addition to Standard Diploma requirements:

a. Earn one (1) credit in Algebra II and Statistics (or equally rigorous course). Beginning with students entering 9th grade in the 2014-15 school year, pass the **Algebra II and** Geometry statewide, standardized assessment.

6.4073 ESE: Continuance of FAPE

IEP meetings for students requesting deferment to attend Locklin Technical College's 12+ program must include a Locklin Technical College ESE instructor.

6.503 Excused Absences - ...treatment of autism spectrum disorder by a licensed healthcare practitioner or behavior analyst certified pursuant to s.393.17, F.S. and pre-arranged absences approved by the Principal or designee.

6.5041 Habitual Truant/Tuancy Procedures – under 1003.21(1)(2), **F.S. and (2)(a),**
G. If a student who is exhibiting a pattern of non-attendance is withdrawn to enroll in a homeschool program, then the school Superintendent (as the person responsible for the promotion and enforcement of "regular school attendance" of all school-age students in the Santa Rosa County School District) will require an education review to include a portfolio every 30 days during the district's regular school terms until the committee is satisfied the home education program is in compliance with compulsory attendance requirements. See Section 9.800.

6.5051 Early Check-Outs or Late to School Check-In – Excused

Treatment of autism spectrum disorder by a licensed healthcare practitioner or behavior analyst certified pursuant to s.393.17, F.S.

6.6023 Weighted Programs

Computer and Network Security Fundamentals
Cyber Security Essentials
Operational Cybersecurity
Database Security
Foundations of Web Design
Legal Aspects of Business

6.6042 Career and Technical Programs

A. Career and technical programs are available at Locklin Technical **College Center** to 11th and 12th 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. Dual enrollment courses offered on Locklin Technical **College's Center's** campus require a 2.0 unweighted GPA. All students enrolling in a dual enrollment course are required to take the Test of Adult Basic Education (TABE) within the first 6 weeks of enrollment. Students may be exempt from this requirement if they meet other postsecondary readiness test scores as defined by the Florida Department of Education at www.fdoe.org. Please note that all online CTE courses and Practical Nursing require a 3.0 unweighted GPA.

6.6045 Dual Enrollment –

D. Students seeking dual enrollment in career and technical education programs through Locklin **Tech Technical College** 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 Technical College**,

G. Requests for part-time students to deviate from the number of courses allowed for an academic year will be reviewed on an individual basis. In order for a request to be granted, both the district grade level director and the post-secondary institution must endorse the request.

6.6071 The Florida Gold Seal Vocational Scholars Award

• 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

7.5021 Habitual Truants/Tuancy Procedures - ... under s.1003.21(1)(2) **and (2)(a), F.S**

7.503 Excused Absences - treatment of autism spectrum disorder by a licensed healthcare practitioner or behavior analyst certified pursuant to s.393.17, F.S. and pre-arranged absences approved by the Principal or designee.

7.5061 **Unexcused/Excused “Late to School Check-ins/Early Check-outs” – Excused - Treatment of autism spectrum disorder by a licensed healthcare practitioner or behavior analyst certified pursuant to s.393.17, F.S.**

8.100 ENTRANCE REQUIREMENTS AND ADMISSIONS

Policies and Procedures for Locklin **Tech Technical College** Adult Students may be found in the Locklin **Tech Technical College** Curriculum Guide and Student Handbook online at www.LocklinTech.com.

8.101 TABE Requirement

Adult students who enroll in Locklin **Tech Technical College** programs...

8.103 Age Requirements

Students must be at least sixteen (16) years of age or older to attend Locklin **Tech Technical College**.

8.104 Enrollment Date

Locklin **Tech Technical College** accepts applications ...

8.105 Adults with Disabilities

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 Technical College** 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 Technical College** Exceptional Student Services office.

8.106 **Ability to Benefit** - Students enrolling as an Ability to Benefit (ATB) student may also be eligible to participate in a Career Pathway Program, housed on Locklin **Tech Technical College's** campus,

8.107 English Language Learners (ELLs)

English Language Learners (ELLs) are encouraged to co-enroll at Santa Rosa Adult School's Learning Center for assistance while enrolled in a Locklin **Tech Technical College** Program.

8.108 Denial of Admission

Students may be denied admission to Locklin **Tech Technical College** due to the following reasons:

- Falsification of application or registration forms.
- Previous disciplinary actions or misconduct at Locklin **Tech Technical College** or other educational institutions.

8.109 Proof of Residency

...a transcript from a Florida school **dated no later than the prior school year**.

8.201 Exit Interview

Program completers, **as well as adult students exiting at 450 clock hours or more**, are required to complete an exit interview form, complete an interview, including a resume, with the career specialist, **sign a withdrawal form** and settle any financial obligations. The exit interview is required before a student can receive their Certificate of Completion.

8.202 Administrative Withdrawal

The school reserves the right to withdraw an adult student from class.

- In accordance with the Locklin **Tech Technical College** 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 Technical College** Curriculum Guide and Student Handbook.
- Violation of the attendance policy as defined in the Locklin **Tech Technical College** Curriculum Guide and Student Handbook.

8.204 **Certificate of Completion** - ... Locklin **Tech's Technical College's** Career Specialist;

8.301 Continuing Education

Continuing Education classes are offered based on need. A current schedule of continuing education programs is available in the Student Services office at Locklin **Tech Technical College**.

8.302 Career and Technical Programs

The Career and Technical Education programs of study at Locklin **Tech Technical College** are listed in the current Curriculum Guide and Student Handbook.

8.303 Career and Technical Dual Enrollment

Through dual enrollment, public and SRCSB registered home education secondary students, age 16 and older and in the 11th or 12th grade, may enroll in post-secondary courses creditable toward both high school graduation and a career certificate or an Associate of Baccalaureate degree.

8.3032 Post-Secondary Readiness - Massage Therapy

8.401 Payment of Tuition and Fees - Tuition and fees are stated in Locklin Tech's Technical College's...

8.500 ATTENDANCE FOR ADULT STUDENTS - Locklin Tech Technical College

8.801 Procedure for Adding Programs - Locklin Tech Technical College

9.1031 ~~Florida Virtual School~~ Santa Rosa Online, a franchise of Florida Virtual School

9.305 Locklin Tech Technical College Online

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

9.400 STATE ASSESSMENTS – Locklin Technical College Center

9.601 Eligibility - Locklin Tech Technical College

9.604 State Assessments - Any home education student who is interested in taking the assessment appropriate to his or her grade level should contact the office of Santa Rosa Blended Academy prior to February 28th of the school year.

9.800 ATTENDANCE AND TRUANCY

The parent must submit a portfolio, as defined by s. 1002.41(1)(b), 1002.41(1)d, F.S., to be reviewed by a home education review committee every 30 days until the committee determines that the home education program is in compliance with s. 1002.41(1)(b), 1002.41(1)(d), F.S. The first portfolio review must occur within the first 30 calendar days of the establishment of the home education program.

According to s. 1002.41(1)(b), 1002.41(1)(d), s.s., the portfolio shall consist of a log of educational activities...

If a student subject to compulsory school attendance or the parent will not comply with attempts to enforce school attendance, the parent or the district school Superintendent or his or her designee shall refer the case to the case staffing committee pursuant to s. 984.12, F.S. and the district school Superintendent or his or her designee may file a truancy petition pursuant to the procedures in s. 984.151 or (2), F.S. after all reasonable efforts to resolve the non-enrollment behavior are exhausted.

10.202 Intent to Home Educate

This form is available through Alternative Academic Program website: <https://sites.santarosa.k12.fl.us/aap> Santa Rosa Blended Academy or its website: www.santarosa.k12.fl.us/departments/alternative/academicprograms

10.500 ATTENDANCE AND TRUANCY – The parent must submit a portfolio, as defined by s. 1002.41(1)(b), 1002.41(1)d, F.S., to be reviewed by a home education review committee every 30 days until the committee determines that the home education program is in compliance with s. 1002.41(1)(b), 1002.41(1)(d), F.S. The first portfolio review must occur within the first 30 calendar days of the establishment of the home education program.

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

10.602 Secondary Students

G. Home education students are excluded shall be afforded the same opportunity as public school students from participation and membership to participate in any school clubs interscholastic extracurricular activity associated with a their zoned school. Santa Rosa County District School. The terms interscholastic extracurricular activity and extracurricular activity are interchangeable for this purpose.

10.9033 Alternative Validation Procedures

E. Demonstrated proficiencies on FCAT 2.0 FSA/EOC;