

AGENDA
SCHOOL BOARD OF SANTA ROSA COUNTY
July 30, 2024-5:30 PM

- A. Call to Order and Roll Call**
- B. Pledge of Allegiance**
- C. Approval of Minutes**
- D. Oral Written Communications**
 - 1. SRCDS Accountability Report Card Data Review** Added Late
- E. Recognitions/ Resolutions/ Proclamations**
 - 1. Recognition of Deputy Psinas**
- F. Public Hearing**
 - 1. Conduct Public Hearing on the 2024-2025 Code of Student Conduct**
 - 2. Conduct Public Hearing on the 2024-2025 Student Progression Plan**
 - 3. Conduct First Public Hearing on the Proposed/Tentative 2024-2025 Budget**

Administrative Agenda

- G. Approval of Agenda- Items may be pulled from the Administrative Agenda and placed under the respective Action Agenda category by request of the Board member/Superintendent**
 - 1. Human Resource Items**
 - a. Administrative Agenda**
 - b. Leave and Temporary Duty**
 - 2. Curriculum/Instruction Items**
 - a. Student Reassignments** Changed
 - b. Level 1 Volunteers**
 - c. Level 2 Volunteers**
 - 3. Administrative Operational Items**
 - a. Facility Use Requests**
 - b. Non-Competitive Contracts 073024**

Action Agenda

- H. Administrative/Operational Recommendations- Joey Harrell, Assistant Superintendent for Administrative Services**
 - 1. RFP 24-05-BG Core Curriculum Enhancements**

2. **Guardian Program**
 3. **McKim & Creed Agenda Items**
 4. **Sam Marshall Architects Agenda Items**
 5. **Anton Lee Engineering Agenda Items**
- I. Human Resource Recommendation- Liz West, Assistant Superintendent for Human Resources**
1. **Action Agenda**
- J. Curricular and Instructions Recommendation – Michael Thorpe, Assistant Superintendent for Curriculum and Instruction**
1. **K-12 Comprehensive Evidence-Based Reading Plan (Revisions)**
 2. **Community School Salary Schedule 2024-25**
 3. **2024-25 Mental Health Assistance Allocation Plan**
 4. **2024-25 Student Records Handbook**
 5. **Updated Suicide Prevention Protocol 2024-25**
- K. Financial Recommendations – Susan McCole, Assistant Superintendent for Finance**
- L. Information Technology Services Recommendations**
- M. Public Comment- (Request to address the School Board)**
- N. Items from Board Members**
- O. Items from Board Attorney**
- P. Items from Superintendent**
- Q. Adjournment**

(If a person decides to appeal any decision made by this board with respect to any matter considered at this meeting or hearing, he/she will need a record of the proceedings, and for that purpose he/she may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal is to be based.)

Santa Rosa County District Schools

Submitted By: Dr. Karen Barber, Superintendent of Schools

Title of Item: SRCDS Accountability Report Card Data Review
Description/Introduction: Review of the District Grade 2023-2024
Recommendation/Action Requested: Review

Financial Impact:

A-Funds required from School Board? No
B-Amount required
C-Grant/Project Synopsis attached? No
D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No
If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
Dobbs, Myra	Approved	7/25/2024 - 10:37 AM

ATTACHMENTS:

Description	Upload Date	Type
SRCDS District Grade 23-24	7/25/2024	Cover Memo

The data below is provided as a snapshot to review assessment data from the 2023-2024 school year. All data has been collected from www.FLDOE.org.

DISTRICT GRADE BREAKDOWN



Below you will find the breakdown for our district grade. Santa Rosa County District Schools is proud to announce that we have once again scored an “A” for the 2023-2024 school year.

ACHIEVEMENT COMPONENTS

**Note: The number in parenthesis notes the increase from 22-23 to 23-24 based on FLDOE Data.*

English Language Arts 62% **(+4)**

Math 67% **(+5)**

Science 64% **(+1)**

Social Studies 75% **(+4)**

Middle School Acceleration 72% **(+6)**

College & Career Acceleration 68% **(+5)**

LEARNING GAINS COMPONENTS

**Note: There is no note of increase as students were not eligible for learning gains in 22-23 since it was a baseline year for F.A.S.T. assessments.*

ELA Learning Gains 58%

ELA Learning Gains of the Lowest 25% = 53%

Math Learning Gains = 61%

Math Learning Gains of the Lowest 25% = 54%

5 SCHOOLS INCREASING A LETTER GRADE FROM 22-23 TO 23-24

- East Milton Elementary (C to B)
- Hobbs Middle Schools (C to B)
- Rhodes Elementary (C to B)
- Santa Rosa Virtual (B to A)
- Woodlawn Beach Middle (B to A)

GRADUATION RATE



90.4%

Congratulations to our teachers, staff, students, families, and community for contributing to the success and excellence of Santa Rosa County District Schools! #SRCDS1stChoice

Santa Rosa County District Schools

Submitted By: Dr. Karen Barber, Superintendent of Schools

Title of Item: Recognition of Deputy Psinas

Description/Introduction: Recognize Deputy Jared Psinas for earning the Florida Instructor of the Year Award at the LEAD - Law Enforcement Against Drugs and Violence 9th Annual Conference.

Recommendation/Action Requested:

Financial Impact:

A-Funds required from School Board? No

B-Amount required

C-Grant/Project Synopsis attached? No

D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No

If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
Dobbs, Myra	Approved	7/30/2024 - 5:19 PM

ATTACHMENTS:

Description	Upload Date	Type
Deputy Psinas	7/30/2024	Cover Memo

Congratulations

**Santa Rosa County Sheriff's Office FL Deputy
Jared Psinas earned the Florida Instructor of the
Year Award at the LEAD - Law Enforcement
Against Drugs and Violence (LEAD) 9th Annual
Conference!**



Santa Rosa County District Schools

Submitted By: Floyd Smith, Director, Middle School Education

Curriculum/ Instruction Action Agenda

Title of Item: Conduct Public Hearing on the 2024-2025 Code of Student Conduct

Description/Introduction: Review proposed revisions and approve. Conduct public hearing on the 2024-2025 Code of Student Conduct.

Recommendation/Action Requested: Approve as submitted.

Financial Impact:

A-Funds required from School Board? No

B-Amount required

C-Grant/Project Synopsis attached? No

D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No

If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
Smith, Floyd	Approved	7/22/2024 - 12:46 PM
Thorpe, Mike	Approved	7/22/2024 - 11:47 AM

ATTACHMENTS:

Description	Upload Date	Type
Request to Conduct Public Hearing	7/22/2024	Cover Memo
Notice of Public Hearing	7/22/2024	Cover Memo

Strikethrough Copy of the 2024-2025 Code
of Student Conduct 7/22/2024

Cover Memo

2024-2025 Code of Student Copy Final
ADA Compliant 7/22/2024

Cover Memo



Floyd C. Smith
Director of Middle Schools

6032 Highway 90 Milton, FL 32570
Phone: 850/983-5060
Facsimile: 850/983-5067
E-mail: smithfc@santarosa.k12.fl.us

MEMORANDUM

TO: Dr. Karen R. Barber, Superintendent
School Board Members

FROM: Floyd Smith
Director of Middle Schools

DATE: July 22, 2024

RE: Request to Conduct Public Hearing set on July 30, 2024
Code of Student Conduct

In the School Board Meeting on June 13, 2024, the Board approved the advertisement for public hearing to adopt the 2024-2025 Code of Student Conduct to be conducted on July 30, 2024 at 5:30 p.m. This public hearing has been advertised as required.

It is requested that in the School Board Meeting on June 30, 2024, the Board approve the 2024-2025 Code of Student Conduct following the public hearing.

NOTICE OF PUBLIC HEARING

NOTICE OF PUBLIC HEARING TO ADOPT REVISIONS TO SANTA ROSA DISTRICT SCHOOLS CODE OF STUDENT CONDUCT

Pursuant to Chapter 120, Florida Statutes, the Santa Rosa County School Board will hold a public hearing to consider the revisions, additions and deletions for the 2024-2025 Code of Student Conduct. The purpose of these changes is to update the existing Code of Student Conduct in accordance with legislative and State Board of Education Regulations. The public hearing is scheduled for July 30, 2024 at 5:30 p.m. at Woodlawn Beach Middle School, 1500 Woodlawn Way, Gulf Breeze, FL.

A copy of this policy will be available for study and examination at the Douglas A. Dillon Administrative Center, 6032 Highway 90, Milton, Florida from 8:00 AM to 4:00 PM, Monday - Friday, from June 24, 2024 through July 30, 2024.

Dr. Karen R. Barber
Superintendent of Schools

Advertisement Dates:

Pensacola News Journal:
Monday, June 24, 2024
Monday, July 1, 2024
Monday, July 8, 2024
Monday, July 15, 2024
Monday, July 22, 2024
Monday, July 29, 2024

APPROVED IN SESSION

JUN 13 2024

**SANTA ROSA COUNTY SCHOOL BOARD
SUPERINTENDENT**

Santa Rosa Press Gazette:
Thursday, June 20, 2024
Thursday, June 27, 2024
Thursday, July 4, 2024
Thursday, July 11, 2024
Thursday, July 18, 2024
Thursday, July 25, 2024

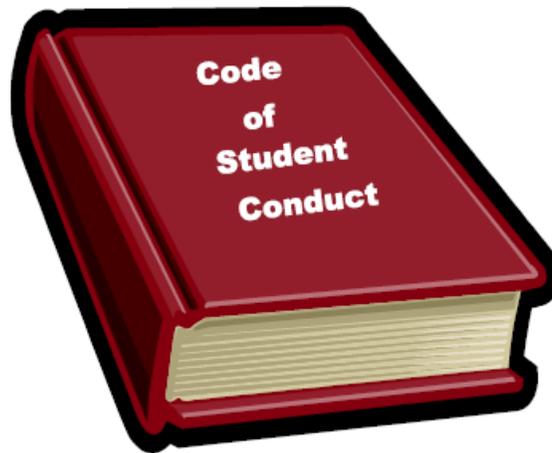
Public Hearing Date:
July 30, 2024

Code of Student Conduct

~~2023-2024~~

2024-2025

Strikethrough Copy



Santa Rosa County District Schools



Dr. Karen R. Barber
Superintendent of Schools

6032 Highway 90 Milton, FL 32570
Phone: 850/400-7400
Facsimile: 850/983-5067
E-mail: barberk@santarosa.k12.fl.us

August 10, 2023

Open Letter to the Parents and Students of Santa Rosa County School District:

Welcome to the 2023-24 school term. Parents, the school board and I want to humbly thank you for the opportunity you have given us to educate and prepare your children for a successful future! Students, please know that we care about your success now and well beyond high school. To that end, providing a safe, respectful and productive learning environment is our #1 goal. This goal can only be achieved through strong partnerships with our students, parents, our educator family and the community.

The Code of Student Conduct is an important part of establishing a safe learning environment and setting the expectation for everyone on campus. Please take some time to review this document. You may request a paper copy from your school or review the Code of Conduct on our school district web site at <https://santarosascschools.org/en-US/code-of-student-conduct>.

To ensure students are aware of the attendance, behavioral and other important policies, classroom teachers will review the Code of Conduct with students at the beginning of the year and each student will take a grade appropriate assessment to demonstrate their understanding. To be fully effective, the Code of Student Conduct addresses not only the role of parent, students, and the school but also specifies areas relative to School Board policies; responsibilities and rights of students; grounds for disciplinary action; and procedures to be followed for acts requiring disciplinary action.

Discipline starts with all of us knowing the rules and the reasons for the rules and then making our own choices. Discipline helps our students develop good citizenship, accountability and responsibility. In Santa Rosa County, a safe learning environment in which civility and excellence are expected will always be the focus, and we thank you for supporting this culture in our school district.

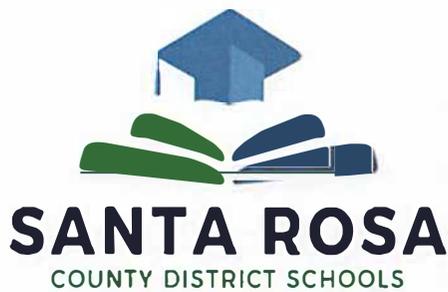
Florida Statute 1003.31(4) contains a school child's daily Conduct Pledge. You will find this pledge on page 2. While our students are not required to recite this pledge, we do expect them to follow it each day as the way to conduct themselves as students in the schools of the Santa Rosa County School District.

Let's all make a commitment to have high expectations for ourselves as learners, as role models, and as citizens of Santa Rosa County. With everyone's commitment, Santa Rosa School District will continue to be the best place for students to learn and prepare for success throughout their lives!

Respectfully,

Dr. Karen Barber
Superintendent of School

"To love, educate, and prepare all students for graduation and a successful future"



Dr. Karen R. Barber
Superintendent of Schools

6032 Highway 90 Milton, FL 32570
Phone: 850/400-7400
Facsimile: 850/983-5067
E-mail: barberk@santarosa.k12.fl.us

August 12, 2024

Open Letter to the Parents and Students of Santa Rosa County School District:

Welcome to the 2024-25 school term. Parents, the school board and I want to humbly thank you for the opportunity you have given us to educate and prepare your children for a successful future! Students, please know that we care about your success now and well beyond high school. To that end, providing a safe, respectful and productive learning environment is our #1 goal. This goal can only be achieved through strong partnerships with our students, parents, our educator family and the community.

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Respectfully,

Dr. Karen Barber
Superintendent of Schools

"To love, educate, and prepare all students for graduation and a successful future"

Conduct Pledge

I will be respectful at all times and obedient unless asked to do wrong.

I will not hurt another person with my words or my acts, because it is wrong to hurt others.

I will tell the truth, because it is wrong to tell a lie.

I will not steal, because it is wrong to take someone else's property.

I will respect my body, and not take drugs or alcohol.

I will show strength and courage, and not do something wrong, just because others are doing it.

I pledge to be nonviolent and to respect my teachers and fellow classmates.

2023-2024 2024-2025 Code of Student Conduct Highlights

- The parent/guardian must notify the school to provide the reason for the student's absence or respond to the school's inquiry about the reason for the absence within three (3) days of the absence, or it becomes an unexcused absence.
- A student who has had 15 unexcused absences in a 90 calendar-day period may have his/her motor vehicle operator's license suspended.
- If a student has had five (5) or more unexcused absences within 30 calendar days or ten (10) unexcused absences within 90 calendar days, then the district's truancy procedures will begin. See Truancy Policy.
- If a middle or high school student misses a class ten (10) or more days during the semester unit of instruction or five (5) or more days during the quarter unit of instruction, the student must pass the final exam in that class **in order** to receive credit for that unit of instruction.
- If a student needs to take prescription or nonprescription medication (other than medication to relieve headaches) during the school day, the parent must bring the medication to the school and complete the required forms. Medication is dispensed in accordance with the established policy.
- When a high school student is allowed to bring a vehicle on campus, the student assumes all responsibility for the vehicle and all contents found in the vehicle.
- A drug incident involving possession, use and/or under the influence will lead to ten (10) days suspension and possible referral for a Disciplinary Hearing regarding alternative placement or expulsion.
- Possession of a weapon may lead to ten (10) days suspension and referral for a Disciplinary Hearing regarding expulsion.
- Students in honors and/or advanced placement courses who are expelled or offered education through alternative placement must be aware that their curriculum will be impacted. While every attempt is made to match schedules, it is rarely possible to replicate every class. Students taking these classes must be aware that when engaging in serious violations of the *Code of Student Conduct*, they are jeopardizing their academic plan.
- During an alternative placement or expulsion, a student may not participate in any school activity or be on any Santa Rosa County District School campus without specific approval of the Principal.
- A bomb threat or false report of a bomb threat will lead to a ten (10) day suspension and referral for a Disciplinary Hearing regarding expulsion.
- Illegal use, possession or sale of controlled substances, or possession of a firearm, knife or other weapon, or other behavior determined to be of a criminal nature may result in criminal penalties being imposed.

Jurisdiction

Santa Rosa County Public School students grades Pre-K – 12 are subject to the rules and regulations of the Santa Rosa County District School Board *Code of Student Conduct* during the school day and regular school activities; while being transported on school buses or at the public expense to and from school or other educational facilities; during the time they are otherwise en route to and from school or are presumed by law to be attending school including while at school bus stops; at such time and places, including, but not necessarily limited to, school-sponsored events, field trips, athletic functions, and other activities where appropriate school personnel have jurisdiction over students. In addition to the foregoing, jurisdictional control over the student may be extended to the immediate vicinity of the school whenever the conduct of the students is deemed to have a detrimental effect on the health, safety and welfare of other students and/or of the school. **Home-schooled students are also subject to the rules and regulations of the Santa Rosa County School Board *Code of Student Conduct* when receiving services or participating in a class or extracurricular activity with the Santa Rosa County School District.**

Philosophy

The primary objective of the Santa Rosa County Public School System is to develop each student's potential for learning and to foster positive interpersonal relationships. Therefore, it is necessary that the school environment be free of disruptions which interfere with teaching and learning activities. The student's conduct determines to a great extent the full development of his/her potential for learning and the development of positive relationships.

The purpose of this document is to assist students, parents, teachers and school administrators in the maintenance of an environment which will enhance the achievement of this objective. To be fully effective, the *Code of Student Conduct* addresses not only the role of the parents, the students, and the school but also specifies areas relative to School Board policies; responsibilities and rights of students; grounds for disciplinary action; and procedures to be followed for acts requiring disciplinary action.

Each school is permitted and encouraged to develop rules, procedures and expectations for student conduct. While these may not conflict with direction provided in the district-wide *Code of Student Conduct*, broad latitude in dealing with local school problems shall be afforded each school so that student discipline may be responsive to particular problems in each individual school.

Roles of The Home, Student, School and School Personnel

In order for effective instruction to occur, there must be a cooperative relationship between student, parent and educator. This relationship may be described as follows:

Parents or guardians who:

1. Keep in regular communication with the school concerning their child's progress and conduct.
2. Let the school know if something has happened at home that could affect how the student performs in school.
3. Ensure that the child is in daily attendance and on time for school and promptly report the reason for an absence or tardy.
4. Provide the child with the resources needed to complete class work.
5. Assist the child in being healthy, neat, clean, and dressed appropriately for school since it is a place to work and learn.
6. Discuss work assignments, progress reports and report cards with their child.

7. Each year provide the school with their current telephone number, home address, work telephone number and emergency contact information. Also, notify the school in case any of the information changes during the year.
8. Expect the child to conform to the rules of the *Code of Student Conduct* and those set forth in the school's student handbook.
9. Do not leave the child at school more than 30 minutes before the start of the school day or after the end of the school day as supervision will not be provided beyond that time. This also includes school activities outside of the regular school day such as clubs, practices, games, after school detention and tutoring.
10. Encourage the child to take care of the textbooks and teaching materials assigned for his/her use and to not purposely damage any School Board property. The parent should be prepared to pay for any damage done to School Board property by their child.
11. Are aware that when parents are divorced or separated, both parents have full rights to participate in the child's school activities and know what is happening at school unless there is a court document limiting that access. If such a document exists, then a certified copy must be provided to the school Principal. The non-residential parent will not be allowed to remove the child from school without the permission of the residential parent, unless there is a certified copy of a court order saying that the non-residential parent can remove the child from school. Permission by the residential parent may be in the form of a letter on file or notation on the child's Health Card. A non-residential parent has access to student records and information unless a court order prohibits such access.

Students who:

1. Attend all classes daily and are punctual in attendance.
2. Are prepared to come to class with appropriate working materials.
3. Are respectful of all individuals and property.
4. Refrain from profane or inflammatory statements and conduct themselves in a safe and reasonable manner.
5. Are neat, clean and drug free.
6. Are responsible for their own work.
7. Abide by the rules and regulations of the school system, the school, and each classroom teacher.
8. Seek changes in an orderly and recognized manner.

Schools that:

1. Promote a safe, drug-free school environment.
2. Provide a rigorous and challenging academic program and encourage the use of good guidance procedures.
3. Maintain an atmosphere conducive to good behavior and exhibit an attitude of respect for students.
4. Plan a flexible curriculum to meet the needs of all students.
5. Develop and maintain appropriate extracurricular activities.
6. Promote effective training or discipline based upon fair and impartial treatment of all students.
7. Develop a good working relationship among staff and with students.
8. Encourage the school staff, parents/guardians and student to use the services of the school and of community agencies.
9. Encourage parents to keep in regular communication with the school and participation in affairs of the school.
10. Endeavor to involve the entire community in order to improve the quality of life therein.

School personnel who:

1. Are in regular attendance and on time and are prepared to perform their duties with appropriate materials.
2. Are respectful to all individuals and property.
3. Are aware of and have respect for the diverse cultures within the community.
4. Refrain from profane or inflammatory statements.
5. Conduct themselves in a responsible manner and promote the health, safety, and welfare of students.
6. Are clean and neat.
7. Seek to provide models of conduct for students.
8. Seek changes in an orderly and recognized manner.
9. Seek to establish and maintain an orderly school environment.

**PUBLIC NOTICE TO PARENTS, GUARDIANS, AND ELIGIBLE STUDENTS
Uniform Notice of Non-Discrimination Under Title VI, Title IX, Section 504, Age
Discrimination Act, Boy Scouts Act, and Title II of the Americans with Disabilities
Act**

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

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Michael A. Thorpe

Assistant Superintendent for Curriculum and Instruction

6032 Highway 90

Milton, FL 32570

(850) 983-5040

Santa Rosa County School Board Policy – Chapter 2.00, 2.70, 272

**PUBLIC NOTICE to PARENTS, GUARDIANS and ELIGIBLE STUDENTS
Rights Under the Family Educational Right and Privacy Act (FERPA) And
Protection of Pupil Rights Amendment (PPRA) Rights with Respect to Student
Records**

The Family Education Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. The rights under the Family Educational Right and Privacy Act and the Protection of Pupil Rights Amendment transfer from the parents to a student who is 18 years old or an emancipated minor under state law.

These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access.
2. Parents or eligible students should submit to the school Principal a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access

and notify the parent or eligible student of the time and place where the records may be inspected.

3. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the school Principal, clearly identify the part of the record they want changed and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
4. The right to consent to disclosures of personally identifiable information contained in the student's records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the school discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll. Educational records include the transfer of disciplinary records, with respect to a suspension or expulsion for any student who seeks, intends, or is instructed to enroll, on a full or part-time basis.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Santa Rosa County District Schools to comply with the requirements of FERPA and PPRA.

The following is the name, address, and phone number of the office that administers both FERPA and PPRA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920
(202) 260-3887

Parent Notice for Directory Information

FERPA requires that the district, with certain exceptions, obtain the parent or eligible student's written consent prior to the disclosure of personally identifiable information from the student's educational records. However, Santa Rosa County District Schools may disclose appropriately designated directory information without written consent unless the district has been advised to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the district to include this type of information from the student's educational records in certain school publications. Examples include:

- a playbill showing student's role in a drama production

- the yearbook
- honor roll or recognition lists
- graduation programs
- sports activity sheets, such as for football, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include but are not limited to companies that manufacture class rings or publish yearbooks. **In addition, two (2) federal laws** (the *No Child Left Behind Act of 2001* and the *National Defense Authorization Act for Fiscal Year 2002*) **require local educational agencies receiving assistance under the *Elementary and Secondary Education Act of 1963* to provide military recruiters, on request, with three (3) directory information categories—names, addresses, and telephone listings—unless parents have advised the school that they do not want their student’s information disclosed without their prior written consent.**

You must notify your school in writing on the approved form (available in guidance offices) by the first week of September or within ten (10) school days after the student enrolls if you do not want the school to disclose directory information from your child’s education records without your prior written consent. Santa Rosa County District Schools has designated the following information as directory information:

1. student’s name
2. address
3. telephone, if listed
4. date and place of birth
5. major field of study
6. dates of attendance
7. participation in officially recognized activities and sports
8. weight and height of members of athletic teams
9. degrees, honors, and awards received
10. the most recent educational agency or institution attended
11. grade level

Rights Regarding District Conduct of Surveys, Collection and Use of Information for Marketing Purposes and Certain Physical Exams

The Protection of Pupil Rights Amendment (PPRA) affords parents and students who are 18 years of age or eligible students certain rights, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one (1) or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)
 1. political affiliations or beliefs of the student or student’s parent;
 2. mental or psychological problems of the student or student’s family;
 3. behavior or attitudes regarding sex;
 4. illegal, anti-social, self-incriminating or demeaning behavior;
 5. critical appraisals of others with whom respondents have close family relationships;
 6. legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. religious practices, affiliations or beliefs of the student or parents; or
 8. income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of*
 1. any other protected information survey, regardless of funding;
 2. any non-emergency, invasive physical exam (any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body) or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law; and
 3. activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use
 1. protected information surveys of students;
 2. instructional material used as part of the educational curriculum (instructional material includes materials that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats such as materials accessible through the Internet. The term does not include academic tests or academic assessments); and
 3. instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes.

The requirements concerning activities involving the collection and disclosure of personal information from students for marketing purposes do not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following:

- college or other postsecondary education recruitment, or military recruitment
- book clubs, magazines, and programs providing access to low-cost literary products
- curriculum and instructional materials used by elementary and secondary schools
- tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students
- the sale by students of products or services to raise funds for school-related or education-related activities
- student recognition programs

Santa Rosa County District Schools has developed policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The district will notify parents and eligible students of these policies at least annually at the beginning of the school year and will notify after any substantive changes. The district will also directly notify, such as through U.S. mail or email, parents of students who are scheduled to participate in the specific or approximate dates of the activities or surveys listed below and provide an opportunity for the parent to opt a student out of participation of the specific activity or survey. This district will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and are provided an opportunity to opt their student out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- collection, disclosure, or use of personal information for marketing, sales, or otherwise providing that information to others for that purpose
- administration of any protected information survey not funded in whole or in part by the Department of Education
- any non-emergency, invasive physical examination or screening that is: 1) required as a condition of attendance; 2) administered by the school and scheduled by the school in advance; and 3) not necessary to protect the immediate health and safety of the student, or of other students. This law does not apply to any physical examination or screening that is permitted without parental notification.

Parents/eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office (FPCO). Informal inquiries may be sent to FPCO via the following email addresses: **FERPA@ED.GOV** and **PPRA@ED.GOV**. The FPCO Web site address is www.ed.gov/policy/gen/guid/fpcoc. <https://studentprivacy.ed.gov/file-a-complaint>.

Dissemination of Information During Emergencies

Emergency information for parents or guardians before, during or after any critical incident will be disseminated through local radio and television stations.

Extracurricular Activities

Interscholastic extracurricular student activities are those organized between or among schools which are carried on outside the curriculum. These activities include displays of talent which may include but are not limited to sports; music festivals and speech, debate, art, drama, foreign language, and club competitions. s.1006.15, F.S.

“Eligible to participate” is defined as including participation in try-outs, off-season conditioning and workouts, in-season practices, and contests. It does not mean the student must be placed on a team. In order to be eligible for participation in interscholastic and intra-scholastic extracurricular activities, such as athletics, a student must satisfy any applicable Florida Statutory requirements, and meet and fulfill the eligibility requirements adopted by School Board Policy, which includes, but is not limited to the FHSAA eligibility criteria, and the criteria set forth in the *Code of Student Conduct*.

A student must also maintain the grade point average listed:

- **Students in Grade 9:** to be eligible in the fall semester of 9th grade, must have been regularly promoted the previous year from Grade 8. To be eligible in the spring semester of the 9th grade year, a student must have a 2.0 GPA on a 4.0 scale.
- **Students in Grade 10:** must have a cumulative 2.0 GPA on a 4.0 scale or have earned a 2.0 GPA in courses taken during the current spring semester and sign an academic performance contract with their school and enroll in and attend summer school as necessary.
- **Students in Grade 11 and 12:** must have a cumulative 2.0 GPA on a 4.0 scale

The sponsor or coach of each individual extracurricular activity may institute more stringent policies. In this instance, the policies shall be published in the student handbook or activity’s policy manual.

Student Athlete Eligibility Requirements:

Florida High School Athletic Association (FHSAA) Requirements

All high schools in the Santa Rosa County School District are members of the Florida High School Athletic Association (FHSAA). Interscholastic athletic eligibility is determined according to the FHSAA Handbook Operational Bylaws. Additional information regarding FHSAA bylaws can be found at <http://www.fhsaa.org>.

A. Student athletes are eligible to participate:

1. at the school in which he/she first enrolls each school year;
2. at the school to which the student has transferred with approval from the School Board.

A student who transfers to a school during the school year may seek to immediately join an existing team if the roster has not reached the maximum size and the coach for the activity determines that the student has the requisite skill and ability to participate.

B. Exceptions:

A student may not participate in a sport if the student participated in that same sport at another school during the same school year, unless the student is:

1. a dependent child of active duty military personnel whose move resulted from military orders;
2. a child who has relocated due to a foster care placement in a different school zone;
3. a child who moved due to a court ordered change in custody due to separation, divorce, or the serious illness or death of a custodial parent; and/or
4. authorized for good cause in Board policy. The following exemptions may be granted:
 - a. Reassigned by District School Board or Charter School Board, as long as reassignment is not for athletic or disciplinary reasons and is not requested by the student or his/her parent/guardian.
 - b. Transfer, approved by the Grade Level Director, to a new school within the first ten (10) days of the semester, i.e., acceptance to a previously applied for magnet program, academy, charter school or private school.
 - c. Undue hardship.

The FHSAA does not have the authority to make eligibility rulings on student transfers. The School District has a Student Athlete Eligibility for Good Cause Committee consisting of the High School Director, Middle School Director, Athletic Director from a school that is not related to the eligibility ruling as well as an administrator from a school that is unrelated to the eligibility ruling.

**PUBLIC NOTICE to PARENTS, GUARDIANS, and ELIGIBLE STUDENTS
Notice of Privacy Practices Health Insurance Portability and Accountability Act of
1996 (HIPAA)**

**Florida Department of Health Santa Rosa County Health Department
School District of Santa Rosa County**

This notice describes how medical information about you may be used and disclosed and how you can access the information.

Health Department and School District Duties

The Health Department and school district are required by law to maintain the privacy of your protected health information. This Notice of Privacy Practices tells you how your protected health information may be used and how we keep your information private and confidential. This notice explains the legal duties and

practices relating to your protected health information. As part of the department's legal duties this Notice of Privacy Practices must be given to you. The Health Department and school district are required to follow the terms of the Notice of Privacy Practices currently in effect.

The Health Department or school district may change the terms of its notice. The change, if made, will be effective for all protected health information that it maintains. New or revised notices of privacy practices will be posted on the Department of Health website at www.floridahealth.gov and will be available by email and at all Department of Health buildings. Also available are additional documents that further explain your rights to inspect, copy and amend your protected health information.

Uses and Disclosures of Your Protected Health Information

Protected health information includes demographic and medical information that concerns the past, present, or future physical or mental health of an individual. Demographic information could include your name, address, telephone number, social security number and any other means of identifying you as a specific person. Protected health information contains specific information that identifies a person or can be used to identify a person.

Protected health information is health information created or received by a health care provider, health plan, employer, or health care clearinghouse. This medical information is used in many ways while performing normal business activities.

Your protected health information may be used or disclosed by the Health Department or school district for purposes of treatment, payment, and health care operations. *Health care professionals use medical information in the clinics or hospital to take care of you. Your protected health information may be shared, with or without your consent, with another health care provider for purposes of your treatment. The Health Department or school district may use or disclose your health information for case management and services. The Health Department or school district may send the medical information to insurance companies, Medicaid, or community agencies to pay for the services provided you.*

Your information may be used by certain personnel to improve health care operations. Personnel may send you appointment reminders, information about treatment options or other health-related benefits and services.

Some protected health information can be disclosed without your written authorization as allowed by law. Those circumstances include:

- reporting abuse of children, adults, or disabled persons
- investigations related to a missing child
- internal investigations and audits by the divisions, bureaus, and offices of the Health Department and school district
- investigations and audits by the state's Inspector General and Auditor General and the legislature's office of Program Policy Analysis and Government Accountability
- public health purposes including vital statistics, disease reporting, public health surveillance, investigations, interventions and regulation of health professionals
- district medical examiner investigations
- research approved by the department
- court orders, warrants, or subpoenas
- law enforcement purposes, administrative investigations and judicial and administrative proceedings

Other uses and disclosures of your protected health information by the Health Department or school district will require your written authorization. This authorization will have an expiration date that can be revoked by you in writing. These uses and disclosures may be for marketing and for research purposes. Certain uses and disclosure of psychotherapist notes will also require your written authorization.

Individual Rights

You have the right to request the Health Department or school district to restrict the use and disclosure of your protected health information to carry out treatment, payment, or health care operations. You may also limit disclosures to individuals involved with your care. The Health Department or school district is not required to agree to any restriction.

You have the right to be assured that your information will be kept confidential. The Health Department or school district will contact you in the manner and at the address or phone number you select. You may be asked to put your request in writing.

You have the right to inspect and receive a copy of your protected health information. Your inspection of information will be supervised at an appointed time and place. You may be denied access as specified by law. If access is denied, you have the right to request a review by a licensed health care professional who was not involved in the decision to deny access. This licensed health care professional will be designated by the Health Department or school district.

You have the right to correct your protected health information. Your request to correct your protected health information must be in writing and provide a reason to support your requested correction. The Health Department or school district may deny your request, in whole or part, if it finds the protected health information:

- was not created by the Health Department or school district
- is not protected health information
- is by law not available for your inspection
- is accurate and complete

If your correction is accepted, the Health Department or school district will make the correction and tell you and others who need to know about the correction. If your request is denied, you may send a letter detailing the reason you disagree with the decision. The Health Department or school district will respond to your letter in writing. You also may file a complaint, as described below in the section titled Complaints. You have the right to receive a summary of certain disclosures the Health Department or school district may have made of your protected health information. This summary does not include:

- disclosures made to you
- disclosures to individuals involved with your care
- disclosures authorized by you
- disclosures made to carry out treatment, payment and health care operations
- disclosures for public health
- disclosures to health professional regulatory purposes
- disclosures to report abuse of children, adults or disabled
- disclosures prior to April 14, 2003

This summary does include disclosures made for:

- purposes of research, other than those you authorized in writing

- responses to court orders, subpoenas or warrants

You may request a summary for not more than a six (6) year period from the date of your request.

For Further Information

Requests for further information about the matters covered by this notice may be directed to the person who gave you the notice, to the Director or Administrator of the Department of Health facility where you received the notice, or to the Public Records Coordinator at 4052 Bald Cypress Way, BIN A02, Tallahassee, FL 32399 telephone 850-245-4005/ FAX 850-413-8743 or email PublicRecordsRequest@flhealth.gov. For more information on the HIPAA Privacy Rule, visit the Department of Health and Human Services HIPAA Privacy Rule website at <https://www.hhs.gov/hipaa/index.html>.

If you believe that a HIPAA-covered entity or its business associate violated your (or someone else's) health information privacy rights or committed another violation of the Privacy, Security, or Breach Notification Rules, you may file a complaint with the Office for Civil Rights (OCR). Anyone can file a health information privacy or security complaint. Your complaint must be filed in writing by mail, fax, e-mail, or via the OCR Complaint portal at <https://ocrportal.hhs.gov/ocr/smartscreen/main.jsf> and be filed within 180 days of when you knew that the act or omission occurred. OCR may extend the 180-day period if you can show "good cause."

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. Contingent upon funds, scholarships are awarded on a first-come, first-served basis. [School personnel must notify parents of the opportunity to attend an eligible private school under the Family Empowerment Scholarship \(FES\) and the Florida Tax Credit Scholarship programs \(FTC\).](#)

Introduction

The *Code of Student Conduct*, as required by law, includes the grounds and the procedures to be followed in disciplinary action and an explanation of students' rights and responsibilities. It is designed to provide a framework of discipline for all schools in Santa Rosa County. Used as a guide, it outlines the behavioral problems to be dealt with by classroom teachers, those to be referred to the Principal or a member of the administrative team, and those problems which are beyond the scope of the school's authority. The Principal, or his/her designated representative, has the authority, as delegated by and in accordance with School Board policies, to take additional or more severe action than suggested in the *Code*, if in his/her opinion the conduct warrants it.

The *Code* has been created to help students gain the greatest possible benefit from their school experience. The *Code* is made available to school personnel, teachers, parents, students, and School Advisory Council members at the beginning of each school year. Students receive instruction in the *Code* and are encouraged to share the *Code* with their parents/guardians. Parents/guardians have the responsibility for the actions of their children and should be involved in their education. Parents and students are responsible for knowledge of the contents of the *Code*. The School Board and administrators expect all students to comply with the *Code of Student Conduct*.

A student with a disability refers to any student identified as disabled in accordance with the Individuals with Disabilities Education Act Revised and/or Section 504 of the Rehabilitation Act of 1973. If a student with a disability has an individual Positive Behavior Intervention Plan (PBIP), then the PBIP supplants the *Student Code of Conduct* and the student will be disciplined in accordance with the procedures delineated in his/her Positive Behavior Intervention Plan. All disciplinary action at the classroom, school and district level must be provided to the student and parent/guardian in the home language whenever feasible. Contact the ESOL School Liaison or District Program Facilitator for assistance with interpretation or translation services.

Petty Acts of Misconduct

Acts that are considered petty misconduct may disrupt the educational process but do not endanger the life or safety of an individual. Such acts include but are not limited to cellular telephone violation, defiance of authority, minor disruption, dress code violation, eating or drinking on the bus, forgery, horseplay, leaving campus without permission, lying or misrepresentation, profanity, and vehicle parking violation.

GENERAL POLICIES

Attendance

Florida Statute 1003.21 requires students ages six (6) up to 18 to be in regular attendance at school. A student who has been absent from school shall have his or her absence reported in a manner which is described in the school's Student Handbook.

- A. Excused Absences:** Absences granted for personal illness, illness or death of a member of the immediate family, medical or dental appointments, religious holidays, religious instruction, court date and special emergencies, treatment of autism spectrum disorder by a licensed healthcare practitioner or behavior analyst certified pursuant to s.393.17, F.S., school sponsored activities or pre-arranged absences approved by the Principal or designee. The parent/guardian must notify the school to provide the reason for the absence or respond to the school's inquiry about the reason for the absence within three (3) days of the absence, or it becomes an unexcused absence.

A student who desires to be absent for reasons not given above; may make a **prior arrangement** request to the school Principal by bringing a written request from his/her parent or guardian.

1. Pre-arranged absence requests must be made at least five (5) school days prior to the date of the absence, except in the case of an emergency.
2. Students shall make pre-arrangements for their school work to be done; it will be due the day the student returns to school. Work done in the pre-arranged time allotted will be given full credit.

- B. Unexcused Absences:** Absences for shopping trips, vacations, pleasure trips, truancy, missing the bus, oversleeping, excessive illness without doctor verification, dismissal from school (out-of-school suspension does not count toward truancy absences), or other avoidable absences which have not been pre-arranged and approved by the Principal or designee. Three (3) unexcused late to school Check-Ins and/or Check Outs, will equate to the student receiving one (1) unexcused absence for truancy purposes.

Learnfare Program: The school district will report any wage recipient (student) to the Department of Children & Families if the student is coded a dropout or when he/she reaches five 15 unexcused absences within 90 calendar days.

Student Contact Program: If a parent/guardian does not respond to the initial school contact regarding unexcused absences, schools have the option of utilizing a law enforcement officer to deliver a letter of notice.

- C. Notification to School:** Any student who has been absent from school shall bring a note from one of his/her parents or guardians stating the cause of the absence. A Principal may choose to accept notification in person or by telephone in lieu of a note. Failure to properly notify the school or the inability of the school to reach the parent/guardian to establish the reason for the absence within three (3) days shall result in an unexcused absence.
1. The school shall receive notification of the cause of the absence within three (3) days.
 2. The school will determine if the absence is to be excused or unexcused.

Truancy

Definition of Habitual Truant: A habitual truant is a child who has 15 unexcused absences within 90 calendar days with or without the knowledge or justifiable consent of the child's parent or legal guardian, who is subject to compulsory school attendance under Florida Statute 1003.21(1)(a) and (2) and who is not exempt under Florida Statute 1003.21(3) or 1003.24 or any other exemptions specified by law or rules of the State Board of Education.

Procedures

If a student has had five (5) or more unexcused absences* or absences for which the reasons are unknown within 30 calendar days, or ten (10) unexcused absences or absences for which the reasons are unknown within 90 calendar days, the student's primary teacher shall report to the school Principal that the student may be exhibiting a pattern of non-attendance.

*Three (3) unexcused late to school Check-Ins and or Check-Outs prior will equate to the student receiving one (1) unexcused absence.

1. The Principal shall, unless there is clear evidence that the absences are not a pattern of non-attendance, refer the case to the school's Multi-Tiered System of Supports (MTSS) to determine if early patterns of truancy are developing.
2. The parent/guardian shall be invited to meet with the Administration to develop a written Truancy Intervention Plan.
3. The parent/guardian shall be informed of the requirements of compulsory attendance laws, the Department of Motor Vehicle sanctions and the possible reduction of state cash assistance through the Learnfare program.
4. If an initial meeting does not resolve the problem, the Multi-Tiered System of Supports (MTSS) shall implement interventions that best address the problem. The interventions may include, but need not be limited to the following:
 - a second parent/school conference
 - Truancy Intervention Plan (TIP)
 - referral to the school Social Work Department
 - frequent communication between the teacher and the family
 - changes in the learning environment
 - mentoring
 - student counseling

- tutoring, including peer tutoring
- placement into different classes
- evaluation for alternative education programs
- attendance contracts
- referral to other agencies for family services
- Truancy Monitoring Plan—a plan which documents all interventions assigned to the student/family for the purpose of improving attendance.
- other interventions, including, but not limited to, a truancy petition pursuant to s.984.151, F.S.

The Multi-Tiered System of Supports (MTSS) shall be diligent in facilitating intervention services and shall report the child to the Superintendent (or his/her designee) only when all reasonable efforts to resolve the non-attendance behavior are exhausted.

- a. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the School Board.
 - b. If the Board’s final determination is that the strategies of the Multi-Tiered System of Supports (MTSS) are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non-compliance with compulsory school attendance.
 - c. If non-attendance continues after the implementation of intervention strategies, the Principal may request that the Superintendent (or his designee) file a truancy court petition. If a truancy court petition is filed, the parents/guardian of the student will receive a summons to appear in circuit court pursuant to F.S. 984.151, and the parents/guardian may be subject to continued court jurisdiction, fines, probation or jail.
5. If the parent/guardian of a child who has been identified as exhibiting a pattern of non-attendance, enrolls the child in a home education program pursuant to F.S.1002, the Superintendent of Schools shall provide the parent/guardian a copy of F.S.1002.41 and the accountability requirements of this paragraph. The Superintendent of Schools shall also refer the parent/guardian to a home education review committee composed of the district contact for home education programs and at least two (2) home educators selected by the parent/guardian from a district list of all home educators who have conducted a home education program for at least three (3) years and who have indicated a willingness to serve on the committee. The Home Education Review Committee shall review the portfolio of the student, as defined by F.S.1002.41, every 30 days during the district’s regular school terms until the committee is satisfied that the home education program is in compliance with F.S.1002.41 (1)(b). The first portfolio review must occur within the first 30 calendar days of the establishment of the program. The provisions of paragraph six (6) below do not apply once the committee determines the home education program is in compliance with F.S.1002.41 (1)(b).
 6. If the parent/guardian fails to provide a portfolio to the committee, the committee shall notify the Superintendent of Schools (or his/her designee). The Superintendent of Schools (or his/her designee) shall then terminate the home education program and require the parent/guardian to enroll the child in an attendance option provided under F.S.1003.01 (13), (a), (b), (c), or (e), within three (3) days. Upon termination of a home education program pursuant to this paragraph, the

parent/ guardian shall not be eligible to re-enroll the child in a home education program for 180 calendar days. Failure of a parent or guardian to enroll the child in an attendance option after termination of the home education program pursuant to this paragraph shall constitute non-compliance with the compulsory attendance requirements of F.S.1003.21 and may result in criminal prosecution under F.S.1003.27. Nothing contained herein shall restrict the ability of the Superintendent of Schools, or the ability of his or her designee, to review the portfolio pursuant to F.S.1002.41(1)(b).

7. If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent, the guardian or the Superintendent or his/her designee shall refer the situation to the case staffing committee (Child in Need of Services – CINS (Child in Need of Services – CINS if there is an active committee in operation) and the Superintendent or his designee may file a Truancy Petition pursuant to the procedures in Florida Statute 984.151.

Prolonged or Repeated Absence

When a student is absent repeatedly or for a prolonged period of time due to an illness or injury, the Principal or designee may require documentation from a physician or health care provider. If the requested documentation is not provided, the absence will be unexcused.

A student who has medically diagnosed physical or mental conditions which confine the student to home or hospital and whose activities are restricted for a period of at least 15 consecutive school days, may be eligible for **homebound/hospital services**. Parents/ guardian should contact the student's school to secure an application for these services.

A student who has been sent home with **head lice and/or nits** should return to school, free of head lice and/or nits, within two (2) calendar days; absences from school during the two (2) calendar days will be excused. For each occurrence of head lice and/or nits, absences beyond two (2) calendar days will be unexcused.

Dept. of Motor Vehicles Sanctions

A student who is 14 years of age, but less than 18 years of age, and who has had 15 unexcused absences within a 90 calendar-day period or who has withdrawn, having being coded with a state dropout withdrawal code may have his/her motor vehicle operator's license suspended (in accordance with F.S.322.091).

The student may request a *hardship waiver* hearing with appropriate school officials within 15 days of *notice of intent to suspend license* issued by the Department of Highway Safety and Motor Vehicles. This hardship waiver request should be made in writing to the school Principal or his/her designee. The written request should set forth, in detail, the extraordinary circumstances which justify a waiver. A hardship hearing shall take place within 30 days of notification of the intent to suspend by the Department of Highway Safety and Motor Vehicles. If the hardship waiver is denied by the Principal or designee, the student may appeal the decision to the Director of High Schools. This request must be written and submitted to the Director within five (5) days of the denial. A student may have his/her license reinstated after he/she has attended school for 30 days with no unexcused absences. The student must complete a reinstatement form, which the school must verify. The student will then take the completed form and reinstatement fee to the driver's license office, which will issue the student another operator's license.

Intent to Terminate School Enrollment

A student between the **ages of 16 and 18** who chooses to terminate his/her education **must officially withdraw** and complete a “Declaration of Intent to Terminate School Enrollment” form which will acknowledge that this action is likely to reduce the student’s earning potential and **which must be signed by the parent and student**. The school must notify the student’s parents of receipt of the student’s declaration of intent to terminate school enrollment. The student must participate in an exit interview with the student’s guidance counselor or other school personnel for determination of the reasons for the student’s decision to terminate school enrollment and to discuss actions and opportunities to continue the student’s education in a different environment. The student must complete a survey as a part of the exit interview that will provide data on the student’s reasons for terminating enrollment and actions taken by schools to keep the student enrolled. Such action, unless recognized by the School Board as a hardship condition, will cause the student to lose his/her driving privilege. If a student between the ages of 16 and 18 fails to complete the “Declaration of Intent to Terminate School Enrollment” form, the exit survey and/or exit interview, then the student can be subject to truancy court proceedings.

Exceptional Student Education Program (ESE)

Transfer of Rights – Under the regulations for FERPA in 34 CFR 99.5(a), parent rights regarding education records are transferred to their child at age 18. If the rights accorded to the parent under IDEA are transferred to the child who reaches the age of majority, consistent with 34 CFR 300.520, the rights regarding educational records are also transferred to the child. Under S. 1003.5716, F.S., the student and parent will be provided information at the IEP meeting regarding ways in which the parent can continue to participate in the education decision-making process (Parent Procedural Safeguards for Parents of ~~Parents with Disabilities,~~ ~~Parents with Disabilities,~~

Elementary School Absenteeism

After review by the Multi-Tiered System of Supports (MTSS) at each school, the Principal has the authority to retain students who have been absent 20 or more days excused and/or unexcused.

The Principal has the final authority for the grade placement of each student.

Middle and High School Absenteeism

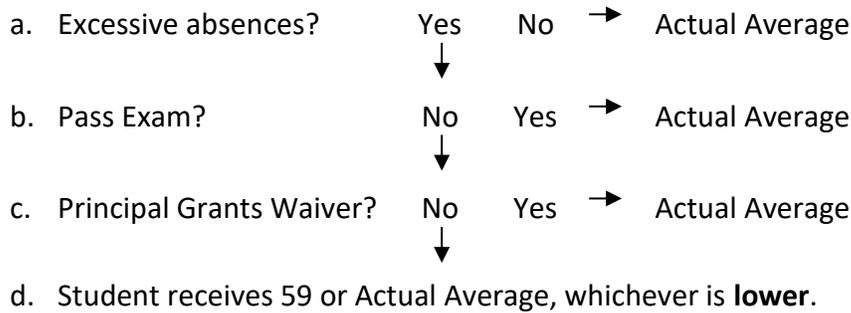
Absenteeism equal to ten (10) or more absences during a semester unit of instruction or five (5) or more absences during a quarter unit of instruction requires the demonstration of mastery of the course for all students, except those students enrolled in competency-based Dropout Prevention programs as follows:

1. Meeting the class requirements of the semester/quarter unit of instruction and earning a teacher assigned passing grade.
2. Passing a comprehensive semester/quarter examination covering the performance standards of the semester/quarter unit of instruction at the 60 percent level or above. The length, design, and degree of difficulty of such an exam is to be comparable to the semester/quarter exam required of any other student taking the exam for the same course. Due to state guidelines that prohibit the giving of an additional local cumulative exam in courses required to take a State End-of-Course (EOC) Exam, the attendance rule does not apply to courses for which State EOC is required to earn credit for the course.

3. Any student who scores below 60 percent on the semester/quarter exam will be awarded a course average of 59 or their actual average, whichever is lower.

Any parent/guardian requesting a waiver of this policy must submit their request in writing to the school Principal along with a detailed explanation for the request. The intent of this waiver is for situations regarding absences due to medical reasons. The school Principal will evaluate each request and make a determination as to whether or not the waiver will be granted.

Course Average Flow Chart



Make-Up Work

When a student is absent from school for school-sponsored activities or for an **excused absence**, the student shall be responsible for making arrangements with teachers for completing all work and assignments missed during the absence. All make-up work assigned shall be completed within three (3) days after the student returns to school unless given an extension of time by the teacher. Tests announced prior to the absence can be given on the student’s first day back to school, or at the discretion of the teacher. Assignments given prior to an absence that were due during the absence should be turned in the first day the student returns to school (see “Excused Absences”). If the teacher finds it necessary to provide an alternate test or assignment for a student who has been absent, the test or assignment shall be comparable in length, design and degree of difficulty of the test or assignment given to the other students in the class for which the student was absent.

Zeros will be given for class work and assignments missed during an **unexcused absence** and may not be made up for grading purposes unless an exception is made by the Principal or designee.

Accommodations indicated on student IEP/504 Plan must be implemented.

Out-of-School Suspension Assignments

Elementary/ Middle School:

Assignments provided to students **suspended out-of-school**, are due upon the student’s return to school. Any assignment not turned in upon the student’s return from being suspended out of school will result in the student receiving zeroes for the work assigned. Credit will not be awarded for work turned in but will be reviewed for feedback purposes only.

High School:

Assignments provided to students **suspended out-of-school**, are due upon the student’s return to school. Any assignment not turned in upon the student’s return from being suspended out of school will result in the student receiving zeroes for the work assigned.

Tardiness

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

Leaving School/Prior to end of Day/Late to School

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 may potentially result in disciplinary action for the student.*** Three (3) unexcused accumulated "late to school Check-Ins" or "early Check-Outs" will equate to the student receiving one (1) unexcused absence.

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

Late to School Check-In or Early Check-Outs:

- a. Students arriving after a school's designated start time are considered late to school and will receive a "Late to School Check-In" code.
- b. Students checking out of school prior to the end of the school's designated dismissal time will receive an "Early Check-Out" code.
- c. Three (3) unexcused accumulated "Late to School Check-Ins" or "Early Check-Outs" will equate to the student receiving one (1) unexcused absence.

Student Search

- a. The Principal, a teacher, or any other staff member may temporarily detain and question a student when circumstances indicate that such student has committed, is committing, or is about to commit a violation of Florida Statutes or School Board rules.
- b. School authorities may search student lockers or other areas when there is reasonable suspicion that a prohibited or illegally possessed substance or object is contained within the area pursuant to Florida Statutes.
- c. As a condition of being permitted to park a vehicle on campus, students understand and agree that the vehicle which is driven onto campus is subject to search at any time by school officials or their designees, at their discretion. This search may be conducted because of reasonable suspicion by school officials or without any reasonable suspicion. Furthermore, anything found in the vehicle shall be deemed to be in the student's possession and it is the student's responsibility to be certain that no items which are prohibited by the *Code of Student Conduct* are located in the vehicle whether or not said items belong to the student or to others.

Civility

In order to provide a safe, caring and orderly environment, the Santa Rosa County School District expects civility from all who engage in school activities. Mutual respect, professionalism and common courtesy are essential qualities that all need to demonstrate in promoting an educational environment free from disruptions, harassment, bullying and aggressive actions. The following are unacceptable behaviors: using

loud offensive language or profanity; behaviors which interfere with or threaten to interfere with school activities; intimidating, harassing, bullying, and inappropriate display of temper; threatening verbal or physical harm; threatening, abusive, intimidating or obscene telephone conversations, written communications, electronic mail, or voice mail.

Any student subjected to unacceptable behavior may bring the concern to the attention of a school employee who will notify the school administration for review and resolution of the reported incident. Any other individual subjected to unacceptable behavior may bring the concern to the attention of the school administration or the school district administration for review and resolution to the reported incident.

Criminal Acts on School Grounds, on School-Sponsored Transportation, or During School-Sponsored Activities

- A. The Santa Rosa County School Board has adopted a Zero Tolerance Policy for the following Violent and Non-Violent Criminal Acts:
 - 1. Violent Criminal Acts are defined by School Board Policy 5.32 as homicide (murder, manslaughter); sexual battery; armed robbery; aggravated battery; battery or aggravated battery on a teacher or other school personnel; kidnapping or abduction; arson; possession, use, or sale of any firearm; possession, use, or sale of any explosive device; possession or use of a weapon; threat to throw, project, place, or discharge any destructive device or to make a false report about planting a bomb or explosive involving school or school personnel's property, school transportation, or a school-sponsored activity.
 - 2. Non-Violent Criminal Acts as defined in this policy are the possession of weapons within one thousand (1000) feet of school property; the possession, use, or distribution of controlled substances and the possession or distribution of controlled substances within one thousand (1000) feet of a school; the violation of the School Board's Sexual Harassment Policy; and other criminal acts of a non-violent nature.
- B. A student who commits a Violent Criminal Act is to be recommended for expulsion from the school system, and his/her offense is to be reported to the appropriate local law enforcement agency. In addition, if the offense involves a victim, the victim and the victim's parent(s) or legal guardian(s) are to be notified by school officials of the offense and of the victim's right to press charges against the offender. School officials shall cooperate in any investigation or other proceedings leading to the victim's exercise of rights as provided by law.

Note: If a student is protected under IDEA or Section 504 Plan, refer to "Alternative Placement/Expulsion with Continuing Educational Services".

- C. A student who commits a Non-Violent Criminal Act should be disciplined in accordance with the procedures set forth in this *Code of Student Conduct* and his/her offense reported to the appropriate local law enforcement. Criminal acts are grounds for disciplinary action and may also result in criminal penalties in accordance with Florida Statute.

Distribution of Audio, Video, Digital, Printed Materials, or Computer Disc

No audio, video, digital, printed material or computer disc from any source shall be distributed on school property, or at a school-sponsored function, without the prior approval of the school Principal.

Dress Code and Grooming of Students

Appropriate student grooming and dress are primarily the responsibility of the student and parent/guardian. Students are expected to give proper attention to personal cleanliness and neatness prior to coming to

school. Students whose personal attire, or grooming, distracts other students and/or teachers from school work by exposing underwear or body parts in an indecent or vulgar manner, or whose attire could be hazardous to themselves and/or others in the course of school activities, shall be required to make necessary alterations of such attire and grooming before entering the classroom. If such alterations cannot be made at school, the student will be sent home to make the necessary changes. The time missed from school will be unexcused. Adhering to the school dress code is a prerequisite for student eligibility for participation in interscholastic extracurricular student activities. Students are required to follow the dress code outlined by the individual schools at all school-sponsored activities, including field trips. The Principal or Principal's designee has the final authority for interpreting whether a student's apparel/appearance conforms to the dress code. Violations of the dress code shall be addressed pursuant to the requirements of Section 1006.07, Florida Statutes.

Guidelines

- Students may not wear clothes, jewelry, accessories, or tattoos which convey messages that are: inappropriate for age group, crude, vulgar/profane, violent/death-oriented, gang-related, sexually suggestive, show/promote/ advertise alcohol, drugs or tobacco.
- Students may not wear any color, clothing, insignia, emblem, jewelry, or other object in such a manner as to indicate membership or association with any secret organization or gang.
- Students may not wear form fitting clothing (such as, but not limited to, spandex, yoga pants, tights, etc.), tank tops, halter tops, muscle shirts, undershirts, sports bras or boxer briefs, or other underwear as outer garments.
- Students may not wear clothing that reveals undergarments or the midriff, nor blouses or shirts which are low-cut or see-through. This includes the expectation that pants cover the hips upon sitting so that undergarments are not revealed.
- Skirts, split-skirts, dresses, and shorts may be worn, but must be near the knee in length.
- Shoes must be worn at all times (unless medical reasons indicate otherwise). Elementary students are discouraged from wearing flip flops, high heels or bedroom slippers/house shoes.
- Armbands, wristbands, belts, or other items with heavy metal projections and chains, including wallet chains, are prohibited.
- Students are strongly encouraged not to bring hats or other head coverings to school. The wearing of hats or other head coverings on school campuses shall be in accordance with the local school dress codes and shall not be disruptive to the orderly school environment.
- Students may not wear sunglasses inside the building without prior approval of the Principal or the Principal's designee nor may a student wear a hoodie with the hood worn over the head at school.
- **Any student who is required to wear a GPS (ankle monitor) must keep it covered at all times.**

More specific guidelines for dress may be provided in the school's Student Handbook.

Drug Testing

All athletes, cheerleaders, and marching band members who participate in interscholastic extracurricular activities may be subject to random drug testing in accordance with the School Board approved guidelines. This will include any random drug testing and designated penalties as required by Florida Statute.

Due Process

Due process in education requires that a student is given notice of what allegation is being made against him/her and that the student is given an opportunity to be heard regarding the allegations. The initial due process is usually at the school where the incident occurred. The Principal or his/her designee provides the

student with information regarding the incident and the student is provided with the opportunity to respond. After considering the student's response, the Principal makes a decision on discipline. This level is informal. Subsequent levels of due process may involve the student discipline committee, the Superintendent or the School Board. At each level the procedure becomes more formal and the student is apprised of the procedural safeguards. The ultimate decision of expulsion is made by the School Board in accordance with the requirements of due process.

Failure to Notify

A student who has knowledge of and fails to report to a person in authority the plans or actions of another person that might result or has resulted in harm to a person or damage to property could face disciplinary action. A student may report this information to an administrator, staff member, the Santa Rosa Speak Out button on the school websites, a School Resource Officer at the school or the student may report it through the Santa Rosa County Crime Stoppers at 437-STOP (437-7867). See the "How to Call a Tip to Crime Stoppers" page.

False Statements

Whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his or her official duty shall be guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083. (FS 837.06)

Harassment

It is the policy of the Santa Rosa County District School Board that each student be allowed to receive equal educational opportunities in an environment free from any form of malicious or sexual harassment as prohibited by state and federal statutes.

Students found to be in violation of the Board's policy on harassment may be subject to disciplinary action up to and including expulsion and may also be subject to criminal penalties.

Internet Acceptable Use Policy and Guidelines:

Refer to the Santa Rosa County District Schools *Acceptable Use Policy Agreement for Students*.

Language Other Than English (ESOL)

Students may not be disciplined for the use of a language other than English. However, students may be disciplined for the use of profanity or obscenity in any language.

Law Enforcement and DCF Investigations

Under certain circumstances, federal and/or state law enforcement agencies as well as the Florida Department of Children and Families ("DCF") may seek to interview students on school grounds in relation to an active investigation. Any law enforcement officer or DCF investigator seeking to interview students at school must first notify the principal and provide proper identification.

Federal and State Law Enforcement

In the event an officer seeks to interview a student who is a potential witness, victim, or suspect on school grounds, the principal/designee shall first notify the officer of his/her intent to contact the student's parent/legal guardian. The parent/legal guardian will be contacted unless expressly instructed in writing not to do so by the officer. If any law enforcement officer desires to question a student at school, a suitable place will be provided. The conference area will be so located as to create as little attention as possible to the matter.

The principal/designee may be present during the interview at the request or authorization of the student unless law enforcement provides the principal/designee with compelling reasons warranting his/her exclusion.

If an officer decides to remove a student from school grounds as part of a law enforcement investigation, he/she must present the principal/designee with a warrant of arrest, court order, or statement of the officer that he/she is placing the student under arrest or taking the student into custody. The officer shall sign a form affidavit provided by the District accepting custody for the student before removing him/her from the school grounds.

Florida Department of Children and Families (“DCF”)

Notification of parents/guardians regarding removal or interview of a student while on school premises by personnel of the Department of Children and Families (DCF) is the responsibility of DCF. If any DCF staff person wishes to interview a student at school, a suitable place will be provided after the DCF staff person has presented appropriate identification. The principal/designee will be present only if the DCF staff person feels it will enhance the interview or the student requests or consents to the presence of the principal/designee. The District witness, when involved in DCF interviews of children, will not be involved in the investigation but will serve only as a witness to the interview. The District witness will be bound by the confidentiality provisions governing child protective investigation interviews found in Chapter 39, F.S. If the DCF staff person elects to remove a student from the school, he/she must sign an affidavit accepting custody for the student prior to doing so.

Medication Policy

Any medication, either prescription or nonprescription, to be administered to a student on school premises or at school functions (including field trips), must be brought to the school by the parent/ guardian/ authorized adult representative for retention and administering. No student will be allowed to have medication, prescription or nonprescription, with the exception of an EpiPen, medication to relieve headache or an asthma inhaler, in his/her possession on school premises, on school transportation, or at a school function. EpiPens, insulin pens, or asthma inhalers will be permitted to be carried with parental permission and physician’s signature on the “Dispersion of Medication Form.” The parent/guardian of a student with diabetes should contact the school to update the “Student’s Health Care Plan for Insulin Dependent Diabetes Form.”

Medication brought to the school must be in the original prescription container, properly labeled with the child’s name, doctor’s name, name of medication, route, dosage, directions and expiration date. A “Dispersion of Medication Form” must be completed for **each** prescription, and a method of disposal of any unused or expired medication designated. The medication must be counted jointly by the parent/guardian and a school staff member. The parent/guardian and school staff member must both sign the “Registry of Medication Form” both for the initial prescription and each time additional medication for the same prescription is brought to the school. Nonprescription medication should also be in the original container and the procedures previously described for dispersion and registering of medication apply.

Parents/guardians are encouraged to request prescriptions for medications which limit administration during school hours. First morning doses should be given at home with only mid-day doses administered by a school staff member. Doses missed at home will not be administered by school staff. **Medication(s) will not be**

provided by the school. See School Board Policy - 5.622 for Administering Medical Marijuana to Qualified Students on District Property.

Non-Discrimination

No student shall be denied the opportunity to participate in appropriate programs, services, and activities by this school district on the basis of race, color, religion, gender, sexual orientation, age, marital status, disability, political or religious beliefs, national or ethnic origin of race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin or genetic information, if otherwise qualified, social and family background, or on the basis of the use of a language other than English, except as provided by law. Accommodations shall be afforded to students with disabilities who qualify for services under Section 504 and/or the Individuals with Disabilities Education Act. F.S.1006.0625 forbids a public school to deny any student access to programs or services because the parent/guardian of the student has refused to place the student on psychotropic medication.

Social Media

Students may be disciplined for a post on social media if:

1. There is a violation of this code of conduct or school policy.
2. The social media content is directed at the school community in some way that could reasonably be understood to be threatening.
3. It could potentially cause a substantial disruption to the educational process.
4. It promotes illegal activity, such as illegal drug or alcohol use, theft, etc.
5. If the content is obscene, lewd or otherwise inappropriate in a school setting, e.g., sexually suggestive.

Students should let an administrator know about student social media use that:

1. Breaches school policy.
2. Leads to or creates substantial disruption to the educational process.
3. Results in bullying toward students or staff.
4. Threatens school violence.

Off Campus Actions Which Disrupt the School Environment

Normally off-campus actions of students are not the basis for disciplinary actions by the school or school district. However, when those actions are of such a nature and extent that they reasonably may cause a disruption of the educational environment at the school, they may be the subject of disciplinary action. An example might be a student's use of an off-campus computer to post libelous, slanderous, demeaning, or profane remarks pertaining to school personnel or other students. It is not the purpose of this section to suppress the student's right of free speech, but rather to protect the school environment from actions that have a direct and detrimental effect on the educational process taking place at the school. Any disciplinary action by the school district shall in no way limit the right of the individual teacher or other school personnel to report the false allegation of committing a crime to the appropriate law enforcement authority, and/or pursue a civil action for libel, slander or defamation.

Patriotic Programs: Rules

F.S. 1003.44 requires that the pledge of allegiance to the flag be recited at the beginning of the day in each public elementary, middle, and high school in the state. Students are invited to stand and recite the Pledge of Allegiance to the flag of our country, but they are not required to do so. The pledge shall be rendered by students standing and placing their right hand over their heart. When the pledge is given or the national

anthem is played, all civilians (including students) are invited to show respect to the flag by standing at attention, men removing headdress, except when the headdress is worn for religious purposes. A school cannot discipline a student for failing to stand and/or pledge; however, a school may issue disciplinary action if a student disrupts the Pledge.

Personal Property and Possessions

Students are solely responsible for any personal property brought onto school grounds, on school-sponsored transportation, or to a school-sponsored activity. Neither the Board nor any Board employee shall bear any responsibility for any lost, damaged, or stolen personal property brought by a student onto school grounds, on school-sponsored transportation or to a school-sponsored activity.

Reporting of Expulsions, Alternative Placements, Arrests and Juvenile Justice Actions

Students are required at initial registration for school enrollment in the district to report any previous school expulsions, alternative placements, arrests resulting in a charge, and/or juvenile justice actions. The School Board has the authority to waive or honor the final order of expulsion, alternative placement or dismissal of a student by any in-state or out-of-state public district school board or private school for an act that would have been grounds for expulsion or alternative placement according to the receiving district School Board's *Code of Student Conduct*.

Safety of Students

Arriving/Leaving During School Day

1. Students arriving or leaving school during the school day must have permission verified by parent/guardian and follow prescribed Check-In and Check-Out procedures.
2. Students shall not be permitted to leave school with persons whose identity has not been satisfactorily established or whose authority to take the child away from school has not been authenticated by appropriate school records.

Campus Hours/Limits of Liability

Each school campus shall be open, and students shall be supervised beginning 30 minutes before the beginning of the school day and continuing until 30 minutes after the school day. Students are to remain in assigned areas prior to the beginning of the school day and after the ending of the school day as stipulated by the school.

Parents/guardians are advised that the school will not be responsible for students who are on school premises other than these times. Students who are not authorized to be on the campus are to leave the school campus upon dismissal in the afternoon. Supervision of students authorized to participate in or attend school-sponsored activities on the school premises shall begin 30 minutes before the actual beginning of the activity and continue until 30 minutes after the actual ending of the activity.

Student Pick-Up Area

The Principal of each school will designate a specific area for students who are waiting to be picked up at the conclusion of after-school activities. If a student must call his/her parents, a specific telephone will be designated. It shall be the responsibility of the student to wait in the designated area. Parents/guardian shall pick up their children in a timely manner at the conclusion of after-school activities.

No student shall **leave the school bus** on his/her way to or from school without the documented permission of his/her parent or guardian and the Principal or designee, except at the customary destination of the child which shall be the school or home.

Evacuation/Lockdown

Santa Rosa County District Schools utilizes four standard responses for handling students and staff in any emergency situation – evacuation, shelter in place, secure campus, or lockdown. Evacuation plans begin with a fire drill procedure and include at least two routes for moving students very quickly away from the campus. Shelter in place is moving people away from windows and is meant to increase physical barriers between people and outside, it is used for tornadoes or chemical releases. Secure facility is keeping all personnel in the building with the option of limited movement or full movement, but no entry or exit is allowed. A lockdown of the school building may be used during any emergency where there is a need to keep students in place. Schools are required to participate in a series of drills during the school year to practice the procedures. If an emergency were to occur on a school campus, parents are asked to tune into local media stations (television and radio) and monitor school-based communication (social media and texting) for additional information rather than reporting to the school campus.

School Bus Transportation

- A. Transportation on a school bus is a direct extension of both the classroom and the school in general. All rules, guidelines, and codes of conduct which apply to students at school continue to be in effect while students are being transported by school buses. This includes loading and unloading both on and off the school grounds and time spent waiting at bus stops. The time a student is on a school bus is considered an extension of the regular school day/time.
- B. In addition, the following specific rules are posted in each school bus:
 - 1. DO NOT stand on roadway while awaiting bus.
 - 2. Remain in your seat with the seatbelt buckled at all times while bus is moving.
 - 3. Keep all body parts inside the bus at all times.
 - 4. Do not throw any object or material on the bus or out of a bus window or door.
 - 5. Walk ten (10) feet in front of the bus and wait for the driver's signal before crossing the road.
 - 6. Unnecessary conversation with the driver is dangerous. Please remain quiet.
 - 7. Absolute silence is required at all railroad crossings.
 - 8. The driver is in full charge of bus and students. Students must obey the driver.
 - 9. The driver will assign a seat to each student who rides the bus.
 - 10. No eating, drinking, or using of tobacco products is allowed on the bus.
 - 11. Students should be at their designated stop 10 minutes prior to scheduled bus pick-up time; the bus cannot wait for those who are tardy.
 - 12. Students must exit the bus at their designated stop only unless written permission is granted by school administration.
 - 13. Riding the bus is a privilege. Do not abuse it.
 - 14. Students riding Santa Rosa County District School buses may be subject to video recording for disciplinary purposes.
- C. The bus driver is responsible for the safe operation of each vehicle. Therefore, the driver has the authority to assign seats, restrict movement, and set other rules which he or she deems necessary for the orderly and safe operation of the school bus.

- D. Violation of School Board transportation policies, including disruptive behavior on a school bus or at a school bus stop, by a student is grounds for suspension of the student's privilege of riding on a school bus, may be grounds for additional disciplinary action by the school, and may also result in criminal penalties being imposed.
- E. For Pre-K students Special Transportation means that a car seat will be provided by the school district to transport the child to and from school. Parent or guardian is to place the child in the car seat on the bus in the morning and remove the child from the car seat on the bus in the afternoon.

Secret Societies Prohibited in Public Schools ("Gangs")

- A. It is unlawful for any person, group, or organization to **organize** or **establish** a fraternity, sorority, or other secret society or gang in the state whose membership shall be comprised in whole or in part of pupils enrolled in any public schools, whether elementary or secondary, or to go upon public school premises for the purpose of soliciting any pupils to join such an organization.
- B. It shall be unlawful for any pupil enrolled in any public school to be a **member** of or to take part in the organization of such a group, unless such organization is fostered and promoted by the school authorities or is first approved and accepted by school authorities, and whose membership is selected on the basis of good character, good scholarship, leadership ability and achievement.

Student Detention, Search and Seizure

The Principal, any member of the administrative or instructional staff, or the School Resource Officer (with probable cause) shall be authorized to temporarily detain and question a student when circumstances indicate that such a student has committed, is committing, or is about to commit a violation of law or a regulation of the School Board.

- A. If at any time reasonable suspicion exists that the student is unlawfully concealing any stolen or illegal property, an alcoholic beverage or liquor, illegal drugs, or any weapon as provided in these regulations or any other item in violation of this code, a school official or the School Resource Officer (with probable cause) may temporarily detain and search the student, school property assigned to a student (including, but not limited to lockers and desks), a student's personal property located on school grounds including students' vehicles on campus, or any property in the possession of the student on the school grounds for the purpose of disclosing the presence of items as herein provided. In the absence of probable cause, school officials may temporarily detain and search a student if reasonable suspicion exists.
- B. If a search of a student, school property assigned to a student (including, but not limited to lockers and desks), a student's personal property located on school grounds, or other property in the possession of the student on the school grounds reveals stolen or illegal property or any item prohibited by School Board regulations, such item or items may be seized and surrendered to the proper authorities or the parents/guardians of the student or disposed of by the school official in the most appropriate manner.
- C. The Board reserves the right to inspect students' school lockers or other school property assigned to students in order to protect the health, safety, and welfare of students. Such property is the property of the school system, and each student who desires to exercise the privilege of using such property must sign a form, if requested, acknowledging the ownership of the school system and that such property may be inspected by school authorities at any time without notice or consent and without the student's knowledge or presence. Such searches shall be conducted only if school personnel have reasonable suspicion. Routine clean-ups shall not be considered a search.

- D. Metal detectors or specially trained animals may be used in the course of a search when reasonable suspicion exists. A trained drug-sniffing dog may be used to walk through the parking lot or the building without reasonable suspicion provided that students are not being detained (without reasonable suspicion) while the dog is sniffing. An alert by a trained drug-sniffing dog that drugs are present in a particular location provides school officials and law enforcement officers alike with probable cause to conduct a search of the person or place to which the dog alerted.
- E. As a condition of being permitted to park a vehicle on campus, Students understand and agree that the vehicle which is driven onto campus is subject to search at any time by school officials or their designees, at their discretion. This search may be conducted because of reasonable suspicion by school officials or without any reasonable suspicion. Furthermore, anything found in the vehicle shall be deemed to be in the student's possession and it is the student's responsibility to be certain that no items which are prohibited by the Code of Student Conduct are located in the vehicle whether or not said items belong to the student or to others.

Amnesty

When a student knows or should have known that he/she has unknowingly brought a weapon other than firearms or ammunition on campus, bus, or bus stop, he/she must immediately notify an administrator, teacher or bus driver. The weapon will be turned over to school personnel. The student may not be disciplined by the school if he/she follows this procedure. Amnesty cannot be claimed once the school has initiated a reasonable suspicion search.

Student Expression

In accordance with First Amendment rights of students, the Principal of a school has the right to review any student publication or expression in any format prior to its publication and distribution on campus. It is the responsibility of the student(s) who intends to distribute such expressions to bring the material to the Principal. A student who refuses to allow the Principal to review the material shall be considered in defiance of authority.

Reasons for denial of permission to distribute such materials shall include but not be limited to violation of Board Policy; handling and dissemination concerns; staff availability; conflicts with school events calendars; obscenity, profanity, and vulgarity incompatible with normal activity associated with the school system; or a threat to the safe school environment. The Principal shall confer with the Board attorney to determine the appropriateness of denial. The Principal shall give a written statement of explanation of the reasons for denial of the right to publish or distribute the material to the Superintendent and will furnish the students and teacher advisor, if appropriate, with a copy of such statement. The Principal's statement shall indicate whether the advice of the Board attorney was to proceed or not to proceed with restraint of the material.

Moments of Silence

Principals are required to instruct teachers to set aside 1-2 minutes of silence. Students cannot interfere with other students' participation in the moment of silence, and teachers may not suggest how a student might wish to use this daily moment.

Student Electronic Devices/Mobile Devices Possession (including but not limited to any electronic communication device)

A student may bring a mobile device to school. The mobile device shall be in silent mode during school hours so noises from the device will not disrupt the instructional environment. Students may use their mobile device at any time during NON-INSTRUCTIONAL time unless instructed specifically not to do so by a member of the school staff. During INSTRUCTIONAL time, a student may use their mobile device when directed by the teacher/instructor in charge solely for educational purposes. Parents who need to reach their child (or vice versa) should communicate via the front office if an emergency arises. A student may use a mobile device on a school bus as directed by the official in charge. (Bus Driver, Teacher, Coach). Failure to follow instructions from the school official in charge may result in a discipline referral. Continued use of a mobile device after being instructed by a school official not to do so may result in disciplinary action.

Students understand and acknowledge that:

- Under no circumstances are students to physically connect to any port or district-owned device while on School Board property through Ethernet cables, USB cables, Para-link cables, etc., or to connect by Ad Hoc mode to any other district-owned device.
- Students are required to access the Internet only through district-provided, filtered networks. Under no circumstances are students to use any device (e.g., air card, smart phone, Palm, 3/4/5G-capable device or other Internet data device) to bypass this requirement.
- Bringing on premises or infecting the network with a Virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of policy.
- Processing or accessing information on school property related to “hacking”, altering, or bypassing network security policies is in violation of policy.
- The school district has the right to collect and examine any device that is suspected of causing problems or was the source of an attack or virus infection.
- While many mobile devices provide file storage, they must not be physically attached to district hardware for file exchange or other purposes. Files may have to be saved on the C drive of a laptop, a jump drive, an external drive, or another storage device.
- Printing from personal laptops or other mobile devices should only occur with permission from a school staff member.
- Personal technology is charged prior to bringing it to school and runs off its own battery while at school.
- Neither the school nor school district will provide technical support for any personal electronic device.
- **The student is solely responsible for personal property and neither the school nor school district shall bear any responsibility for lost, damaged, or stolen property brought by a student. For safety and security, students are strongly encouraged to secure mobile devices in a purse, book bag, etc.**

Reading Level Versus Age-Appropriateness

Santa Rosa County District Schools recognizes the value of eBooks as a resource for student reading. While eBooks can serve as a valuable resource for our students, the use of eBooks should be closely monitored by parents. It is important that parents recognize that reading levels may not always be indicators of the appropriateness of the online content. Just like a book, an eBook that is the correct reading level may not contain age-appropriate material for that specific age level. For example, just because a book is listed at a 5.5 reading level does not mean that the content is appropriate for a child reading at that level. The student may be able to read the words, but the content may be too mature for the student.

A book listed on the Accelerated Reader (AR) site, Scholastic Reading Counts (RC) site, or similar book collection sites, does not necessarily mean the book is available in Santa Rosa County District School libraries, or that it is endorsed by Santa Rosa County District Schools.

Santa Rosa County District Schools are not liable for the content students are exposed to when a student chooses to navigate to unauthorized sites or use electronic devices in a manner to view or send material that has not been approved by school officials. Students engaging in such behavior may be subject to disciplinary action.

Students with a Disability

A student with a disability refers to any student identified as disabled in accordance with the Individuals with Disabilities Education Act and/or Section 504 of the Rehabilitation Act of 1973. A child is also protected under the regulations of IDEA and/or Section 504 when a public agency is deemed to have knowledge that a child is a child with a disability. This includes a parent expressing written concern to the Local Education Agency (LEA), a parent request for evaluation, and/or a member of the LEA expressing concerns about a pattern of behavior demonstrated by the child to supervisory personnel (§ 300.534(a)(b)(1-3)). **If a student with a disability has an individualized Positive Behavior Intervention Plan (PBIP), then the PBIP supersedes the Student Code of Conduct and the student will be disciplined consistent with the procedures delineated in his/her Positive Behavior Intervention Plan.** If a disciplinary action will result in a change of placement, a manifestation determination must be conducted. All disciplinary matters involving a student with a disability will be handled in accordance with the IDEA and/or Section 504, as applicable.

Tobacco-Free School District Policy

Santa Rosa County District County Schools are **“Tobacco-Free”** per School Board Policy 2.90. To comply with the Florida Clean Indoor Air Act and to set a positive, healthy example for students, **the use of tobacco products (both smoking and non-smoking) is prohibited in any facility or on any real or personal property owned by or under the control of the Santa Rosa County School Board.**

The “Tobacco-Free” Policy extends to any person on School Board property. If the person is not a School Board employee, the following actions will be taken:

Step 1: The person will be informed of the “Tobacco-Free” Policy and asked to discontinue use of the tobacco product.

Step 2: If the person refuses, he/she will be asked to leave the campus.

Step 3: If the person continues to refuse, additional measures will be addressed by administrative personnel and/or law enforcement.

Trespassing Upon Grounds or Facilities of a School

Any person who does not have legitimate business on the campus or any other license or invitation to enter or remain upon the school property or who is a student currently under out-of-school suspension, expulsion, or alternative placement in lieu of expulsion and who enters or remains upon the campus or any other facility owned by the school, commits a trespass upon the grounds of a school facility and is guilty of a misdemeanor of the second degree.

Any person who enters or remains upon the campus or other facility of a school after the Principal of the school or his/her designee has directed such person to leave the campus or facility or not to enter the campus or facility, commits a trespass upon the grounds of a school facility and is guilty of a misdemeanor of the first degree. Law enforcement will be notified with the occurrence of trespassing.

Textbook Fines Unpaid

Any student who has not paid fees or charges related to the loss or damage of a textbook or completed prescribed community service hours if available in lieu of payment of such fees or charges, may be prevented from participating in extracurricular activities.

Vehicle Use by Students

High school students only are permitted to bring and use vehicles on school campus. Each high school will have guidelines governing safe use of vehicles by students on school grounds. Privileges can be revoked for non-adherence to parking rules. When a student is permitted to bring a vehicle on campus, the student assumes all responsibility for the vehicle and all contents found in the vehicle. (See Student Detention, Search and Seizure.)

Victimization

Upon notification by the Department of Juvenile Justice that a *no contact order* has been issued by the court for the purpose of a juvenile offender not attending the same school or riding the same bus as the victim of the crime committed or as the siblings of the victim, the Superintendent, or his/ her designee, will determine the appropriate setting for delivery of educational services to the offender. If the delivery of educational services requires transportation which is beyond the existing transportation and would incur additional costs to the school district, then the offender, or the parents or legal guardians of the offender if the offender is a juvenile, shall be responsible for arranging and paying for transportation.

If it is determined that it is not possible to deliver educational services to the offender at a different school site from the victim or the siblings of the victim, then the school district and the Principal will take steps such as the use of in-school suspension of the offender, and the scheduling of classes, lunch or other school activities of the victim and the offender so as not to coincide, to keep the offender separated from the victim.

As a part of the unsafe *School Choice* option, when a student has been a victim of a felony violation or a violation that would be a felony if committed by an adult, pursuant to statutes that have been designated within the policy and the crime was committed upon school property or on school transportation, the student upon whom the crime was committed shall be permitted by the School Board, upon written request from the student's parent, or the student (if such student is an emancipated minor), to transfer to another comparable school determined by the School Board, if available. In order to be considered a violent criminal offense for the purposes of transferring to another school, it is necessary that the incident be reported to the appropriate law enforcement agency. The parent of the victim or the victim (if an emancipated minor) of any such designated felony crime may invoke the transfer option once the state attorney files charges against the offender. Any transportation for such students shall be provided in accordance with School Board policies.

Video Recording/Audio Taping for Disciplinary Purposes

Students may be video recorded or audio taped on a school campus or while riding a Santa Rosa County District school bus for disciplinary purposes by school officials. Such recordings will be subject to the same confidentiality rules as other student records. As with any other "education record," a photo or video of a student is an education record, subject to specific exclusions, when the photo or video is: (1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution. (20 U.S.C. 1232g(a)(4)(A); 34 CFR § 99.3 "Education Record")[1]

Surveillance videos and the procedures for handling the same are part of the school district's School Safety and Security Plan as they directly relate to and reveal information about the school district's security systems. These materials are confidential and exempt from disclosure under Florida's Public Records Act as set forth in Sections 119.071(3) and 281.301, Fla. Stat. While a surveillance video may be considered a student education record in certain circumstances, thereby permitting a parent or eligible student to view the video pursuant to the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232g) and Florida Law (Section

1002.22, Fla. Stat.), the surveillance videos are typically not maintained as an education record. That is, the video in question is not directly related to any student and any such relationship would have to be established through other evidence or actions taken by the school to establish the video as an education record. To request an opportunity to review a video from your student's school, parents will need to make a request to view the video in the presence of school administration through the site-based administration or the appropriate grade level director. Parents should be specific as to the date, time and location of the video requested along with identifying the evidence or actions taken by the school to establish the video as an education record.

Virtual Education

- A. Open Enrollment for Part-Time or Full-Time Virtual Instruction:** Any qualifying student in grades K-12 may choose to become a part-time or full-time public education virtual student through our district's Virtual Instruction Program with K12, Inc. (Grades K-12) or through our partnerships with one of our other virtual providers (Grades K-12). Open enrollment will take place from April 15 – July 31 each year prior to the beginning of the school year in August. Late registration will continue through the first two weeks of the school year if space is available. Interested parents should contact the Coordinator of Virtual Education Programs, at 850-981-7860.
- B. Accelerated Virtual Option for Elementary Students:** Any current elementary school student who scored a level 4 or 5 on FSA Reading or Mathematics during the previous year's test administration will have the opportunity to take accelerated courses in Language Arts and Mathematics through Florida Virtual School. Because these accelerated courses are a part of the Middle School (Grade 6) curriculum in Florida Virtual School, the course content will be much more advanced than that of the elementary school. Any student who successfully completes both segments of M/J Language Arts 1 or M/J Mathematics 1 with a "B" or higher will be able to accelerate to the next course when he or she enters middle school. If you are interested in exploring this possibility further, please contact Santa Rosa Online at 850-981-7860 no later than the end of the first week of the new school year in order to be placed in classes.

Weapons

- A.** In accordance with the Gun-Free Act of 1994, a part of Public Law 103-382, a student who brings a weapon as defined in this policy to school or any setting associated with a school function is to be expelled from school for a period of not less than one (1) full year (12 months). In addition, school officials shall be required to refer all such incidents to the criminal justice or juvenile delinquency system.
- B.** In reference to this Act, a weapon is defined to include:
 - 1. Any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive or other propellant if the device using the other propellant has a barrel with a bore of more than one-half inch in diameter,
 - 2. The frame or receiver of any weapon described above,
 - 3. Any firearm muffler or firearm silencer,
 - 4. Any explosive, incendiary, or poison gas bomb; grenade; rocket having a propellant charge of more than four (4) ounces; missile having an explosive or incendiary charge of more than one-quarter ounce; mine; or similar device or,
 - 5. Any combination of parts either designed or intended for use in converting any device into any destructive device described in items one (1) or four (4) above.

C. The weapons definition used by Santa Rosa County school district is more inclusive than the definition referenced in Public Law 103-382, as is Florida Statute 790.001. See “Weapons” in the alphabetized listing in this document for the definition and procedures used in reference to weapons in schools in the Santa Rosa County School District.

Student Rights and Responsibilities

The intent of the Student Rights and Responsibilities section is to summarize the broad principles of student rights. With each right comes a responsibility in a free and democratic society. The rights and responsibilities defined are basic and reflect the most recent court decisions on students' rights.

Assembly

1. Students have a right to meet in accordance with school rules and scheduled use of facilities.
1. Students have a responsibility to:
 - a. conduct themselves and their activities consistently with the educational objectives of the school.
 - b. refrain from disrupting the educational process.
 - c. not endanger the health, safety, or welfare of other students.

Attendance

1. Students have a right to:
 - a. be informed of school rules and policies regarding absenteeism and tardiness.
 - b. make up class work within a reasonable length of time.
2. Students have a responsibility to:
 - a. attend classes daily and on time.
 - b. provide appropriate explanation of absences as requested.
 - c. request make-up assignments immediately upon returning to school.
 - d. abide by school rules and regulations.

Due Process

Students have a right to be provided due process in all instances involving disciplinary action. *For further information see “Due Process” Policy.*

Free Speech and Publications

1. Students have a right to:
 - a. express their viewpoints in an appropriate manner.
 - b. print and distribute publications within the guidelines agreed upon by the students and administrators.
2. Students have the responsibility to:
 - a. recognize the rights of others by expressing themselves in a manner which does not interfere with the orderly process of education, violate school rules, or infringe on the rights of others.
 - b. observe guidelines agreed upon by students and administrators.
 - c. follow rules of responsible journalism.

Grievance

1. Students have a right to file a grievance if they believe that they have been discriminated against on the basis of race, color, national origin, English language proficiency, marital status, sex, gender,

sexual preference, disability, age or religion, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin or genetic information.

2. Students have a responsibility to process the grievance using the procedure approved by the Santa Rosa County District School Board. (See Complaint/Grievance Procedure in this manual.)

Participation in School

1. Students have a right to participate in school.
2. Students have a responsibility to abide by school rules and regulations.

Privacy

1. Students have a right to:
 - a. privacy in their personal possession unless there is reasonable suspicion to believe the material is prohibited by law, disruptive to the educational process, or a violation of School Board Policy.
 - b. prior notification of any general search of lockers or personal property except in emergency situations.
2. Students have a responsibility to:
 - a. not carry or conceal any such material prohibited by law or a violation of School Board Policy or that would detract from the educational process.
 - b. accept the consequences for the contents stored within their lockers or personal property.

Respect for Persons and Property

1. Students have a right to:
 - a. receive respect for their persons and property from other students and school personnel in the school setting.
 - b. expect school property to be clean and well maintained.
2. Students have a responsibility to:
 - a. respect the persons and property of other students and school personnel.
 - b. take care of the property of the school system.

Right to Learn

1. Students have a right to:
 - a. 13 years of education appropriate to their needs.
 - b. a positive learning climate free of disruption.
 - c. information on how grades are determined.
2. Students with an Individual Education Plan (IEP):
 - a. According to Free and Appropriate Education (FAPE), a student with an active IEP has the right to attend until his/her 22nd birthday. The option and placement will be based on the student's diploma designation and the decision of the IEP team.
3. Students have a responsibility to:
 - a. utilize the educational experiences made available to them.
 - b. provide assistance to improve the educational experiences.

Rules of Conduct

1. Students have a right to:
 - a. a copy of clearly defined rules of student conduct.
 - b. expect the rules to be enforced without discrimination.

2. Students have a responsibility to know and observe school rules and regulations which govern their conduct.

Student Conduct - Definitions and Procedures

Elementary Students: (Including Pre-K)

Administrative judgment is needed in classifying offenses or behaviors into these incident types. In making these classifications, age and developmentally appropriate behavior **MUST** be taken into consideration. Consequences should be imposed and measures taken to prevent future incidents should be considered and implemented.

Elementary Conduct Review Committee:

In all areas of the code where the severity of the incident warrants an out-of-school suspension for a period of 10 days and a recommendation for a Disciplinary Hearing, the following will be substituted for Elementary students: Out-of-school suspension for a period of up to 10 school days and a recommendation for a review by the Elementary Conduct Review Committee. The committee will review the incident and determine next step considerations including but not limited to: recommendation for Alternative Placement, recommendation for Expulsion, recommendation for a Threat Assessment, recommendations for supervision measures, and/or recommendation for additional services, supports/accommodations.

- Administrative judgment is needed in classifying offenses or behaviors into these incident types. In making these classifications, age and developmentally appropriate behavior **MUST** be taken into consideration.
- In all instances of disciplinary action,
 - the incident shall be investigated by the Principal or designee,
 - a conference shall be held with the student,
 - and due process procedures shall be followed.
- When a student is suspended or recommended for expulsion or alternative placement, procedures for the recommended action as described in this *Code* shall be followed.
- A complete written report of the incident and the action taken shall be maintained.
- A student protected under IDEA or Section 504 should not be suspended more than ten (10) cumulative or consecutive school days within one (1) school year. A Manifestation Determination Hearing must occur at or before 10th day of out-of-school suspension.
- Some infractions may result in arrest and charges being filed due to being a violation of the law as well as a violation of school rules.
- Some specific infractions and consequences are detailed in this section of the *Code of Student Conduct*. It is realized that there will be instances of misconduct that may arise that will not be detailed in this document or in the school's handbook. Decisions regarding the consequences in such cases will be made based on the details of the information gathered in the investigation of the incident and the severity and seriousness of the misconduct.

Adult Students

Post-secondary Adult Vocational (PSAV) students should refer to the *Locklin Tech Curriculum Guide & Student Handbook* and Adult Education students should refer to the *Santa Rosa Adult School Handbook*, for applicable policies and procedures concerning conduct. Some procedures listed in the *Code of Student Conduct* may not be appropriate for PSAV and Adult Education student education.

Students Protected by the Individuals with Disabilities Education Act (IDEA)/Exceptional Student Education (ESE)

Administrative judgement is needed in addressing consequences and disciplinary outcomes for students receiving ESE services who have cognitive impairments. In making decisions factors such as age, developmental level, and impact of disability must be taken into consideration. Consequences should be imposed and measures taken to prevent future incidents should be considered and implemented.

Community School Latch Key Program

The Santa Rosa Community School extended day and summer camp programs are optional programs for the parents and students of Santa Rosa County. It is a privilege to attend either program and appropriate discipline and good behavior are expected and required for regular attendance. Parents should refer to the Board approved Santa Rosa Community School Extended Day/Summer school Handbook for applicable policies and procedures concerning conduct.

SESIR Incidents

The following violations are considered SESIR incidents and must be reported in Focus as a School Discipline Incident: Alcohol (ALC), Aggravated Battery (BAT), Arson (ARS), Bullying (BUL), Burglary (BRK), Criminal Mischief (VAN), Disruption on Campus-Major (DOC), Drug Sale/Distribution Excluding Alcohol (DRD), Drug Use/Possession Excluding Alcohol (DRU), Fighting (FIT), Grand Theft (STL), Harassment (HAR), Hazing (HAZ), Homicide (HOM), Kidnapping (KID), Other Major (OMC), Robbery (ROB), Sexual Assault (SXA), Sexual Battery (SXB), Sexual Harassment (SXH), Sexual Offenses (SXO), Simple Battery (PHA), Threat/Intimidation (TRE), Tobacco (TBC), Trespassing (TRS) and Weapons Possession (WPO).

Alcoholic Beverages

Any liquid which contains alcohol, either manufactured or mixed, or any intoxicating beverage; the violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages.

Distribution/Possession/Under the Influence of Alcohol

Possession, sale, purchase, distribution, or use of alcoholic beverages. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation. Alcohol incidents cannot be Drug-related.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of five (5) to ten (10) days for a first offense.
3. For any subsequent violation, out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period up to one (1) calendar year through alternative placement or expulsion.
4. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.
5. Referral for in-school counseling.

Arson

(Intentionally setting a fire on school property) To intentionally damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents. Fires that are not intentional, that are caused by accident, or do not cause damage are not required to be reported in SESIR.

1. Notification of appropriate law enforcement agency.
2. Discipline of student in accordance with the school's discipline plan up to and including alternative placement or expulsion.
3. Notification of the parents/guardians of the discipline and the responsibility of the student and/or parents/guardians for restitution to the School Board if applicable.
4. Damages are to be assessed by School Board employees and reported to the student and parents/guardians.

Assault (Aggravated)

Assault with a weapon or with the intent to commit a felony and punishable by law as a felony of the third degree.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program at least one (1) year through expulsion.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.

Assault: School Board Employee

Assault punishable by law as a first-degree misdemeanor and alternative placement or expulsion by the School Board from the regular school program for a period of one (1) calendar year.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program at least one (1) year through alternative placement or expulsion.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.

Assault (Aggravated): School Board Employee

Assault punishable by law as a felony of the second degree and alternative placement or expulsion by the School Board from the regular school program for a minimum period of one (1) calendar year and a maximum period of the remainder of the current school year plus one (1) additional school year.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a minimum of one (1) calendar year and a maximum of the remainder of the current school year plus one (1) additional school year.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.

Battery (Aggravated), BAT Focus Code

(Intentional great bodily harm) A battery where the attacker intentionally or knowingly causes more serious injury, such as: great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a minimum of one (1) calendar year and a maximum period of the remainder of the current school year plus one (1) additional school year.
 - a. A Manifestation Determination Hearing must be conducted immediately by the IEP or Section 504 team for students protected under IDEA or Section 504.
 - b. Students protected under IDEA or Section 504 may not be suspended more than 10 days without compensatory services provided by the student's school as determined by the IEP or Section 504 team.
 - c. See subsection "Alternative Placement/Expulsion with Continuing Educational Services" for additional information and the criteria for "serious bodily injury".
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.
4. Notification of the victim's parents/guardian of the offense committed and the victim's right to press charges against the offender.
5. Cooperate in any procedures leading to the victim's exercise of rights as provided by law.

Battery: School Board Employee

Battery punishable by law as a felony of the third degree and alternative placement or expulsion by the School Board from the regular school program for a period of one (1) calendar year

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for no less than one (1) calendar year through alternative placement or expulsion.
3. A Manifestation Determination Hearing must be conducted immediately by the IEP or Section 504 team for students protected under IDEA or Section 504.
4. Students protected under IDEA or Section 504 may not be suspended more than 10 days without compensatory services provided by the student's school as determined by the IEP or Section 504 team.
5. See subsection "Alternative Placement/Expulsion with Continuing Educational Services" for additional information and the criteria for "serious bodily injury".
6. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.
7. Notification of the victim of his/her right to press charges against the offender.
8. Cooperation in any procedures leading to the victim's exercise of rights as provided by law.

Battery (Aggravated): School Board Employee

Battery punishable by law as a felony of the first degree and expulsion by the School Board from the regular school program for a minimum period of one (1) calendar year and a maximum of the remainder of the current school year plus one (1) additional school year.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a minimum of one (1) calendar year and a maximum of the remainder of the current school year plus one (1) additional school year.
3. A Manifestation Determination Hearing must be conducted immediately by the IEP or Section 504 team for students protected under IDEA or Section 504.
4. Students protected under IDEA or Section 504 may not be suspended more than 10 days without compensatory services provided by the student's school as determined by the IEP or Section 504 team.
5. See subsection "Alternative Placement/Expulsion with Continuing Educational Services" for additional information and the criteria for "serious bodily injury".
6. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.
7. Notification of the victim of his/her right to press charges against the offender.
8. Cooperation in any procedures leading to the victim's exercise of rights as provided by law.

Bomb Threats/False Report/Threats of School Violence

Communication of a threat to use any destructive device with intent to cause damage or do bodily harm involving school or school personnel's property, school transportation, or a school-sponsored activity; a false report of an explosive or destructive device involving school or school personnel's property, school transportation, or a school-sponsored activity.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through expulsion for no less than one (1) calendar year.
3. Notification of parents/guardians of out-of-school suspension and the recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion. Any student who is determined to have made a threat or false report will be referred to mental health services for evaluation or treatment, when appropriate.

Breaking and Entering/Burglary

The unlawful entry into a school building or other structure with the intent to commit a crime punishable by law as a felony of the third degree.

1. Notification of appropriate law enforcement agency.
2. Discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notification of parents/guardians in accordance with appropriate procedures.

Bullying/Cyberbullying

(Intimidating behaviors that are repeated, intentional, and involve a power imbalance.) Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees at any school site, on school transportation, school sponsored activity or through the use of data or computer software that is accessed through a computer, computer system, or computer network of a Santa Rosa County School District. Bullying includes instances of cyberbullying, as defined in Section 1006.147(3)(b), F.S, S.B: 2.70, SB: 5.321. Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systematic or chronic behavior, evaluate for Harassment.

Cyberbullying means bullying or harassment that is related to computers and/or occurs through the use of technology or electronic communication, including, but not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or part by a wire, radio, electromagnetic system, or other transmission or medium such as electronic mail, text messaging, instant messaging, social media, Internet communications, or facsimile communications. Cyberbullying may include but is not limited to: Harassment, cyberstalking, creating a web page or writing on a web blog where the creator assumes the identity of another person, or knowingly impersonates another person, while posting content or sending messages, electronically sharing or distributing material and communications to one or more than one person or posting materials on one or more electronic media that may be accessed by one or more persons.

An individual who is a victim of bullying/cyberbullying has a right to:

1. Report an incident(s) without fear of retaliation. Retaliation must not occur.
2. Present witnesses and other evidence relating to the incident.
3. The victim or parent/guardian of the victim will be notified of the opportunity for school counseling services.
4. The victim or the parent/guardian of the victim, if such is a student, will be given notification of the opportunity to speak to a School Resource Officer regarding pursuit of criminal charges against the perpetrator.

Allegations of bullying/cyberbullying shall be promptly investigated, giving due regard to the need for confidentiality and the safety of the victim and/or any individual reporting an incident of bullying. Proven allegations of bullying can have serious consequences for the student(s) deemed guilty. When a violation of the district bullying/cyberbullying/harassment policy by an individual or group of individuals has been determined, the district will take steps to prevent a recurrence of any harassment, and to correct its discriminatory effects on the complainant and others, if appropriate. The district retains the right to discipline students if it is determined by the school that the bullying, cyberbullying, or harassment creates, or if it is reasonably foreseeable that it could create, material and substantial interference or disruption of the operation of a school, an educational program or activity conducted at a school site or school-sponsored activity, transit on a school bus or a student's ability to feel safe and secure during these activities. (SB: 2.70, SB: 5.321)

1. Discipline of the student up to and including referral for Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by school officials.
2. Notification of the parent/guardian in accordance with appropriate procedures.

3. The student(s) found guilty of any bullying/harassing behavior or the parent/guardian of the student(s), will be given notification of the opportunity to speak to a School Resource Officer or school counselor regarding the incident.

If you are the victim of bullying/cyberbullying:

1. Clearly tell the “bully” to stop.
2. Immediately report the incident to a teacher, guidance counselor or administrator at the school. Tell your parent/guardian.
3. If the bullying/cyberbullying continues after you have told the bully to stop, keep a written record of the incident including date, time, witnesses and individuals involved in the incident. Again report the incident immediately to a teacher, guidance counselor or administrator.
4. Avoid being alone with the person who has attempted to bully you in the past.

To minimize the risk of being accused of bullying/cyberbullying:

1. Keep your hands to yourself and never cause physical harm to another person.
2. Think before you speak or use electronic devices or media for communicating. Don't make remarks that may make another person feel scared, intimidated, uncomfortable or fearful.
3. Immediately apologize if you accidentally say or do something that has made another person feel oppressed or uncomfortable.
4. Report all incidents of bullying/cyberbullying you have witnessed to appropriate school personnel.
5. Don't keep interacting with a person after he/she has perceived your behavior toward him/her as being inappropriate and has clearly told you to stop.

Individuals who are deemed guilty for wrongfully and intentionally accusing another of an act of bullying/cyberbullying can receive serious consequences:

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

Cheating/Plagiarism

Violations of dishonesty, defrauding, swindling, obtaining by deception, deliberate perversion of the truth. The practice of taking someone else's work or ideas and passing them off as one's own; with or without an electronic device.

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

Damage to Property

The unlawful and/or malicious destruction, damage, or defacement of public or private property without the consent of the owner or the person having custody or control of it; the amount of damage less than \$1,000.

1. Notification of appropriate law enforcement agency.
2. Discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials with consideration for cost of repair or replacement of damaged item(s).
3. Notification of parent/guardians of discipline action.

Defiance of Authority

The refusal or failure to carry out lawful or reasonable instructions of authorized school personnel or failure to comply with state law, School Board Policy, local school rule, behavior contracts, or classroom rules.

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

Demonstrations

The inciting, instigation or participation in demonstrations, including but not limited to walk-outs, sit-ins, and picketing, either on or immediately off school premises.

1. Out-of-school suspension from school in accordance with the school's discipline plan.
2. Notification of the parents/guardians in accordance with out-of-school suspension procedures.

Disorderly Conduct/Disruption on Campus

Major disruption of all or a significant portion of campus activities, school-sponsored events, and school bus transportation. Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. Examples of major disruptions include bomb threats, inciting a riot, or initiating a false fire alarm.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension with discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notification of the parents/guardians in accordance with appropriate procedures.
4. Threat Assessment will be conducted by School Based Threat Management Team (SBTMT).

Disruptions

Conduct or behavior which interferes with or disrupts the school or learning environment.

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

Dress Code

Violations of dress code as outlined in the Student Code of Conduct and School Based Student Handbook. The Principal or Principal's designee has the final authority for interpreting whether a student's apparel/appearance conforms to the dress code.

1. First offense: A verbal warning and parent notification. The school Principal or designee shall call the parent/guardian.
2. Second offense: Discipline student in accordance with the school's discipline plan, and the student is ineligible to participate in any extracurricular activity for a period of time not to exceed five (5) days and the school Principal/designee will meet with the student's parent/guardian.
3. Third and subsequent offense: In-School Suspension of the student not to exceed three (3) school days and the student is ineligible to participate in any extracurricular activity for a period of time not to exceed 30 days. The school Principal/designee will call the student's parent/guardian and send the parent/guardian a letter regarding the discipline and ineligibility to participate in extracurricular activities.

Drugs

The possession, receipt, use, being under the influence of, cultivation, transportation, sale, purchase, or negotiation for the sale or distribution of any drug, narcotic, controlled substance (see definition(s) set forth

in F.S. Chapter 893), or any substances not used in accordance with the manufacturers' instructions (over the counter medication, designer herbs/ products) or any prescription drug for which the student does not have a valid prescription and/or which is not in the original container on school property, or any substance used for chemical intoxication or within one thousand (1000) feet of school property or at a school-sponsored activity on property other than school property. A student, who distributes "drugs", is defined as a student who possesses, gives to or leaves drugs for another student. It also applies to the student who takes, receives, passes to/from or picks up the "drugs". These students who engage in the behavior as described in this section shall be subject to the disciplinary penalties for distribution of "drugs".

Drugs: Distribution, Purported*

The distribution of any drug, narcotic, controlled substance (see definition(s) set forth in F.S. Chapter 893), or, or any substance used for chemical intoxication or negotiation for the sale on school property or within one thousand (1000) feet of school property or at a school-sponsored activity on property other than school property. A student, who distributes "drugs", is defined as a student who possesses, gives to or leaves drugs for another student. It also applies to the student who takes, receives, passes to/from or picks up the "drugs". These students who engage in the behavior as described in this section shall be subject to the disciplinary penalties for distribution of "drugs".

1. Notification of the appropriate law enforcement agency.
2. Disciplinary action of 10 days of out-of-school suspension which may include a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period up to one (1) calendar year through alternative placement or expulsion as determined by the school officials. If a student is not recommended for a Disciplinary Hearing, he/she must participate in the substance abuse diversion program. See #3 under Drug Possession/Under the Influence offense.
3. A Manifestation Determination Hearing must be conducted immediately by the IEP or Section 504 team for students protected under IDEA or Section 504. Students protected under IDEA or Section 504 may not be suspended more than 10 days without compensatory services provided by the student's school as determined by the IEP or Section 504 team. See subsection "Alternative Placement/Expulsion with Continuing Educational Services" for additional information.
4. Notification of parents/guardians of out-of-school suspension and if necessary, recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.
5. For any subsequent violation, out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary hearing regarding the removal of the student from the regular school program for a period no less than one (1) calendar year through alternative placement or expulsion.

*A student has committed a Drug offense if they are found to be in possession of a substance purported to be a controlled or unlawful substance and distributes the purported substance.

Drugs: Possession/Under the Influence

Possession or Under the Influence of an Illegal, or Unlawful Substance, Prescription Drug without a Prescription or Substance Not Used in Accordance with Manufacturer's Instructions.

1. Notification of the appropriate law enforcement agency with a recommendation for restorative justice if allowed.
2. Out-of-school suspension of the student for a period of ten (10) days.

- a. Manifestation Determination Hearing must be conducted by the IEP or Section 504 team for students who are: 1) protected under IDEA and are in possession of or under the influence of drugs, or 2) protected under Section 504 who are in the possession of drugs. The Manifestation Determination Hearing should be completed by the 10th cumulative day of out-of-school suspension in the academic year.
 - b. Students covered by Section 504 do not receive the protections of Section 504 when the student is currently engaged in the illegal use of drugs or alcohol ~~under the influence of drugs or alcohol~~. In these situations, the school district may take any disciplinary measure pertaining to the use or possession of illegal drugs or use of alcohol as is taken for students without disabilities. No manifestation determination is required. ~~student is subject to disciplinary procedures consistent with the Student Code of Conduct for general education students and a Manifestation Determination Hearing is not required.~~ OCR defines "current use of drugs" as "illegal use of drugs that occurred recently enough to justify a reasonable belief that a person's drug use is current or that continuing use is a real and ongoing problem."
3. On a student's first possession violation or when determined to be under the influence of an illegal substance, the school Principal may offer the student an opportunity to participate in a substance abuse diversion education program in lieu of alternative placement. The school Principal shall meet with the parent and student to discuss this opportunity. If the parent and/or guardian agree that their student will complete this program, the student will serve the remainder of the ten (10) day suspension and be enrolled into the program. The Grade Level Director must be provided proof that the student successfully completed the program within the allocated period of time. Refusal to participate in the diversion program or failure to successfully complete the diversion program will result in the student's appearance before the district Disciplinary Hearing committee regarding the possible removal of the student from the regular school program for up to one (1) calendar year through alternative placement.
 4. Students will not qualify for the diversion program if they are in possession of an amount of drugs that would be considered not for personal use by law enforcement.
 5. For any subsequent violation, out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary hearing regarding the removal of the student from the regular school program for a period no less than one (1) calendar year through alternative placement or expulsion.
 6. For students protected under IDEA or Section 504 who have already reached ten cumulative days of out-of-school suspension due to a previous drug offense or other offenses a Manifestation Determination Hearing must be conducted by the IEP or Section 504 team immediately.
 7. Students protected under IDEA or Section 504 may not be suspended more than 10 days without compensatory services provided by the student's school as determined by the IEP or Section 504 team.
 8. Students covered by Section 504 do not receive the protections of Section 504 when the student is under the influence of drugs or alcohol. In these situations, the student is subject to disciplinary procedures consistent with the Student Code of Conduct for general education students and a Manifestation Determination Hearing is not required.
 9. See subsection "*Alternative Placement/Expulsion with Continuing Educational Services*" for additional information.
 10. If the student is charged with a Felony due to drug possession, the school administrator can request the student be indefinitely suspended from school or have his or her suspension continue until the

determination of guilt or innocence or until the charges are dismissed if, in the opinion of the school administrator, the student's attendance would adversely impact the school. Such suspension shall not affect the delivery of educational services to the student, and the student shall be immediately enrolled in a daytime or evening alternative educational program. See Subsection, "*Students Arrested and/or Charged with a Felony or Felony Act; Adjudication Withheld/Conviction of a Felony*".

Drug Paraphernalia

Any apparatus or material that may be used in the cultivation, use, manufacture, or distribution of drugs.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension for a period of five (5) to ten (10) days for a first offense.
3. Out-of-school suspension for a period of ten (10) days for each subsequent offense.
4. Notification of parents/guardians of out-of-school suspension in accordance with out-of-school suspension procedures.

Electronic Devices/Mobile Devices Possession and/or use (includes any electronic communication device)

A student may be in possession of an electronic device or mobile device as indicated in the general policies under Student Electronic/Mobile Device Possession.

The possession and/or use of tape players, compact disc players, radios, televisions, remote controls, electronic games, laser pens, or any other electronic device designed solely for playing music and/or gaming including but not limited to tapes, game cartridges, mp3 players, mp4 players or discs used in the operation of the devices are prohibited.

Failure to follow the rules regarding the possession and use of an electronic device or a mobile device will result in disciplinary action up to and including a loss of the privilege of carrying said device(s) on campus for a period of time to be determined by the school official.

1. Discipline student in accordance with the school's discipline plan. Device may be confiscated or possession prohibited on school campus for a period of time.
2. Depending on the degree of the offense in the use/possession of the electronic device, a student may receive an out-of-school suspension period of up to ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period up to one (1) calendar year through alternative placement or expulsion. The device may be confiscated or possession prohibited on campus for a period of time.
3. Notification of law enforcement as necessary.
4. Notification of the parents/guardians of the discipline and their right to receive the device confiscated at the earliest opportunity.

Energy/Stimulant Drinks

Santa Rosa County district schools are committed to providing school environments that promote children's health, well-being, and ability to learn by supporting healthy eating, drinking and physical activity. While not all Energy or Stimulant Drinks are prohibited we strongly encourage parents to curtail their child's consumption of these beverages. These drinks are laden with caffeine and have very high concentrations of sugar. Most energy drinks contain at least 80 mg of caffeine. Energy drinks can also cause side effects such as irritability, concentration difficulties, headaches, restlessness, dehydration, nausea, sleep disruption and

heart irregularities. Research has shown that children and teenagers are becoming addicted to energy drinks and end up on a jolt-and-crash cycle.

Definition: Prohibited Energy/ Stimulant Drinks/Energy Chews:

Some Energy/ Stimulant Drinks/Energy Chews are prohibited on school property because they contain alcohol or have age limit restrictions on the purchase indicating that it is not for consumption of anyone under the required age.

Possession, Consumption, Distribution of Prohibited Energy Drinks

1. Discipline student in accordance with the school’s discipline plan.
2. In the case of Energy/ Stimulant Drinks containing alcohol refer to the section “Alcoholic Beverages”.
3. Confiscate the drink.
4. Notification of parents/guardians of the discipline.

Extortion

Obtaining of money or property (something of value) from an unwilling person by means of coercion or intimidation.

1. Discipline student in accordance with the school’s discipline plan.
2. Notification of parents/guardians of discipline.

Failure to Follow Internet Acceptable Use Policy and Guidelines

In an effort to ensure the safety of our students and to maintain the integrity of the network, categories of sites were blocked if they met one or more of several criteria: are illegal in nature and/or promote illegal activities; provide a means to bypass the internet firewall; represent and/or promote hate, violence, or racism; provide access to file types that negatively impact the district network or pose a security risk; provide an unacceptable risk to student well-being; and reduce productivity. Failure to follow the policies and guidelines for Internet use will result in disciplinary action. For a 1st offense that the Administration deems excessive the resulting consequence may be more than what is outlined for a 1st or 2nd offense.

1. Disciplinary action may include up to and including suspension, alternative placement or expulsion.
 - (a) 1st offense
 1. Administrative designee(s) will be notified by Content Filter Administrator.
 2. Administrative designee notifies the teacher and the parents.
 3. Conference with the Administrative designee, student and possibly parents.
 4. Administrative design documents incident.
 - (b) 2nd offense
 1. Administrator, teacher, and parents notified.
 2. Student’s privileges are restricted to instructor-directed sites and district web application.
 3. Disciplinary action up to and including suspension.
 - (c) 3rd offense
 1. Notification of Administrator, teacher and parents.
 2. Disciplinary action up to and including suspension/alternative placement or expulsion.
2. Appropriate law enforcement agency will be notified when offenses involve illegal or threatening sites.

Failure to Follow Medication Policy

(See Medication Policy)

The Medication Policy is described in this document. The possession of any medication, either prescription (if student has prescription for medication) or non-prescription, (other than medication to relieve headache), by a student on school premises, on the school bus, or at a school function will result in appropriate disciplinary action. Products such as, but not limited to, vitamins, herbal supplements, caffeine pills, sleeping pills, diet pills and nicotine cessation products are viewed as nonprescription medication and are subject to the guidelines set forth in the Medication Policy and in the disciplinary procedures regarding possession of such substances. The exception of EpiPen, insulin pen, pancreatic enzymes or an asthma inhaler which has been prescribed by a physician for a student to carry on his/her person should still be in accordance with the district's Medication Policy. ("Purported" substances may fall under this definition if school officials are able to validate that the possession of purported substance was not a controlled or unlawful substance (see "Drugs") and was not distributed.)

1. Discipline student in accordance with the school's discipline plan.
2. In the case of "Possession of Purported substances": Out-of-school suspension for a period of ten (10) days for a first offense.
3. Confiscate the medication.
4. Notification of parents/guardians of the discipline and of the responsibility to retrieve the item from school officials.
5. If a student uses and/or distributes non-prescription medication or purports a substance as a controlled substance or unlawful substance a second or subsequent time, there may be a recommendation for a disciplinary hearing regarding removal from the regular school program through alternative placement or expulsion.
6. Any use (being under the influence) and/or distribution of non-prescription medication in excess of the product's directed dosage may result in a recommendation for a Disciplinary Hearing regarding removal from the regular school program through alternative placement or expulsion.
7. Any use in excess of the directed dosage by a student having a valid prescription of medication will result in a recommendation for a Disciplinary Hearing regarding removal from the regular school program through alternative placement or expulsion. (See "Drugs")

False Accusation of a School Staff Member

Any false accusation which jeopardizes the professional reputation, employment, or certification of any member of the school staff.

1. Disciplinary action, up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by school officials.
2. Notification of parents/guardians of the disciplinary action.

False Identity

Refusing to identify or falsely identifying one's self.

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

False Information/Falsifying Records/Documents

Intentionally providing false or misleading information or the withholding of valid information from a school staff member. Any form of tampering with records/documents either for one's own purpose or to alter the

records of others for any purpose. It also includes, but is not limited to, the writing and signing of notes and papers by any person not authorized to do so, misrepresenting a situation, or falsely signing another's name to such notes or other papers.

Whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his or her official duty shall be guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082, s. 775.083., F.S. 837.06.

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.
3. Notification of appropriate law enforcement agency.

Fighting

Mutual participation in an altercation with physical violence that requires physical restraint and/or results in injury. Lower-level fights, including pushing, shoving, or altercations that stop on verbal command are not required to be reported in SESIR. These incidents should be coded as Aggressive Acts (AGG) or altercation.

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

Fire Alarm System

Willful and/or malicious activation of a school fire alarm system punishable by law as a misdemeanor of the first degree.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of student for a period of ten (10) days.
3. Notification of parents/guardians in accordance with out-of-school suspension procedures.

Fireworks/Firecrackers

Unauthorized possession and/or igniting of fireworks or firecrackers on school property or at a school-sponsored activity, including possession of matches or lighters.

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

Forgery

Refer to False Information/Falsifying Records/Documents.

Gambling

Participation in games of chance or skill for money or profit.

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

Gang Activity (Secret Societies/Gangs)

Any activity that can reasonably be associated or identified with a gang, such as, but not limited to, symbols, special dress, verbalizations or colors.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension with discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notifications of the parents/guardians in accordance with appropriate procedures.

Harassment: Malicious

(One-time, insulting behaviors) Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places a student or school employee in reasonable fear or harm to his or her person or damage to his or her property, has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves not legitimate purpose. Instances of Harassment that are chronic or repeated in nature should be evaluated for Bullying or Bullying-related.

Procedures for reporting of harassment are provided in **Harassment: Sexual**. Contact for Title IX: Director of Labor Relations and Compliance, (850 983-5150 ext. 1020), 6032 Highway 90, Milton, Florida 32570. Contact for 504: Director of Student Services, (850-983-5150), 6032 Highway 90 Milton, Florida 32570.

Consequences which arise from malicious harassment will include:

1. Discipline of the student up to and including referral for Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by school officials.
2. Notification of the parents/guardians in accordance with out-of-school suspension procedures.
3. The victim or the parent/guardian of the victim, if such is a student, will be given notification of the opportunity to speak to a School Resource Officer regarding pursuit of criminal charges against the perpetrator.

Harassment: Sexual

Unwelcome conduct of a sexual nature, such as sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassing conduct can include verbal or nonverbal actions, including graphic and written statements, and may include statements made through computers, cellphones, and other devices connected to the Internet. The conduct can be carried out by school employees, other students, and non-employee third parties.

1. Students have a responsibility to promptly report any occurrence of harassment; however, the student has up to 60 days from the occurrence to report.
2. Complaints may be presented to the local school Principal or Site Administrator.
3. The school Principal or Site Administrator is responsible for reporting any complaints of sexual harassment to the Assistant Superintendent of Curriculum and Instruction or their designee within five (5) days of the complaint being filed.
4. The complaint should be in writing, state the act(s), state the date(s), state the name(s) of witnesses, and be signed by the complainant. Investigations will be conducted with discretion. The right to confidentiality, both of the complainant and of the accused, will be respected, consistent with the Board's legal obligations and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred. Claims found to be factually supported will be promptly acted upon. Procedures and timelines regarding investigation and appeals are outlined in School Board Policy 2.70.
5. Violation of the School Board's Sexual Harassment Policy by a student is grounds for disciplinary action of out-of-school suspension up to 10 days and may include a recommendation for a disciplinary hearing for alternative placement or expulsion and may result in criminal penalties being imposed.

Individuals who are deemed guilty for wrongfully and intentionally accusing another of an act of harassment of any type can receive serious consequences:

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

Hazing

Any action or situation that endangers the mental or physical health or safety of a student at a school for purposes, including, but not limited to, initiation or admission into or affiliation with any organization operating under the sanction of the school; includes, but is not limited to, pressuring, coercing, or forcing the student into violating state or federal law, any brutality of a physical nature, such as whipping, beating, branding, exposure to the elements. Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.

1. Notification of the appropriate law enforcement agency.
2. Discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notification of parents/guardians in accordance with appropriate procedures.
4. Referral of victims and perpetrators of hazing to a certified school counselor.

Homicide (Murder, Manslaughter)

The unlawful killing of one human being by another that occurs on a school campus, at any school-sponsored event, or on school transportation.

1. Notification of the appropriate law enforcement agency.
2. Out-of-school suspension for a period of ten (10) days and immediate referral for a Disciplinary Hearing with the recommendation for expulsion for the remainder of the present school year and one (1) additional year.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.

Interference with School Personnel

The preventing or attempting to prevent school personnel from engaging in their lawful duty.

1. Out-of-school suspension from school in accordance with the school's discipline plan.
2. Notification of the parents/guardians in accordance with out-of-school suspension procedures.

Interference with the Movement of Students

Any actions that prevent or delay scheduled transportation of students to and from an assigned school or that prevent students from entering or leaving school at scheduled hours.

1. Out-of-school suspension from school in accordance with the school's discipline plan.
2. Notification of the parents/guardians in accordance with out-of-school suspension procedures.

Intimidation

Any action that would create reasonable fear.

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

Kidnapping

Forcibly, secretly, or by threat confining, abducting, or imprisoning another person against his or her will and without lawful authority.

1. Notification of the appropriate law enforcement agency.
2. Out-of-school suspension for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period up to the remainder of the present school year and one (1) additional year through expulsion.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.
4. Notification of parent/guardian of victim.

Motor Vehicle Theft

The theft or attempted theft of a motor vehicle that occurs on School Board property or at a school-sponsored event or of a school bus, or other vehicle owned by the School Board.

Notification of the appropriate law enforcement agency.

1. Out-of-school suspension for a period of ten (10) days and for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period of no less than one (1) calendar year through alternative placement or expulsion.
2. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.

Persistent Misconduct

Students who have recurring cases of refusal to obey school personnel or to comply with school rules and regulations. Schools requesting a disciplinary hearing regarding the removal of the student from the regular school program through alternative placement must have required Behavior MTSS documentation including a Behavior Progress Monitoring Plan, a signed behavior contract, and a referral for mental health services.

1. Notification of appropriate law enforcement agency (if the offense leading to persistent misconduct requires law enforcement notification).
2. Discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notification of the parents/guardians in accordance with appropriate procedures.

Physical Attack/Simple Battery (PHA Focus Code)

An actual and intentional touching or striking of another person against his/her will, or the intentional causing of bodily harm to an individual.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of one (1) to ten (10) days to be determined in accordance with the school's plan of discipline.
3. Notification of parents/guardians of out-of-school suspension in accordance with out-of-school suspension procedures.
4. Notification of the victim's parents/guardian of the offense committed and the victim's right to press charges against the offender.
5. Cooperation in any procedures leading to the victim's exercise of rights as provided by law

Physical Attack/Simple Battery (PHA Focus Code) School Board Employee

Battery punishable by law as a felony of the third degree and alternative placement or expulsion by the School Board from the regular school program for a period of one (1) calendar year

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for no less than one (1) calendar year through alternative placement or expulsion.
3. A Manifestation Determination Hearing must be conducted immediately by the IEP or Section 504 team for students protected under IDEA or Section 504.
4. Students protected under IDEA or Section 504 may not be suspended more than 10 days without compensatory services provided by the student's school as determined by the IEP or Section 504 team.
5. See subsection "Alternative Placement/Expulsion with Continuing Educational Services" for additional information and the criteria for "serious bodily injury".
6. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.
7. Notification of the victim of his/her right to press charges against the offender.

Possession

Any student who has any item on his/her person, within their personal effects, or within any vehicle in which he or she has arrived on School Board property or at a school-sponsored activity on property other than School Board property shall be considered to be in possession of such item.

1. A determination shall be made as to the nature of the item the student has been found to be in possession or have had in possession.
2. Any disciplinary action resulting from a student's possession of an item as defined in this *Code* shall be in accordance with the procedures as described in this *Code*.
3. Any disciplinary action resulting from a student's possession of an item not defined in this *Code* shall be in accordance with the discipline plan of the school which shall maintain consistency as to the degree of the infraction.

Profane, Obscene, Abusive Language or Gestures, Objects, Videos or Pictures

The use of profane, obscene, abusive language or gestures, or the possession of objects, videos or pictures which are disrespectful, offensive or socially unacceptable and which can or tend to disrupt the school environment, a school function, or extracurricular/co-curricular activities. This includes the taking and /or sending, sharing of inappropriate or offensive images, including pornographic material or texts using electronic devices as well as being in the possession of inappropriate images or texts. Engaging in the use of electronic devices in this manner may result in law enforcement being notified.

1. Depending on the degree of the offense in the use/possession of the electronic device, a student may receive an out-of-school suspension period of up to ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period up to one (1) calendar year through alternative placement or expulsion. The device may be confiscated or possession prohibited on campus for a period of time.
2. Notification of appropriate law enforcement agency as appropriate.
3. Notification of parents/guardians of discipline.

Reasonable Suspicion

Suspicion when coupled with supporting information or evidence.

1. May be used for evidence for disciplinary action.
2. Use applies only to school officials and not to law enforcement agents.

Robbery

The taking or attempted taking of money or other property from the person or custody of another with the intent to permanently or temporarily deprive the person or owner of the money or other property under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear.

1. Notification of the appropriate law enforcement agency.
2. Out-of-school suspension of the student for ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.

Sexual Battery

The attempted or actual forcible penetration.

1. Notification of the appropriate law enforcement agency.
2. Out-of-school suspension for a period of ten (10) days and immediate referral for a Disciplinary Hearing with the recommendation for expulsion for the remainder of the present school year and one (1) additional year.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.

Sexual Misconduct

Minor misconduct of a sexual nature that does not constitute an offense as serious as sexual battery, sexual harassment, or sexual offense as defined in this document.

1. Out-of-school suspension for one (1) to ten (10) days as determined by school officials.
2. Notification of parent/guardian of out-of-school suspension in accordance with procedures for out-of-school suspension.

Sexual Offense

(Lewdness, indecent exposure) Other sexual contact, including intercourse, without force or threat of force. Subjecting an individual to lewd sexual gestures, sexual activity, or exposing private body parts in a lewd manner.

1. Notification of appropriate law enforcement agency.
2. Discipline action of out-of-school suspension and up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notification of the parent/guardian in accordance with appropriate procedures.

Stealing/Theft (THF Focus Code)

The unlawful taking or concealing the property of another person without threat, violence, or bodily harm, with intent to prevent or deprive the rightful owner of its use value less than \$750.

1. Discipline according to the school's discipline plan up to and including out-of-school suspension.
2. Notification of parents/guardians of discipline.

Substance Abuse

The use of any drug or substance when such is unlawful and use of any drug or substance when such use is detrimental to the user or to others but is not unlawful.

Tardiness

A student is considered tardy if the student is present on campus but is absent in class when the tardy bell rings provided the student is in attendance before the end of class. (See "Attendance" for further information.)

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

Theft/Larceny/Grand Theft (STL Focus Code)

Taking of property from a person, building, or a vehicle (\$750 threshold). The unauthorized taking of the property of another person or organization, including motor vehicles, valued at \$750 or more, without threat, violence, or bodily harm. Thefts of property of any value that involve a use of force, violence, assault, or putting the victim in fear must be reported as Robbery.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension with discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notification of the parents/guardians in accordance with appropriate procedures.

Threat/Intimidation

An incident where there was no physical contact between the offender and victim, but the victim reasonably believed that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats and verbal threats of physical harm which are made in person, electronically or through any other means.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of one (1) to ten (10) days to be determined in accordance with the school's discipline plan or as deemed appropriate by the school's administration.
3. Notification of parents/guardians of out-of-school suspension in accordance with out-of-school suspension procedures.

When deemed appropriate, the School-Based Threat Assessment Team will follow the School Board approved threat assessment process. If the level of concern is determined to be unfounded, students will be disciplined for the concerning behavior in accordance with this code of conduct.

Tobacco and/or Nicotine Products: Possession/Smoking

*A student smoking, using smokeless tobacco, using electronic cigarettes or any vaporization instrument, in possession of tobacco and/or nicotine products, distributing or selling of tobacco and/or nicotine products on school property, school buses, or in attendance at a school-sponsored activity will be subject to disciplinary action by the school. A person under the age of 21 who possesses tobacco and/or nicotine products **on or off** school property is in violation of law and subject to a fine (or 16 hours of community service: available only for hardship cases) and required participation in an anti-tobacco program, if locally available. Driving*

privileges may also be suspended for repeat offenders or for those who fail to meet the sanctions imposed by the first offense.

1. Notification of appropriate law enforcement agency which will make a determination whether or not to issue a civil citation for each offense. This citation will include any appropriate fines as determined by law.
2. Out-of-school suspension of the student for a period of one (1) day and the completion of a Santa Rosa County School District approved anti-tobacco course within five (5) calendar days for the first offense. Failure to complete the anti- tobacco course will result in two (2) additional days of out-of-school suspension and will count as the student’s second tobacco product offense.
 - a. Elementary **school students only** for first offense:
Either in-school suspension of the student for a period of three (3) days or out-of-school suspension for a period of one (1) to three (3) days.
3. Out-of-school suspension of the student for a period of three (3) days for a second offense.
4. Out-of-school suspension of the student for a period of up to five to ten (5-10) days for a third offense.
5. Notification of parents/guardians of out-of-school suspension in accordance with out-of-school suspension procedures.

Subsequent infractions of this statute and policy may result in a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.

Tobacco Products: Facsimile

A student in possession or using a facsimile tobacco product /item including but not limited to tobacco free snuff, herbal tobacco-like products or nicotine/tobacco cessation products.

1. Discipline according to the school’s discipline plan up to and including out-of-school suspension.
2. Notification of parents/guardians of discipline.

Trespassing

To enter or remain on a public school campus, school transportation, school-sponsored event/off campus, restroom or changing facility designated for the opposite sex or School Board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension, expulsion, or alternative placement in lieu of expulsion.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension from school in accordance with the school’s discipline plan.
3. Notification of the parents/guardians in accordance with out-of-school suspension procedures.

Truancy

A pattern of non-attendance as established by 5 unexcused absences in 30 calendar days or 10 unexcused absences in 90 calendar days.

1. Discipline student in accordance with school discipline plan.
2. Student may not be suspended out-of-school for truancy.
3. Notification of parents/guardians of discipline.
4. Provide MTSS interventions.

Unauthorized Electronic Access

Includes, but is not limited to, unauthorized access to, modification of, use of, creation or destruction of computer-stored data and programs.

1. Discipline of an out-of-school suspension period up to ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period up to one (1) calendar year through alternative placement or expulsion as determined by the school officials with consideration for cost of repair or replacement of damaged item(s).
2. Notification of parents/guardians of discipline.

Unauthorized Use of Media/Mobile Devices

Unauthorized photography, audio or video taping of activities/ behaviors/ events occurring on School Board property that violate Santa Rosa County School Board Policy during the school day or at school-sponsored activities. This includes possessing and/or maintaining the unauthorized images or audio on a device, sending the unauthorized images electronically or posting the images/video to any web/ internet site(s).

1. Notification of appropriate law enforcement agency if necessary.
2. Required for removal of unauthorized images/audio/video from device and/or web/internet site(s).
3. Discipline of a student up to and including out-of-school suspension for a period up to five (5) days for a first offense. Device may be confiscated or possession prohibited on school campus for a period of time.
4. For subsequent acts, out-of-school suspension of the student for a period up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
5. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.

Vandalism (Criminal Mischief) (VAN Focus Code)

Destruction, damage, or defacement of school or personal property (\$1,000 threshold). Willfully and maliciously injuring or damaging by any means any real or personal property belonging to another, including, but not limited to, the placement of graffiti thereon or other vandalism thereto.

1. Notification of appropriate law enforcement agency.
2. Discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notification of parent/guardians in accordance with appropriate procedures.
4. If damaged property is personal property, notification of the victim's parents/guardians.
5. If damaged property is School Board property, damages are to be assessed by School Board employees and reported to the student and his/her parent/guardian with notification of responsibility for restitution to the School Board, if applicable.

Weapons (Firearms): Possession

The possession of a firearm (loaded or unloaded, operable or inoperable,) including but not limited to a pistol, rifle, shot gun, zip gun, starter gun, explosive propellant, or destructive device. For the purpose of this section, "Firearm" means any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm, silencer; any destructive device, or any machine gun.

(Firearms): Possession

1. Notification of appropriate law enforcement agency.
2. Notification of grade level Director.
3. Out-of-school suspension of the student for ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period of at least one (1) calendar year through expulsion.
4. A Manifestation Determination Hearing must be conducted immediately by the IEP or Section 504 team for students protected under IDEA or Section 504.
5. Students protected under IDEA or Section 504 may not be suspended more than 10 days without compensatory services provided by the student's school as determined by the IEP or Section 504 team.
6. See subsection "*Alternative Placement/Expulsion with Continuing Educational Services*" for additional information.
7. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion. Any student who is determined to have brought a firearm or weapon will be referred to mental health services.

Weapons (Firearms): Possession of Replica Firearm or Facsimile/Imitation/Toy Firearm (IMI Focus code)

The possession of a firearm replica or facsimile/imitation/toy firearm which looks like a pistol, rifle, shot gun, machine gun, zip gun, BB/pellet gun, compressed air devices, destructive device or other similar weapon. A firearm replica or facsimile/imitation/toy firearm does not need to be operable or capable of functioning like a "Firearm" as defined in this Code of Student Conduct. The intent of this section is to prevent students from bringing objects to school that look like a "Firearm".

(Firearms): Possession – Replica or Facsimile

1. Notification of appropriate law enforcement agency.
2. Notification of grade level director.
3. Out-of-school suspension of the student for ten (10) days which may also include a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period of No Less Than one (1) calendar year through alternative placement or expulsion as determined by the school officials.
4. A Manifestation Determination Hearing must be conducted immediately by the IEP or Section 504 team for students protected under IDEA or Section 504.
5. Students protected under IDEA or Section 504 may not be suspended more than 10 days without compensatory services provided by the student's school as determined by the IEP or Section 504 team.
6. See subsection "*Alternative Placement/Expulsion with Continuing Educational Services*" for additional information.
7. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion. Any student who is determined to have brought a firearm or weapon will be referred to mental health services.

Dangerous Object not a Weapon (WWT Focus code)**Common Pocket Knives/Box Cutters/Razor Blades/Self Defense Chemical Spray**

A common pocket knife is defined as a pocket knife with a blade no longer than 3 ¾ inches long. While a common pocket knife, box cutter, or a razor blade is not considered a weapon for purposes of expulsion unless

used as such, it is not permissible for a student to possess these items on a school campus, at a school-sponsored activity, or on school transportation. Any student found to be in possession of a common pocket knife, box cutter or razor blade, or self defense chemical spray which is NOT displayed or coupled with threat, intimidation, and/or reasonable suspicion for use is subject to the following disciplinary action:

1. Notification of appropriate law enforcement agency.
2. Notification of grade level Director.
3. Discipline up to and including out-of-school suspension for up to ten (10) days.
4. Parent/guardian will be notified in accordance with appropriate procedures.
5. If possession is coupled with evidence or suspicion of use for self-harm, the student will be suspended for up to ten (10) days. A risk assessment will be initiated and completed prior to consideration of returning to a school campus.

Weapons (Other): Possession and/or Use

Any instrument or object that could be deliberately used to inflict harm, or intimidate any person as defined by Section 790.001(6) and (13), F.S., including, but not limited to, knives (except common pocket knives, plastic knife, or blunt-bladed table knife), razor blades, any dirk, metallic knuckles, slingshot, Billie, tear gas gun, chemical weapon or device, electric weapons or devices including stun guns, destructive devices or other deadly weapons, or any other object being used as a weapon; possession of a weapon at a school-sponsored event, on school property, on a school bus, or at a school bus stop is punishable as a third degree felony.

1. Notification of appropriate law enforcement agency.
2. Notification of grade level director.
3. Out-of-school suspension of the student for ten (10) days and a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period of at least one (1) calendar year through alternative placement or expulsion.
4. A Manifestation Determination Hearing must be conducted immediately by the IEP or Section 504 team immediately for students protected under IDEA or Section 504.
5. Students protected under IDEA or Section 504 may not be suspended more than 10 days without compensatory services provided by the student's school as determined by the IEP or Section 504 team.
6. See subsection "Alternative Placement/Expulsion with Continuing Educational Services" for additional information.
7. Notification of parents/guardians of the out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with appropriate procedures for out-of-school suspension and alternative placement or expulsion. Any student who is determined to have brought a firearm or weapon will be referred to mental health services.

Discipline Alternatives - Student Conduct Procedures

This list of options is provided to suggest some of the possible actions which may be taken in response to student misconduct. An administrator may select options as is deemed necessary, except when specific actions are required by Board Policy, State Board Rule and/or Florida Statute.

- **Alternative Programs:** A student may be assigned to or offered the opportunity to participate in alternative programs available if, in the opinion of school officials, such assignment would benefit the student. A student with a disability should be referred to the IEP team to determine appropriate services and placement.

- **Behavioral Contract:** A behavioral contract between a student and appropriate school personnel may define expected behaviors, conditions, and consequences.
- **Positive Behavioral Intervention Plans:** ~~A Positive Behavioral Intervention Plan (PBIP) is a written, specific, and purposeful plan which describes behavioral interventions and other strategies that will be implemented to reduce and/or prevent targeted misbehaviors and reinforce appropriate replacement behaviors. An individual PBIP will be developed for a student with a disability if the student's behavioral difficulties significantly interfere with the ability to benefit from his/her education and education of others. Prior to initiation of a PBIP, a Functional Behavior Assessment (FBA) must be completed, and assessment information used to develop the PBIP. The Positive Behavior Intervention Plan (PBIP) must be noted on the current IEP. If a student with a disability has an individual Positive Behavior Intervention Plan (PBIP), then the PBIP supersedes the *Student Code of Conduct* and the student will be disciplined in accordance with the procedures delineated in his/her Positive Behavior Intervention Plan. By the 10th day of out of school suspension, a student with an IEP/or Section 504 Plan must have a Manifestation Determination Hearing. Manifestation Hearing members will consist of Local Education Agency (LEA) representative, ESE teacher, General Education teacher, Administrator, parent, and student. Students protected under IDEA or Section 504 may not be suspended more than 10 days without compensatory services provided as determined by the IEP or Section 504 team.~~

If a student demonstrates a pattern of significant challenging behavior impeding his/her learning or safety, a Functional Behavioral Assessment may be requested. Once the Functional Behavioral Assessment is completed, a Positive Behavior Intervention Plan (PBIP) may be developed to create a proactive plan to reduce challenging behaviors and reinforce appropriate behaviors. While the Positive Behavior Intervention Plan is being implemented, data will be collected and shared with the family routinely. The plan will also be reviewed at a minimum each year and updated as needed.

- **Conferences:** Conferences between/among any combination of student, teachers, parent/guardian, and administrator may be held to discuss student conduct and/or problems. Such conferences consider alternatives available and seek to determine a plan of action which will be most beneficial to the student.
- **Counseling/ Intervention Program:** If, in the opinion of school officials, a student would benefit from counseling or participating in an Intervention Program provided by a school psychologist, social worker, guidance counselor, school- sponsored program, or an outside agency, a student may be required to obtain counseling or participate in a school district recognized program at parental expense. A student shall be required to show proof of completion/ participation as part of disciplinary procedures, partial criteria for "Early Termination of an Alternative Placement", or requirement for continued enrollment. Offenses for which school officials may employ this alternative may include but are not limited to bullying, threats, intimidation, stalking, harassment, teen dating violence or abuse or acts motivated by hate or bias.
- **Referrals:** If, in the opinion of school officials, a student would benefit from services provided by a school or outside agency, such referrals shall be made.
- **Other:** Other alternatives may be used as deemed appropriate by the school administration.

Disciplinary Actions and Procedures

This list of options is provided for possible actions in response to student misconduct. The Principal or designee may or may not consider alternatives to discipline depending on the nature of the misconduct and the maintenance of consistency within the school's disciplinary actions. All disciplinary action at the classroom, school and district level must be provided to the student and parent/guardian in the home language whenever feasible. Contact the ESOL School Liaison or District Program Facilitator for assistance with interpretation or translation services.

Restriction

Definition: *Restriction is the withdrawal of specific non-academic privileges of a student to participate in school-sponsored activities.*

Conditions:

1. A student shall not be restricted from any activity for which the student has an opportunity to earn a grade or credit.
2. The specific privilege(s) to be restricted should be associated with the misconduct to the extent feasible.
3. The duration of the restriction shall be commensurate with the degree of the misconduct.

Procedures:

1. Teachers may impose restrictions on students within the realm of classroom privileges without a discipline referral.
2. The Principal or designee may restrict a student from specific non-academic privileges to participate in school-sponsored activities after hearing the student's defense and/or explanation of his/her conduct and giving the student an explanation of the reasons for and the conditions of the restriction.

Detention

Definition: *Detention is the confinement of a student for a specified amount of time to be served under the supervision of school officials.*

Conditions:

1. **Morning Detention** may consist of a period of time before the start of the school day spent in academic study and isolation from social interaction and/or work assignments related to the upkeep and maintenance of school facilities. The amount of time assigned for morning detention on any one day shall not exceed 30 minutes prior to the start of the school day.
2. **Lunch Detention** may consist of a period of time spent in academic study and isolation from social interaction and/or work assignments related to the upkeep and maintenance of school facilities during his/her lunch period in which the student will also be afforded the opportunity of lunch. The amount of time assigned for lunch detention on any one day shall not exceed the student's normal lunch period.
3. **After School Detention** may consist of time spent after the regular school day on academic study and/or work assignments related to the upkeep and maintenance of school facilities. Parents shall be responsible for the student's transportation.
4. **Saturday Detention** may consist of time spent on Saturday on academic study and/or work assignments related to the upkeep and maintenance of school facilities. The amount of time assigned to one (1) day of Saturday detention shall not exceed four (4) hours. Parents shall be responsible for the student's transportation.

Procedures:

1. The Principal or designee may assign a student to detention on the basis of a discipline referral after hearing the student's defense and/or explanation of his/her conduct and giving the student an explanation of the reasons for and the conditions of the restriction.
2. A student who fails to appear for the assigned detention may be assigned an additional amount of detention time or may be assigned a higher level of discipline.

In-School Suspension

Definition: *In-school suspension is a discipline program established as an alternative to out-of-school suspension.*

Conditions:

1. Any school center that has an in-school suspension program established in accordance with the district's guidelines may place students in in-school suspension.
2. The parent/guardian must be notified of the placement of a student in in-school suspension.
3. All criteria for student eligibility and the instructional program are subject to the requirements of the district's guidelines.
4. Schools shall not use continuous or multiple in-school suspensions to exclude a student with a disability from educational services. Services must be adhered to as outlined in the student's Individualized Education Plan or Section 504 Accommodation Plan.

Procedures:

1. The Principal or designee may assign a student to an in-school suspension program on the basis of a discipline referral after hearing the student's defense and/or explanation of his/her conduct and giving the student an explanation of the reasons for and conditions of the in-school suspension.
2. A student who fails to appear for in-school suspension may be assigned an additional amount of in-school suspension or be assigned a higher level of discipline which may include out-of-school suspension.

Out-of-School Suspension

Definition: *Out-of-school suspension is the temporary removal of a student from all classes of instruction on public school grounds and all other school-sponsored activities, except as authorized by the Principal or the Principal's designees, for a period not to exceed ten (10) school days and remanding of the student to the custody of the student's parent with specific homework assignments for the student to complete. Homework assignments given will be due on the day the student returns to school.*

Conditions:

1. No student shall be given an out-of-school suspension for absences, truancy, or cutting classes.
2. A good faith effort shall be made by the Principal or his/her designated representative to employ parental assistance or other alternative measures prior to out-of-school suspension, except in the case of emergency or disruptive conditions which require immediate removal of the student from the school environment. Parents will be strongly encouraged to schedule a conference with school personnel before their suspended child returns to school.
3. Schools shall not use continuous or multiple out-of-school suspensions to exclude a student with a disability from educational services since the major purpose of disciplinary action is to bring about positive student behavior within the school setting--not exclusion from that setting.

4. A student protected under IDEA or Section 504 shall not receive out-of-school suspension (OSS) for more than ten (10) cumulative days within a school year without provision of educational services. By the 10th day of OSS, a Manifestation Determination Hearing, must be conducted by the IEP or Section 504 team. After the manifestation determination the IEP or Section 504 team will review the student's current IEP/504 to initiate behavioral interventions, a Functional Behavior Assessment, a Positive Behavior Intervention Plan, and/or appropriate educational placement.
5. Students who are suspended out-of-school pending a disciplinary hearing will remain on out-of-school suspension until the disciplinary hearing process has been finalized.

Procedures:

1. The Principal or designee must attempt to inform the student's parents by telephone of a student's suspension and the reasons for the suspension prior to the suspension of the student.
2. After the parent has been notified or an attempt made at such notification, and after hearing the student's defense or explanation of his/her conduct and explaining the reasons for the suspension and the conditions, the Principal or his/her designated representative may suspend a student from the school program or the school bus.
3. Each out-of-school suspension shall be reported in writing by mail, ~~or~~ delivered in person by a staff member or other method agreed to by the parent within 24 hours with the reasons for the suspension, the dates involved, and any conditions to the student's parent or guardian.
4. The letter of notification to parents/guardians will include the requirements for adult supervision during the suspension.

Alternative Placement/Expulsion with Continuing Educational Services

Definition: Alternative Placement or Expulsion with Continuing Educational Services is the removal of the right of the student to attend the regular school program at a district public school for a period of time with educational services provided at an alternative site in lieu of expulsion without continuing educational services. The alternative placement should not exceed the remainder of the current school year and one (1) additional year of attendance.

Conditions:

1. The Principal or his/her designated representative may recommend to the Superintendent that a Disciplinary Hearing be conducted regarding the removal of a student from the regular school program when a student has committed a serious breach of conduct.
2. Alternative Placement of a student protected under IDEA or Section 504 who has an active IEP or Section 504 Plan, constitutes a change in educational placement. The following procedures shall be followed:
 - a. If a Principal determines that a student with a disability has engaged in a behavior that warrants alternative placement or expulsion (a disciplinary hearing), he/she shall contact the Coordinator of Behavior Intervention and Supports for students with IEPs or Student Services Department for students with 504s and request a Manifestation Determination meeting be scheduled with the school based IEP or Section 504 team. The meeting shall be held to make a manifestation determination and if determined by the IEP or Section 504 Team, a Functional Behavior Assessment (FBA) and/or Positive Behavioral Intervention Plan (PBIP) may be developed. Additionally, the Coordinator of Behavior Intervention and Supports or Student Services Department will schedule an IEP or Section 504 team meeting following the Manifestation Determination meeting as appropriate to further address student needs and supports. All disciplinary action at the classroom, school and district level must be provided to the student and

parent/guardian in the home language whenever feasible. Contact the ESOL School Liaison or District Program Facilitator for assistance with interpretation or translation services.

- b. If the team determines that the student's misconduct **is** a manifestation of the student's disability, a review of the student's IEP/Section 504 Accommodation Plan shall be conducted and an appropriate alternative implemented. A guardian/student may request a recommendation to the Disciplinary Hearing Committee for a due process hearing regardless of the manifestation decision.
- c. If the misconduct **is not** a manifestation of the student's disability, then the student will be recommended to the Disciplinary Hearing Committee for a due process hearing. Exceptional students may be recommended for removal from the regular school with the continued provision of services in accordance with the student's IEP. A student identified disabled under Section 504 shall be afforded disciplinary action to the same extent that such disciplinary action is taken against non-disabled students.
- d. A disciplinary removal that constitutes a change of placement may not be made based on behavior determined to be a manifestation of a student's disability except with the following offenses:
~~Schools can recommend placement in an alternative education setting for up to forty-five (45) school days for students with a disability, irrespective of the manifestation determination decision (i.e., even if the offense is determined to be related to the disability) if the child engages in the following behaviors:~~
 1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function,
 2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function, and/or
 3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

According to 34 CFR 300.530(i)(3), the term "serious bodily injury" is defined as:

- a. A substantial risk of death
- b. Extreme physical pain
- c. Protracted and obvious disfigurement
- d. Protracted loss or impairment of the function of a bodily member, organ or mental faculty

Schools can recommend placement in an alternative education setting for up to forty-five (45) school days for students with a disability, irrespective of the manifestation determination decision for reasons excluding the three (3) offenses mentioned above, if parent/guardian have mutually agreed to move the student to a disciplinary placement as outlined in the meeting minutes. Within the 45-school day placement, an IEP/Section 504 review will be conducted to determine continuation of services in an alternative education setting or the return to placement in the former school setting. Placement will be recommended based upon the outcome of the earlier manifestation determination and, if appropriate, recommendation of the Disciplinary Hearing Committee.

Procedures:

1. The Principal or his/her designated representative shall conduct an investigation into the charges and shall obtain a written and signed statement from any witness immediately after the incident.

2. The Principal or his/her designated representative shall hear and consider the student's defense and/or explanation of his/her conduct before making any decision and if removal is appropriate, shall explain to the student the reasons for recommending removal from the school.
3. A written notice of the recommendation for a Disciplinary Hearing, including a detailed report of alternative measures taken prior to the recommendation, shall be sent by mail to the parent/guardian as well as an attempt to contact the parent/guardian via telephone. A written copy of the notice and report shall be sent to the Superintendent and the appropriate Grade Level Director. The requested length of removal of the student from the regular school program shall be included in the written notice and shall not exceed the remainder of the current school year and one (1) additional year.
4. A Disciplinary Hearing Committee consisting of a minimum of four (4) of the following: the Director of Elementary Education, the Director of Middle School Education, the Director of High School Education (in the absence of the Director, a district grade level representative may be present for the previous three), the Director of Workforce Education, the Assistant Superintendent of Curriculum and Instruction, the Director of Continuous Improvement, a representative of Student Services, and a representative of the district's Exceptional Student Education staff will review each recommendation in a due process hearing, and the student has the right to:
 - a. Appear with counsel;
 - b. Confront and cross-examine;
 - c. Be heard by an impartial tribunal;
 - d. Receive a CD of the proceedings;
 - e. Appeal.
5. The Disciplinary Hearing Committee will hear all pertinent information relating to the recommendation for the student's removal from school. The committee may then make a recommendation to the Superintendent for the expulsion of the student or a recommendation for an alternative placement. Any member of the committee who has participated in the investigation shall abstain from voting on the recommendation but may otherwise participate in the hearing.
6. If the Disciplinary Hearing Committee's recommendation is for alternative placement or expulsion with continuing educational services, the Superintendent will notify the parent/ guardian by mail for continued education services in an alternative program. A form will be provided for the parent/guardian and student to accept the educational services offered, indicate other educational services the parent/guardian will provide through home education or non-public school or request the action proceed to a hearing before the School Board.
7. A student who has been given an alternative placement or expulsion with continuing educational services is not allowed on any School Board property without prior permission from the school's administration. Violation will be considered trespassing.
8. A student who has been alternately placed must meet the State of Florida "Regular school attendance" definition. "Regular school attendance" as defined in s. 1003.01(13) F.S., is attendance in one of the following: a public school; a parochial, religious or denominational school; a private school; or a home education or private tutoring program, provided the program meets state requirements.

Expulsion Without Continuing Educational Services

Definition: *Expulsion is the removal of the right and obligation of a student to attend a public school for a period of time and under conditions set by the School Board not to exceed the remainder of the school year and one (1) additional year of attendance.*

Conditions:

1. The Principal or his/her designated representative may recommend to the Superintendent that a Disciplinary Hearing be conducted regarding the removal of a student from the regular school program when a student has committed a serious breach of conduct.
2. Expulsion/alternative placement of a student protected under IDEA or Section 504 constitutes a change in educational placement, not an exclusion from educational services. A free appropriate public education (FAPE) must be available to all students protected under IDEA or Section 504 residing in the state between the ages of 3 and ~~21~~ 22, including children with disabilities who have been suspended or expelled. Services do not have to replicate all of the services and instruction a student would have received had he/she stayed in school. Procedures will follow those outlined in "Alternate Placement/ Expulsion with Continuing Educational Services" regarding students with an identified disability.

Procedures:

1. The Principal or a designated representative shall conduct an investigation into the charges and shall obtain a written and signed statement from any witness immediately after the incident.
2. The Principal or a designated representative shall hear and consider the student's defense and/or explanation of his/her conduct before making a final decision, and if removal is appropriate, shall explain to the student the reasons for recommending removal from school.
3. A written notice of the recommendation for a Disciplinary Hearing, including a detailed report of alternative measures taken prior to the recommendation, shall be sent by mail to the parent/guardian as well as an attempt to notify the parent/guardian via telephone. A written copy of the notification will be sent to the Superintendent and the appropriate Grade Level Director. The requested length of removal of the student from the regular school program shall be included in the written notice and shall not exceed the remainder of the current school year and one (1) additional year.
4. A Disciplinary Hearing Committee consisting of a minimum of four (4) of the following: the Director of Elementary Education, the Director of Middle School Education, the Director of High School Education (in the absence of the Director, a district grade level representative may be present for the previous three), the Director of Work Force Education, the Assistant Superintendent of Curriculum and Instruction, the Director of Alternative Education, a representative of Student Services, and a representative of the District's Exceptional Student Education staff will review each recommendation in a due process hearing, and the student has the right to:
 - a. Appear with counsel;
 - b. Confront and cross examine;
 - c. Be heard by an impartial tribunal;
 - d. Receive a CD of the proceedings;
 - e. Appeal.
5. The Disciplinary Hearing Committee will hear all pertinent information relating to the recommendation for the student's removal from school. The committee may then make a

recommendation to the Superintendent for the expulsion of the student. Any member of the committee who has participated in the investigation shall abstain from voting on the recommendation but may otherwise participate in the hearing.

6. If the Disciplinary Hearing Committee's recommendation is for a student's expulsion, the Superintendent will notify the parent/guardian by mail of the specified date and place of the School Board meeting and the scheduled time of the expulsion hearing to act on the Superintendent's recommendation.
7. A student who has been expelled/alternatively placed is not allowed on any School Board property without prior permission from the school's administration. Violation will be considered trespassing.
8. A student who has been expelled must meet the State of Florida "Regular school attendance" definition. "Regular school attendance" as defined in s. 1003.01(13) F.S., is attendance in one of the following: a public school; a parochial, religious or denominational school; a private school; or a home education or private tutoring program, provided the program meets state requirements.

Early Termination of Alternative Placement

Definition: *Reduction of the number of days a student has been alternatively placed through School Board action.*

Conditions: The student must remain alternatively placed for a period no less than the remainder of the grading period in which the offense occurred plus one additional grading period. The School Board must approve the action to return the student to the school site. Approval of an Early Termination of Alternative Placement is contingent upon criteria set forth in the "Procedures" section.

Procedures: To be considered for Early Termination the following procedures must be followed:

1. If the student is enrolled at the Learning Academy of Santa Rosa, the district will request a report evaluating the student in three areas: Attendance, Behavior, and Grades.
2. The student must receive a good evaluation in all three areas (attendance, behavior and grades).
3. The student must also have the Director of the Learning Academy recommend an early termination for the student's placement.
4. In addition, the student must not have any arrests, charges, or pending court action.
5. In addition, the Principal of the school in which the offense occurred must agree to allow a recommendation of early termination as well as allow the student to return to the school. If the student has moved or has matriculated to another school (due to promotional requirements), the Principal of the school in which the offense occurred as well as the receiving school's Principal must both agree to an early termination recommendation.
6. Once the Principal(s) have agreed to an early termination based upon the student's evaluation then the Grade Level Director will petition the School Board for an Early Termination of Alternative Placement for the student.
7. If the student is not enrolled in the Learning Academy then it is incumbent upon the parent/guardian of the student to provide the Grade Level Director the following information for consideration of an early termination: transcript of grades, letter of character reference from a non-family member, and a letter of apology from the student regarding his/her offense and future actions. The Principal of the school in which the offense occurred and the Principal of the receiving school (if different) must agree to consideration of early termination as well as receiving the student into the school. Once the Principal(s) have agreed to an early termination based upon the

student's evaluation then the Grade Level Director will petition the School Board for an Early Termination of Alternative Placement for the student.

8. If the student receives an Early Termination of Alternative Placement from the School Board, the student and parents must meet with the Principal or his/her designee to enact a contract for the student's return to the school.
9. The Principal at the student's zoned school may delay the enrollment in order to ensure the student re-enters the school at the beginning of a grading period or semester. The student is required to remain enrolled in their current educational choice until they are able to re-enroll at their zoned school in order to avoid truancy issues.
10. Students who have chosen an on-line option as an educational choice must remain in the on-line courses and will not be eligible to return to their zoned school until those courses have been completed.
11. If a student does not meet the terms of the contract, the school may return the student to the Learning Academy (or other parent choice educational option) for the duration of the original year of Alternative Placement.

Students Arrested and/or Charged with a Felony or Felony Act; Adjudication Withheld/Conviction of a Felony

***Definitions:** For purposes of this section, the terms "felony" and "felony act" have the same meaning. They are defined to mean a felony under Florida law or a delinquent act which would be a felony committed by an adult.*

Application: Any student who is formally charged with a felony, or with a delinquent act which would be a felony if committed by an adult, by a proper prosecuting attorney for an incident which allegedly occurred on property other than public school property may be suspended from school if that incident is shown, in an administrative hearing, to have an adverse impact on the educational program, discipline, or welfare of the school in which the student is enrolled.

Procedures:

1. Felony Charges (For Incidents on Property Other than School Property)

Notification of Felony Charge and Suspension Hearing: Upon receiving proper notice that a student has been formally charged with a felony, the principal shall immediately notice the eligible student or the student's parents/guardians of the specific charges against the student and of the student's right to a hearing if the principal believes that that the student should be suspended because maintaining the student's attendance at school would have an adverse impact on the educational program, discipline, or welfare at the student's school. The notice provided to the eligible student or the student's parents/guardians must stipulate the date for the hearing and shall also advise the eligible student or student's parents/guardians of the conditions under which a waiver of suspension may be granted.

The suspension hearing shall be held not less than two (2) school days nor more than five (5) school days from postmarked date, or delivery, of the written notice. The student may be temporarily suspended until the suspension hearing process is complete.

Suspension Hearing. The purpose of the suspension hearing is to determine (1) whether the felony act is shown to have an adverse impact on the educational program, discipline, or welfare in the school in which the student is enrolled and (2) whether the student should be suspended pending court determination of the student's innocence or the dismissal of the charge is made by a court of competent jurisdiction. The suspension hearing will be conducted by the principal or

designee. The student may also attend along with the student's parents/guardians, the student's representative or legal counsel, and any witnesses requested by the student, the student's parent/guardians, or the principal. At the suspension hearing, the student may speak in the student's own defense, may present any evidence indicating the student's eligibility for waiver of disciplinary action, and may be questioned on their testimony. However, the student shall not be threatened with punishment or later punished for refusal to testify.

In conducting the hearing, the principal or designee shall not be bound by rules of evidence or any other courtroom procedure, and no transcript of testimony shall be required.

Outcome of Suspension Hearing. Following the suspension hearing, and within five (5) school days, the principal shall provide the eligible student or the student's parents/guardians with a written decision as to whether or not suspension will be made. In arriving at this decision, the principal must consider the conditions prescribed by subsections (2) and (3) of Section 1006.09, Florida Statutes, under which a waiver of suspension may be granted. The principal may also decide to grant a waiver if the principal determines such action to be in the best interests of the school and the student. Provided, however, that any suspension pending adjudication of guilt shall be made only upon a finding, based upon conclusive evidence, that a felony charge has been formally filed against the student by a proper prosecuting attorney. The principal also has authority to modify the decision to either grant or deny a waiver, at any time prior to adjudication of the student's guilt by a court, provided that any such modification adverse to the student] shall be made only following a hearing conducted in accordance with Rule 6A-1.0956, Florida Administrative Code.

If the student is suspended as a result of the suspension proceeding, the student may be suspended from all classes of instruction on public school grounds during regular classroom hours for a period of time, which may exceed ten (10) days, as determined by the Superintendent. The suspension shall not affect the delivery of educational services, and the student shall be immediately enrolled in a daytime alternative education program, or an evening alternative education program, where appropriate. If a court determines that the student did commit the felony or delinquent act which would have been a felony if committed by an adult, the School Board may elect to proceed with expulsion in accordance with the Code of Conduct and Florida law.

- 2. Adjudication Withheld/Conviction of a Felony (For Felony Acts Committed On School Property):** Upon recommendation of the Superintendent, the School Board may take disciplinary against or expel a student who is found to have committed an offense on school property at any time if: (1) the student is found to have committed a delinquent act which would be a felony if committed by an adult; (2) the student has had adjudication withheld for a delinquent act which, if committed by an adult, would be a felony; or (3) the student has been found guilty of a felony. Any student recommended for disciplinary action or expulsion will be afforded all rights to a hearing as set forth in this Code of Conduct.
- 3. Students with Disabilities.** A student with a disability under the Individuals with Disabilities Education Act ("IDEA") or Section 504 of the Rehabilitation Act of 1973 ("Section 504") shall be afforded all protections available under Florida and federal law in the event the student is recommended for a disciplinary change in placement, including a suspension or expulsion.
- 4. Extra-Curricular Activities:**
 1. Any student who is **arrested** for a felony act may be suspended from participation in extra-curricular activities if, in the opinion of the school administrator, the student's continued

participation in extra-curricular activities would adversely impact the educational program, discipline, or welfare at the student's school.

2. Any student who has been **charged** with a felony act (per accompanying documentation from the state attorney's office), will not be eligible nor permitted to publicly represent the school or the school district in any extra-curricular activity until a court rendering.
3. Any student who has been **convicted of a felony, adjudicated delinquent or had adjudication withheld will** not be eligible nor permitted to publicly represent the school or the school district in any extra-curricular activity for the balance of the school year.
4. A report of an alleged violation of this standard of conduct shall be submitted to the Principal or designee for investigation. If the Principal or designee determines that a violation has occurred, the student and his parent or legal guardians shall be notified in writing of the suspension from school-sponsored extracurricular activities.

Continuance of Free and Appropriate Public Education (FAPE)

Disciplinary Actions for Deferred Students

Students on deferment status will follow the Santa Rosa County School District Student Code of Conduct for Students K-12

1. SRC transition programs have the responsibility to make sure that all students attending, including those receiving special education and related services, are familiar with the discipline code and that their families also have the opportunity to know and understand the code; Parents of students with disabilities should be given the opportunity to discuss the discipline code when it is a concern for their student and to be partners in finding effective ways of assisting in maintaining the code and its intent.
2. ~~The home school~~ The ESE Coordinator will process discipline referrals in the District's FOCUS system, record the offense and consequence, as well as notify the High School Director of serious breach of conduct/offenses that may involve considerations for alternative educational settings, and direct involvement of the IEP Team, to determine if the action(s) were a direct correlation and/or Manifestation of the student's disability. This would be determined in a Manifestation Determination meeting, as opposed to District Disciplinary Committee.
3. If there is immediate action required, due to the nature of the student's offense, the ~~school-based administrator~~ ESE Coordinator and transition program staff may take safety precautions as deemed necessary. In the event of imminent threat (*threats to the safety of others, access to or possession of weapons on campus, etc.*), the transition program staff should immediately notify the administration and SRO of the hosting school so that they can perform a threat assessment since it is their responsibility to ensure the safety of staff and students on campus.

If the deferred student has reoccurring behavioral issues the following actions must be taken:

1. It is the responsibility of the IEP team to review the discipline code and determine what specialized help and instruction the student may need to understand the code and consistently demonstrate the appropriate classroom, school behaviors, and workforce behaviors conducive to learning.
2. The team should identify and address the difficulties that may occur and may be related to the student's disability, and establish plans that will reduce the chance that such infractions will occur.
3. The team should plan to provide adaptations and supports for those behaviors that require additional strategies as well as address those behaviors that may remain unchanged due to the complexity of the disability.

Review of Deferment for Persistent Misconduct

1. IEP Team will convene to review behaviors, incidents, response to interventions, and disciplinary actions.
2. Review goals and objectives as well as progress in the selected post-secondary programs.
3. IEP Team will review the data regarding progress towards goals and determine the success of the program, determine if additional agencies/supports are required to support post-secondary goals, and/or if student should continue FAPE.
4. All decisions regarding the continuation of services through the deferment status or the termination of FAPE **MUST** be documented in Prior Written Notice.
5. Alternative Placement/Expulsion with Continuing Educational Services Considerations for Students with Disabilities (Active IEP); the following procedures shall be followed:
6. If the building administrator determines that a student with a disability has engaged in a behavior that warrants alternative placement or expulsion, he/she shall contact the Director of Exceptional Education and request an Individual Education Plan (IEP) meeting to be conducted. The meeting shall be held to make a manifestation determination and if determined by the IEP Team a Functional Behavior Assessment (FBA) and/or Positive Behavioral Plan (PBIP) may be developed.
7. If the team determines that the student's misconduct is a manifestation of the student's disability, a review of the student's IEP shall be conducted and an appropriate alternative implemented.
8. If the misconduct is not a manifestation of the student's disability, then an IEP Meeting will be conducted to request the IEP Team to review behaviors, persistent misconduct, and determine if a consideration for removal from the 18-22 Transition Program and/or suspension of participation for a designated period of time, as determined by the participants of the IEP Team is required.

Restraint

Through legislative reviews and continual safety, Florida state legislation has approved the need for all restraint and secured procedures to be performed:

Section 393.067, Section 393.13, Section 1004.55, Section 1003.573, Section 1012.582

Definitions

The Office of Civil Rights (OCR) now requires that the department report all instances of restraint for all students (not just those with disabilities). In order to meet this requirement, three (3) elements were added to the automated student database using the definitions issued by OCR. To remain consistent, the same definitions will be used for the web reporting of restraint incident reporting of students with disabilities. The definitions included in the database are as follows:

Mechanical Restraint: The use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel or devices utilized by a student that have been prescribed by an appropriate medical or related service professional and are used for the specific and approved purposes for which such devices were designed, such as:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports.
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.
- Restraints for medical immobilization.

- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Physical Restraint: A personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.

These definitions may also be found on the Florida Department of Education website at <https://web01.fldoe.org/RestraintSeclusionIncident/>

Restraint Procedures ~~Based on student with an active IEP or Section 504 Plan~~ For All Students

Teacher and Administration Responsibility:

1. Once a student has initiated harm to himself or others and all non-violent intervention and de-escalation techniques have been exhausted, a person certified in Non-Violent Crisis Prevention Intervention (CPI) will initiate restraint.
2. When restraint is initiated, there will be at least one other adult to assist with the seclusion/restraint and/or documentation of duration of incident, personnel involved in the incident, anecdotal records of the incident, etc. When possible, school administration should be called immediately upon the use of restraint.
3. Once the restraint incident has ended, the supervising teacher will notify the school administration if he/she is not already present at the incident.
4. By the end of the day of the incident, administration will complete the **Parent Written Notice for the Use of Restraint** form. Administration will then make at least two (2) attempts to notify parent, through email and/or phone, regarding the use of restraint. Administration will also ensure that the form is sent home with the student at the end of the day. Parent signature/acknowledgement must be obtained and the signed form returned to the school.
5. If the signed **Written Notice** is not returned, the administrator will send a second copy through certified mail and/or by a school social worker for signature. All attempts will be documented on the form.
6. If the administrator was not present at the incident involving Restraint he/she may request the teacher or staff member to complete the electronic version of the incident template form in order to gain the necessary information to complete the mandatory state report. ~~If the administrator was present and has sufficient information to complete the mandatory state report he/she may choose not to request the incident form be completed.~~ NOTE: Best practice for documenting the Restraint for Santa Rosa County incident would be that the document is completed by the end of the workday to ensure that all facts of the incident are recorded accurately. **Forms can be found on:** <https://santarosaschools.org/en-US/state-restraint>
7. Within 24 hours of the incident, the supervising school Administrator will complete the Physical Restraint report on the State Reporting Site at: <https://web01.fldoe.org/RestraintSeclusionIncident/>
8. The supervising school administrator will review and print the state report. The report will be given to the parent of the student the same day but no later than 3 days after the incident.
9. Parent will sign and return the State **Incident Report** form. All signed incident reports will be placed within the cumulative file. ~~on the left side of the ESE or Section 504 folder.~~

10. If the signed **Incident Report** form is not returned, the administrator will send a 2nd copy through certified mail and/or by a school social worker for signature. All attempts will be documented on the form.

Complaint/Grievance Procedure

(School Related Problems Not Connected to Alternative Placement/Expulsion)

A student or parent/guardian on behalf of their minor child shall have the opportunity to question and register a complaint/grievance regarding a decision made by any school employee. The opportunity to question includes decisions perceived by the student to be discriminatory on the basis of race, color, religion, gender, age, marital status, disability, political or religious beliefs, national or ethnic origin, genetic information or social and family background, regarding any phase of educational programs, activities, application of rules of behavior, sanctions, or treatment. This procedure may be used to file a formal complaint under the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title IX of the Educational Amendments of 1972, and McKinney-Vento Homeless Education. It is the aim of these procedures to settle a complaint/grievance at the lowest possible level. The following procedures shall be used to submit a complaint/grievance:

- A. Informal:** If the student wishes to question a decision of any school employee, the student shall first request an appointment to discuss the issue with the employee concerned and/or a school site administrator at a time other than regular class time. The appointment shall be requested within 60 calendar days of the incident of concern.
- B. Formal:** If the student is not satisfied after discussing the issue with the employee and/or school site administrator, the student may submit an appeal in writing to the Principal of the school or the Assistant Superintendent of Curriculum and Instruction to review the matter. Such an appeal shall be submitted within ten (10) calendar days of the informal step described above.
 1. The Principal or Assistant Superintendent of Curriculum and Instruction shall investigate the problem and shall render a decision. Such investigation may include interviews with the student, at which the student may have parents/ guardians or representation present. The decision shall be given to the student in writing within ten (10) calendar days of the written notice of appeal.
 2. If the student is not satisfied with the decision of the Principal or Assistant Superintendent of Curriculum and Instruction, the student may appeal the decision in writing to the Superintendent within five (5) school days of the decision. The Superintendent or designee must respond in writing within five (5) school days of receipt of the appeal. The Superintendent's or designee's decision related to the suspension of a student (not related to alternative placement and/or expulsion) is final and not subject to an appeal to the School Board.
 3. If the student is not satisfied with the decision of the Superintendent within five (5) school days of the decision the student must notify the Superintendent of a request of an appeal hearing before the School Board. Scheduling of a hearing before the School Board will be in compliance with applicable School Board policies.
- C. Further Possible Appeals:** If the individual filing the complaint is not satisfied with the decision of the School Board, a complaint may be filed with the Florida Department of Education. In addition, complaints alleging discrimination under the ADA, Section 504, or Title IX may be filed with the Office of Civil Rights, U.S. Department of Education, within 180 days of the alleged discrimination.

No student shall be retaliated against in any manner for filing a complaint/grievance regarding conduct which is believed to be in violation of district and/or school policy or for participating in an investigation

of a possible violation of district and/or school policy. Confidentiality will be ensured to the greatest extent possible.

~~Suicide Prevention Protocol and Risk Assessment~~ Student Safety Protocols

Suicide Prevention Protocol and Risk Assessments

If a student concern or threat to harm self/suicidal ideation is brought to the attention of the school, the school team will follow the Suicide Prevention Protocol established in our district. Everyone has a role in suicide prevention. A comprehensive approach to suicide prevention involves students, school personnel, parents, and community agencies. Collaboration and communication are key to promoting positive mental health in the school setting. Parents/Guardians of students who have had a Suicide Risk Assessment completed will be notified by the school.

Baker Act Protocol

If a student concern or threat to harm self/suicidal ideation is determined to be imminent, or high risk, based on a Suicide Risk Assessment, the school will follow the Baker Act Protocol which could involve a School Resource Officer or law enforcement, a licensed Trauma Informed Counselor, the Mobile Response Team of Santa Rosa County and/or 9-1-1. Anytime this protocol is initiated, the parent/guardian will be notified.

The Santa Rosa County School District Suicide Prevention Protocol and Baker Act Protocol can be found on the district's website under Student Services.

Student Success and Safety Plans

Students who have Moderate or High Suicide Risk Assessments and/or Baker Acts initiated at the school will require a Student Success and Safety Plan. This plan will help to establish a circle of care among the family and school and could also involve community health providers or other community agencies. The goal of this plan is to provide interventions which can help set the student up for success while establishing appropriate safeguards that allow for monitoring of student safety.

Florida Harm Prevention and Threat Management Protocol

The threat management process is designed to identify, assess, manage, and monitor concerning behaviors. If a concerning behavior is reported to the School Based Threat Management Team (SBTMT), they will follow the district and state approved protocol. This protocol can be found on the district's website under Student Services.

Student Support Management Plans

Students who have medium or high levels of concerning behavior as indicated by the protocol will require a Student Support Management Plan and students will be monitored by the SBTMT for a time period as stated in the protocol.

Juvenile Civil Citation Program

This program is a diversion program in lieu of formal criminal trial through the Department of Juvenile Justice. The program provides immediate consequences for a juvenile's action and diminishes the time between the offense and the punishment. Without this connection, a youth is more likely to continue the negative behavior.

1. A juvenile may be eligible for this program if:
 - a. The juvenile is between the ages of 11 and 17;
 - b. The act committed is considered a non-serious delinquent act as defined in this order;
 - c. The juvenile has no previous misdemeanor or felony convictions (confirmed by contacting the DJJ Intake Screener).
2. When an officer encounters a juvenile, who has committed a delinquent act that under Section 985.301 Florida Statutes, qualifies the juvenile to participate in the Juvenile Civil Citation Program, the officer will proceed as follows:
 - a. The officer will explain the Civil Citation Program to the juvenile who has committed a delinquent act and request the juvenile consent to participate in the program. The officer should consider the following to determine if the Civil Citation Program is appropriate for the juvenile:
 1. The severity of the offense and any mitigating or aggravating circumstances;
 2. The juvenile's attitude concerning the officer, the delinquent act, and the Civil Citation Program;
 3. The attitude of the juvenile's parent or guardian concerning the officer, the delinquent act, and the Civil Citation Program;
 4. The mental and/or physical ability of the juvenile;
 5. Is the youth a threat to society?
 6. Whether the delinquent act involves restitution. (These cases do not qualify for the Civil Citation Program and must be referred for prosecution.)
 - b. The law enforcement officer has discretion to determine if a citation will be issued in situations where a single infraction results in multiple civil citation eligible offenses (i.e. stacking). When approval of the victim is required, the law enforcement officer will document the approval of the issuance of the civil citation in the offense report.
 - c. Offenses approved for the Civil Citation Program per the memorandum of understanding signed with DJJ and at the request of the Juvenile State Attorney.
 1. Affray;
 2. Alcoholic beverage possession by a minor;
 3. Alcoholic beverage selling, giving or serving to a minor;
 4. Assault;
 5. Battery (with victim approval);
 6. Criminal mischief (\$200 - \$1000 damage) if no restitution involved;
 7. Disturbing school function and religious assemblies;
 8. False fire alarm (with victim approval);
 9. False report;
 10. Loitering or prowling;
 11. Petit Theft (with the approval of the victim and only when no restitution is required);
 12. Possession of marijuana (Less than 20 grams);

13. Possession of narcotic equipment (drug paraphernalia);
 14. Resisting without violence;
 15. Resisting a merchant (with victim approval);
 16. Trespass – property other than structure/conveyances;
 17. Trespass – structure or conveyance; and
 18. Disorderly Conduct.
3. If the juvenile consents to participate in the program, the officer will complete the Juvenile Civil Citation.
 - a. The citation will be completed utilizing the “Mobile Forms’ computer application. Blank citation forms will be available at each district office in the event the officer is unable to complete the citation on the computer.
 4. The citation will contain the following information:
 - a. Data and offense number;
 - b. Juvenile’s name, address, race, DOB;
 - c. Parent’s or guardian’s name, phone number, and a work number;
 - d. School name;
 - e. The criminal offense that was committed and statute number;
 - f. Statement of Probable Cause;
 - g. Juvenile’s, parent or guardian’s signature; and
 - h. Officer’s signature and date.
 5. The juvenile, as well as the parent or guardian, must understand that by signing the form, the juvenile is:
 - a. Admitting guilt for the purpose of this program;
 - b. Waiving the right to a speedy trial;
 - c. Affirming that he/she has never been convicted with any misdemeanor or felony offense;
 - d. Agreeing to contact the Teen Court Coordinator within seven (7) working days from the date the citation was issued; and
 - e. Failure to contact the coordinator will result in the case being referred to the State Attorney for prosecution.
 6. Guidelines for Civil Citation Community Service hours will be assigned by Teen Court in conjunction with the Juvenile Civil Citation Program Coordinator.
 7. Any juvenile issued a civil citation must be released to a parent or guardian. Then releasing a juvenile to a parent or guardian, the issuing officer will provide a copy of the civil citation to the parent or guardian who signed the civil citation agreeing to the terms of the program.
 8. If the juvenile’s parent or guardian cannot be reached or refuses to take custody of the juvenile, the juvenile is disqualified from participation in the program and criminal prosecution will be pursued.
 9. The Civil Citation Program will be operated by DJJ as an alternative to arrest.

Required Reports:

1. An offense report is required any time a civil citation is issued. The offense report will detail the circumstances which led to the issuance of the civil citation as well as any other related information.
2. Completed civil citations will be forwarded via agency courier to the Juvenile Civil Citation Coordinator at the Milton office of the DJJ. A copy of the completed and approved offense report will be attached to the citation.

Definitions:

DJJ – Department of Juvenile Justice

JUVENILE JUSTICE CIVIL CITATION – is an alternative program to an arrest, authorized under Section 985.12, Florida Statutes, for children who commit non-serious delinquent acts whose purpose is to ensure swift and appropriate consequences to the offender. No more than 50 community service hours may be administered and the juvenile must participate in appropriate intervention services to identify the needs of the juvenile.

NON-SERIOUS DELINQUENT ACT – An act that involves violation of a county ordinance or violation of criminal first or second-degree misdemeanor which does not involve domestic violence. Examples of these violations are: battery, assault, affray, petit theft, trespassing,

UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF FLORIDA

MINOR I. DOE, et al.;

Plaintiffs,

v

No.: 3:08-cv-361 MCR/CJK

SCHOOL BOARD FOR SANTA
ROSA COUNTY, FLORIDA; et al.;

Defendants.

First Amended Consent Decree And Order

On August 27, 2008, Plaintiffs MINOR I DOE and MINOR II DOE filed a Complaint asserting claims pursuant to 42 U.S.C. §1983 against Defendants SCHOOL BOARD FOR SANTA ROSA COUNTY, FLORIDA ("School Board"), JOHN ROGERS, in his official capacity as Superintendent of the School District of Santa Rosa County, Florida (who has subsequently been replaced by Tim Wyrosdick) ("Superintendent"), and H. FRANK LAY, in his official capacity as Principal of Pace High School (who has subsequently been replaced by Bryan Stephen Shell) (collectively "Defendants"). The Defendants admitted liability for the claims in the Complaint and for the violations of the U.S. Constitution's Establishment Clause and the Florida Constitution's No-Aid Provision. To avoid further costly and protracted disputes, the parties agreed voluntarily to the original Consent Decree and Order entered on May 6, 2009, and now wish to agree, as indicated by the signatures below, to this First Amended Consent Decree and Order (hereinafter "Order").

The Court reviewed the claims as to which the Defendants have admitted liability and the terms of their agreement set out in this Order, which the parties have together reached. Other than this Court's rulings and findings made elsewhere regarding the original Consent Decree and those specifically made here regarding this Order, the Court does not here decide any new legal or factual dispute concerning the matters presented herein. In adopting this Consent Decree, the Court has ensured it comports with the U.S. Constitution, which prescribes the floor beneath which protections may not fall rather than a ceiling. Concluding that the terms of the parties' Agreement are appropriate under the circumstances presented and that the entry of this Order comports with federal constitutional law, the Court therefore

ORDERS, ADJUDGES, and DECREES as follows:

1. Some of the Defendants' District-wide policies, practices, and customs alleged in the Complaint violate the Establishment Clause of the First Amendment to the U.S. Constitution and the "No Aid" provision of the Florida Constitution. Some of the Defendants' policies, practices, and customs (a) endorse and promote religion and (b) have the purpose or effect of advancing religion.

2. The Consent Decree and Order entered on May 6, 2009, is hereby amended. This Order replaces that original Consent Decree and Order. The Court finds that, as it previously held with respect to original Consent Decree and Order, this Order is “plainly legitimate because it expressly applies to official capacity conduct and remedies admitted Establishment Clause” violations. *Doe v. School Board for Santa Rosa County*, 264 F.R.D. 670, 687 n. 31 (N.D. Fla. 2010).

Definitions

3. The following definitions shall apply to this Order. In construing these definitions the singular shall include the plural and the plural shall include the singular:

(a) "Club" means a noncurricular student group recognized by the School District and that qualifies through the five, safe-haven provisions (20 U.S.C. §4071 (c)) for protection under the Equal Access Act.

(b) "Prayer" means a communication (written or audible) with a deity, including, but not limited to, a benediction, an invocation, the Lord's Prayer, or otherwise calling upon a deity to offer guidance, assistance, or a blessing. Accordingly, "Prayer" does not include customary, polite expressions and greetings, including "God Bless You" or "Thank Heavens," or a student's religious expression responsive to a legitimate academic class assignment.

(c) "Religious Service" means a convocation for a religious purpose, including, but not limited to, baccalaureate, religious youth group meeting or event, church service, and Bible study.

(d) "Religious Title" means *Benediction, Invocation, Prayer, Blessing, Inspirational Message, Sermon, Devotional Pledge, Bible Reading, Devotion* or any other title that in any way relates to Prayer.

(e) "Religious Venue" means a property, facility, building, or place that is maintained and controlled by or for a religious body that is organized, in whole or in part, to sustain public worship.

(f) "School District" means the Santa Rosa County School District.

(g) "School Event" means any activity or happening (i) at a School Board facility or (ii) sponsored, conducted, or supervised by a School Official acting in his or her Official Capacity. It includes, but is not limited to, a graduation, grade-promotion ceremony, award program, induction ceremony, pep rally, competition, practice, performance, class instructional time, and a club meeting or event. However, each of the following activities is not a School Event:

(1) A student religious Club meeting or event, if all School Board employees and agents are only present at the meeting or event in a "non-participatory capacity," as used in the Equal Access Act;

(2) An activity at a School Board facility, if (i) it is outside the presence of School District students and (ii) no School Official acts in his or her Official Capacity; and

(3) An activity at a School Board facility that is used by a third party (i) pursuant to a standard facility use agreement or (ii) the Principal's advance written permission in accordance with School Board policy and that permission indicates the name of the responsible third-party user, the use period, facility to be used, purpose of use, and conditions of use. The foregoing third-party uses must (I) occur during the agreed use period, (II) be on terms of usage (including rent) that are consistent with the terms applicable to other third-party users, (III) not involve any School Official acting in his or her Official Capacity, and (IV) not take place during school hours. Until May 6, 2014, School Officials shall not permit third parties to use a school facility pursuant to a

standard facility use agreement or Principal's permission (A) during instructional time, (B) when the majority of school employees assigned to the subject school facility are contractually obligated to be present, or (C) during the transitional period before or after school when students are embarking or disembarking from school buses or private transportation. School Officials may supervise students between instructional time and the third-party use period if the supervision is neutral with respect to religion. (h) "School Official" means the Defendants and their officers, agents, affiliates, subsidiaries, servants, employees, successors, and all other persons or entities in active concert or privity or participation with them, but only to the extent such a person acts in his or her Official Capacity or is in active concert or privity or participation with the Defendants. Outside organizations that receive no support from the Defendants, do not receive remuneration of any kind from the Defendants, are not controlled by the Defendants, and are not given preferential treatment or access (e.g., to sell wares) by the Defendants are not School Officials, for example booster clubs when they satisfy these requirements.

(i) "Official Capacity": As the Court has previously made clear, "the plain language of the consent decree simply does not address the conduct of school employees in any context other than in their official capacity." *Doe v. School Board for Santa Rosa County*, 264 F.R.D. 670, 683 (N.D. Fla. 2010). A person acts in his or her "Official Capacity" when

- (1) performing official duties or furthering the work of the School Board or
- (2) acting under or with a power or authority granted by virtue of employment by or association with the School Board. However, where the only power or authority the School Official exercises is the authority to be present at a School Board facility and the School Official is not interacting with or in the presence of a student, then the School Official is not in his or her Official Capacity by virtue of subsection (i)(2).

Equal Access Act

4. No provision in this Order is intended to supplant or alter the rights afforded student clubs by the Equal Access Act. School Officials shall comply with the Equal Access Act. 20 U.S.C. §4071 et seq.

Permanent Injunction

5. **Prayer at School Events**: School Officials are permanently enjoined from promoting, advancing, endorsing, participating in, or causing Prayers during or in conjunction with School Events for any school within the School District:

(a) School Officials shall neither offer nor participate in a Prayer during or in conjunction with a School Event.

(b) School Officials shall prohibit non-student third-parties (including clergy or other religious leaders) during or in conjunction with a School Event from offering a Prayer addressed to an audience as part of the event or program, soliciting a Prayer from anyone as part of the event or program, or promoting a religious belief to anyone as part of the event or program.

(c) School Officials shall not include Prayer, whether or not it is noted in a printed program, during or in conjunction with a School Event. School Officials shall not give authorization to a group of students, a student body (e.g., through an election), or third parties to include Prayer, whether or not it is noted in a printed program, during or in conjunction with a School Event.

(d) School Officials shall not encourage, solicit, or invite any person, either implicitly or explicitly, to deliver or offer a Prayer during or in conjunction with a School Event. School Officials shall not set aside a time for Prayer during or in conjunction with a School Event.

(e) If a School Official elects to review or may by policy review the content of a student's or any other person's planned address during or in conjunction with a School Event, then School Officials shall prohibit the person making the address from offering a Prayer.

(f) School Officials shall prohibit any segment of a School Event from having a Religious Title. School Officials shall not give any segment of a School Event a Religious Title. School Officials shall not permit students, student groups, or third parties to give a segment of a School Event a Religious Title.

(g) If School Officials select persons to make an address during or in conjunction with School Event, they shall do so by a selection process that is neutral to religion and in compliance with a written policy.

(h) To the extent that School Officials permit a person during or in conjunction with School Events to give an address that a School Official can or does shape, review, or edit for content, substance, message, style, or theme, then School Officials shall ensure the person's address excludes Prayer.

6. Religious Services (Baccalaureate): School Officials are permanently enjoined from planning, organizing, financing, promoting, or otherwise sponsoring in whole or in part a Religious Service, including baccalaureate, for any school within the School District:

(a) School funds shall not be used to plan, organize, finance, promote or otherwise sponsor a Religious Service, including, but not limited to (1) printing programs for a Religious Service, (2) compensating or reimbursing expenses for a speaker at a Religious Service, or (3) paying for overhead costs (lighting, heating, cooling, janitorial, etc.) for a Religious Service. Subsection (a)(3) shall not apply when School Board facilities are used for a Religious Service by a third-party pursuant to a standard facility use agreement, on terms and schedules (including rental rates) that are applicable to all applicants.

(b) School Officials shall not require School Officials to attend any Religious Service, including baccalaureate. School Officials shall not be tasked with official responsibilities at any Religious Service, except serving as the faculty advisor to supervise a Club meeting or event. School Officials shall not monitor behavior of students or require them to conform to any standards at any Religious Service, including delineating proper dress at baccalaureate, except to supervise a Club meeting or event. School Officials shall not plan or organize any Religious Service on school time or do so by using School District equipment or supplies.

(c) School Officials during or in conjunction with a School Event shall not require or encourage students to attend any Religious Service, including baccalaureate. School Officials shall prohibit a school band or choir from performing at a Religious Service, including baccalaureate. Provided however, that individual students, in their personal capacities, may not be prohibited from such performance.

(d) No Religious Service commemorating the graduation or grade promotion of a class of students shall be comprised, led, or directed by School Officials in their Official Capacity. Nothing herein restricts a School Board employee or agent's non-Official Capacity participation in, or speech or conduct during, a private religious service, including baccalaureate.

7. School Events at Religious Venues: School Officials are permanently enjoined from holding School Events for any school within the School District at a Religious Venue when an alternative venue is reasonably suitable

that is not a Religious Venue; When its reasonably necessary for a School Event to be held at a Religious Venue, the secular justification for the use of the Religious Venue shall be documented pursuant to subparagraph 7(a).

(a) If a School Event is held at a Religious Venue, School Officials shall document in writing before the event takes place the following: (1) the Religious Venue's physical address, (2) the Religious Venue's owner and contact information, (3) the owner's affiliation with a house of worship or congregation, if any, (4) the nature of the School Event, the expected number and category (students, School Officials, and others) of attendees, and the available parking, (5) the venue for the last three years for past school events of this nature for this school, (6) the compensation that will be paid to use this Religious Venue, (7) the compensation typically paid to use this Religious Venue, if known, (8) the distance from the applicable school, whose event this is, and the Religious Venue, (9) the identity of the School Officials involved in selecting the Religious Venue, and (10) a certification that no other venue that is not a Religious Venue would be reasonably suitable for this School Event. The written documentation shall be verified by the signature of at least one School Official. School Officials shall transmit a copy of this written documentation to the superintendent's office or his or her delegate for maintenance and review by the public. The use of a Religious Venue for a School Event may only be done with the approval of the Superintendent or his or her delegate.

(b) Notwithstanding the foregoing and without complying with this procedure, School Officials may hold School Events at a venue, facility, or property owned or maintained by (1) another School Board (e.g., an opposing team in a football game); (2) a state or any political subdivision or agency thereof; or (3) any Non-Religious Venue.

8. Promotion of Personal Religious Beliefs: School Officials are permanently enjoined from permitting School Officials at any school within the School District to promote their personal religious beliefs to students in class or during or in conjunction with a School Event.

(a) School Officials shall not participate in any way in a Prayer with students during or in conjunction with instructional periods or a School Event. During or in conjunction with a School Event, School Officials shall not offer a Prayer, recite a Prayer alongside or with students, bow their heads or otherwise posture in a manner that is likely to be perceived as an endorsement of the Prayer, or kneel or join hands with students. A School Official's remaining still and silent with hands folded, as a sign of respect, during a Prayer shall not alone constitute an endorsement.

(b) School Officials shall be present at student, religious-club meetings or events only in a non-participatory capacity. School Officials shall not lecture, proselytize, pray, or preach at student, religious-club meetings or events.

(c) School Officials shall not read or assign readings from a sacred text or a sermon absent a legitimate non-religious educational objective. School Officials shall not cite to the Bible or any sacred text as authority for historical or scientific fact to students during or in conjunction with a School Event.

(d) School Officials during or in conjunction with a School Event shall not solicit, discourage, or encourage students to engage in religious activity or attend a Religious Service.

(e) School Officials shall not orally express personal religious beliefs to students during or in conjunction with instructional time or a School Event. School Officials shall not express personal religious beliefs to students through written or symbolic means (whether placed on a classroom wall, erected on a classroom floor, or

attached or placed on the District's tangible property). However, jewelry on the School Official's person or clothing or religious articles worn by the School Official (e.g. a yarmulke and a cross necklace) are permissible. Nothing herein shall prohibit a teacher from using religious symbols, articles, or books for a non-religious educational reason.

(f) School Officials shall not include any information that is not directly related to their official duties on their Teacher Pages or similar teacher-specific pages posted on or directly navigable from a District school's webpage. Except for educational background, School Officials shall exclude on such pages biographical information, e.g. personal interests, memberships, and activities.

(g) School Officials shall prohibit nonreligious Clubs and organizations from having an official position in the organization of "chaplain" or one whose responsibilities are to serve as a religious leader, counselor, or guide. Nor shall School Officials recognize such a position.

9. School Officials are permanently enjoined from taking retaliatory action against Plaintiffs for bringing this lawsuit.

Other Orders

10. The Defendants shall provide a copy of this Order to all current School Officials throughout the School District. The Defendants shall provide a copy of this Order to all persons who later become School Officials, for the period from the present to January 1, 2015. This Order shall be disseminated in the same manner as School Board Policies and Procedures and shall be maintained in any electronic or paper policy manual. This Order shall be included in the District's "Code of Student Conduct" or substantially equivalent publication.

11. The Defendants shall continue to maintain a process for the investigation of student initiated complaints.

12. This Court retains jurisdiction of this case to enforce the terms of this Order.

13. **Attorneys' Fees, Costs, and Litigation Expenses:** Pursuant to (a) 42 U.S.C. §1988, (b) Rule 54, Federal Rules of Civil Procedure, and (c) Rule 54.1. Local Rules of the Northern District of Florida, this Court concluded that the Plaintiffs are the prevailing parties on all claims filed in this matter. The Court concluded that the Defendants are liable (as the term is used in N.D. Fla. Loc. R. 54.1 (C)) for the Plaintiffs' reasonable attorneys' fees, costs, and litigation expenses in accordance with applicable law. The parties reached an agreement on the amount of attorneys' fees, costs, and litigation expenses, including those for any monitoring, through June 30, 2011, which the Defendants paid.

14. The Clerk entered Judgment in favor of the Plaintiffs, Minor I Doe and Minor II Doe, and against the Defendants. Judgment (DE 96). Defendants paid Minor I Doe damages in the amount of \$1.00. Defendants paid Minor II Doe damages in the amount of \$1.00.

15. Nothing in this Order will be construed to limit any party's right to enforce this Order according to its terms. If any court of competent jurisdiction determines that any provision contained in this Order, or any part thereof, cannot be enforced, the parties agree that such determination shall not affect or invalidate the remainder of the Order.

16. This Order shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, successors, and assigns.

17. This Order is designed to ensure that the School District's practices and policies do not violate, either currently or in the future, the First Amendment rights of students in the School District. The parties to this Order shall endeavor in good faith to resolve informally any differences regarding interpretation of and compliance with this Order before bringing such matters to the Court for resolution. On the Plaintiffs' counsel's request, the Superintendent shall provide information reasonably available to him so that the Plaintiffs' counsel may ensure the School Officials' compliance with this Order and evaluate in context the Defendants' guidance and interpretation of this Order and their enforcement efforts with respect to this Order. However, in the event that the Defendants either fail to perform in a timely manner any act required by this Order or act in violation of any provision of this Order, each Plaintiff or any affected student-present or future-who alleges a violation may contact the Plaintiffs' counsel. As may be appropriate, counsel may then move the Court to impose any remedy authorized by law or equity, including, but not limited to, an order requiring performance or non-performance of certain acts.

18. The Defendants, their agents, representatives, successors, and assigns shall take no action that would disclose the identities of the Plaintiffs, including the release of filed or unfiled court documents, or otherwise compromise the Plaintiffs' anonymity until May 6, 2014.

19. On or about May 6, 2014, the parties shall contact the Court to discuss the need for further continuation of the Order.

20. If this Order does not expressly prohibit conduct, then it is permitted as authorized bylaw.

SO ORDERED, this 15 day of August 2011
M. Casey Rodgers
 HON. M. CASEY RODGERS, U.S. District Judge

By their signatures on this and the following pages, the undersigned parties agree to, and request the entry of, this Order:

PLAINTIFF MINOR I. DOE
 [Redacted]

PLAINTIFF MINOR II. DOE
 [Redacted]

DEFENDANT SCHOOL BOARD FOR SANTA ROSA COUNTY, FLORIDA

DEFENDANT TIM WYROSICK, in his official capacity as Superintendent of the School District of Santa Rosa County, Florida

Diane Scott
 by Diane Scott
 School Board Chairperson

Tim Wyrosick
 by Tim Wyrosick

DEFENDANT BRYAN STEPHEN SHELL, in his official capacity as Principal of Pace High School

Bryan Stephen Shell
 by Bryan Stephen Shell

SANTA ROSA COUNTY SCHOOL BOARD
 SUPERINTENDENT
 JUL 5 2011
 APPROVED-IN SESSION

Approved as to Form:
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Benjamin James Stevenson
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Hotline Numbers for Students and Parents

AGENCY	NUMBER
Abuse/Neglect Reporting Line	800-96-ABUSE
Adult Education	850-983-5710
AIDS Counseling & Information Hot Line	800-FLA-AIDS
Alcoholics Anonymous	800-839-1686
Anti-Tobacco: Florida Quit Line	877-U-CAN-NOW
Big Brothers/Big Sisters Mentoring Program	850-433-KIDS
Early Learning Coalition of Santa Rosa County	850-983-5313
Child Support	877-769-0251
Currie House – Lutheran Services (Runaway Shelter)	850-453-2772
Domestic Violence Hotline	800-799-SAFE
Family Health Line	800-451-2229
First Call for Help of Santa Rosa County (Information & Referral to Community Resources)	850-595-5905
Food Stamps/SNAP - Apply online https://www.myflfamilies.com/service-programs/access	866-762-2237
Gamblers Anonymous	855-222-5542
Health Departments – Gulf Breeze	850-934-4074
Milton	850-983-5200
Jay	850-675-4211
Health Source (Baptist Health)	850-434-4080
Healthy Start (Information & Referral for Pregnancy)	850-245-4465
Help Line/Crisis Line	988
Help Line – Crisis Line for Lakeview Counseling	850-432-1222
Job Counseling – Workforce EscaRosa Career Center	850-983-5325
KidCare Health Insurance (for uninsured, ages 0-18)	888-540-5437
Law Enforcement -	
Florida Highway Patrol – Pensacola District	850-484-5000
Santa Rosa County Sheriff’s Office	850-983-1100
Gulf Breeze Police Department	850-934-4050
Milton Police Department	850-983-5420
Legal Services	432-3999
Libraries - Gulf Breeze, Jay, Milton, Navarre & Pace Branches	850-981-7323
Medicaid Services	1-866-762-2237
Mental Health & Counseling - Lakeview Center Helpline	850-623-6363
Mental Health Options – Lakeview Center	850-469-3500
Missing Children	1-800-THE-LOST
National Teen Dating Help Line (www.loveisrespect.org)	1-866-331-9474
Pensacola State College (Milton)	850-484-4400
RAP Line – to report sales of alcohol & tobacco to minors (CDAC Counseling)	1-888-994-9944
Rape Crisis Line	1-850-433-RAPE
Run Away Teens Florida Network	1-800-RUNAWAY
Santa Rosa County Community Clinic	850-981-9433
Santa Rosa County District Schools	850-983-5150
Social Security	1-800-772-1213

AGENCY	NUMBER
Suicide Prevention Hot Line (National Suicide Prevention Lifeline)	988
Veterans Affairs Information Service	1-800-827-1000
Victims Advocate	850-983-4461 850-623-1112

Safe Place



What Is Safe Place?

Safe Place is a community program that sets up public locations as a network of places where youth in crisis can get immediate help.

How Can I Recognize A Safe Place?

Bright yellow and black diamond-shaped signs or decals identify Safe Place sites.

What Type Of Places Are Safe Place Sites?

Fire stations, YMCAs, Boys and Girls Clubs, libraries, fast food restaurants, convenience stores, other businesses and buses (as mobile Safe Places) all serve as Safe Place sites in different communities. Look for the Safe Place sign.

Who Should Use Safe Place?

Any youth under 18, in a crisis situation, can get help at a Safe Place site. If you are having problems at home, are suffering from abuse or neglect, are lost or in some dangerous situation on the street, are with a drunk or unsafe driver, or just need someone to talk to about a problem -- go the nearest Safe Place site.

What If I Go To A Safe Place Site That Isn't Open?

Most Safe Place sites have a Safe Place decal that says, "If Closed call..." and gives the local number to contact. If the decal is not there, you can look for another Safe Place site that is open or call the local community crisis line or 453-2772.

What Happens When I Go To A Safe Place?

Just tell one of the employees that Safe Place is the reason you are there. They will find you a safe, comfortable spot for you to wait until someone comes from Safe Place to talk with you.

What Happens When The Person From Safe Place Arrives?

The Safe Place employee will talk to you and help you figure out what to do. The Safe Place representative will be happy to take you to a shelter or counseling agency where counselors will be willing to help you.

Once I Go To A Safe Place Site, Do I Have To Go To A Shelter?

No. Your decision to go to the shelter is voluntary. At the shelter, no one will force you to stay. The decision is always yours.

Will My Parents (Or Guardians) Be Told Where I Am?

Yes. By law, the agency has to contact your legal guardians to let them know that you are safe. Remember that the counselors will be there as objective third parties if your parents/guardians come in. If you have made any allegations of physical abuse, child protective services will be contacted.

Crime Stoppers
REPORT A CRIME...



**Crime
Stoppers**

SANTA ROSA COUNTY

.....EARN A REWARD!

HOW TO CALL A TIP INTO CRIMESTOPPERS

Call the Crime Stoppers Tip line at **437-STOP (7867)**.

DO NOT GIVE YOUR NAME. Say you are calling with a tip.

2. Give the information you have relating to a wanted fugitive or criminal activity in your school or community. You may be asked some questions regarding your tip, but you will NOT be asked to reveal your name or any other information relating to your identity.
3. You will then be instructed to check in weekly by calling 437-STOP and asking for the status of your tip using the special code provided at the time of your initial call. Your code number is your only link to the status of your tip. It is your responsibility to remember and protect that code number.
4. Should your tip lead to an arrest, apprehension or prevention of a crime, you will be provided with specific instructions for collecting your reward. Rewards are paid in cash and must be picked up within six months of the award date.

REMEMBER – DO NOT REVEAL YOUR NAME, TELEPHONE NUMBER, ADDRESS OR ANY OTHER INFORMATION RELATING TO YOUR IDENTITY. RELAYING ANY IDENTIFYING INFORMATION MAY DISQUALIFY YOU FROM REWARDS.

SANTA ROSA COUNTY SCHOOL BOARD 2023-24 CALENDAR

PRE-PLANNING	August 2-9, 2023
POST-PLANNING	May 28-29, 2024
STUDENTS BEGIN	August 10, 2023
STUDENTS LAST DAY	May 24, 2024

9 Weeks	Report Cards	Mid-Term Reports
Aug. 10 – Oct. 5 (40 days)	October 20	September 7
Oct. 9 – Dec. 15 (44 days)	January 12	November 7
Jan. 3 – Mar. 8 (46 days)	March 22	February 5
Mar. 12 – May 24 (49 days)	May 24 (Elementary) June 7 (Middle/High)	April 22

APPROVED IN SESSION

JUN 15 2023

SANTA ROSA SCHOOL BOARD
SUPERINTENDENT

Early Release & Holidays

September 4	Labor Day
October 6	Planning Day (No school for students/workday for teachers)
November 10	Veterans Day
November 20-24	Fall/Thanksgiving Break
December 13-14	Semester Exams – Early Release for Middle/High Schools
December 15	Early Release for all students – Semester Exams Middle/High Schools
Dec. 18 – Jan. 1	Winter/Christmas Break
January 2	Planning Day (No school for students/workday for teachers)
January 15	Martin Luther King Jr. Day
February 19	Presidents Day
March 11	Planning Day (No school for students/workday for teachers)
March 25-29	Spring Break
May 22-23	Semester Exams – Early Release for Middle/High Schools
May 24	Early Release, Last day of school for all students – Semester Exams Middle/High Schools
May 27	Memorial Day

HIGH SCHOOL GRADUATION DATES Semester Exams Senior Final Exams

May 16 – Blended Academy	5:00 P.M.	1 st Semester	May 16, 17, 20
May 16 – Locklin Tech.	7:00 P.M.	December 13, 14, 15	
May 20 – Santa Rosa High/Adult	7:30 P.M.	2 nd Semester	
May 21 – Milton High	7:00 P.M.	May 22, 23, 24	
May 23 – Jay High	5:00 P.M.		
May 23 – Central High	7:30 P.M.		Storm Days (if needed)
May 25 – Gulf Breeze High	11:00 A.M.	2 nd Semester:	March 11, May 28
May 25 – Pace High	2:30 P.M.		
May 25 – Navarre High	6:00 P.M.		

*Dates/Times subject to change

SANTA ROSA COUNTY SCHOOL BOARD

2024-25 CALENDAR

PRE-PLANNING August 5-9, 2024
POST-PLANNING May 30-June 2, 2025
STUDENTS BEGIN August 12, 2024
STUDENTS LAST DAY May 29, 2025

9 Weeks

Aug. 12 – Oct. 11 (44 days)
Oct. 15 – Dec. 20 (43 days)
Jan. 7 – Mar. 14 (47 days)
Mar. 25 – May 29 (46 days)

Report Cards

October 25
January 17
April 4
May 29 (Elementary)
June 13 (Middle/High)

Mid-Term Reports

September 11
November 14
February 10
April 24

APPROVED IN SESSION

Early Release & Holidays

<u>September 2</u>	<u>Labor Day</u>	
<u>October 14</u>	<u>Planning Day (No school for students/workday for teachers)</u>	JUN 15 2023
<u>November 11</u>	<u>Veterans Day</u>	
<u>November 25-29</u>	<u>Fall/Thanksgiving Break</u>	SANTA ROSA SCHOOL BOARD SUPERINTENDENT
<u>December 18-19</u>	<u>Semester Exams – Early Release for Middle/High Schools</u>	
<u>December 20</u>	<u>Early Release for all students – Semester Exams Middle/High Schools</u>	
<u>Dec. 23 – Jan. 3</u>	<u>Winter/Christmas Break</u>	
<u>January 6</u>	<u>Planning Day (No school for students/workday for teachers)</u>	
<u>January 20</u>	<u>Martin Luther King Jr. Day</u>	
<u>February 17</u>	<u>Presidents Day</u>	
<u>March 17-21</u>	<u>Spring Break</u>	
<u>March 24</u>	<u>Planning Day (No school for students/workday for teachers)</u>	
<u>April 18</u>	<u>Good Friday</u>	
<u>May 26</u>	<u>Memorial Day</u>	
<u>May 27-28 May</u>	<u>Semester Exams – Early Release for Middle/High Schools</u>	
<u>29</u>	<u>Early Release, Last day of school for all students–Semester Exams Middle/High Schools</u>	

HIGH SCHOOL GRADUATION DATES

May 20 – Blended 5:00 P.M.
Academy May 20 – Locklin 7:00 P.M.
Tech. May 22 – Milton High 7:00 P.M.
May 24 – Navarre High 11:00 A.M.
May 24 – Gulf Breeze High 2:30 P.M.
May 24 – Pace High 6:00 P.M.
May 27 – Santa Rosa High/Adult 7:30 P.M.
May 29 – Jay High 5:00 P.M.
May 29 – Central High 7:30 P.M.

Semester Examsst

1 Semester
December 18, 19, 20
2nd Semester
May 27, 28, 29

Senior Final

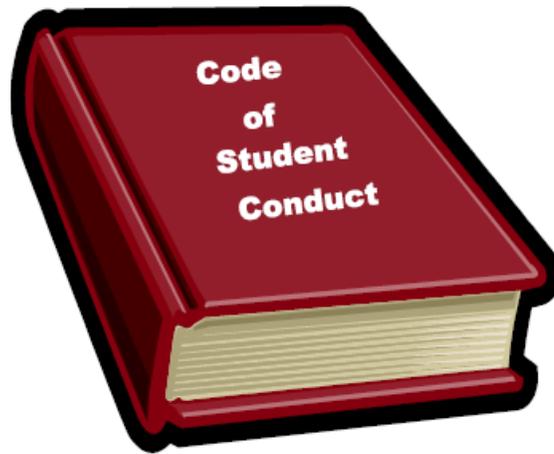
Exams May 19, 20,
21

Storm Days (if needed)

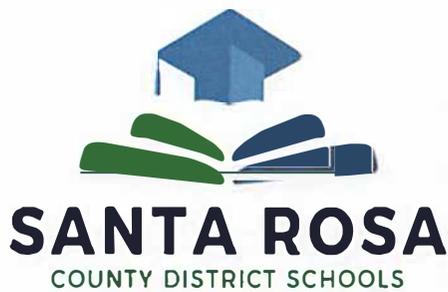
2nd Semester: March 24, May 30

*Dates/Times subject to change

Code of Student Conduct 2024-2025



Santa Rosa County District Schools



Dr. Karen R. Barber
Superintendent of Schools

6032 Highway 90 Milton, FL 32570
Phone: 850/400-7400
Facsimile: 850/983-5067
E-mail: barberk@santarosa.k12.fl.us

August 12, 2024

Open Letter to the Parents and Students of Santa Rosa County School District:

Welcome to the 2024-25 school term. Parents, the school board and I want to humbly thank you for the opportunity you have given us to educate and prepare your children for a successful future! Students, please know that we care about your success now and well beyond high school. To that end, providing a safe, respectful and productive learning environment is our #1 goal. This goal can only be achieved through strong partnerships with our students, parents, our educator family and the community.

The Code of Student Conduct is an important part of establishing a safe learning environment and setting the expectation for everyone on campus. Please take some time to review this document. You may request a paper copy from your school or review the Code of Conduct on our school district web site at <https://santarosaschools.org/en-US/code-of-student-conduct>.

To ensure students are aware of the attendance, behavioral and other important policies, classroom teachers will review the Code of Conduct with students at the beginning of the year and each student will take a grade-appropriate assessment to demonstrate their understanding. To be fully effective, the Code of Student Conduct addresses not only the role of parent, students, and the school but also specifies areas relative to School Board policies; responsibilities and rights of students; grounds for disciplinary action; and procedures to be followed for acts requiring disciplinary action.

Discipline starts with all of us knowing the rules and the reasons for the rules and then making our own choices. Discipline helps our students develop good citizenship, accountability and responsibility. In Santa Rosa County, a safe learning environment in which civility and excellence are expected will always be the focus, and we thank you for supporting this culture in our school district.

Florida Statute 1003.31(4) contains a school child's daily Conduct Pledge. You will find this pledge on page 2. While our students are not required to recite this pledge, we do expect them to follow it each day as the way to conduct themselves as students in the schools of the Santa Rosa County School District.

Let's all make a commitment to have high expectations for ourselves as learners, as role models, and as citizens of Santa Rosa County. With everyone's commitment, Santa Rosa School District will continue to be the best place for students to learn and prepare for success throughout their lives!

Respectfully,

Dr. Karen Barber
Superintendent of Schools

"To love, educate, and prepare all students for graduation and a successful future"

Conduct Pledge

I will be respectful at all times and obedient unless asked to do wrong.

I will not hurt another person with my words or my acts, because it is wrong to hurt others.

I will tell the truth, because it is wrong to tell a lie.

I will not steal, because it is wrong to take someone else's property.

I will respect my body, and not take drugs or alcohol.

I will show strength and courage, and not do something wrong, just because others are doing it.

I pledge to be nonviolent and to respect my teachers and fellow classmates.

2024-2025 Code of Student Conduct Highlights

- The parent/guardian must notify the school to provide the reason for the student's absence or respond to the school's inquiry about the reason for the absence within three (3) days of the absence, or it becomes an unexcused absence.
- A student who has had 15 unexcused absences in a 90 calendar-day period may have his/her motor vehicle operator's license suspended.
- If a student has had five (5) or more unexcused absences within 30 calendar days or ten (10) unexcused absences within 90 calendar days, then the district's truancy procedures will begin. See Truancy Policy.
- If a middle or high school student misses a class ten (10) or more days during the semester unit of instruction or five (5) or more days during the quarter unit of instruction, the student must pass the final exam in that class to receive credit for that unit of instruction.
- If a student needs to take prescription or nonprescription medication (other than medication to relieve headaches) during the school day, the parent must bring the medication to the school and complete the required forms. Medication is dispensed in accordance with the established policy.
- When a high school student is allowed to bring a vehicle on campus, the student assumes all responsibility for the vehicle and all contents found in the vehicle.
- A drug incident involving possession, use and/or under the influence will lead to ten (10) days suspension and possible referral for a Disciplinary Hearing regarding alternative placement or expulsion.
- Possession of a weapon may lead to ten (10) days suspension and referral for a Disciplinary Hearing regarding expulsion.
- Students in honors and/or advanced placement courses who are expelled or offered education through alternative placement must be aware that their curriculum will be impacted. While every attempt is made to match schedules, it is rarely possible to replicate every class. Students taking these classes must be aware that when engaging in serious violations of the *Code of Student Conduct*, they are jeopardizing their academic plan.
- During an alternative placement or expulsion, a student may not participate in any school activity or be on any Santa Rosa County District School campus without specific approval of the Principal.
- A bomb threat or false report of a bomb threat will lead to a ten (10) day suspension and referral for a Disciplinary Hearing regarding expulsion.
- Illegal use, possession or sale of controlled substances, or possession of a firearm, knife or other weapon, or other behavior determined to be of a criminal nature may result in criminal penalties being imposed.

Table of Contents

Contents

Message from Superintendent.....	1
Conduct Pledge.....	2
2024-2025 Code of Student Conduct Highlights	2
Table of Contents	3
Jurisdiction.....	9
Philosophy	9
Roles of The Home, Student, School and School Personnel	9
PUBLIC NOTICE TO PARENTS, GUARDIANS, AND ELIGIBLE STUDENTS	11
Uniform Notice of Non-Discrimination Under Title VI, Title IX, Section 504, Age Discrimination Act, Boy Scouts Act, and Title II of the Americans with Disabilities Act	11
PUBLIC NOTICE to PARENTS, GUARDIANS and ELIGIBLE STUDENTS.....	11
Rights Under the Family Educational Right and Privacy Act (FERPA) And Protection of Pupil Rights Amendment (PPRA) Rights with Respect to Student Records	11
Parent Notice for Directory Information	12
Rights Regarding District Conduct of Surveys, Collection and Use of Information for Marketing Purposes and Certain Physical Exams.....	13
Dissemination of Information During Emergencies.....	15
Extracurricular Activities.....	15
Student Athlete Eligibility Requirements:	16
PUBLIC NOTICE to PARENTS, GUARDIANS, and ELIGIBLE STUDENTS.....	16
Notice of Privacy Practices Health Insurance Portability and Accountability Act of 1996 (HIPAA)	16
Health Department and School District Duties	17
Uses and Disclosures of Your Protected Health Information	17
Individual Rights.....	18
For Further Information.....	19
Hope Scholarship Program	19
Introduction.....	19
Petty Acts of Misconduct.....	20
GENERAL POLICIES.....	20
Attendance.....	20
Truancy.....	21
Procedures	21
Dept. of Motor Vehicles Sanctions	23
Intent to Terminate School Enrollment	24
Exceptional Student Education Program (ESE)	24
Elementary School Absenteeism	24
Middle and High School Absenteeism	24

Make-Up Work.....	25
Tardiness.....	26
Leaving School/Prior to end of Day/Late to School.....	26
Student Search.....	26
Civility.....	27
Criminal Acts on School Grounds, on School-Sponsored Transportation, or During School-Sponsored Activities.....	27
Distribution of Audio, Video, Digital, Printed Materials, or Computer Disc.....	28
Dress Code and Grooming of Students.....	28
Drug Testing.....	29
Due Process.....	29
Failure to Notify.....	29
False Statements.....	29
Harassment.....	29
Internet Acceptable Use Policy and Guidelines:.....	29
Language Other Than English (ESOL).....	29
Law Enforcement and DCF Investigations.....	29
Medication Policy.....	30
Non-Discrimination.....	31
Social Media.....	31
Off Campus Actions Which Disrupt the School Environment.....	31
Patriotic Programs: Rules.....	32
Personal Property and Possessions.....	32
Reporting of Expulsions, Alternative Placements, Arrests and Juvenile Justice Actions.....	32
Safety of Students.....	32
Arriving/Leaving During School Day.....	32
Campus Hours/Limits of Liability.....	32
Student Pick-Up Area.....	33
Evacuation/Lockdown.....	33
School Bus Transportation.....	33
Secret Societies Prohibited in Public Schools (“Gangs”).....	34
Student Detention, Search and Seizure.....	34
Amnesty.....	35
Student Expression.....	35
Moments of Silence.....	36
Student Electronic Devices/Mobile Devices Possession.....	36
Students with a Disability.....	37
Tobacco-Free School District Policy.....	37
Trespassing Upon Grounds or Facilities of a School.....	37
Textbook Fines Unpaid.....	38

Vehicle Use by Students.....	38
Victimization	38
Video Recording/Audio Taping for Disciplinary Purposes	38
Virtual Education.....	39
Weapons	39
Student Rights and Responsibilities	40
Assembly	40
Attendance.....	40
Due Process.....	40
Free Speech and Publications	40
Grievance	41
Participation in School	41
Privacy.....	41
Respect for Persons and Property	41
Right to Learn.....	41
Rules of Conduct.....	42
Student Conduct - Definitions and Procedures.....	42
Elementary Students: (Including Pre-K).....	42
Adult Students	43
Students Protected by the Individuals with Disabilities Education Act (IDEA)/Exceptional Student Education (ESE).....	43
Community School Latch Key Program	43
SESIR Incidents.....	43
Alcoholic Beverages	43
Arson	44
Assault (Aggravated).....	44
Assault: School Board Employee.....	44
Assault (Aggravated): School Board Employee.....	44
Battery (Aggravated), BAT Focus Code.....	45
Battery (Aggravated): School Board Employee	45
Bomb Threats/False Report/Threats of School Violence	46
Breaking and Entering/Burglary.....	46
Bullying/Cyberbullying	46
Cheating/Plagiarism	48
Damage to Property.....	48
Defiance of Authority.....	48
Demonstrations	48
Disorderly Conduct/Disruption on Campus.....	48
Disruptions	49
Dress Code	49

Drugs	49
Drugs: Distribution, Purported*	49
Drugs: Possession/Under the Influence.....	50
Drug Paraphernalia	51
Electronic Devices/Mobile Devices Possession and/or use.....	51
Energy/Stimulant Drinks	52
Extortion.....	52
Failure to Follow Internet Acceptable Use Policy and Guidelines.....	52
Failure to Follow Medication Policy.....	53
False Accusation of a School Staff Member	54
False Identity.....	54
False Information/Falsifying Records/Documents	54
Fighting.....	54
Fire Alarm System	54
Fireworks/Firecrackers	54
Forgery	55
Gambling.....	55
Gang Activity (Secret Societies/Gangs).....	55
Harassment: Malicious.....	55
Harassment: Sexual.....	55
Hazing.....	56
Homicide (Murder, Manslaughter).....	56
Interference with School Personnel	57
Interference with the Movement of Students	57
Intimidation.....	57
Kidnapping	57
Motor Vehicle Theft.....	57
Persistent Misconduct	57
Physical Attack/Simple Battery (PHA Focus Code)	58
Physical Attack/Simple Battery (PHA Focus Code) School Board Employee	58
Possession	58
Profane, Obscene, Abusive Language or Gestures, Objects, Videos or Pictures	59
Reasonable Suspicion	59
Robbery.....	59
Sexual Battery	59
Sexual Misconduct	60
Sexual Offense	60
Stealing/Theft (THF Focus Code)	60
Substance Abuse.....	60
Tardiness	60

Theft/Larceny/Grand Theft (STL Focus Code)	60
Threat/Intimidation	61
Tobacco and/or Nicotine Products: Possession/Smoking	61
Tobacco Products: Facsimile	61
Trespassing.....	62
Truancy.....	62
Unauthorized Electronic Access.....	62
Unauthorized Use of Media/Mobile Devices	62
Vandalism (Criminal Mischief) (VAN Focus Code)	63
Weapons (Firearms): Possession	63
(Firearms): Possession.....	63
Weapons (Firearms): Possession of Replica Firearm or Facsimile/Imitation/Toy Firearm (IMI Focus code).....	63
(Firearms): Possession – Replica or Facsimile.....	64
Dangerous Object not a Weapon (WWT Focus code)	64
Common Pocket Knives/Box Cutters/Razor Blades/Self Defense Chemical Spray	64
Weapons (Other): Possession and/or Use	64
Discipline Alternatives - Student Conduct Procedures	65
Disciplinary Actions and Procedures	66
Restriction	66
Detention	66
In-School Suspension	67
Out-of-School Suspension.....	67
Alternative Placement/Expulsion with Continuing Educational Services.....	68
Expulsion Without Continuing Educational Services	71
Early Termination of Alternative Placement	72
Students Arrested and/or Charged with a Felony or Felony Act; Adjudication Withheld/Conviction of a Felony.....	73
Continuance of Free and Appropriate Public Education (FAPE).....	75
Disciplinary Actions for Deferred Students.....	75
Review of Deferment for Persistent Misconduct	76
Restraint	76
Restraint Procedures For All Students	77
Complaint/Grievance Procedure.....	78
Student Safety Protocols	79
Suicide Prevention Protocol and Risk Assessments.....	79
Baker Act Protocol	79
Student Success and Safety Plans.....	79
Florida Harm Prevention and Threat Management Protocol.....	79
Student Support Management Plans.....	79

Juvenile Civil Citation Program 79
First Amended Consent Decree And Order 83
Hotline Numbers for Students and Parents 90
Safe Place..... 91
What Is Safe Place?..... 91
Crime Stoppers 92
2024-2025 Calendar 93

Jurisdiction

Santa Rosa County Public School students grades Pre-K – 12 are subject to the rules and regulations of the Santa Rosa County District School Board *Code of Student Conduct* during the school day and regular school activities; while being transported on school buses or at the public expense to and from school or other educational facilities; during the time they are otherwise en route to and from school or are presumed by law to be attending school including while at school bus stops; at such time and places, including, but not necessarily limited to, school-sponsored events, field trips, athletic functions, and other activities where appropriate school personnel have jurisdiction over students. In addition to the foregoing, jurisdictional control over the student may be extended to the immediate vicinity of the school whenever the conduct of the students is deemed to have a detrimental effect on the health, safety and welfare of other students and/or of the school. **Home-schooled students are also subject to the rules and regulations of the Santa Rosa County School Board *Code of Student Conduct* when receiving services or participating in a class or extracurricular activity with the Santa Rosa County School District.**

Philosophy

The primary objective of the Santa Rosa County Public School System is to develop each student's potential for learning and to foster positive interpersonal relationships. Therefore, it is necessary that the school environment be free of disruptions which interfere with teaching and learning activities. The student's conduct determines to a great extent the full development of his/her potential for learning and the development of positive relationships.

The purpose of this document is to assist students, parents, teachers and school administrators in the maintenance of an environment which will enhance the achievement of this objective. To be fully effective, the *Code of Student Conduct* addresses not only the role of the parents, the students, and the school but also specifies areas relative to School Board policies; responsibilities and rights of students; grounds for disciplinary action; and procedures to be followed for acts requiring disciplinary action.

Each school is permitted and encouraged to develop rules, procedures and expectations for student conduct. While these may not conflict with direction provided in the district-wide *Code of Student Conduct*, broad latitude in dealing with local school problems shall be afforded each school so that student discipline may be responsive to particular problems in each individual school.

Roles of The Home, Student, School and School Personnel

In order for effective instruction to occur, there must be a cooperative relationship between student, parent and educator. This relationship may be described as follows:

Parents or guardians who:

1. Keep in regular communication with the school concerning their child's progress and conduct.
2. Let the school know if something has happened at home that could affect how the student performs in school.
3. Ensure that the child is in daily attendance and on time for school and promptly report the reason for an absence or tardy.
4. Provide the child with the resources needed to complete class work.
5. Assist the child in being healthy, neat, clean, and dressed appropriately for school since it is a place to work and learn.
6. Discuss work assignments, progress reports and report cards with their child.

7. Each year provide the school with their current telephone number, home address, work telephone number and emergency contact information. Also, notify the school in case any of the information changes during the year.
8. Expect the child to conform to the rules of the *Code of Student Conduct* and those set forth in the school's student handbook.
9. Do not leave the child at school more than 30 minutes before the start of the school day or after the end of the school day as supervision will not be provided beyond that time. This also includes school activities outside of the regular school day such as clubs, practices, games, after school detention and tutoring.
10. Encourage the child to take care of the textbooks and teaching materials assigned for his/her use and to not purposely damage any School Board property. The parent should be prepared to pay for any damage done to School Board property by their child.
11. Are aware that when parents are divorced or separated, both parents have full rights to participate in the child's school activities and know what is happening at school unless there is a court document limiting that access. If such a document exists, then a certified copy must be provided to the school Principal. The non-residential parent will not be allowed to remove the child from school without the permission of the residential parent, unless there is a certified copy of a court order saying that the non-residential parent can remove the child from school. Permission by the residential parent may be in the form of a letter on file or notation on the child's Health Card. A non-residential parent has access to student records and information unless a court order prohibits such access.

Students who:

1. Attend all classes daily and are punctual in attendance.
2. Are prepared to come to class with appropriate working materials.
3. Are respectful of all individuals and property.
4. Refrain from profane or inflammatory statements and conduct themselves in a safe and reasonable manner.
5. Are neat, clean and drug free.
6. Are responsible for their own work.
7. Abide by the rules and regulations of the school system, the school, and each classroom teacher.
8. Seek changes in an orderly and recognized manner.

Schools that:

1. Promote a safe, drug-free school environment.
2. Provide a rigorous and challenging academic program and encourage the use of good guidance procedures.
3. Maintain an atmosphere conducive to good behavior and exhibit an attitude of respect for students.
4. Plan a flexible curriculum to meet the needs of all students.
5. Develop and maintain appropriate extracurricular activities.
6. Promote effective training or discipline based upon fair and impartial treatment of all students.
7. Develop a good working relationship among staff and with students.
8. Encourage the school staff, parents/guardians and student to use the services of the school and of community agencies.
9. Encourage parents to keep in regular communication with the school and participation in affairs of the school.
10. Endeavor to involve the entire community in order to improve the quality of life therein.

School personnel who:

1. Are in regular attendance and on time and are prepared to perform their duties with appropriate materials.
2. Are respectful to all individuals and property.
3. Are aware of and have respect for the diverse cultures within the community.
4. Refrain from profane or inflammatory statements.
5. Conduct themselves in a responsible manner and promote the health, safety, and welfare of students.
6. Are clean and neat.
7. Seek to provide models of conduct for students.
8. Seek changes in an orderly and recognized manner.
9. Seek to establish and maintain an orderly school environment.

**PUBLIC NOTICE TO PARENTS, GUARDIANS, AND ELIGIBLE STUDENTS
Uniform Notice of Non-Discrimination Under Title VI, Title IX, Section 504, Age
Discrimination Act, Boy Scouts Act, and Title II of the Americans with Disabilities
Act**

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

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Michael A. Thorpe

Assistant Superintendent for Curriculum and Instruction

6032 Highway 90

Milton, FL 32570

(850) 983-5040

Santa Rosa County School Board Policy – Chapter 2.00, 2.70, 272

**PUBLIC NOTICE to PARENTS, GUARDIANS and ELIGIBLE STUDENTS
Rights Under the Family Educational Right and Privacy Act (FERPA) And
Protection of Pupil Rights Amendment (PPRA) Rights with Respect to Student
Records**

The Family Education Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. The rights under the Family Educational Right and Privacy Act and the Protection of Pupil Rights Amendment transfer from the parents to a student who is 18 years old or an emancipated minor under state law.

These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access.
2. Parents or eligible students should submit to the school Principal a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access

and notify the parent or eligible student of the time and place where the records may be inspected.

3. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the school Principal, clearly identify the part of the record they want changed and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
4. The right to consent to disclosures of personally identifiable information contained in the student's records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the school discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll. Educational records include the transfer of disciplinary records, with respect to a suspension or expulsion for any student who seeks, intends, or is instructed to enroll, on a full or part-time basis.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Santa Rosa County District Schools to comply with the requirements of FERPA and PPRA.

The following is the name, address, and phone number of the office that administers both FERPA and PPRA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920
(202) 260-3887

Parent Notice for Directory Information

FERPA requires that the district, with certain exceptions, obtain the parent or eligible student's written consent prior to the disclosure of personally identifiable information from the student's educational records. However, Santa Rosa County District Schools may disclose appropriately designated directory information without written consent unless the district has been advised to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the district to include this type of information from the student's educational records in certain school publications. Examples include:

- a playbill showing student's role in a drama production

- the yearbook
- honor roll or recognition lists
- graduation programs
- sports activity sheets, such as for football, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include but are not limited to companies that manufacture class rings or publish yearbooks. **In addition, two (2) federal laws** (the *No Child Left Behind Act of 2001* and the *National Defense Authorization Act for Fiscal Year 2002*) **require local educational agencies receiving assistance under the *Elementary and Secondary Education Act of 1963* to provide military recruiters, on request, with three (3) directory information categories—names, addresses, and telephone listings—unless parents have advised the school that they do not want their student’s information disclosed without their prior written consent.**

You must notify your school in writing on the approved form (available in guidance offices) by the first week of September or within ten (10) school days after the student enrolls if you do not want the school to disclose directory information from your child’s education records without your prior written consent. Santa Rosa County District Schools has designated the following information as directory information:

1. student’s name
2. address
3. telephone, if listed
4. date and place of birth
5. major field of study
6. dates of attendance
7. participation in officially recognized activities and sports
8. weight and height of members of athletic teams
9. degrees, honors, and awards received
10. the most recent educational agency or institution attended
11. grade level

Rights Regarding District Conduct of Surveys, Collection and Use of Information for Marketing Purposes and Certain Physical Exams

The Protection of Pupil Rights Amendment (PPRA) affords parents and students who are 18 years of age or eligible students certain rights, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one (1) or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)
 1. political affiliations or beliefs of the student or student’s parent;
 2. mental or psychological problems of the student or student’s family;
 3. behavior or attitudes regarding sex;
 4. illegal, anti-social, self-incriminating or demeaning behavior;
 5. critical appraisals of others with whom respondents have close family relationships;
 6. legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. religious practices, affiliations or beliefs of the student or parents; or
 8. income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of*
 1. any other protected information survey, regardless of funding;
 2. any non-emergency, invasive physical exam (any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body) or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law; and
 3. activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use
 1. protected information surveys of students;
 2. instructional material used as part of the educational curriculum (instructional material includes materials that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats such as materials accessible through the Internet. The term does not include academic tests or academic assessments); and
 3. instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes.

The requirements concerning activities involving the collection and disclosure of personal information from students for marketing purposes do not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following:

- college or other postsecondary education recruitment, or military recruitment
- book clubs, magazines, and programs providing access to low-cost literary products
- curriculum and instructional materials used by elementary and secondary schools
- tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students
- the sale by students of products or services to raise funds for school-related or education-related activities
- student recognition programs

Santa Rosa County District Schools has developed policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The district will notify parents and eligible students of these policies at least annually at the beginning of the school year and will notify after any substantive changes. The district will also directly notify, such as through U.S. mail or email, parents of students who are scheduled to participate in the specific or approximate dates of the activities or surveys listed below and provide an opportunity for the parent to opt a student out of participation of the specific activity or survey. This district will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and are provided an opportunity to opt their student out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- collection, disclosure, or use of personal information for marketing, sales, or otherwise providing that information to others for that purpose
- administration of any protected information survey not funded in whole or in part by the Department of Education
- any non-emergency, invasive physical examination or screening that is: 1) required as a condition of attendance; 2) administered by the school and scheduled by the school in advance; and 3) not necessary to protect the immediate health and safety of the student, or of other students. This law does not apply to any physical examination or screening that is permitted without parental notification.

Parents/eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office (FPCO). Informal inquiries may be sent to FPCO via the following email addresses: **FERPA@ED.GOV** and **PPRA@ED.GOV**. The FPCO Web site address is <https://studentprivacy.ed.gov/file-a-complaint>.

Dissemination of Information During Emergencies

Emergency information for parents or guardians before, during or after any critical incident will be disseminated through local radio and television stations.

Extracurricular Activities

Interscholastic extracurricular student activities are those organized between or among schools which are carried on outside the curriculum. These activities include displays of talent which may include but are not limited to sports; music festivals and speech, debate, art, drama, foreign language, and club competitions. s.1006.15, F.S.

“Eligible to participate” is defined as including participation in try-outs, off-season conditioning and workouts, in-season practices, and contests. It does not mean the student must be placed on a team. In order to be eligible for participation in interscholastic and intra-scholastic extracurricular activities, such as athletics, a student must satisfy any applicable Florida Statutory requirements, and meet and fulfill the eligibility requirements adopted by School Board Policy, which includes, but is not limited to the FHSAA eligibility criteria, and the criteria set forth in the *Code of Student Conduct*.

A student must also maintain the grade point average listed:

- **Students in Grade 9:** to be eligible in the fall semester of 9th grade, must have been regularly promoted the previous year from Grade 8. To be eligible in the spring semester of the 9th grade year, a student must have a 2.0 GPA on a 4.0 scale.
- **Students in Grade 10:** must have a cumulative 2.0 GPA on a 4.0 scale or have earned a 2.0 GPA in courses taken during the current spring semester and sign an academic performance contract with their school and enroll in and attend summer school as necessary.
- **Students in Grade 11 and 12:** must have a cumulative 2.0 GPA on a 4.0 scale

The sponsor or coach of each individual extracurricular activity may institute more stringent policies. In this instance, the policies shall be published in the student handbook or activity’s policy manual.

Student Athlete Eligibility Requirements:

Florida High School Athletic Association (FHSAA) Requirements

All high schools in the Santa Rosa County School District are members of the Florida High School Athletic Association (FHSAA). Interscholastic athletic eligibility is determined according to the FHSAA Handbook Operational Bylaws. Additional information regarding FHSAA bylaws can be found at <http://www.fhsaa.org>.

A. Student athletes are eligible to participate:

1. at the school in which he/she first enrolls each school year;
2. at the school to which the student has transferred with approval from the School Board.

A student who transfers to a school during the school year may seek to immediately join an existing team if the roster has not reached the maximum size and the coach for the activity determines that the student has the requisite skill and ability to participate.

B. Exceptions:

A student may not participate in a sport if the student participated in that same sport at another school during the same school year, unless the student is:

1. a dependent child of active duty military personnel whose move resulted from military orders;
2. a child who has relocated due to a foster care placement in a different school zone;
3. a child who moved due to a court ordered change in custody due to separation, divorce, or the serious illness or death of a custodial parent; and/or
4. authorized for good cause in Board policy. The following exemptions may be granted:
 - a. Reassigned by District School Board or Charter School Board, as long as reassignment is not for athletic or disciplinary reasons and is not requested by the student or his/her parent/guardian.
 - b. Transfer, approved by the Grade Level Director, to a new school within the first ten (10) days of the semester, i.e., acceptance to a previously applied for magnet program, academy, charter school or private school.
 - c. Undue hardship.

The FHSAA does not have the authority to make eligibility rulings on student transfers. The School District has a Student Athlete Eligibility for Good Cause Committee consisting of the High School Director, Middle School Director, Athletic Director from a school that is not related to the eligibility ruling as well as an administrator from a school that is unrelated to the eligibility ruling.

PUBLIC NOTICE to PARENTS, GUARDIANS, and ELIGIBLE STUDENTS Notice of Privacy Practices Health Insurance Portability and Accountability Act of 1996 (HIPAA)

**Florida Department of Health Santa Rosa County Health Department
School District of Santa Rosa County**

This notice describes how medical information about you may be used and disclosed and how you can access the information.

Health Department and School District Duties

The Health Department and school district are required by law to maintain the privacy of your protected health information. This Notice of Privacy Practices tells you how your protected health information may be used and how we keep your information private and confidential. This notice explains the legal duties and practices relating to your protected health information. As part of the department's legal duties this Notice of Privacy Practices must be given to you. The Health Department and school district are required to follow the terms of the Notice of Privacy Practices currently in effect.

The Health Department or school district may change the terms of its notice. The change, if made, will be effective for all protected health information that it maintains. New or revised notices of privacy practices will be posted on the Department of Health website at www.floridahealth.gov and will be available by email and at all Department of Health buildings. Also available are additional documents that further explain your rights to inspect, copy and amend your protected health information.

Uses and Disclosures of Your Protected Health Information

Protected health information includes demographic and medical information that concerns the past, present, or future physical or mental health of an individual. Demographic information could include your name, address, telephone number, social security number and any other means of identifying you as a specific person. Protected health information contains specific information that identifies a person or can be used to identify a person.

Protected health information is health information created or received by a health care provider, health plan, employer, or health care clearinghouse. This medical information is used in many ways while performing normal business activities.

Your protected health information may be used or disclosed by the Health Department or school district for purposes of treatment, payment, and health care operations. *Health care professionals use medical information in the clinics or hospital to take care of you. Your protected health information may be shared, with or without your consent, with another health care provider for purposes of your treatment. The Health Department or school district may use or disclose your health information for case management and services. The Health Department or school district may send the medical information to insurance companies, Medicaid, or community agencies to pay for the services provided you.*

Your information may be used by certain personnel to improve health care operations. Personnel may send you appointment reminders, information about treatment options or other health-related benefits and services.

Some protected health information can be disclosed without your written authorization as allowed by law. Those circumstances include:

- reporting abuse of children, adults, or disabled persons
- investigations related to a missing child
- internal investigations and audits by the divisions, bureaus, and offices of the Health Department and school district
- investigations and audits by the state's Inspector General and Auditor General and the legislature's office of Program Policy Analysis and Government Accountability
- public health purposes including vital statistics, disease reporting, public health surveillance, investigations, interventions and regulation of health professionals
- district medical examiner investigations

- research approved by the department
- court orders, warrants, or subpoenas
- law enforcement purposes, administrative investigations and judicial and administrative proceedings

Other uses and disclosures of your protected health information by the Health Department or school district will require your written authorization. This authorization will have an expiration date that can be revoked by you in writing. These uses and disclosures may be for marketing and for research purposes. Certain uses and disclosure of psychotherapist notes will also require your written authorization.

Individual Rights

You have the right to request the Health Department or school district to restrict the use and disclosure of your protected health information to carry out treatment, payment, or health care operations. You may also limit disclosures to individuals involved with your care. The Health Department or school district is not required to agree to any restriction.

You have the right to be assured that your information will be kept confidential. The Health Department or school district will contact you in the manner and at the address or phone number you select. You may be asked to put your request in writing.

You have the right to inspect and receive a copy of your protected health information. Your inspection of information will be supervised at an appointed time and place. You may be denied access as specified by law. If access is denied, you have the right to request a review by a licensed health care professional who was not involved in the decision to deny access. This licensed health care professional will be designated by the Health Department or school district.

You have the right to correct your protected health information. Your request to correct your protected health information must be in writing and provide a reason to support your requested correction. The Health Department or school district may deny your request, in whole or part, if it finds the protected health information:

- was not created by the Health Department or school district
- is not protected health information
- is by law not available for your inspection
- is accurate and complete

If your correction is accepted, the Health Department or school district will make the correction and tell you and others who need to know about the correction. If your request is denied, you may send a letter detailing the reason you disagree with the decision. The Health Department or school district will respond to your letter in writing. You also may file a complaint, as described below in the section titled Complaints. You have the right to receive a summary of certain disclosures the Health Department or school district may have made of your protected health information. This summary does not include:

- disclosures made to you
- disclosures to individuals involved with your care
- disclosures authorized by you
- disclosures made to carry out treatment, payment and health care operations
- disclosures for public health
- disclosures to health professional regulatory purposes

- disclosures to report abuse of children, adults or disabled
- disclosures prior to April 14, 2003

This summary does include disclosures made for:

- purposes of research, other than those you authorized in writing
- responses to court orders, subpoenas or warrants

You may request a summary for not more than a six (6) year period from the date of your request.

For Further Information

Requests for further information about the matters covered by this notice may be directed to the person who gave you the notice, to the Director or Administrator of the Department of Health facility where you received the notice, or to the Public Records Coordinator at 4052 Bald Cypress Way, BIN A02, Tallahassee, FL 32399 telephone 850-245-4005/ FAX 850-413-8743 or email PublicRecordsRequest@flhealth.gov. For more information on the HIPAA Privacy Rule, visit the Department of Health and Human Services HIPAA Privacy Rule website at <https://www.hhs.gov/hipaa/index.html>.

If you believe that a HIPAA-covered entity or its business associate violated your (or someone else's) health information privacy rights or committed another violation of the Privacy, Security, or Breach Notification Rules, you may file a complaint with the Office for Civil Rights (OCR). Anyone can file a health information privacy or security complaint. Your complaint must be filed in writing by mail, fax, e-mail, or via the OCR Complaint portal at <https://ocrportal.hhs.gov/ocr/smartscreen/main.jsf> and be filed within 180 days of when you knew that the act or omission occurred. OCR may extend the 180-day period if you can show "good cause."

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. Contingent upon funds, scholarships are awarded on a first-come, first-served basis. School personnel must notify parents of the opportunity to attend an eligible private school under the Family Empowerment Scholarship (FES) and the Florida Tax Credit Scholarship programs (FTC).

Introduction

The *Code of Student Conduct*, as required by law, includes the grounds and the procedures to be followed in disciplinary action and an explanation of students' rights and responsibilities. It is designed to provide a framework of discipline for all schools in Santa Rosa County. Used as a guide, it outlines the behavioral problems to be dealt with by classroom teachers, those to be referred to the Principal or a member of the administrative team, and those problems which are beyond the scope of the school's authority. The Principal, or his/her designated representative, has the authority, as delegated by and in accordance with School Board policies, to take additional or more severe action than suggested in the *Code*, if in his/her opinion the conduct warrants it.

The *Code* has been created to help students gain the greatest possible benefit from their school experience. The *Code* is made available to school personnel, teachers, parents, students, and School Advisory Council

members at the beginning of each school year. Students receive instruction in the *Code* and are encouraged to share the *Code* with their parents/guardians. Parents/guardians have the responsibility for the actions of their children and should be involved in their education. Parents and students are responsible for knowledge of the contents of the *Code*. The School Board and administrators expect all students to comply with the *Code of Student Conduct*.

A student with a disability refers to any student identified as disabled in accordance with the Individuals with Disabilities Education Act Revised and/or Section 504 of the Rehabilitation Act of 1973. If a student with a disability has an individual Positive Behavior Intervention Plan (PBIP), then the PBIP supplants the *Student Code of Conduct* and the student will be disciplined in accordance with the procedures delineated in his/her Positive Behavior Intervention Plan. All disciplinary action at the classroom, school and district level must be provided to the student and parent/guardian in the home language whenever feasible. Contact the ESOL School Liaison or District Program Facilitator for assistance with interpretation or translation services.

Petty Acts of Misconduct

Acts that are considered petty misconduct may disrupt the educational process but do not endanger the life or safety of an individual. Such acts include but are not limited to cellular telephone violation, defiance of authority, minor disruption, dress code violation, eating or drinking on the bus, forgery, horseplay, lying or misrepresentation, profanity, and vehicle parking violation.

GENERAL POLICIES

Attendance

Florida Statute 1003.21 requires students ages six (6) up to 18 to be in regular attendance at school. A student who has been absent from school shall have his or her absence reported in a manner which is described in the school's Student Handbook.

- A. Excused Absences:** Absences granted for personal illness, illness or death of a member of the immediate family, medical or dental appointments, religious holidays, religious instruction, court date and special emergencies, treatment of autism spectrum disorder by a licensed healthcare practitioner or behavior analyst certified pursuant to s.393.17, F.S., school sponsored activities or pre-arranged absences approved by the Principal or designee. The parent/guardian must notify the school to provide the reason for the absence or respond to the school's inquiry about the reason for the absence within three (3) days of the absence, or it becomes an unexcused absence.

A student who desires to be absent for reasons not given above; may make a **prior arrangement** request to the school Principal by bringing a written request from his/her parent or guardian.

1. Pre-arranged absence requests must be made at least five (5) school days prior to the date of the absence, except in the case of an emergency.
2. Students shall make pre-arrangements for their school work to be done; it will be due the day the student returns to school. Work done in the pre-arranged time allotted will be given full credit.

- B. Unexcused Absences:** Absences for shopping trips, vacations, pleasure trips, truancy, missing the bus, oversleeping, excessive illness without doctor verification, dismissal from school (out-of-school suspension does not count toward truancy absences), or other avoidable absences which have not been pre-arranged and approved by the Principal or designee. Three (3) unexcused late to school

Check-Ins and/or Check Outs, will equate to the student receiving one (1) unexcused absence for truancy purposes.

Learnfare Program: The school district will report any wage recipient (student) to the Department of Children & Families if the student is coded a dropout or when he/she reaches five 15 unexcused absences within 90 calendar days.

Student Contact Program: If a parent/guardian does not respond to the initial school contact regarding unexcused absences, schools have the option of utilizing a law enforcement officer to deliver a letter of notice.

C. Notification to School: Any student who has been absent from school shall bring a note from one of his/her parents or guardians stating the cause of the absence. A Principal may choose to accept notification in person or by telephone in lieu of a note. Failure to properly notify the school or the inability of the school to reach the parent/guardian to establish the reason for the absence within three (3) days shall result in an unexcused absence.

1. The school shall receive notification of the cause of the absence within three (3) days.
2. The school will determine if the absence is to be excused or unexcused.

Truancy

Definition of Habitual Truant: A habitual truant is a child who has 15 unexcused absences within 90 calendar days with or without the knowledge or justifiable consent of the child's parent or legal guardian, who is subject to compulsory school attendance under Florida Statute 1003.21(1)(a) and (2) and who is not exempt under Florida Statute 1003.21(3) or 1003.24 or any other exemptions specified by law or rules of the State Board of Education.

Procedures

If a student has had five (5) or more unexcused absences* or absences for which the reasons are unknown within 30 calendar days, or ten (10) unexcused absences or absences for which the reasons are unknown within 90 calendar days, the student's primary teacher shall report to the school Principal that the student may be exhibiting a pattern of non-attendance.

*Three (3) unexcused late to school Check-Ins and or Check-Outs prior will equate to the student receiving one (1) unexcused absence.

1. The Principal shall, unless there is clear evidence that the absences are not a pattern of non-attendance, refer the case to the school's Multi-Tiered System of Supports (MTSS) to determine if early patterns of truancy are developing.
2. The parent/guardian shall be invited to meet with the Administration to develop a written Truancy Intervention Plan.
3. The parent/guardian shall be informed of the requirements of compulsory attendance laws, the Department of Motor Vehicle sanctions and the possible reduction of state cash assistance through the Learnfare program.
4. If an initial meeting does not resolve the problem, the Multi-Tiered System of Supports (MTSS) shall implement interventions that best address the problem. The interventions may include, but need not be limited to the following:
 - a second parent/school conference

- Truancy Intervention Plan (TIP)
- referral to the school Social Work Department
- frequent communication between the teacher and the family
- changes in the learning environment
- mentoring
- student counseling
- tutoring, including peer tutoring
- placement into different classes
- evaluation for alternative education programs
- attendance contracts
- referral to other agencies for family services
- Truancy Monitoring Plan—a plan which documents all interventions assigned to the student/family for the purpose of improving attendance.
- other interventions, including, but not limited to, a truancy petition pursuant to s.984.151, F.S.

The Multi-Tiered System of Supports (MTSS) shall be diligent in facilitating intervention services and shall report the child to the Superintendent (or his/her designee) only when all reasonable efforts to resolve the non-attendance behavior are exhausted.

- a. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the School Board.
 - b. If the Board's final determination is that the strategies of the Multi-Tiered System of Supports (MTSS) are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non-compliance with compulsory school attendance.
 - c. If non-attendance continues after the implementation of intervention strategies, the Principal may request that the Superintendent (or his designee) file a truancy court petition. If a truancy court petition is filed, the parents/guardian of the student will receive a summons to appear in circuit court pursuant to F.S. 984.151, and the parents/guardian may be subject to continued court jurisdiction, fines, probation or jail.
5. If the parent/guardian of a child who has been identified as exhibiting a pattern of non-attendance, enrolls the child in a home education program pursuant to F.S.1002, the Superintendent of Schools shall provide the parent/guardian a copy of F.S.1002.41 and the accountability requirements of this paragraph. The Superintendent of Schools shall also refer the parent/guardian to a home education review committee composed of the district contact for home education programs and at least two (2) home educators selected by the parent/guardian from a district list of all home educators who have conducted a home education program for at least three (3) years and who have indicated a willingness to serve on the committee. The Home Education Review Committee shall review the portfolio of the student, as defined by F.S.1002.41, every 30 days during the district's regular school terms until the committee is satisfied that the home education program is in compliance with F.S.1002.41 (1)(b). The first portfolio review must occur within the first 30 calendar days of the establishment of the program. The provisions of

paragraph six (6) below do not apply once the committee determines the home education program is in compliance with F.S.1002.41 (1)(b).

6. If the parent/guardian fails to provide a portfolio to the committee, the committee shall notify the Superintendent of Schools (or his/her designee). The Superintendent of Schools (or his/her designee) shall then terminate the home education program and require the parent/guardian to enroll the child in an attendance option provided under F.S.1003.01 (13), (a), (b), (c), or (e), within three (3) days. Upon termination of a home education program pursuant to this paragraph, the parent/ guardian shall not be eligible to re-enroll the child in a home education program for 180 calendar days. Failure of a parent or guardian to enroll the child in an attendance option after termination of the home education program pursuant to this paragraph shall constitute non-compliance with the compulsory attendance requirements of F.S.1003.21 and may result in criminal prosecution under F.S.1003.27. Nothing contained herein shall restrict the ability of the Superintendent of Schools, or the ability of his or her designee, to review the portfolio pursuant to F.S.1002.41(1)(b).
7. If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent, the guardian or the Superintendent or his/her designee shall refer the situation to the case staffing committee (Child in Need of Services – CINS (Child in Need of Services – CINS if there is an active committee in operation) and the Superintendent or his designee may file a Truancy Petition pursuant to the procedures in Florida Statute 984.151.

Prolonged or Repeated Absence

When a student is absent repeatedly or for a prolonged period of time due to an illness or injury, the Principal or designee may require documentation from a physician or health care provider. If the requested documentation is not provided, the absence will be unexcused.

A student who has medically diagnosed physical or mental conditions which confine the student to home or hospital and whose activities are restricted for a period of at least 15 consecutive school days, may be eligible for **homebound/hospital services**. Parents/ guardian should contact the student's school to secure an application for these services.

A student who has been sent home with **head lice and/or nits** should return to school, free of head lice and/or nits, within two (2) calendar days; absences from school during the two (2) calendar days will be excused. For each occurrence of head lice and/or nits, absences beyond two (2) calendar days will be unexcused.

Dept. of Motor Vehicles Sanctions

A student who is 14 years of age, but less than 18 years of age, and who has had 15 unexcused absences within a 90 calendar-day period or who has withdrawn, having being coded with a state dropout withdrawal code may have his/her motor vehicle operator's license suspended (in accordance with F.S.322.091).

The student may request a *hardship waiver* hearing with appropriate school officials within 15 days of *notice of intent to suspend license* issued by the Department of Highway Safety and Motor Vehicles. This hardship waiver request should be made in writing to the school Principal or his/her designee. The written request should set forth, in detail, the extraordinary circumstances which justify a waiver. A hardship hearing shall

take place within 30 days of notification of the intent to suspend by the Department of Highway Safety and Motor Vehicles. If the hardship waiver is denied by the Principal or designee, the student may appeal the decision to the Director of High Schools. This request must be written and submitted to the Director within five (5) days of the denial. A student may have his/her license reinstated after he/she has attended school for 30 days with no unexcused absences. The student must complete a reinstatement form, which the school must verify. The student will then take the completed form and reinstatement fee to the driver's license office, which will issue the student another operator's license.

Intent to Terminate School Enrollment

A student between the **ages of 16 and 18** who chooses to terminate his/her education **must officially withdraw** and complete a "Declaration of Intent to Terminate School Enrollment" form which will acknowledge that this action is likely to reduce the student's earning potential and **which must be signed by the parent and student**. The school must notify the student's parents of receipt of the student's declaration of intent to terminate school enrollment. The student must participate in an exit interview with the student's guidance counselor or other school personnel for determination of the reasons for the student's decision to terminate school enrollment and to discuss actions and opportunities to continue the student's education in a different environment. The student must complete a survey as a part of the exit interview that will provide data on the student's reasons for terminating enrollment and actions taken by schools to keep the student enrolled. Such action, unless recognized by the School Board as a hardship condition, will cause the student to lose his/her driving privilege. If a student between the ages of 16 and 18 fails to complete the "Declaration of Intent to Terminate School Enrollment" form, the exit survey and/or exit interview, then the student can be subject to truancy court proceedings.

Exceptional Student Education Program (ESE)

Transfer of Rights – Under the regulations for FERPA in 34 CFR 99.5(a), parent rights regarding education records are transferred to their child at age 18. If the rights accorded to the parent under IDEA are transferred to the child who reaches the age of majority, consistent with 34 CFR 300.520, the rights regarding educational records are also transferred to the child. Under S. 1003.5716, F.S., the student and parent will be provided information at the IEP meeting regarding ways in which the parent can continue to participate in the education decision-making process. (Parent Procedural Safeguards for Parents of students with disabilities, Part B Santa Rosa).

Elementary School Absenteeism

After review by the Multi-Tiered System of Supports (MTSS) at each school, the Principal has the authority to retain students who have been absent 20 or more days excused and/or unexcused.

The Principal has the final authority for the grade placement of each student.

Middle and High School Absenteeism

Absenteeism equal to ten (10) or more absences during a semester unit of instruction or five (5) or more absences during a quarter unit of instruction requires the demonstration of mastery of the course for all students, except those students enrolled in competency-based Dropout Prevention programs as follows:

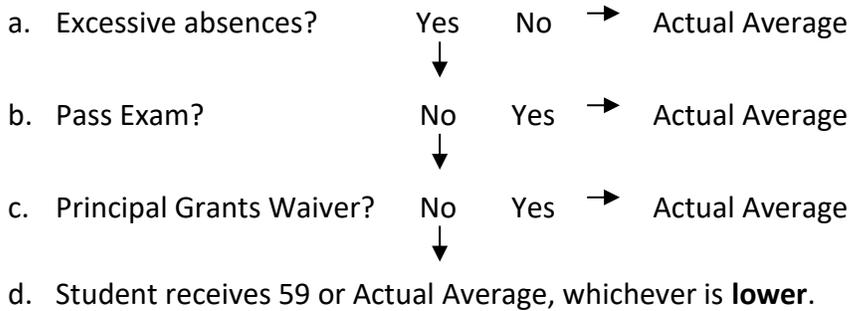
1. Meeting the class requirements of the semester/quarter unit of instruction and earning a teacher assigned passing grade.

2. Passing a comprehensive semester/quarter examination covering the performance standards of the semester/quarter unit of instruction at the 60 percent level or above. The length, design, and degree of difficulty of such an exam is to be comparable to the semester/quarter exam required of any other student taking the exam for the same course. Due to state guidelines that prohibit the giving of an additional local cumulative exam in courses required to take a State End-of-Course (EOC) Exam, the attendance rule does not apply to courses for which State EOC is required to earn credit for the course.

3. Any student who scores below 60 percent on the semester/quarter exam will be awarded a course average of 59 or their actual average, whichever is lower.

Any parent/guardian requesting a waiver of this policy must submit their request in writing to the school Principal along with a detailed explanation for the request. The intent of this waiver is for situations regarding absences due to medical reasons. The school Principal will evaluate each request and make a determination as to whether or not the waiver will be granted.

Course Average Flow Chart



Make-Up Work

When a student is absent from school for school-sponsored activities or for an **excused absence**, the student shall be responsible for making arrangements with teachers for completing all work and assignments missed during the absence. All make-up work assigned shall be completed within three (3) days after the student returns to school unless given an extension of time by the teacher. Tests announced prior to the absence can be given on the student’s first day back to school, or at the discretion of the teacher. Assignments given prior to an absence that were due during the absence should be turned in the first day the student returns to school (see “Excused Absences”). If the teacher finds it necessary to provide an alternate test or assignment for a student who has been absent, the test or assignment shall be comparable in length, design and degree of difficulty of the test or assignment given to the other students in the class for which the student was absent.

Zeros will be given for class work and assignments missed during an **unexcused absence** and may not be made up for grading purposes unless an exception is made by the Principal or designee.

Accommodations indicated on student IEP/504 Plan must be implemented.

Out-of-School Suspension Assignments

Elementary/ Middle School:

Assignments provided to students **suspended out-of-school**, are due upon the student’s return to school. Any assignment not turned in upon the student’s return from being suspended out of school will result in the

student receiving zeroes for the work assigned. Credit will not be awarded for work turned in but will be reviewed for feedback purposes only.

High School:

Assignments provided to students **suspended out-of-school**, are due upon the student's return to school. Any assignment not turned in upon the student's return from being suspended out of school will result in the student receiving zeroes for the work assigned.

Tardiness

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

Leaving School/Prior to end of Day/Late to School

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 may potentially result in disciplinary action for the student.*** Three (3) unexcused accumulated "late to school Check-Ins" or "early Check-Outs" will equate to the student receiving one (1) unexcused absence.

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

Late to School Check-In or Early Check-Outs:

- a. Students arriving after a school's designated start time are considered late to school and will receive a "Late to School Check-In" code.
- b. Students checking out of school prior to the end of the school's designated dismissal time will receive an "Early Check-Out" code.
- c. Three (3) unexcused accumulated "Late to School Check-Ins" or "Early Check-Outs" will equate to the student receiving one (1) unexcused absence.

Student Search

- a. The Principal, a teacher, or any other staff member may temporarily detain and question a student when circumstances indicate that such student has committed, is committing, or is about to commit a violation of Florida Statutes or School Board rules.
- b. School authorities may search student lockers or other areas when there is reasonable suspicion that a prohibited or illegally possessed substance or object is contained within the area pursuant to Florida Statutes.
- c. As a condition of being permitted to park a vehicle on campus, students understand and agree that the vehicle which is driven onto campus is subject to search at any time by school officials or their designees, at their discretion. This search may be conducted because of reasonable suspicion by school officials or without any reasonable suspicion. Furthermore, anything found in the vehicle shall be deemed to be in the student's possession and it is the student's responsibility to

be certain that no items which are prohibited by the *Code of Student Conduct* are located in the vehicle whether or not said items belong to the student or to others.

Civility

In order to provide a safe, caring and orderly environment, the Santa Rosa County School District expects civility from all who engage in school activities. Mutual respect, professionalism and common courtesy are essential qualities that all need to demonstrate in promoting an educational environment free from disruptions, harassment, bullying and aggressive actions. The following are unacceptable behaviors: using loud offensive language or profanity; behaviors which interfere with or threaten to interfere with school activities; intimidating, harassing, bullying, and inappropriate display of temper; threatening verbal or physical harm; threatening, abusive, intimidating or obscene telephone conversations, written communications, electronic mail, or voice mail.

Any student subjected to unacceptable behavior may bring the concern to the attention of a school employee who will notify the school administration for review and resolution of the reported incident. Any other individual subjected to unacceptable behavior may bring the concern to the attention of the school administration or the school district administration for review and resolution to the reported incident.

Criminal Acts on School Grounds, on School-Sponsored Transportation, or During School-Sponsored Activities

- A. The Santa Rosa County School Board has adopted a Zero Tolerance Policy for the following Violent and Non-Violent Criminal Acts:
 - 1. Violent Criminal Acts are defined by School Board Policy 5.32 as homicide (murder, manslaughter); sexual battery; armed robbery; aggravated battery; battery or aggravated battery on a teacher or other school personnel; kidnapping or abduction; arson; possession, use, or sale of any firearm; possession, use, or sale of any explosive device; possession or use of a weapon; threat to throw, project, place, or discharge any destructive device or to make a false report about planting a bomb or explosive involving school or school personnel's property, school transportation, or a school-sponsored activity.
 - 2. Non-Violent Criminal Acts as defined in this policy are the possession of weapons within one thousand (1000) feet of school property; the possession, use, or distribution of controlled substances and the possession or distribution of controlled substances within one thousand (1000) feet of a school; the violation of the School Board's Sexual Harassment Policy; and other criminal acts of a non-violent nature.
- B. A student who commits a Violent Criminal Act is to be recommended for expulsion from the school system, and his/her offense is to be reported to the appropriate local law enforcement agency. In addition, if the offense involves a victim, the victim and the victim's parent(s) or legal guardian(s) are to be notified by school officials of the offense and of the victim's right to press charges against the offender. School officials shall cooperate in any investigation or other proceedings leading to the victim's exercise of rights as provided by law.

Note: If a student is protected under IDEA or Section 504 Plan, refer to "Alternative Placement/Expulsion with Continuing Educational Services".

- C. A student who commits a Non-Violent Criminal Act should be disciplined in accordance with the procedures set forth in this *Code of Student Conduct* and his/her offense reported to the appropriate local law enforcement. Criminal acts are grounds for disciplinary action and may also result in criminal penalties in accordance with Florida Statute.

Distribution of Audio, Video, Digital, Printed Materials, or Computer Disc

No audio, video, digital, printed material or computer disc from any source shall be distributed on school property, or at a school-sponsored function, without the prior approval of the school Principal.

Dress Code and Grooming of Students

Appropriate student grooming and dress are primarily the responsibility of the student and parent/guardian. Students are expected to give proper attention to personal cleanliness and neatness prior to coming to school. Students whose personal attire, or grooming, distracts other students and/or teachers from school work by exposing underwear or body parts in an indecent or vulgar manner, or whose attire could be hazardous to themselves and/or others in the course of school activities, shall be required to make necessary alterations of such attire and grooming before entering the classroom. If such alterations cannot be made at school, the student will be sent home to make the necessary changes. The time missed from school will be unexcused. Adhering to the school dress code is a prerequisite for student eligibility for participation in interscholastic extracurricular student activities. Students are required to follow the dress code outlined by the individual schools at all school-sponsored activities, including field trips. The Principal or Principal's designee has the final authority for interpreting whether a student's apparel/appearance conforms to the dress code. Violations of the dress code shall be addressed pursuant to the requirements of Section 1006.07, Florida Statutes.

Guidelines

- Students may not wear clothes, jewelry, accessories, or tattoos which convey messages that are: inappropriate for age group, crude, vulgar/profane, violent/death-oriented, gang-related, sexually suggestive, show/promote/ advertise alcohol, drugs or tobacco.
- Students may not wear any color, clothing, insignia, emblem, jewelry, or other object in such a manner as to indicate membership or association with any secret organization or gang.
- Students may not wear form fitting clothing (such as, but not limited to, spandex, yoga pants, tights, etc.), tank tops, halter tops, muscle shirts, undershirts, sports bras or boxer briefs, or other underwear as outer garments.
- Students may not wear clothing that reveals undergarments or the midriff, nor blouses or shirts which are low-cut or see-through. This includes the expectation that pants cover the hips upon sitting so that undergarments are not revealed.
- Skirts, split-skirts, dresses, and shorts may be worn, but must be near the knee in length.
- Shoes must be worn at all times (unless medical reasons indicate otherwise). Elementary students are discouraged from wearing flip flops, high heels or bedroom slippers/house shoes.
- Armbands, wristbands, belts, or other items with heavy metal projections and chains, including wallet chains, are prohibited.
- Students are strongly encouraged not to bring hats or other head coverings to school. The wearing of hats or other head coverings on school campuses shall be in accordance with the local school dress codes and shall not be disruptive to the orderly school environment.
- Students may not wear sunglasses inside the building without prior approval of the Principal or the Principal's designee nor may a student wear a hoodie with the hood worn over the head at school.
- **Any student who is required to wear a GPS (ankle monitor) must keep it covered at all times.**

More specific guidelines for dress may be provided in the school's Student Handbook.

Drug Testing

All athletes, cheerleaders, and marching band members who participate in interscholastic extracurricular activities may be subject to random drug testing in accordance with the School Board approved guidelines. This will include any random drug testing and designated penalties as required by Florida Statute.

Due Process

Due process in education requires that a student is given notice of what allegation is being made against him/her and that the student is given an opportunity to be heard regarding the allegations. The initial due process is usually at the school where the incident occurred. The Principal or his/her designee provides the student with information regarding the incident and the student is provided with the opportunity to respond. After considering the student's response, the Principal makes a decision on discipline. This level is informal. Subsequent levels of due process may involve the student discipline committee, the Superintendent or the School Board. At each level the procedure becomes more formal and the student is apprised of the procedural safeguards. The ultimate decision of expulsion is made by the School Board in accordance with the requirements of due process.

Failure to Notify

A student who has knowledge of and fails to report to a person in authority the plans or actions of another person that might result or has resulted in harm to a person or damage to property could face disciplinary action. A student may report this information to an administrator, staff member, the Santa Rosa Speak Out button on the school websites, a School Resource Officer at the school or the student may report it through the Santa Rosa County Crime Stoppers at 437-STOP (437-7867). See the "How to Call a Tip to Crime Stoppers" page.

False Statements

Whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his or her official duty shall be guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083. (FS 837.06)

Harassment

It is the policy of the Santa Rosa County District School Board that each student be allowed to receive equal educational opportunities in an environment free from any form of malicious or sexual harassment as prohibited by state and federal statutes.

Students found to be in violation of the Board's policy on harassment may be subject to disciplinary action up to and including expulsion and may also be subject to criminal penalties.

Internet Acceptable Use Policy and Guidelines:

Refer to the Santa Rosa County District Schools *Acceptable Use Policy Agreement for Students*.

Language Other Than English (ESOL)

Students may not be disciplined for the use of a language other than English. However, students may be disciplined for the use of profanity or obscenity in any language.

Law Enforcement and DCF Investigations

Under certain circumstances, federal and/or state law enforcement agencies as well as the Florida Department of Children and Families ("DCF") may seek to interview students on school grounds in relation

to an active investigation. Any law enforcement officer or DCF investigator seeking to interview students at school must first notify the principal and provide proper identification.

Federal and State Law Enforcement

In the event an officer seeks to interview a student who is a potential witness, victim, or suspect on school grounds, the principal/designee shall first notify the officer of his/her intent to contact the student's parent/legal guardian. The parent/legal guardian will be contacted unless expressly instructed in writing not to do so by the officer. If any law enforcement officer desires to question a student at school, a suitable place will be provided. The conference area will be so located as to create as little attention as possible to the matter.

The principal/designee may be present during the interview at the request or authorization of the student unless law enforcement provides the principal/designee with compelling reasons warranting his/her exclusion.

If an officer decides to remove a student from school grounds as part of a law enforcement investigation, he/she must present the principal/designee with a warrant of arrest, court order, or statement of the officer that he/she is placing the student under arrest or taking the student into custody. The officer shall sign a form affidavit provided by the District accepting custody for the student before removing him/her from the school grounds.

Florida Department of Children and Families ("DCF")

Notification of parents/guardians regarding removal or interview of a student while on school premises by personnel of the Department of Children and Families (DCF) is the responsibility of DCF. If any DCF staff person wishes to interview a student at school, a suitable place will be provided after the DCF staff person has presented appropriate identification. The principal/designee will be present only if the DCF staff person feels it will enhance the interview or the student requests or consents to the presence of the principal/designee. The District witness, when involved in DCF interviews of children, will not be involved in the investigation but will serve only as a witness to the interview. The District witness will be bound by the confidentiality provisions governing child protective investigation interviews found in Chapter 39, F.S. If the DCF staff person elects to remove a student from the school, he/she must sign an affidavit accepting custody for the student prior to doing so.

Medication Policy

Any medication, either prescription or nonprescription, to be administered to a student on school premises or at school functions (including field trips), must be brought to the school by the parent/ guardian/ authorized adult representative for retention and administering. No student will be allowed to have medication, prescription or nonprescription, with the exception of an EpiPen, medication to relieve headache or an asthma inhaler, in his/her possession on school premises, on school transportation, or at a school function. EpiPens, insulin pens, or asthma inhalers will be permitted to be carried with parental permission and physician's signature on the "Dispersion of Medication Form." The parent/guardian of a student with diabetes should contact the school to update the "Student's Health Care Plan for Insulin Dependent Diabetes Form."

Medication brought to the school must be in the original prescription container, properly labeled with the child's name, doctor's name, name of medication, route, dosage, directions and expiration date. A

“Dispersion of Medication Form” must be completed for **each** prescription, and a method of disposal of any unused or expired medication designated. The medication must be counted jointly by the parent/guardian and a school staff member. The parent/guardian and school staff member must both sign the “Registry of Medication Form” both for the initial prescription and each time additional medication for the same prescription is brought to the school. Nonprescription medication should also be in the original container and the procedures previously described for dispersion and registering of medication apply.

Parents/guardians are encouraged to request prescriptions for medications which limit administration during school hours. First morning doses should be given at home with only mid-day doses administered by a school staff member. Doses missed at home will not be administered by school staff. **Medication(s) will not be provided by the school. See School Board Policy - 5.622 for Administering Medical Marijuana to Qualified Students on District Property.**

Non-Discrimination

No student shall be denied the opportunity to participate in appropriate programs, services, and activities by this school district on the basis of race, color, religion, gender, sexual orientation, age, marital status, disability, political or religious beliefs, national or ethnic origin of race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin or genetic information, if otherwise qualified, social and family background, or on the basis of the use of a language other than English, except as provided by law. Accommodations shall be afforded to students with disabilities who qualify for services under Section 504 and/or the Individuals with Disabilities Education Act. F.S.1006.0625 forbids a public school to deny any student access to programs or services because the parent/guardian of the student has refused to place the student on psychotropic medication.

Social Media

Students may be disciplined for a post on social media if:

1. There is a violation of this code of conduct or school policy.
2. The social media content is directed at the school community in some way that could reasonably be understood to be threatening.
3. It could potentially cause a substantial disruption to the educational process.
4. It promotes illegal activity, such as illegal drug or alcohol use, theft, etc.
5. If the content is obscene, lewd or otherwise inappropriate in a school setting, e.g., sexually suggestive.

Students should let an administrator know about student social media use that:

1. Breaches school policy.
2. Leads to or creates substantial disruption to the educational process.
3. Results in bullying toward students or staff.
4. Threatens school violence.

Off Campus Actions Which Disrupt the School Environment

Normally off-campus actions of students are not the basis for disciplinary actions by the school or school district. However, when those actions are of such a nature and extent that they reasonably may cause a disruption of the educational environment at the school, they may be the subject of disciplinary action. An example might be a student’s use of an off-campus computer to post libelous, slanderous, demeaning, or profane remarks pertaining to school personnel or other students. It is not the purpose of this section to suppress the student’s right of free speech, but rather to protect the school environment from actions that

have a direct and detrimental effect on the educational process taking place at the school. Any disciplinary action by the school district shall in no way limit the right of the individual teacher or other school personnel to report the false allegation of committing a crime to the appropriate law enforcement authority, and/or pursue a civil action for libel, slander or defamation.

Patriotic Programs: Rules

F.S. 1003.44 requires that the pledge of allegiance to the flag be recited at the beginning of the day in each public elementary, middle, and high school in the state. Students are invited to stand and recite the Pledge of Allegiance to the flag of our country, but they are not required to do so. The pledge shall be rendered by students standing and placing their right hand over their heart. When the pledge is given or the national anthem is played, all civilians (including students) are invited to show respect to the flag by standing at attention, men removing headdress, except when the headdress is worn for religious purposes. A school cannot discipline a student for failing to stand and/or pledge; however, a school may issue disciplinary action if a student disrupts the Pledge.

Personal Property and Possessions

Students are solely responsible for any personal property brought onto school grounds, on school-sponsored transportation, or to a school-sponsored activity. Neither the Board nor any Board employee shall bear any responsibility for any lost, damaged, or stolen personal property brought by a student onto school grounds, on school-sponsored transportation or to a school-sponsored activity.

Reporting of Expulsions, Alternative Placements, Arrests and Juvenile Justice Actions

Students are required at initial registration for school enrollment in the district to report any previous school expulsions, alternative placements, arrests resulting in a charge, and/or juvenile justice actions. The School Board has the authority to waive or honor the final order of expulsion, alternative placement or dismissal of a student by any in-state or out-of-state public district school board or private school for an act that would have been grounds for expulsion or alternative placement according to the receiving district School Board's *Code of Student Conduct*.

Safety of Students

Arriving/Leaving During School Day

1. Students arriving or leaving school during the school day must have permission verified by parent/guardian and follow prescribed Check-In and Check-Out procedures.
2. Students shall not be permitted to leave school with persons whose identity has not been satisfactorily established or whose authority to take the child away from school has not been authenticated by appropriate school records.

Campus Hours/Limits of Liability

Each school campus shall be open, and students shall be supervised beginning 30 minutes before the beginning of the school day and continuing until 30 minutes after the school day. Students are to remain in assigned areas prior to the beginning of the school day and after the ending of the school day as stipulated by the school.

Parents/guardians are advised that the school will not be responsible for students who are on school premises other than these times. Students who are not authorized to be on the campus are to leave the school campus upon dismissal in the afternoon. Supervision of students authorized to participate in or attend

school-sponsored activities on the school premises shall begin 30 minutes before the actual beginning of the activity and continue until 30 minutes after the actual ending of the activity.

Student Pick-Up Area

The Principal of each school will designate a specific area for students who are waiting to be picked up at the conclusion of after-school activities. If a student must call his/her parents, a specific telephone will be designated. It shall be the responsibility of the student to wait in the designated area. Parents/guardian shall pick up their children in a timely manner at the conclusion of after-school activities.

No student shall **leave the school bus** on his/her way to or from school without the documented permission of his/her parent or guardian and the Principal or designee, except at the customary destination of the child which shall be the school or home.

Evacuation/Lockdown

Santa Rosa County District Schools utilizes four standard responses for handling students and staff in any emergency situation – evacuation, shelter in place, secure campus, or lockdown. Evacuation plans begin with a fire drill procedure and include at least two routes for moving students very quickly away from the campus. Shelter in place is moving people away from windows and is meant to increase physical barriers between people and outside, it is used for tornadoes or chemical releases. Secure facility is keeping all personnel in the building with the option of limited movement or full movement, but no entry or exit is allowed. A lockdown of the school building may be used during any emergency where there is a need to keep students in place. Schools are required to participate in a series of drills during the school year to practice the procedures. If an emergency were to occur on a school campus, parents are asked to tune into local media stations (television and radio) and monitor school-based communication (social media and texting) for additional information rather than reporting to the school campus.

School Bus Transportation

- A. Transportation on a school bus is a direct extension of both the classroom and the school in general. All rules, guidelines, and codes of conduct which apply to students at school continue to be in effect while students are being transported by school buses. This includes loading and unloading both on and off the school grounds and time spent waiting at bus stops. The time a student is on a school bus is considered an extension of the regular school day/time.
- B. In addition, the following specific rules are posted in each school bus:
 - 1. DO NOT stand on roadway while awaiting bus.
 - 2. Remain in your seat with the seatbelt buckled at all times while bus is moving.
 - 3. Keep all body parts inside the bus at all times.
 - 4. Do not throw any object or material on the bus or out of a bus window or door.
 - 5. Walk ten (10) feet in front of the bus and wait for the driver's signal before crossing the road.
 - 6. Unnecessary conversation with the driver is dangerous. Please remain quiet.
 - 7. Absolute silence is required at all railroad crossings.
 - 8. The driver is in full charge of bus and students. Students must obey the driver.
 - 9. The driver will assign a seat to each student who rides the bus.
 - 10. No eating, drinking, or using of tobacco products is allowed on the bus.

11. Students should be at their designated stop 10 minutes prior to scheduled bus pick-up time; the bus cannot wait for those who are tardy.
 12. Students must exit the bus at their designated stop only unless written permission is granted by school administration.
 13. Riding the bus is a privilege. Do not abuse it.
 14. Students riding Santa Rosa County District School buses may be subject to video recording for disciplinary purposes.
- C. The bus driver is responsible for the safe operation of each vehicle. Therefore, the driver has the authority to assign seats, restrict movement, and set other rules which he or she deems necessary for the orderly and safe operation of the school bus.
 - D. Violation of School Board transportation policies, including disruptive behavior on a school bus or at a school bus stop, by a student is grounds for suspension of the student's privilege of riding on a school bus, may be grounds for additional disciplinary action by the school, and may also result in criminal penalties being imposed.
 - E. For Pre-K students Special Transportation means that a car seat will be provided by the school district to transport the child to and from school. Parent or guardian is to place the child in the car seat on the bus in the morning and remove the child from the car seat on the bus in the afternoon.

Secret Societies Prohibited in Public Schools ("Gangs")

- A. It is unlawful for any person, group, or organization to **organize** or **establish** a fraternity, sorority, or other secret society or gang in the state whose membership shall be comprised in whole or in part of pupils enrolled in any public schools, whether elementary or secondary, or to go upon public school premises for the purpose of soliciting any pupils to join such an organization.
- B. It shall be unlawful for any pupil enrolled in any public school to be a **member** of or to take part in the organization of such a group, unless such organization is fostered and promoted by the school authorities or is first approved and accepted by school authorities, and whose membership is selected on the basis of good character, good scholarship, leadership ability and achievement.

Student Detention, Search and Seizure

The Principal, any member of the administrative or instructional staff, or the School Resource Officer (with probable cause) shall be authorized to temporarily detain and question a student when circumstances indicate that such a student has committed, is committing, or is about to commit a violation of law or a regulation of the School Board.

- A. If at any time reasonable suspicion exists that the student is unlawfully concealing any stolen or illegal property, an alcoholic beverage or liquor, illegal drugs, or any weapon as provided in these regulations or any other item in violation of this code, a school official or the School Resource Officer (with probable cause) may temporarily detain and search the student, school property assigned to a student (including, but not limited to lockers and desks), a student's personal property located on school grounds including students' vehicles on campus, or any property in the possession of the student on the school grounds for the purpose of disclosing the presence of items as herein provided. In the absence of probable cause, school officials may temporarily detain and search a student if reasonable suspicion exists.
- B. If a search of a student, school property assigned to a student (including, but not limited to lockers and desks), a student's personal property located on school grounds, or other property in the possession of the student on the school grounds reveals stolen or illegal property or any item

prohibited by School Board regulations, such item or items may be seized and surrendered to the proper authorities or the parents/guardians of the student or disposed of by the school official in the most appropriate manner.

- C. The Board reserves the right to inspect students' school lockers or other school property assigned to students in order to protect the health, safety, and welfare of students. Such property is the property of the school system, and each student who desires to exercise the privilege of using such property must sign a form, if requested, acknowledging the ownership of the school system and that such property may be inspected by school authorities at any time without notice or consent and without the student's knowledge or presence. Such searches shall be conducted only if school personnel have reasonable suspicion. Routine clean-ups shall not be considered a search.
- D. Metal detectors or specially trained animals may be used in the course of a search when reasonable suspicion exists. A trained drug-sniffing dog may be used to walk through the parking lot or the building without reasonable suspicion provided that students are not being detained (without reasonable suspicion) while the dog is sniffing. An alert by a trained drug-sniffing dog that drugs are present in a particular location provides school officials and law enforcement officers alike with probable cause to conduct a search of the person or place to which the dog alerted.
- E. As a condition of being permitted to park a vehicle on campus, Students understand and agree that the vehicle which is driven onto campus is subject to search at any time by school officials or their designees, at their discretion. This search may be conducted because of reasonable suspicion by school officials or without any reasonable suspicion. Furthermore, anything found in the vehicle shall be deemed to be in the student's possession and it is the student's responsibility to be certain that no items which are prohibited by the Code of Student Conduct are located in the vehicle whether or not said items belong to the student or to others.

Amnesty

When a student knows or should have known that he/she has unknowingly brought a weapon other than firearms or ammunition on campus, bus, or bus stop, he/she must immediately notify an administrator, teacher or bus driver. The weapon will be turned over to school personnel. The student may not be disciplined by the school if he/she follows this procedure. Amnesty cannot be claimed once the school has initiated a reasonable suspicion search.

Student Expression

In accordance with First Amendment rights of students, the Principal of a school has the right to review any student publication or expression in any format prior to its publication and distribution on campus. It is the responsibility of the student(s) who intends to distribute such expressions to bring the material to the Principal. A student who refuses to allow the Principal to review the material shall be considered in defiance of authority.

Reasons for denial of permission to distribute such materials shall include but not be limited to violation of Board Policy; handling and dissemination concerns; staff availability; conflicts with school events calendars; obscenity, profanity, and vulgarity incompatible with normal activity associated with the school system; or a threat to the safe school environment. The Principal shall confer with the Board attorney to determine the appropriateness of denial. The Principal shall give a written statement of explanation of the reasons for denial of the right to publish or distribute the material to the Superintendent and will furnish the students and teacher advisor, if appropriate, with a copy of such statement. The Principal's statement shall indicate whether the advice of the Board attorney was to proceed or not to proceed with restraint of the material.

Moments of Silence

Principals are required to instruct teachers to set aside 1-2 minutes of silence. Students cannot interfere with other students' participation in the moment of silence, and teachers may not suggest how a student might wish to use this daily moment.

Student Electronic Devices/Mobile Devices Possession (including but not limited to any electronic communication device)

A student may bring a mobile device to school. The mobile device shall be in silent mode during school hours so noises from the device will not disrupt the instructional environment. Students may use their mobile device at any time during NON-INSTRUCTIONAL time unless instructed specifically not to do so by a member of the school staff. During INSTRUCTIONAL time, a student may use their mobile device when directed by the teacher/instructor in charge solely for educational purposes. Parents who need to reach their child (or vice versa) should communicate via the front office if an emergency arises. A student may use a mobile device on a school bus as directed by the official in charge. (Bus Driver, Teacher, Coach). Failure to follow instructions from the school official in charge may result in a discipline referral. Continued use of a mobile device after being instructed by a school official not to do so may result in disciplinary action.

Students understand and acknowledge that:

- Under no circumstances are students to physically connect to any port or district-owned device while on School Board property through Ethernet cables, USB cables, Para-link cables, etc., or to connect by Ad Hoc mode to any other district-owned device.
- Students are required to access the Internet only through district-provided, filtered networks. Under no circumstances are students to use any device (e.g., air card, smart phone, Palm, 3/4/5G-capable device or other Internet data device) to bypass this requirement.
- Bringing on premises or infecting the network with a Virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of policy.
- Processing or accessing information on school property related to "hacking", altering, or bypassing network security policies is in violation of policy.
- The school district has the right to collect and examine any device that is suspected of causing problems or was the source of an attack or virus infection.
- While many mobile devices provide file storage, they must not be physically attached to district hardware for file exchange or other purposes. Files may have to be saved on the C drive of a laptop, a jump drive, an external drive, or another storage device.
- Printing from personal laptops or other mobile devices should only occur with permission from a school staff member.
- Personal technology is charged prior to bringing it to school and runs off its own battery while at school.
- Neither the school nor school district will provide technical support for any personal electronic device.
- **The student is solely responsible for personal property and neither the school nor school district shall bear any responsibility for lost, damaged, or stolen property brought by a student. For safety and security, students are strongly encouraged to secure mobile devices in a purse, book bag, etc.**

Reading Level Versus Age-Appropriateness

Santa Rosa County District Schools recognizes the value of eBooks as a resource for student reading. While eBooks can serve as a valuable resource for our students, the use of eBooks should be closely monitored by parents. It is important that parents recognize that reading levels may not always be indicators of the

appropriateness of the online content. Just like a book, an eBook that is the correct reading level may not contain age-appropriate material for that specific age level. For example, just because a book is listed at a 5.5 reading level does not mean that the content is appropriate for a child reading at that level. The student may be able to read the words, but the content may be too mature for the student.

A book listed on the Accelerated Reader (AR) site, Scholastic Reading Counts (RC) site, or similar book collection sites, does not necessarily mean the book is available in Santa Rosa County District School libraries, or that it is endorsed by Santa Rosa County District Schools.

Santa Rosa County District Schools are not liable for the content students are exposed to when a student chooses to navigate to unauthorized sites or use electronic devices in a manner to view or send material that has not been approved by school officials. Students engaging in such behavior may be subject to disciplinary action.

Students with a Disability

A student with a disability refers to any student identified as disabled in accordance with the Individuals with Disabilities Education Act and/or Section 504 of the Rehabilitation Act of 1973. A child is also protected under the regulations of IDEA and/or Section 504 when a public agency is deemed to have knowledge that a child is a child with a disability. This includes a parent expressing written concern to the Local Education Agency (LEA), a parent request for evaluation, and/or a member of the LEA expressing concerns about a pattern of behavior demonstrated by the child to supervisory personnel (§ 300.534(a)(b)(1-3)). If a disciplinary action will result in a change of placement, a manifestation determination must be conducted. All disciplinary matters involving a student with a disability will be handled in accordance with the IDEA and/or Section 504, as applicable.

Tobacco-Free School District Policy

Santa Rosa County District County Schools are **“Tobacco-Free”** per School Board Policy 2.90. To comply with the Florida Clean Indoor Air Act and to set a positive, healthy example for students, **the use of tobacco products (both smoking and non-smoking) is prohibited in any facility or on any real or personal property owned by or under the control of the Santa Rosa County School Board.**

The “Tobacco-Free” Policy extends to any person on School Board property. If the person is not a School Board employee, the following actions will be taken:

- Step 1: The person will be informed of the “Tobacco-Free” Policy and asked to discontinue use of the tobacco product.
- Step 2: If the person refuses, he/she will be asked to leave the campus.
- Step 3: If the person continues to refuse, additional measures will be addressed by administrative personnel and/or law enforcement.

Trespassing Upon Grounds or Facilities of a School

Any person who does not have legitimate business on the campus or any other license or invitation to enter or remain upon the school property or who is a student currently under out-of-school suspension, expulsion, or alternative placement in lieu of expulsion and who enters or remains upon the campus or any other facility owned by the school, commits a trespass upon the grounds of a school facility and is guilty of a misdemeanor of the second degree.

Any person who enters or remains upon the campus or other facility of a school after the Principal of the school or his/her designee has directed such person to leave the campus or facility or not to enter the campus

or facility, commits a trespass upon the grounds of a school facility and is guilty of a misdemeanor of the first degree. Law enforcement will be notified with the occurrence of trespassing.

Textbook Fines Unpaid

Any student who has not paid fees or charges related to the loss or damage of a textbook or completed prescribed community service hours if available in lieu of payment of such fees or charges, may be prevented from participating in extracurricular activities.

Vehicle Use by Students

High school students only are permitted to bring and use vehicles on school campus. Each high school will have guidelines governing safe use of vehicles by students on school grounds. Privileges can be revoked for non-adherence to parking rules. When a student is permitted to bring a vehicle on campus, the student assumes all responsibility for the vehicle and all contents found in the vehicle. (See Student Detention, Search and Seizure.)

Victimization

Upon notification by the Department of Juvenile Justice that a *no contact order* has been issued by the court for the purpose of a juvenile offender not attending the same school or riding the same bus as the victim of the crime committed or as the siblings of the victim, the Superintendent, or his/ her designee, will determine the appropriate setting for delivery of educational services to the offender. If the delivery of educational services requires transportation which is beyond the existing transportation and would incur additional costs to the school district, then the offender, or the parents or legal guardians of the offender if the offender is a juvenile, shall be responsible for arranging and paying for transportation.

If it is determined that it is not possible to deliver educational services to the offender at a different school site from the victim or the siblings of the victim, then the school district and the Principal will take steps such as the use of in-school suspension of the offender, and the scheduling of classes, lunch or other school activities of the victim and the offender so as not to coincide, to keep the offender separated from the victim.

As a part of the unsafe *School Choice* option, when a student has been a victim of a felony violation or a violation that would be a felony if committed by an adult, pursuant to statutes that have been designated within the policy and the crime was committed upon school property or on school transportation, the student upon whom the crime was committed shall be permitted by the School Board, upon written request from the student's parent, or the student (if such student is an emancipated minor), to transfer to another comparable school determined by the School Board, if available. In order to be considered a violent criminal offense for the purposes of transferring to another school, it is necessary that the incident be reported to the appropriate law enforcement agency. The parent of the victim or the victim (if an emancipated minor) of any such designated felony crime may invoke the transfer option once the state attorney files charges against the offender. Any transportation for such students shall be provided in accordance with School Board policies.

Video Recording/Audio Taping for Disciplinary Purposes

Students may be video recorded or audio taped on a school campus or while riding a Santa Rosa County District school bus for disciplinary purposes by school officials. Such recordings will be subject to the same confidentiality rules as other student records. As with any other "education record," a photo or video of a student is an education record, subject to specific exclusions, when the photo or video is: (1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution. (20 U.S.C. 1232g(a)(4)(A); 34 CFR § 99.3 "Education Record")[1]

Surveillance videos and the procedures for handling the same are part of the school district's School Safety and Security Plan as they directly relate to and reveal information about the school district's security systems. These materials are confidential and exempt from disclosure under Florida's Public Records Act as set forth in Sections 119.071(3) and 281.301, Fla. Stat. While a surveillance video may be considered a student education record in certain circumstances, thereby permitting a parent or eligible student to view the video pursuant to the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232g) and Florida Law (Section 1002.22, Fla. Stat.), the surveillance videos are typically not maintained as an education record. That is, the video in question is not directly related to any student and any such relationship would have to be established through other evidence or actions taken by the school to establish the video as an education record. To request an opportunity to review a video from your student's school, parents will need to make a request to view the video in the presence of school administration through the site-based administration or the appropriate grade level director. Parents should be specific as to the date, time and location of the video requested along with identifying the evidence or actions taken by the school to establish the video as an education record.

Virtual Education

- A. Open Enrollment for Part-Time or Full-Time Virtual Instruction:** Any qualifying student in grades K-12 may choose to become a part-time or full-time public education virtual student through our district's Virtual Instruction Program with K12, Inc. (Grades K-12) or through our partnerships with one of our other virtual providers (Grades K-12). Open enrollment will take place from April 15 – July 31 each year prior to the beginning of the school year in August. Late registration will continue through the first two weeks of the school year if space is available. Interested parents should contact the Coordinator of Virtual Education Programs, at 850-981-7860.
- B. Accelerated Virtual Option for Elementary Students:** Any current elementary school student who scored a level 4 or 5 on FSA Reading or Mathematics during the previous year's test administration will have the opportunity to take accelerated courses in Language Arts and Mathematics through Florida Virtual School. Because these accelerated courses are a part of the Middle School (Grade 6) curriculum in Florida Virtual School, the course content will be much more advanced than that of the elementary school. Any student who successfully completes both segments of M/J Language Arts 1 or M/J Mathematics 1 with a "B" or higher will be able to accelerate to the next course when he or she enters middle school. If you are interested in exploring this possibility further, please contact Santa Rosa Online at 850-981-7860 no later than the end of the first week of the new school year in order to be placed in classes.

Weapons

- A.** In accordance with the Gun-Free Act of 1994, a part of Public Law 103-382, a student who brings a weapon as defined in this policy to school or any setting associated with a school function is to be expelled from school for a period of not less than one (1) full year (12 months). In addition, school officials shall be required to refer all such incidents to the criminal justice or juvenile delinquency system.
- B.** In reference to this Act, a weapon is defined to include:
 - 1. Any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive or other propellant if the device using the other propellant has a barrel with a bore of more than one-half inch in diameter,

2. The frame or receiver of any weapon described above,
3. Any firearm muffler or firearm silencer,
4. Any explosive, incendiary, or poison gas bomb; grenade; rocket having a propellant charge of more than four (4) ounces; missile having an explosive or incendiary charge of more than one-quarter ounce; mine; or similar device or,
5. Any combination of parts either designed or intended for use in converting any device into any destructive device described in items one (1) or four (4) above.

C. The weapons definition used by Santa Rosa County school district is more inclusive than the definition referenced in Public Law 103-382, as is Florida Statute 790.001. See “Weapons” in the alphabetized listing in this document for the definition and procedures used in reference to weapons in schools in the Santa Rosa County School District.

Student Rights and Responsibilities

The intent of the Student Rights and Responsibilities section is to summarize the broad principles of student rights. With each right comes a responsibility in a free and democratic society. The rights and responsibilities defined are basic and reflect the most recent court decisions on students' rights.

Assembly

1. Students have a right to meet in accordance with school rules and scheduled use of facilities.
1. Students have a responsibility to:
 - a. conduct themselves and their activities consistently with the educational objectives of the school.
 - b. refrain from disrupting the educational process.
 - c. not endanger the health, safety, or welfare of other students.

Attendance

1. Students have a right to:
 - a. be informed of school rules and policies regarding absenteeism and tardiness.
 - b. make up class work within a reasonable length of time.
2. Students have a responsibility to:
 - a. attend classes daily and on time.
 - b. provide appropriate explanation of absences as requested.
 - c. request make-up assignments immediately upon returning to school.
 - d. abide by school rules and regulations.

Due Process

Students have a right to be provided due process in all instances involving disciplinary action. *For further information see “Due Process” Policy.*

Free Speech and Publications

1. Students have a right to:
 - a. express their viewpoints in an appropriate manner.
 - b. print and distribute publications within the guidelines agreed upon by the students and administrators.
2. Students have the responsibility to:
 - a. recognize the rights of others by expressing themselves in a manner which does not interfere with the orderly process of education, violate school rules, or infringe on the rights of others.

- b. observe guidelines agreed upon by students and administrators.
- c. follow rules of responsible journalism.

Grievance

1. Students have a right to file a grievance if they believe that they have been discriminated against on the basis of race, color, national origin, English language proficiency, marital status, sex, gender, sexual preference, disability, age or religion, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin or genetic information.
2. Students have a responsibility to process the grievance using the procedure approved by the Santa Rosa County District School Board. (See Complaint/Grievance Procedure in this manual.)

Participation in School

1. Students have a right to participate in school.
2. Students have a responsibility to abide by school rules and regulations.

Privacy

1. Students have a right to:
 - a. privacy in their personal possession unless there is reasonable suspicion to believe the material is prohibited by law, disruptive to the educational process, or a violation of School Board Policy.
 - b. prior notification of any general search of lockers or personal property except in emergency situations.
2. Students have a responsibility to:
 - a. not carry or conceal any such material prohibited by law or a violation of School Board Policy or that would detract from the educational process.
 - b. accept the consequences for the contents stored within their lockers or personal property.

Respect for Persons and Property

1. Students have a right to:
 - a. receive respect for their persons and property from other students and school personnel in the school setting.
 - b. expect school property to be clean and well maintained.
2. Students have a responsibility to:
 - a. respect the persons and property of other students and school personnel.
 - b. take care of the property of the school system.

Right to Learn

1. Students have a right to:
 - a. 13 years of education appropriate to their needs.
 - b. a positive learning climate free of disruption.
 - c. information on how grades are determined.
2. Students with an Individual Education Plan (IEP):
 - a. According to Free and Appropriate Education (FAPE), a student with an active IEP has the right to attend until his/her 22nd birthday. The option and placement will be based on the student's diploma designation and the decision of the IEP team.
3. Students have a responsibility to:
 - a. utilize the educational experiences made available to them.

- b. provide assistance to improve the educational experiences.

Rules of Conduct

1. Students have a right to:
 - a. a copy of clearly defined rules of student conduct.
 - b. expect the rules to be enforced without discrimination.
2. Students have a responsibility to know and observe school rules and regulations which govern their conduct.

Student Conduct - Definitions and Procedures

Elementary Students: (Including Pre-K)

Administrative judgment is needed in classifying offenses or behaviors into these incident types. In making these classifications, age and developmentally appropriate behavior **MUST** be taken into consideration. Consequences should be imposed and measures taken to prevent future incidents should be considered and implemented.

Elementary Conduct Review Committee:

In all areas of the code where the severity of the incident warrants an out-of-school suspension for a period of 10 days and a recommendation for a Disciplinary Hearing, the following will be substituted for Elementary students: Out-of-school suspension for a period of up to 10 school days and a recommendation for a review by the Elementary Conduct Review Committee. The committee will review the incident and determine next step considerations including but not limited to: recommendation for Alternative Placement, recommendation for Expulsion, recommendation for a Threat Assessment, recommendations for supervision measures, and/or recommendation for additional services, supports/accommodations.

- Administrative judgment is needed in classifying offenses or behaviors into these incident types. In making these classifications, age and developmentally appropriate behavior **MUST** be taken into consideration.
- In all instances of disciplinary action,
 - the incident shall be investigated by the Principal or designee,
 - a conference shall be held with the student,
 - and due process procedures shall be followed.
- When a student is suspended or recommended for expulsion or alternative placement, procedures for the recommended action as described in this *Code* shall be followed.
- A complete written report of the incident and the action taken shall be maintained.
- A student protected under IDEA or Section 504 should not be suspended more than ten (10) cumulative or consecutive school days within one (1) school year. A Manifestation Determination Hearing must occur at or before 10th day of out-of-school suspension.
- Some infractions may result in arrest and charges being filed due to being a violation of the law as well as a violation of school rules.
- Some specific infractions and consequences are detailed in this section of the *Code of Student Conduct*. It is realized that there will be instances of misconduct that may arise that will not be detailed in this document or in the school's handbook. Decisions regarding the consequences in such cases will be made based on the details of the information gathered in the investigation of the incident and the severity and seriousness of the misconduct.

Adult Students

Post-secondary Adult Vocational (PSAV) students should refer to the *Locklin Tech Curriculum Guide & Student Handbook* and Adult Education students should refer to the *Santa Rosa Adult School Handbook*, for applicable policies and procedures concerning conduct. Some procedures listed in the *Code of Student Conduct* may not be appropriate for PSAV and Adult Education student education.

Students Protected by the Individuals with Disabilities Education Act (IDEA)/Exceptional Student Education (ESE)

Administrative judgement is needed in addressing consequences and disciplinary outcomes for students receiving ESE services who have cognitive impairments. In making decisions factors such as age, developmental level, and impact of disability must be taken into consideration. Consequences should be imposed and measures taken to prevent future incidents should be considered and implemented.

Community School Latch Key Program

The Santa Rosa Community School extended day and summer camp programs are optional programs for the parents and students of Santa Rosa County. It is a privilege to attend either program and appropriate discipline and good behavior are expected and required for regular attendance. Parents should refer to the Board approved Santa Rosa Community School Extended Day/Summer school Handbook for applicable policies and procedures concerning conduct.

SESIR Incidents

The following violations are considered SESIR incidents and must be reported in Focus as a School Discipline Incident: Alcohol (ALC), Aggravated Battery (BAT), Arson (ARS), Bullying (BUL), Burglary (BRK), Criminal Mischief (VAN), Disruption on Campus-Major (DOC), Drug Sale/Distribution Excluding Alcohol (DRD), Drug Use/Possession Excluding Alcohol (DRU), Fighting (FIT), Grand Theft (STL), Harassment (HAR), Hazing (HAZ), Homicide (HOM), Kidnapping (KID), Other Major (OMC), Robbery (ROB), Sexual Assault (SXA), Sexual Battery (SXB), Sexual Harassment (SXH), Sexual Offenses (SXO), Simple Battery (PHA), Threat/Intimidation (TRE), Tobacco (TBC), Trespassing (TRS) and Weapons Possession (WPO).

Alcoholic Beverages

Any liquid which contains alcohol, either manufactured or mixed, or any intoxicating beverage; the violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages.

Distribution/Possession/Under the Influence of Alcohol

Possession, sale, purchase, distribution, or use of alcoholic beverages. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation. Alcohol incidents cannot be Drug-related.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of five (5) to ten (10) days for a first offense.
3. For any subsequent violation, out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period up to one (1) calendar year through alternative placement or expulsion.

4. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.
5. Referral for in-school counseling.

Arson

(Intentionally setting a fire on school property) To intentionally damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents. Fires that are not intentional, that are caused by accident, or do not cause damage are not required to be reported in SESIR.

1. Notification of appropriate law enforcement agency.
2. Discipline of student in accordance with the school's discipline plan up to and including alternative placement or expulsion.
3. Notification of the parents/guardians of the discipline and the responsibility of the student and/or parents/guardians for restitution to the School Board if applicable.
4. Damages are to be assessed by School Board employees and reported to the student and parents/guardians.

Assault (Aggravated)

Assault with a weapon or with the intent to commit a felony and punishable by law as a felony of the third degree.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program at least one (1) year through expulsion.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.

Assault: School Board Employee

Assault punishable by law as a first-degree misdemeanor and alternative placement or expulsion by the School Board from the regular school program for a period of one (1) calendar year.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program at least one (1) year through alternative placement or expulsion.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.

Assault (Aggravated): School Board Employee

Assault punishable by law as a felony of the second degree and alternative placement or expulsion by the School Board from the regular school program for a minimum period of one (1) calendar year and a maximum period of the remainder of the current school year plus one (1) additional school year.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a

minimum of one (1) calendar year and a maximum of the remainder of the current school year plus one (1) additional school year.

3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.

Battery (Aggravated), BAT Focus Code

(Intentional great bodily harm) A battery where the attacker intentionally or knowingly causes more serious injury, such as: great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a minimum of one (1) calendar year and a maximum period of the remainder of the current school year plus one (1) additional school year.
 - a. A Manifestation Determination Hearing must be conducted immediately by the IEP or Section 504 team for students protected under IDEA or Section 504.
 - b. Students protected under IDEA or Section 504 may not be suspended more than 10 days without compensatory services provided by the student's school as determined by the IEP or Section 504 team.
 - c. See subsection *"Alternative Placement/Expulsion with Continuing Educational Services"* for additional information and the criteria for "serious bodily injury".
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.
4. Notification of the victim's parents/guardian of the offense committed and the victim's right to press charges against the offender.
5. Cooperate in any procedures leading to the victim's exercise of rights as provided by law.

Battery (Aggravated): School Board Employee

Battery punishable by law as a felony of the first degree and expulsion by the School Board from the regular school program for a minimum period of one (1) calendar year and a maximum of the remainder of the current school year plus one (1) additional school year.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a minimum of one (1) calendar year and a maximum of the remainder of the current school year plus one (1) additional school year.
3. A Manifestation Determination Hearing must be conducted immediately by the IEP or Section 504 team for students protected under IDEA or Section 504.
4. Students protected under IDEA or Section 504 may not be suspended more than 10 days without compensatory services provided by the student's school as determined by the IEP or Section 504 team.
5. See subsection *"Alternative Placement/Expulsion with Continuing Educational Services"* for additional information and the criteria for "serious bodily injury".

6. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.
7. Notification of the victim of his/her right to press charges against the offender.
8. Cooperation in any procedures leading to the victim's exercise of rights as provided by law.

Bomb Threats/False Report/Threats of School Violence

Communication of a threat to use any destructive device with intent to cause damage or do bodily harm involving school or school personnel's property, school transportation, or a school-sponsored activity; a false report of an explosive or destructive device involving school or school personnel's property, school transportation, or a school-sponsored activity.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through expulsion for no less than one (1) calendar year.
3. Notification of parents/guardians of out-of-school suspension and the recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion. Any student who is determined to have made a threat or false report will be referred to mental health services for evaluation or treatment, when appropriate.

Breaking and Entering/Burglary

The unlawful entry into a school building or other structure with the intent to commit a crime punishable by law as a felony of the third degree.

1. Notification of appropriate law enforcement agency.
2. Discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notification of parents/guardians in accordance with appropriate procedures.

Bullying/Cyberbullying

(Intimidating behaviors that are repeated, intentional, and involve a power imbalance.) Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees at any school site, on school transportation, school sponsored activity or through the use of data or computer software that is accessed through a computer, computer system, or computer network of a Santa Rosa County School District. Bullying includes instances of cyberbullying, as defined in Section 1006.147(3)(b), F.S, S.B: 2.70, SB: 5.321. Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systematic or chronic behavior, evaluate for Harassment.

Cyberbullying means bullying or harassment that is related to computers and/or occurs through the use of technology or electronic communication, including, but not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or part by a wire, radio, electromagnetic system, or other transmission or medium such as electronic mail, text messaging, instant messaging, social media, Internet communications, or facsimile communications. Cyberbullying may include but is not limited to: Harassment, cyberstalking, creating a web page or writing on a web blog where the creator assumes the identity of another person, or knowingly impersonates another person, while posting content or sending messages, electronically sharing or distributing material and communications to one or

more than one person or posting materials on one or more electronic media that may be accessed by one or more persons.

An individual who is a victim of bullying/cyberbullying has a right to:

1. Report an incident(s) without fear of retaliation. Retaliation must not occur.
2. Present witnesses and other evidence relating to the incident.
3. The victim or parent/guardian of the victim will be notified of the opportunity for school counseling services.
4. The victim or the parent/guardian of the victim, if such is a student, will be given notification of the opportunity to speak to a School Resource Officer regarding pursuit of criminal charges against the perpetrator.

Allegations of bullying/cyberbullying shall be promptly investigated, giving due regard to the need for confidentiality and the safety of the victim and/or any individual reporting an incident of bullying. Proven allegations of bullying can have serious consequences for the student(s) deemed guilty. When a violation of the district bullying/cyberbullying/harassment policy by an individual or group of individuals has been determined, the district will take steps to prevent a recurrence of any harassment, and to correct its discriminatory effects on the complainant and others, if appropriate. The district retains the right to discipline students if it is determined by the school that the bullying, cyberbullying, or harassment creates, or if it is reasonably foreseeable that it could create, material and substantial interference or disruption of the operation of a school, an educational program or activity conducted at a school site or school-sponsored activity, transit on a school bus or a student's ability to feel safe and secure during these activities. (SB: 2.70, SB: 5.321)

1. Discipline of the student up to and including referral for Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by school officials.
2. Notification of the parent/guardian in accordance with appropriate procedures.
3. The student(s) found guilty of any bullying/harassing behavior or the parent/guardian of the student(s), will be given notification of the opportunity to speak to a School Resource Officer or school counselor regarding the incident.

If you are the victim of bullying/cyberbullying:

1. Clearly tell the "bully" to stop.
2. Immediately report the incident to a teacher, guidance counselor or administrator at the school. Tell your parent/guardian.
3. If the bullying/cyberbullying continues after you have told the bully to stop, keep a written record of the incident including date, time, witnesses and individuals involved in the incident. Again report the incident immediately to a teacher, guidance counselor or administrator.
4. Avoid being alone with the person who has attempted to bully you in the past.

To minimize the risk of being accused of bullying/cyberbullying:

1. Keep your hands to yourself and never cause physical harm to another person.
2. Think before you speak or use electronic devices or media for communicating. Don't make remarks that may make another person feel scared, intimidated, uncomfortable or fearful.
3. Immediately apologize if you accidentally say or do something that has made another person feel oppressed or uncomfortable.
4. Report all incidents of bullying/cyberbullying you have witnessed to appropriate school personnel.

5. Don't keep interacting with a person after he/she has perceived your behavior toward him/her as being inappropriate and has clearly told you to stop.

Individuals who are deemed guilty for wrongfully and intentionally accusing another of an act of bullying/cyberbullying can receive serious consequences:

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

Cheating/Plagiarism

Violations of dishonesty, defrauding, swindling, obtaining by deception, deliberate perversion of the truth. The practice of taking someone else's work or ideas and passing them off as one's own; with or without an electronic device.

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

Damage to Property

The unlawful and/or malicious destruction, damage, or defacement of public or private property without the consent of the owner or the person having custody or control of it; the amount of damage less than \$1,000.

1. Notification of appropriate law enforcement agency.
2. Discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials with consideration for cost of repair or replacement of damaged item(s).
3. Notification of parent/guardians of discipline action.

Defiance of Authority

The refusal or failure to carry out lawful or reasonable instructions of authorized school personnel or failure to comply with state law, School Board Policy, local school rule, behavior contracts, or classroom rules.

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

Demonstrations

The inciting, instigation or participation in demonstrations, including but not limited to walk-outs, sit-ins, and picketing, either on or immediately off school premises.

1. Out-of-school suspension from school in accordance with the school's discipline plan.
2. Notification of the parents/guardians in accordance with out-of-school suspension procedures.

Disorderly Conduct/Disruption on Campus

Major disruption of all or a significant portion of campus activities, school-sponsored events, and school bus transportation. Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. Examples of major disruptions include bomb threats, inciting a riot, or initiating a false fire alarm.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension with discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notification of the parents/guardians in accordance with appropriate procedures.
4. Threat Assessment will be conducted by School Based Threat Management Team (SBTMT).

Disruptions

Conduct or behavior which interferes with or disrupts the school or learning environment.

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

Dress Code

Violations of dress code as outlined in the Student Code of Conduct and School Based Student Handbook. The Principal or Principal's designee has the final authority for interpreting whether a student's apparel/appearance conforms to the dress code.

1. First offense: A verbal warning and parent notification. The school Principal or designee shall call the parent/guardian.
2. Second offense: Discipline student in accordance with the school's discipline plan, and the student is ineligible to participate in any extracurricular activity for a period of time not to exceed five (5) days and the school Principal/designee will meet with the student's parent/guardian.
3. Third and subsequent offense: In-School Suspension of the student not to exceed three (3) school days and the student is ineligible to participate in any extracurricular activity for a period of time not to exceed 30 days. The school Principal/designee will call the student's parent/guardian and send the parent/guardian a letter regarding the discipline and ineligibility to participate in extracurricular activities.

Drugs

The possession, receipt, use, being under the influence of, cultivation, transportation, sale, purchase, or negotiation for the sale or distribution of any drug, narcotic, controlled substance (see definition(s) set forth in F.S. Chapter 893), or any substances not used in accordance with the manufacturers' instructions (over the counter medication, designer herbs/ products) or any prescription drug for which the student does not have a valid prescription and/or which is not in the original container on school property, or any substance used for chemical intoxication or within one thousand (1000) feet of school property or at a school-sponsored activity on property other than school property. A student, who distributes "drugs", is defined as a student who possesses, gives to or leaves drugs for another student. It also applies to the student who takes, receives, passes to/from or picks up the "drugs". These students who engage in the behavior as described in this section shall be subject to the disciplinary penalties for distribution of "drugs".

Drugs: Distribution, Purported*

The distribution of any drug, narcotic, controlled substance (see definition(s) set forth in F.S. Chapter 893), or, or any substance used for chemical intoxication or negotiation for the sale on school property or within one thousand (1000) feet of school property or at a school-sponsored activity on property other than school property. A student, who distributes "drugs", is defined as a student who possesses, gives to or leaves drugs for another student. It also applies to the student who takes, receives, passes to/from or picks up the "drugs". These students who engage in the behavior as described in this section shall be subject to the disciplinary penalties for distribution of "drugs".

1. Notification of the appropriate law enforcement agency.
2. Disciplinary action of 10 days of out-of-school suspension which may include a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period up to one (1) calendar year through alternative placement or expulsion as determined by the school officials. If a student is not recommended for a Disciplinary Hearing, he/she must participate in the substance abuse diversion program. See #3 under Drug Possession/Under the Influence offense.

3. A Manifestation Determination Hearing must be conducted immediately by the IEP or Section 504 team for students protected under IDEA or Section 504. Students protected under IDEA or Section 504 may not be suspended more than 10 days without compensatory services provided by the student's school as determined by the IEP or Section 504 team. See subsection "*Alternative Placement/Expulsion with Continuing Educational Services*" for additional information.
4. Notification of parents/guardians of out-of-school suspension and if necessary, recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.
5. For any subsequent violation, out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary hearing regarding the removal of the student from the regular school program for a period no less than one (1) calendar year through alternative placement or expulsion.

*A student has committed a Drug offense if they are found to be in possession of a substance purported to be a controlled or unlawful substance and distributes the purported substance.

Drugs: Possession/Under the Influence

Possession or Under the Influence of an Illegal, or Unlawful Substance, Prescription Drug without a Prescription or Substance Not Used in Accordance with Manufacturer's Instructions.

1. Notification of the appropriate law enforcement agency with a recommendation for restorative justice if allowed.
2. Out-of-school suspension of the student for a period of ten (10) days.
 - a. Manifestation Determination Hearing must be conducted by the IEP or Section 504 team for students who are: 1) protected under IDEA and are in possession of or under the influence of drugs, or 2) protected under Section 504 who are in the possession of drugs. The Manifestation Determination Hearing should be completed by the 10th cumulative day of out-of-school suspension in the academic year.
 - b. Students covered by Section 504 do not receive the protections of Section 504 when the student is currently engaged in the illegal use of drugs or alcohol. In these situations, the school district may take any disciplinary measure pertaining to the use or possession of illegal drugs or use of alcohol as is taken for students without disabilities. No manifestation determination is required. OCR defines "current use of drugs" as "illegal use of drugs that occurred recently enough to justify a reasonable belief that a person's drug use is current or that continuing use is a real and ongoing problem."
3. On a student's first possession violation or when determined to be under the influence of an illegal substance, the school Principal may offer the student an opportunity to participate in a substance abuse diversion education program in lieu of alternative placement. The school Principal shall meet with the parent and student to discuss this opportunity. If the parent and/or guardian agree that their student will complete this program, the student will serve the remainder of the ten (10) day suspension and be enrolled into the program. The Grade Level Director must be provided proof that the student successfully completed the program within the allocated period of time. Refusal to participate in the diversion program or failure to successfully complete the diversion program will result in the student's appearance before the district Disciplinary Hearing committee regarding the possible removal of the student from the regular school program for up to one (1) calendar year through alternative placement.

4. Students will not qualify for the diversion program if they are in possession of an amount of drugs that would be considered not for personal use by law enforcement.
5. For any subsequent violation, out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary hearing regarding the removal of the student from the regular school program for a period no less than one (1) calendar year through alternative placement or expulsion.
6. For students protected under IDEA or Section 504 who have already reached ten cumulative days of out-of-school suspension due to a previous drug offense or other offenses a Manifestation Determination Hearing must be conducted by the IEP or Section 504 team immediately.
7. Students protected under IDEA or Section 504 may not be suspended more than 10 days without compensatory services provided by the student's school as determined by the IEP or Section 504 team.
8. Students covered by Section 504 do not receive the protections of Section 504 when the student is under the influence of drugs or alcohol. In these situations, the student is subject to disciplinary procedures consistent with the Student Code of Conduct for general education students and a Manifestation Determination Hearing is not required.
9. See subsection "*Alternative Placement/Expulsion with Continuing Educational Services*" for additional information.
10. If the student is charged with a Felony due to drug possession, the school administrator can request the student be indefinitely suspended from school or have his or her suspension continue until the determination of guilt or innocence or until the charges are dismissed if, in the opinion of the school administrator, the student's attendance would adversely impact the school. Such suspension shall not affect the delivery of educational services to the student, and the student shall be immediately enrolled in a daytime or evening alternative educational program. See Subsection, "*Students Arrested and/or Charged with a Felony or Felony Act; Adjudication Withheld/Conviction of a Felony*".

Drug Paraphernalia

Any apparatus or material that may be used in the cultivation, use, manufacture, or distribution of drugs.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension for a period of five (5) to ten (10) days for a first offense.
3. Out-of-school suspension for a period of ten (10) days for each subsequent offense.
4. Notification of parents/guardians of out-of-school suspension in accordance with out-of-school suspension procedures.

Electronic Devices/Mobile Devices Possession and/or use (includes any electronic communication device)

A student may be in possession of an electronic device or mobile device as indicated in the general policies under Student Electronic/Mobile Device Possession.

The possession and/or use of tape players, compact disc players, radios, televisions, remote controls, electronic games, laser pens, or any other electronic device designed solely for playing music and/or gaming including but not limited to tapes, game cartridges, mp3 players, mp4 players or discs used in the operation of the devices are prohibited.

Failure to follow the rules regarding the possession and use of an electronic device or a mobile device will result in disciplinary action up to and including a loss of the privilege of carrying said device(s) on campus for a period of time to be determined by the school official.

1. Discipline student in accordance with the school’s discipline plan. Device may be confiscated, or possession prohibited on school campus for a period of time.
2. Depending on the degree of the offense in the use/possession of the electronic device, a student may receive an out-of-school suspension period of up to ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period up to one (1) calendar year through alternative placement or expulsion. The device may be confiscated, or possession prohibited on campus for a period of time.
3. Notification of law enforcement as necessary.
4. Notification of the parents/guardians of the discipline and their right to receive the device confiscated at the earliest opportunity.

Energy/Stimulant Drinks

Santa Rosa County district schools are committed to providing school environments that promote children’s health, well-being, and ability to learn by supporting healthy eating, drinking and physical activity. While not all Energy or Stimulant Drinks are prohibited, we strongly encourage parents to curtail their child’s consumption of these beverages. These drinks are laden with caffeine and have very high concentrations of sugar. Most energy drinks contain at least 80 mg of caffeine. Energy drinks can also cause side effects such as irritability, concentration difficulties, headaches, restlessness, dehydration, nausea, sleep disruption and heart irregularities. Research has shown that children and teenagers are becoming addicted to energy drinks and end up on a jolt-and-crash cycle.

Definition: Prohibited Energy/ Stimulant Drinks/Energy Chews:

Some Energy/ Stimulant Drinks/Energy Chews are prohibited on school property because they contain alcohol or have age limit restrictions on the purchase indicating that it is not for consumption of anyone under the required age.

Possession, Consumption, Distribution of Prohibited Energy Drinks

1. Discipline student in accordance with the school’s discipline plan.
2. In the case of Energy/ Stimulant Drinks containing alcohol refer to the section “Alcoholic Beverages”.
3. Confiscate the drink.
4. Notification of parents/guardians of the discipline.

Extortion

Obtaining of money or property (something of value) from an unwilling person by means of coercion or intimidation.

1. Discipline student in accordance with the school’s discipline plan.
2. Notification of parents/guardians of discipline.

Failure to Follow Internet Acceptable Use Policy and Guidelines

In an effort to ensure the safety of our students and to maintain the integrity of the network, categories of sites were blocked if they met one or more of several criteria: are illegal in nature and/or promote illegal activities; provide a means to bypass the internet firewall; represent and/or promote hate, violence, or racism; provide access to file types that negatively impact the district network or pose a security risk; provide an unacceptable risk to student well-being; and reduce productivity. Failure to follow the policies and

guidelines for Internet use will result in disciplinary action. For a 1st offense that the Administration deems excessive the resulting consequence may be more than what is outlined for a 1st or 2nd offense.

1. Disciplinary action may include up to and including suspension, alternative placement or expulsion.
 - (a) 1st offense
 1. Administrative designee(s) will be notified by Content Filter Administrator.
 2. Administrative designee notifies the teacher and the parents.
 3. Conference with the Administrative designee, student and possibly parents.
 4. Administrative design documents incident.
 - (b) 2nd offense
 1. Administrator, teacher, and parents notified.
 2. Student's privileges are restricted to instructor-directed sites and district web application.
 3. Disciplinary action up to and including suspension.
 - (c) 3rd offense
 1. Notification of Administrator, teacher and parents.
 2. Disciplinary action up to and including suspension/alternative placement or expulsion.
2. Appropriate law enforcement agency will be notified when offenses involve illegal or threatening sites.

Failure to Follow Medication Policy

(See Medication Policy)

The Medication Policy is described in this document. The possession of any medication, either prescription (if student has prescription for medication) or non-prescription, (other than medication to relieve headache), by a student on school premises, on the school bus, or at a school function will result in appropriate disciplinary action. Products such as, but not limited to, vitamins, herbal supplements, caffeine pills, sleeping pills, diet pills and nicotine cessation products are viewed as nonprescription medication and are subject to the guidelines set forth in the Medication Policy and in the disciplinary procedures regarding possession of such substances. The exception of EpiPen, insulin pen, pancreatic enzymes or an asthma inhaler which has been prescribed by a physician for a student to carry on his/her person should still be in accordance with the district's Medication Policy. ("Purported" substances may fall under this definition if school officials are able to validate that the possession of purported substance was not a controlled or unlawful substance (see "Drugs") and was not distributed.)

1. Discipline student in accordance with the school's discipline plan.
2. In the case of "Possession of Purported substances": Out-of-school suspension for a period of ten (10) days for a first offense.
3. Confiscate the medication.
4. Notification of parents/guardians of the discipline and of the responsibility to retrieve the item from school officials.
5. If a student uses and/or distributes non-prescription medication or purports a substance as a controlled substance or unlawful substance a second or subsequent time, there may be a recommendation for a disciplinary hearing regarding removal from the regular school program through alternative placement or expulsion.
6. Any use (being under the influence) and/or distribution of non-prescription medication in excess of the product's directed dosage may result in a recommendation for a Disciplinary Hearing regarding removal from the regular school program through alternative placement or expulsion.

7. Any use in excess of the directed dosage by a student having a valid prescription of medication will result in a recommendation for a Disciplinary Hearing regarding removal from the regular school program through alternative placement or expulsion. (See “Drugs”)

False Accusation of a School Staff Member

Any false accusation which jeopardizes the professional reputation, employment, or certification of any member of the school staff.

1. Disciplinary action, up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by school officials.
2. Notification of parents/guardians of the disciplinary action.

False Identity

Refusing to identify or falsely identifying one's self.

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

False Information/Falsifying Records/Documents

Intentionally providing false or misleading information or the withholding of valid information from a school staff member. Any form of tampering with records/documents either for one's own purpose or to alter the records of others for any purpose. It also includes, but is not limited to, the writing and signing of notes and papers by any person not authorized to do so, misrepresenting a situation, or falsely signing another's name to such notes or other papers.

Whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his or her official duty shall be guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082, s. 775.083., F.S. 837.06.

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.
3. Notification of appropriate law enforcement agency.

Fighting

Mutual participation in an altercation with physical violence that requires physical restraint and/or results in injury. Lower-level fights, including pushing, shoving, or altercations that stop on verbal command are not required to be reported in SESIR. These incidents should be coded as Aggressive Acts (AGG) or altercation.

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

Fire Alarm System

Willful and/or malicious activation of a school fire alarm system punishable by law as a misdemeanor of the first degree.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of student for a period of ten (10) days.
3. Notification of parents/guardians in accordance with out-of-school suspension procedures.

Fireworks/Firecrackers

Unauthorized possession and/or igniting of fireworks or firecrackers on school property or at a school-sponsored activity, including possession of matches or lighters.

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

Forgery

Refer to False Information/Falsifying Records/Documents.

Gambling

Participation in games of chance or skill for money or profit.

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

Gang Activity (Secret Societies/Gangs)

Any activity that can reasonably be associated or identified with a gang, such as, but not limited to, symbols, special dress, verbalizations or colors.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension with discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notifications of the parents/guardians in accordance with appropriate procedures.

Harassment: Malicious

(One-time, insulting behaviors) Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places a student or school employee in reasonable fear or harm to his or her person or damage to his or her property, has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves not legitimate purpose. Instances of Harassment that are chronic or repeated in nature should be evaluated for Bullying or Bullying-related.

Procedures for reporting of harassment are provided in **Harassment: Sexual**. Contact for Title IX: Director of Labor Relations and Compliance, (850 983-5150 ext. 1020), 6032 Highway 90, Milton, Florida 32570. Contact for 504: Director of Student Services, (850-983-5150), 6032 Highway 90 Milton, Florida 32570.

Consequences which arise from malicious harassment will include:

1. Discipline of the student up to and including referral for Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by school officials.
2. Notification of the parents/guardians in accordance with out-of-school suspension procedures.
3. The victim or the parent/guardian of the victim, if such is a student, will be given notification of the opportunity to speak to a School Resource Officer regarding pursuit of criminal charges against the perpetrator.

Harassment: Sexual

Unwelcome conduct of a sexual nature, such as sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassing conduct can include verbal or nonverbal actions, including graphic and written statements, and may include statements made through computers, cellphones,

and other devices connected to the Internet. The conduct can be carried out by school employees, other students, and non-employee third parties.

1. Students have a responsibility to promptly report any occurrence of harassment; however, the student has up to 60 days from the occurrence to report.
2. Complaints may be presented to the local school Principal or Site Administrator.
3. The school Principal or Site Administrator is responsible for reporting any complaints of sexual harassment to the Assistant Superintendent of Curriculum and Instruction or their designee within five (5) days of the complaint being filed.
4. The complaint should be in writing, state the act(s), state the date(s), state the name(s) of witnesses, and be signed by the complainant. Investigations will be conducted with discretion. The right to confidentiality, both of the complainant and of the accused, will be respected, consistent with the Board's legal obligations and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred. Claims found to be factually supported will be promptly acted upon. Procedures and timelines regarding investigation and appeals are outlined in School Board Policy 2.70.
5. Violation of the School Board's Sexual Harassment Policy by a student is grounds for disciplinary action of out-of-school suspension up to 10 days and may include a recommendation for a disciplinary hearing for alternative placement or expulsion and may result in criminal penalties being imposed.

Individuals who are deemed guilty for wrongfully and intentionally accusing another of an act of harassment of any type can receive serious consequences:

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

Hazing

Any action or situation that endangers the mental or physical health or safety of a student at a school for purposes, including, but not limited to, initiation or admission into or affiliation with any organization operating under the sanction of the school; includes, but is not limited to, pressuring, coercing, or forcing the student into violating state or federal law, any brutality of a physical nature, such as whipping, beating, branding, exposure to the elements. Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.

1. Notification of the appropriate law enforcement agency.
2. Discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notification of parents/guardians in accordance with appropriate procedures.
4. Referral of victims and perpetrators of hazing to a certified school counselor.

Homicide (Murder, Manslaughter)

The unlawful killing of one human being by another that occurs on a school campus, at any school-sponsored event, or on school transportation.

1. Notification of the appropriate law enforcement agency.
2. Out-of-school suspension for a period of ten (10) days and immediate referral for a Disciplinary Hearing with the recommendation for expulsion for the remainder of the present school year and one (1) additional year.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.

Interference with School Personnel

The preventing or attempting to prevent school personnel from engaging in their lawful duty.

1. Out-of-school suspension from school in accordance with the school's discipline plan.
2. Notification of the parents/guardians in accordance with out-of-school suspension procedures.

Interference with the Movement of Students

Any actions that prevent or delay scheduled transportation of students to and from an assigned school or that prevent students from entering or leaving school at scheduled hours.

1. Out-of-school suspension from school in accordance with the school's discipline plan.
2. Notification of the parents/guardians in accordance with out-of-school suspension procedures.

Intimidation

Any action that would create reasonable fear.

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

Kidnapping

Forcibly, secretly, or by threat confining, abducting, or imprisoning another person against his or her will and without lawful authority.

1. Notification of the appropriate law enforcement agency.
2. Out-of-school suspension for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period up to the remainder of the present school year and one (1) additional year through expulsion.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.
4. Notification of parent/guardian of victim.

Motor Vehicle Theft

The theft or attempted theft of a motor vehicle that occurs on School Board property or at a school-sponsored event or of a school bus, or other vehicle owned by the School Board.

Notification of the appropriate law enforcement agency.

1. Out-of-school suspension for a period of ten (10) days and for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period of no less than one (1) calendar year through alternative placement or expulsion.
2. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.

Persistent Misconduct

Students who have recurring cases of refusal to obey school personnel or to comply with school rules and regulations. Schools requesting a disciplinary hearing regarding the removal of the student from the regular school program through alternative placement must have required Behavior MTSS documentation including a Behavior Progress Monitoring Plan, a signed behavior contract, and a referral for mental health services.

1. Notification of appropriate law enforcement agency (if the offense leading to persistent misconduct requires law enforcement notification).

2. Discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notification of the parents/guardians in accordance with appropriate procedures.

Physical Attack/Simple Battery (PHA Focus Code)

An actual and intentional touching or striking of another person against his/her will, or the intentional causing of bodily harm to an individual.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of one (1) to ten (10) days to be determined in accordance with the school's plan of discipline.
3. Notification of parents/guardians of out-of-school suspension in accordance with out-of-school suspension procedures.
4. Notification of the victim's parents/guardian of the offense committed and the victim's right to press charges against the offender.
5. Cooperation in any procedures leading to the victim's exercise of rights as provided by law

Physical Attack/Simple Battery (PHA Focus Code) School Board Employee

Battery punishable by law as a felony of the third degree and alternative placement or expulsion by the School Board from the regular school program for a period of one (1) calendar year

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for no less than one (1) calendar year through alternative placement or expulsion.
3. A Manifestation Determination Hearing must be conducted immediately by the IEP or Section 504 team for students protected under IDEA or Section 504.
4. Students protected under IDEA or Section 504 may not be suspended more than 10 days without compensatory services provided by the student's school as determined by the IEP or Section 504 team.
5. See subsection "Alternative Placement/Expulsion with Continuing Educational Services" for additional information and the criteria for "serious bodily injury".
6. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.
7. Notification of the victim of his/her right to press charges against the offender.

Possession

Any student who has any item on his/her person, within their personal effects, or within any vehicle in which he or she has arrived on School Board property or at a school-sponsored activity on property other than School Board property shall be considered to be in possession of such item.

1. A determination shall be made as to the nature of the item the student has been found to be in possession or have had in possession.
2. Any disciplinary action resulting from a student's possession of an item as defined in this Code shall be in accordance with the procedures as described in this Code.

3. Any disciplinary action resulting from a student's possession of an item not defined in this *Code* shall be in accordance with the discipline plan of the school which shall maintain consistency as to the degree of the infraction.

Profane, Obscene, Abusive Language or Gestures, Objects, Videos or Pictures

The use of profane, obscene, abusive language or gestures, or the possession of objects, videos or pictures which are disrespectful, offensive or socially unacceptable and which can or tend to disrupt the school environment, a school function, or extracurricular/co-curricular activities. This includes the taking and /or sending, sharing of inappropriate or offensive images, including pornographic material or texts using electronic devices as well as being in the possession of inappropriate images or texts. Engaging in the use of electronic devices in this manner may result in law enforcement being notified.

1. Depending on the degree of the offense in the use/possession of the electronic device, a student may receive an out-of-school suspension period of up to ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period up to one (1) calendar year through alternative placement or expulsion. The device may be confiscated, or possession prohibited on campus for a period of time.
2. Notification of appropriate law enforcement agency as appropriate.
3. Notification of parents/guardians of discipline.

Reasonable Suspicion

Suspicion when coupled with supporting information or evidence.

1. May be used for evidence for disciplinary action.
2. Use applies only to school officials and not to law enforcement agents.

Robbery

The taking or attempted taking of money or other property from the person or custody of another with the intent to permanently or temporarily deprive the person or owner of the money or other property under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear.

1. Notification of the appropriate law enforcement agency.
2. Out-of-school suspension of the student for ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.

Sexual Battery

The attempted or actual forcible penetration.

1. Notification of the appropriate law enforcement agency.
2. Out-of-school suspension for a period of ten (10) days and immediate referral for a Disciplinary Hearing with the recommendation for expulsion for the remainder of the present school year and one (1) additional year.
3. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion.

Sexual Misconduct

Minor misconduct of a sexual nature that does not constitute an offense as serious as sexual battery, sexual harassment, or sexual offense as defined in this document.

1. Out-of-school suspension for one (1) to ten (10) days as determined by school officials.
2. Notification of parent/guardian of out-of-school suspension in accordance with procedures for out-of-school suspension.

Sexual Offense

(Lewdness, indecent exposure) Other sexual contact, including intercourse, without force or threat of force. Subjecting an individual to lewd sexual gestures, sexual activity, or exposing private body parts in a lewd manner.

1. Notification of appropriate law enforcement agency.
2. Discipline action of out-of-school suspension and up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notification of the parent/guardian in accordance with appropriate procedures.

Stealing/Theft (THF Focus Code)

The unlawful taking or concealing the property of another person without threat, violence, or bodily harm, with intent to prevent or deprive the rightful owner of its use value less than \$750.

1. Discipline according to the school's discipline plan up to and including out-of-school suspension.
2. Notification of parents/guardians of discipline.

Substance Abuse

The use of any drug or substance when such is unlawful and use of any drug or substance when such use is detrimental to the user or to others but is not unlawful.

Tardiness

A student is considered tardy if the student is present on campus but is absent in class when the tardy bell rings provided the student is in attendance before the end of class. (See "Attendance" for further information.)

1. Discipline student in accordance with the school's discipline plan.
2. Notification of parents/guardians of discipline.

Theft/Larceny/Grand Theft (STL Focus Code)

Taking of property from a person, building, or a vehicle (\$750 threshold). The unauthorized taking of the property of another person or organization, including motor vehicles, valued at \$750 or more, without threat, violence, or bodily harm. Thefts of property of any value that involve a use of force, violence, assault, or putting the victim in fear must be reported as Robbery.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension with discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notification of the parents/guardians in accordance with appropriate procedures.

Threat/Intimidation

An incident where there was no physical contact between the offender and victim, but the victim reasonably believed that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats and verbal threats of physical harm which are made in person, electronically or through any other means.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension of the student for a period of one (1) to ten (10) days to be determined in accordance with the school's discipline plan or as deemed appropriate by the school's administration.
3. Notification of parents/guardians of out-of-school suspension in accordance with out-of-school suspension procedures.

When deemed appropriate, the School-Based Threat Assessment Team will follow the School Board approved threat assessment process. If the level of concern is determined to be unfounded, students will be disciplined for the concerning behavior in accordance with this code of conduct.

Tobacco and/or Nicotine Products: Possession/Smoking

*A student smoking, using smokeless tobacco, using electronic cigarettes or any vaporization instrument, in possession of tobacco and/or nicotine products, distributing or selling of tobacco and/or nicotine products on school property, school buses, or in attendance at a school-sponsored activity will be subject to disciplinary action by the school. A person under the age of 21 who possesses tobacco and/or nicotine products **on or off** school property is in violation of law and subject to a fine (or 16 hours of community service: available only for hardship cases) and required participation in an anti-tobacco program, if locally available. Driving privileges may also be suspended for repeat offenders or for those who fail to meet the sanctions imposed by the first offense.*

1. Notification of appropriate law enforcement agency which will make a determination whether or not to issue a civil citation for each offense. This citation will include any appropriate fines as determined by law.
2. Out-of-school suspension of the student for a period of one (1) day and the completion of a Santa Rosa County School District approved anti-tobacco course within five (5) calendar days for the first offense. Failure to complete the anti-tobacco course will result in two (2) additional days of out-of-school suspension and will count as the student's second tobacco product offense.
 - a. Elementary **school students only** for first offense:
Either in-school suspension of the student for a period of three (3) days or out-of-school suspension for a period of one (1) to three (3) days.
3. Out-of-school suspension of the student for a period of three (3) days for a second offense.
4. Out-of-school suspension of the student for a period of up to five to ten (5-10) days for a third offense.
5. Notification of parents/guardians of out-of-school suspension in accordance with out-of-school suspension procedures.

Subsequent infractions of this statute and policy may result in a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.

Tobacco Products: Facsimile

A student in possession or using a facsimile tobacco product /item including but not limited to tobacco free snuff, herbal tobacco-like products or nicotine/tobacco cessation products.

1. Discipline according to the school's discipline plan up to and including out-of-school suspension.

2. Notification of parents/guardians of discipline.

Trespassing

To enter or remain on a public school campus, school transportation, school-sponsored event/off campus, restroom or changing facility designated for the opposite sex or School Board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension, expulsion, or alternative placement in lieu of expulsion.

1. Notification of appropriate law enforcement agency.
2. Out-of-school suspension from school in accordance with the school's discipline plan.
3. Notification of the parents/guardians in accordance with out-of-school suspension procedures.

Truancy

A pattern of non-attendance as established by 5 unexcused absences in 30 calendar days or 10 unexcused absences in 90 calendar days.

1. Discipline student in accordance with school discipline plan.
2. Student may not be suspended out-of-school for truancy.
3. Notification of parents/guardians of discipline.
4. Provide MTSS interventions.

Unauthorized Electronic Access

Includes, but is not limited to, unauthorized access to, modification of, use of, creation or destruction of computer-stored data and programs.

1. Discipline of an out-of-school suspension period up to ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period up to one (1) calendar year through alternative placement or expulsion as determined by the school officials with consideration for cost of repair or replacement of damaged item(s).
2. Notification of parents/guardians of discipline.

Unauthorized Use of Media/Mobile Devices

Unauthorized photography, audio or video taping of activities/ behaviors/ events occurring on School Board property that violate Santa Rosa County School Board Policy during the school day or at school-sponsored activities. This includes possessing and/or maintaining the unauthorized images or audio on a device, sending the unauthorized images electronically or posting the images/video to any web/ internet site(s).

1. Notification of appropriate law enforcement agency if necessary.
2. Required for removal of unauthorized images/audio/video from device and/or web/internet site(s).
3. Discipline of a student up to and including out-of-school suspension for a period up to five (5) days for a first offense. Device may be confiscated or possession prohibited on school campus for a period of time.
4. For subsequent acts, out-of-school suspension of the student for a period up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
5. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion.

Vandalism (Criminal Mischief) (VAN Focus Code)

Destruction, damage, or defacement of school or personal property (\$1,000 threshold). Willfully and maliciously injuring or damaging by any means any real or personal property belonging to another, including, but not limited to, the placement of graffiti thereon or other vandalism thereto.

1. Notification of appropriate law enforcement agency.
2. Discipline up to and including a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program through alternative placement or expulsion as determined by the school officials.
3. Notification of parent/guardians in accordance with appropriate procedures.
4. If damaged property is personal property, notification of the victim's parents/guardians.
5. If damaged property is School Board property, damages are to be assessed by School Board employees and reported to the student and his/her parent/guardian with notification of responsibility for restitution to the School Board, if applicable.

Weapons (Firearms): Possession

The possession of a firearm (loaded or unloaded, operable or inoperable,) including but not limited to a pistol, rifle, shot gun, zip gun, starter gun, explosive propellant, or destructive device. For the purpose of this section, "Firearm" means any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm, silencer; any destructive device, or any machine gun.

(Firearms): Possession

1. Notification of appropriate law enforcement agency.
2. Notification of grade level Director.
3. Out-of-school suspension of the student for ten (10) days and recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period of at least one (1) calendar year through expulsion.
4. A Manifestation Determination Hearing must be conducted immediately by the IEP or Section 504 team for students protected under IDEA or Section 504.
5. Students protected under IDEA or Section 504 may not be suspended more than 10 days without compensatory services provided by the student's school as determined by the IEP or Section 504 team.
6. See subsection "Alternative Placement/Expulsion with Continuing Educational Services" for additional information.
7. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and expulsion. Any student who is determined to have brought a firearm or weapon will be referred to mental health services.

Weapons (Firearms): Possession of Replica Firearm or Facsimile/Imitation/Toy Firearm (IMI Focus code)

The possession of a firearm replica or facsimile/imitation/toy firearm which looks like a pistol, rifle, shot gun, machine gun, zip gun, BB/pellet gun, compressed air devices, destructive device or other similar weapon. A firearm replica or facsimile/imitation/toy firearm does not need to be operable or capable of functioning like a "Firearm" as defined in this Code of Student Conduct. The intent of this section is to prevent students from bringing objects to school that look like a "Firearm".

(Firearms): Possession – Replica or Facsimile

1. Notification of appropriate law enforcement agency.
2. Notification of grade level director.
3. Out-of-school suspension of the student for ten (10) days which may also include a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period of No Less Than one (1) calendar year through alternative placement or expulsion as determined by the school officials.
4. A Manifestation Determination Hearing must be conducted immediately by the IEP or Section 504 team for students protected under IDEA or Section 504.
5. Students protected under IDEA or Section 504 may not be suspended more than 10 days without compensatory services provided by the student's school as determined by the IEP or Section 504 team.
6. See subsection "Alternative Placement/Expulsion with Continuing Educational Services" for additional information.
7. Notification of parents/guardians of out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with procedures for out-of-school suspension and alternative placement or expulsion. Any student who is determined to have brought a firearm or weapon will be referred to mental health services.

Dangerous Object not a Weapon (WWT Focus code)**Common Pocket Knives/Box Cutters/Razor Blades/Self Defense Chemical Spray**

A common pocketknife is defined as a pocket knife with a blade no longer than 3 ¾ inches long. While a common pocketknife, box cutter, or a razor blade is not considered a weapon for purposes of expulsion unless used as such, it is not permissible for a student to possess these items on a school campus, at a school-sponsored activity, or on school transportation. Any student found to be in possession of a common pocketknife, box cutter or razor blade, or self-defense chemical spray which is NOT displayed or coupled with threat, intimidation, and/or reasonable suspicion for use is subject to the following disciplinary action:

1. Notification of appropriate law enforcement agency.
2. Notification of grade level Director.
3. Discipline up to and including out-of-school suspension for up to ten (10) days.
4. Parent/guardian will be notified in accordance with appropriate procedures.
5. If possession is coupled with evidence or suspicion of use for self-harm, the student will be suspended for up to ten (10) days. A risk assessment will be initiated and completed prior to consideration of returning to a school campus.

Weapons (Other): Possession and/or Use

Any instrument or object that could be deliberately used to inflict harm, or intimidate any person as defined by Section 790.001(6) and (13), F.S., including, but not limited to, knives (except common pocket knives, plastic knife, or blunt-bladed table knife), razor blades, any dirk, metallic knuckles, slingshot, Billie, tear gas gun, chemical weapon or device, electric weapons or devices including stun guns, destructive devices or other deadly weapons, or any other object being used as a weapon; possession of a weapon at a school-sponsored event, on school property, on a school bus, or at a school bus stop is punishable as a third degree felony.

1. Notification of appropriate law enforcement agency.
2. Notification of grade level director.

3. Out-of-school suspension of the student for ten (10) days and a recommendation for a Disciplinary Hearing regarding the removal of the student from the regular school program for a period of at least one (1) calendar year through alternative placement or expulsion.
4. A Manifestation Determination Hearing must be conducted immediately by the IEP or Section 504 team immediately for students protected under IDEA or Section 504.
5. Students protected under IDEA or Section 504 may not be suspended more than 10 days without compensatory services provided by the student's school as determined by the IEP or Section 504 team.
6. See subsection "*Alternative Placement/Expulsion with Continuing Educational Services*" for additional information.
7. Notification of parents/guardians of the out-of-school suspension and recommendation for a Disciplinary Hearing in accordance with appropriate procedures for out-of-school suspension and alternative placement or expulsion. Any student who is determined to have brought a firearm or weapon will be referred to mental health services.

Discipline Alternatives - Student Conduct Procedures

This list of options is provided to suggest some of the possible actions which may be taken in response to student misconduct. An administrator may select options as is deemed necessary, except when specific actions are required by Board Policy, State Board Rule and/or Florida Statute.

- **Alternative Programs:** A student may be assigned to or offered the opportunity to participate in alternative programs available if, in the opinion of school officials, such assignment would benefit the student. A student with a disability should be referred to the IEP team to determine appropriate services and placement.
- **Behavioral Contract:** A behavioral contract between a student and appropriate school personnel may define expected behaviors, conditions, and consequences.
- **Positive Behavioral Intervention Plans:** If a student demonstrates a pattern of significant challenging behavior impeding his/her learning or safety, a Functional Behavioral Assessment may be requested. Once the Functional Behavioral Assessment is completed, a Positive Behavior Intervention Plan (PBIP) may be developed to create a proactive plan to reduce challenging behaviors and reinforce appropriate behaviors. While the Positive Behavior Intervention Plan is being implemented, data will be collected and shared with the family routinely. The plan will also be reviewed at a minimum each year and updated as needed.
- **Conferences:** Conferences between/among any combination of student, teachers, parent/guardian, and administrator may be held to discuss student conduct and/or problems. Such conferences consider alternatives available and seek to determine a plan of action which will be most beneficial to the student.
- **Counseling/ Intervention Program:** If, in the opinion of school officials, a student would benefit from counseling or participating in an Intervention Program provided by a school psychologist, social worker, guidance counselor, school- sponsored program, or an outside agency, a student may be required to obtain counseling or participate in a school district recognized program at parental expense. A student shall be required to show proof of completion/ participation as part of disciplinary procedures, partial criteria for "Early Termination of an Alternative Placement", or requirement for continued enrollment. Offenses for which school officials may employ this alternative may include

but are not limited to bullying, threats, intimidation, stalking, harassment, teen dating violence or abuse or acts motivated by hate or bias.

- **Referrals:** If, in the opinion of school officials, a student would benefit from services provided by a school or outside agency, such referrals shall be made.
- **Other:** Other alternatives may be used as deemed appropriate by the school administration.

Disciplinary Actions and Procedures

This list of options is provided for possible actions in response to student misconduct. The Principal or designee may or may not consider alternatives to discipline depending on the nature of the misconduct and the maintenance of consistency within the school's disciplinary actions. All disciplinary action at the classroom, school and district level must be provided to the student and parent/guardian in the home language whenever feasible. Contact the ESOL School Liaison or District Program Facilitator for assistance with interpretation or translation services.

Restriction

***Definition:** Restriction is the withdrawal of specific non-academic privileges of a student to participate in school-sponsored activities.*

Conditions:

1. A student shall not be restricted from any activity for which the student has an opportunity to earn a grade or credit.
2. The specific privilege(s) to be restricted should be associated with the misconduct to the extent feasible.
3. The duration of the restriction shall be commensurate with the degree of the misconduct.

Procedures:

1. Teachers may impose restrictions on students within the realm of classroom privileges without a discipline referral.
2. The Principal or designee may restrict a student from specific non-academic privileges to participate in school-sponsored activities after hearing the student's defense and/or explanation of his/her conduct and giving the student an explanation of the reasons for and the conditions of the restriction.

Detention

***Definition:** Detention is the confinement of a student for a specified amount of time to be served under the supervision of school officials.*

Conditions:

1. **Morning Detention** may consist of a period of time before the start of the school day spent in academic study and isolation from social interaction and/or work assignments related to the upkeep and maintenance of school facilities. The amount of time assigned for morning detention on any one day shall not exceed 30 minutes prior to the start of the school day.
2. **Lunch Detention** may consist of a period of time spent in academic study and isolation from social interaction and/or work assignments related to the upkeep and maintenance of school facilities during his/her lunch period in which the student will also be afforded the opportunity of lunch. The amount of time assigned for lunch detention on any one day shall not exceed the student's normal lunch period.

3. **After School Detention** may consist of time spent after the regular school day on academic study and/or work assignments related to the upkeep and maintenance of school facilities. Parents shall be responsible for the student's transportation.
4. **Saturday Detention** may consist of time spent on Saturday on academic study and/or work assignments related to the upkeep and maintenance of school facilities. The amount of time assigned to one (1) day of Saturday detention shall not exceed four (4) hours. Parents shall be responsible for the student's transportation.

Procedures:

1. The Principal or designee may assign a student to detention on the basis of a discipline referral after hearing the student's defense and/or explanation of his/her conduct and giving the student an explanation of the reasons for and the conditions of the restriction.
2. A student who fails to appear for the assigned detention may be assigned an additional amount of detention time or may be assigned a higher level of discipline.

In-School Suspension

Definition: *In-school suspension is a discipline program established as an alternative to out-of-school suspension.*

Conditions:

1. Any school center that has an in-school suspension program established in accordance with the district's guidelines may place students in in-school suspension.
2. The parent/guardian must be notified of the placement of a student in in-school suspension.
3. All criteria for student eligibility and the instructional program are subject to the requirements of the district's guidelines.
4. Schools shall not use continuous or multiple in-school suspensions to exclude a student with a disability from educational services. Services must be adhered to as outlined in the student's Individualized Education Plan or Section 504 Accommodation Plan.

Procedures:

1. The Principal or designee may assign a student to an in-school suspension program on the basis of a discipline referral after hearing the student's defense and/or explanation of his/her conduct and giving the student an explanation of the reasons for and conditions of the in-school suspension.
2. A student who fails to appear for in-school suspension may be assigned an additional amount of in-school suspension or be assigned a higher level of discipline which may include out-of-school suspension.

Out-of-School Suspension

Definition: *Out-of-school suspension is the temporary removal of a student from all classes of instruction on public school grounds and all other school-sponsored activities, except as authorized by the Principal or the Principal's designees, for a period not to exceed ten (10) school days and remanding of the student to the custody of the student's parent with specific homework assignments for the student to complete. Homework assignments given will be due on the day the student returns to school.*

Conditions:

1. No student shall be given an out-of-school suspension for absences, truancy, or cutting classes.
2. A good faith effort shall be made by the Principal or his/her designated representative to employ parental assistance or other alternative measures prior to out-of-school suspension, except in the

case of emergency or disruptive conditions which require immediate removal of the student from the school environment. Parents will be strongly encouraged to schedule a conference with school personnel before their suspended child returns to school.

3. Schools shall not use continuous or multiple out-of-school suspensions to exclude a student with a disability from educational services since the major purpose of disciplinary action is to bring about positive student behavior within the school setting--not exclusion from that setting.
4. A student protected under IDEA or Section 504 shall not receive out-of-school suspension (OSS) for more than ten (10) cumulative days within a school year without provision of educational services. By the 10th day of OSS, a Manifestation Determination Hearing, must be conducted by the IEP or Section 504 team. After the manifestation determination the IEP or Section 504 team will review the student's current IEP/504 to initiate behavioral interventions, a Functional Behavior Assessment, a Positive Behavior Intervention Plan, and/or appropriate educational placement.
5. Students who are suspended out-of-school pending a disciplinary hearing will remain on out-of-school suspension until the disciplinary hearing process has been finalized.

Procedures:

1. The Principal or designee must attempt to inform the student's parents by telephone of a student's suspension and the reasons for the suspension prior to the suspension of the student.
2. After the parent has been notified or an attempt made at such notification, and after hearing the student's defense or explanation of his/her conduct and explaining the reasons for the suspension and the conditions, the Principal or his/her designated representative may suspend a student from the school program or the school bus.
3. Each out-of-school suspension shall be reported in writing by mail, delivered in person by a staff member or other method agreed to by the parent within 24 hours with the reasons for the suspension, the dates involved, and any conditions to the student's parent or guardian.
4. The letter of notification to parents/guardians will include the requirements for adult supervision during the suspension.

Alternative Placement/Expulsion with Continuing Educational Services

Definition: Alternative Placement or Expulsion with Continuing Educational Services is the removal of the right of the student to attend the regular school program at a district public school for a period of time with educational services provided at an alternative site in lieu of expulsion without continuing educational services. The alternative placement should not exceed the remainder of the current school year and one (1) additional year of attendance.

Conditions:

1. The Principal or his/her designated representative may recommend to the Superintendent that a Disciplinary Hearing be conducted regarding the removal of a student from the regular school program when a student has committed a serious breach of conduct.
2. Alternative Placement of a student protected under IDEA or Section 504 who has an active IEP or Section 504 Plan, constitutes a change in educational placement. The following procedures shall be followed:
 - a. If a Principal determines that a student with a disability has engaged in a behavior that warrants alternative placement or expulsion (a disciplinary hearing), he/she shall contact the Coordinator of Behavior Intervention and Supports for students with IEPs or Student Services Department for students with 504s and request a Manifestation Determination meeting be scheduled with the school-based IEP or Section 504 team. The meeting shall be held to make a manifestation

determination and if determined by the IEP or Section 504 Team, a Functional Behavior Assessment (FBA) and/or Positive Behavioral Intervention Plan (PBIP) may be developed. Additionally, the Coordinator of Behavior Intervention and Supports or Student Services Department will schedule an IEP or Section 504 team meeting following the Manifestation Determination meeting as appropriate to further address student needs and supports. All disciplinary action at the classroom, school and district level must be provided to the student and parent/guardian in the home language whenever feasible. Contact the ESOL School Liaison or District Program Facilitator for assistance with interpretation or translation services.

- b. If the team determines that the student's misconduct **is** a manifestation of the student's disability, a review of the student's IEP/Section 504 Accommodation Plan shall be conducted and an appropriate alternative implemented. A guardian/student may request a recommendation to the Disciplinary Hearing Committee for a due process hearing regardless of the manifestation decision.
- c. If the misconduct **is not** a manifestation of the student's disability, then the student will be recommended to the Disciplinary Hearing Committee for a due process hearing. Exceptional students may be recommended for removal from the regular school with the continued provision of services in accordance with the student's IEP. A student identified disabled under Section 504 shall be afforded disciplinary action to the same extent that such disciplinary action is taken against non-disabled students.
- d. A disciplinary removal that constitutes a change of placement may not be made based on behavior determined to be a manifestation of a student's disability except with the following offenses:
 - 1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function,
 - 2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function, and/or
 - 3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

According to 34 CFR 300.530(i)(3), the term "serious bodily injury" is defined as:

- a. A substantial risk of death
- b. Extreme physical pain
- c. Protracted and obvious disfigurement
- d. Protracted loss or impairment of the function of a bodily member, organ or mental faculty

Schools can recommend placement in an alternative education setting for up to forty-five (45) school days for students with a disability, irrespective of the manifestation determination decision for reasons excluding the three (3) offenses mentioned above, if parent/guardian have mutually agreed to move the student to a disciplinary placement as outlined in the meeting minutes. Within the 45-school day placement, an IEP/Section 504 review will be conducted to determine continuation of services in an alternative education setting or the return to placement in the former school setting. Placement will be recommended based upon the outcome of the earlier manifestation determination and, if appropriate, recommendation of the Disciplinary Hearing Committee.

Procedures:

1. The Principal or his/her designated representative shall conduct an investigation into the charges and shall obtain a written and signed statement from any witness immediately after the incident.
2. The Principal or his/her designated representative shall hear and consider the student's defense and/or explanation of his/her conduct before making any decision and if removal is appropriate, shall explain to the student the reasons for recommending removal from the school.
3. A written notice of the recommendation for a Disciplinary Hearing, including a detailed report of alternative measures taken prior to the recommendation, shall be sent by mail to the parent/guardian as well as an attempt to contact the parent/guardian via telephone. A written copy of the notice and report shall be sent to the Superintendent and the appropriate Grade Level Director. The requested length of removal of the student from the regular school program shall be included in the written notice and shall not exceed the remainder of the current school year and one (1) additional year.
4. A Disciplinary Hearing Committee consisting of a minimum of four (4) of the following: the Director of Elementary Education, the Director of Middle School Education, the Director of High School Education (in the absence of the Director, a district grade level representative may be present for the previous three), the Director of Workforce Education, the Assistant Superintendent of Curriculum and Instruction, the Director of Continuous Improvement, a representative of Student Services, and a representative of the district's Exceptional Student Education staff will review each recommendation in a due process hearing, and the student has the right to:
 - a. Appear with counsel;
 - b. Confront and cross-examine;
 - c. Be heard by an impartial tribunal;
 - d. Receive a CD of the proceedings;
 - e. Appeal.
5. The Disciplinary Hearing Committee will hear all pertinent information relating to the recommendation for the student's removal from school. The committee may then make a recommendation to the Superintendent for the expulsion of the student or a recommendation for an alternative placement. Any member of the committee who has participated in the investigation shall abstain from voting on the recommendation but may otherwise participate in the hearing.
6. If the Disciplinary Hearing Committee's recommendation is for alternative placement or expulsion with continuing educational services, the Superintendent will notify the parent/ guardian by mail for continued education services in an alternative program. A form will be provided for the parent/guardian and student to accept the educational services offered, indicate other educational services the parent/guardian will provide through home education or non-public school or request the action proceed to a hearing before the School Board.
7. A student who has been given an alternative placement or expulsion with continuing educational services is not allowed on any School Board property without prior permission from the school's administration. Violation will be considered trespassing.
8. A student who has been alternately placed must meet the State of Florida "Regular school attendance" definition. "Regular school attendance" as defined in s. 1003.01(13) F.S., is attendance in one of the following: a public school; a parochial, religious or denominational school; a private

school; or a home education or private tutoring program, provided the program meets state requirements.

Expulsion Without Continuing Educational Services

Definition: *Expulsion is the removal of the right and obligation of a student to attend a public school for a period of time and under conditions set by the School Board not to exceed the remainder of the school year and one (1) additional year of attendance.*

Conditions:

1. The Principal or his/her designated representative may recommend to the Superintendent that a Disciplinary Hearing be conducted regarding the removal of a student from the regular school program when a student has committed a serious breach of conduct.
2. Expulsion/alternative placement of a student protected under IDEA or Section 504 constitutes a change in educational placement, not an exclusion from educational services. A free appropriate public education (FAPE) must be available to all students protected under IDEA or Section 504 residing in the state between the ages of 3 and 22, including children with disabilities who have been suspended or expelled. Services do not have to replicate all of the services and instruction a student would have received had he/she stayed in school. Procedures will follow those outlined in "Alternate Placement/ Expulsion with Continuing Educational Services" regarding students with an identified disability.

Procedures:

1. The Principal or a designated representative shall conduct an investigation into the charges and shall obtain a written and signed statement from any witness immediately after the incident.
2. The Principal or a designated representative shall hear and consider the student's defense and/or explanation of his/her conduct before making a final decision, and if removal is appropriate, shall explain to the student the reasons for recommending removal from school.
3. A written notice of the recommendation for a Disciplinary Hearing, including a detailed report of alternative measures taken prior to the recommendation, shall be sent by mail to the parent/guardian as well as an attempt to notify the parent/guardian via telephone. A written copy of the notification will be sent to the Superintendent and the appropriate Grade Level Director. The requested length of removal of the student from the regular school program shall be included in the written notice and shall not exceed the remainder of the current school year and one (1) additional year.
4. A Disciplinary Hearing Committee consisting of a minimum of four (4) of the following: the Director of Elementary Education, the Director of Middle School Education, the Director of High School Education (in the absence of the Director, a district grade level representative may be present for the previous three), the Director of Work Force Education, the Assistant Superintendent of Curriculum and Instruction, the Director of Alternative Education, a representative of Student Services, and a representative of the District's Exceptional Student Education staff will review each recommendation in a due process hearing, and the student has the right to:
 - a. Appear with counsel;
 - b. Confront and cross examine;
 - c. Be heard by an impartial tribunal;
 - d. Receive a CD of the proceedings;

- e. Appeal.
5. The Disciplinary Hearing Committee will hear all pertinent information relating to the recommendation for the student's removal from school. The committee may then make a recommendation to the Superintendent for the expulsion of the student. Any member of the committee who has participated in the investigation shall abstain from voting on the recommendation but may otherwise participate in the hearing.
6. If the Disciplinary Hearing Committee's recommendation is for a student's expulsion, the Superintendent will notify the parent/guardian by mail of the specified date and place of the School Board meeting and the scheduled time of the expulsion hearing to act on the Superintendent's recommendation.
7. A student who has been expelled/alternatively placed is not allowed on any School Board property without prior permission from the school's administration. Violation will be considered trespassing.
8. A student who has been expelled must meet the State of Florida "Regular school attendance" definition. "Regular school attendance" as defined in s. 1003.01(13) F.S., is attendance in one of the following: a public school; a parochial, religious or denominational school; a private school; or a home education or private tutoring program, provided the program meets state requirements.

Early Termination of Alternative Placement

Definition: *Reduction of the number of days a student has been alternatively placed through School Board action.*

Conditions: The student must remain alternatively placed for a period no less than the remainder of the grading period in which the offense occurred plus one additional grading period. The School Board must approve the action to return the student to the school site. Approval of an Early Termination of Alternative Placement is contingent upon criteria set forth in the "Procedures" section.

Procedures: To be considered for Early Termination the following procedures must be followed:

1. If the student is enrolled at the Learning Academy of Santa Rosa, the district will request a report evaluating the student in three areas: Attendance, Behavior, and Grades.
2. The student must receive a good evaluation in all three areas (attendance, behavior and grades).
3. The student must also have the Director of the Learning Academy recommend an early termination for the student's placement.
4. In addition, the student must not have any arrests, charges, or pending court action.
5. In addition, the Principal of the school in which the offense occurred must agree to allow a recommendation of early termination as well as allow the student to return to the school. If the student has moved or has matriculated to another school (due to promotional requirements), the Principal of the school in which the offense occurred as well as the receiving school's Principal must both agree to an early termination recommendation.
6. Once the Principal(s) have agreed to an early termination based upon the student's evaluation then the Grade Level Director will petition the School Board for an Early Termination of Alternative Placement for the student.
7. If the student is not enrolled in the Learning Academy, then it is incumbent upon the parent/guardian of the student to provide the Grade Level Director the following information for consideration of an early termination: transcript of grades, letter of character reference from a non-family member, and a letter of apology from the student regarding his/her offense and future actions. The Principal of the school in which the offense occurred and the Principal of the receiving

school (if different) must agree to consideration of early termination as well as receiving the student into the school. Once the Principal(s) have agreed to an early termination based upon the student's evaluation then the Grade Level Director will petition the School Board for an Early Termination of Alternative Placement for the student.

8. If the student receives an Early Termination of Alternative Placement from the School Board, the student and parents must meet with the Principal or his/her designee to enact a contract for the student's return to the school.
9. The Principal at the student's zoned school may delay the enrollment in order to ensure the student re-enters the school at the beginning of a grading period or semester. The student is required to remain enrolled in their current educational choice until they are able to re-enroll at their zoned school in order to avoid truancy issues.
10. Students who have chosen an on-line option as an educational choice must remain in the on-line courses and will not be eligible to return to their zoned school until those courses have been completed.
11. If a student does not meet the terms of the contract, the school may return the student to the Learning Academy (or other parent choice educational option) for the duration of the original year of Alternative Placement.

Students Arrested and/or Charged with a Felony or Felony Act; Adjudication Withheld/Conviction of a Felony

Definitions: For purposes of this section, the terms "felony" and "felony act" have the same meaning. They are defined to mean a felony under Florida law or a delinquent act which would be a felony committed by an adult.

Application: Any student who is formally charged with a felony, or with a delinquent act which would be a felony if committed by an adult, by a proper prosecuting attorney for an incident which allegedly occurred on property other than public school property may be suspended from school if that incident is shown, in an administrative hearing, to have an adverse impact on the educational program, discipline or welfare of the school in which the student is enrolled.

Procedures:

1. Felony Charges (For Incidents on Property Other than School Property)

Notification of Felony Charge and Suspension Hearing: Upon receiving proper notice that a student has been formally charged with a felony, the principal shall immediately notice the eligible student or the student's parents/guardians of the specific charges against the student and of the student's right to a hearing if the principal believes that that the student should be suspended because maintaining the student's attendance at school would have an adverse impact on the educational program, discipline, or welfare at the student's school. The notice provided to the eligible student or the student's parents/guardians must stipulate the date for the hearing and shall also advise the eligible student or student's parents/guardians of the conditions under which a waiver of suspension may be granted.

The suspension hearing shall be held not less than two (2) school days nor more than five (5) school days from postmarked date, or delivery, of the written notice. The student may be temporarily suspended until the suspension hearing process is complete.

Suspension Hearing. The purpose of the suspension hearing is to determine (1) whether the felony act is shown to have an adverse impact on the educational program, discipline, or welfare in the school in which the student is enrolled and (2) whether the student should be suspended

pending court determination of the student's innocence or the dismissal of the charge is made by a court of competent jurisdiction. The suspension hearing will be conducted by the principal or designee. The student may also attend along with the student's parents/guardians, the student's representative or legal counsel, and any witnesses requested by the student, the student's parent/guardians, or the principal. At the suspension hearing, the student may speak in the student's own defense, may present any evidence indicating the student's eligibility for waiver of disciplinary action, and may be questioned on their testimony. However, the student shall not be threatened with punishment or later punished for refusal to testify.

In conducting the hearing, the principal or designee shall not be bound by rules of evidence or any other courtroom procedure, and no transcript of testimony shall be required.

Outcome of Suspension Hearing. Following the suspension hearing, and within five (5) school days, the principal shall provide the eligible student or the student's parents/guardians with a written decision as to whether or not suspension will be made. In arriving at this decision, the principal must consider the conditions prescribed by subsections (2) and (3) of Section 1006.09, Florida Statutes, under which a waiver of suspension may be granted. The principal may also decide to grant a waiver if the principal determines such action to be in the best interests of the school and the student. Provided, however, that any suspension pending adjudication of guilt shall be made only upon a finding, based upon conclusive evidence, that a felony charge has been formally filed against the student by a proper prosecuting attorney. The principal also has authority to modify the decision to either grant or deny a waiver, at any time prior to adjudication of the student's guilt by a court, provided that any such modification adverse to the student] shall be made only following a hearing conducted in accordance with Rule 6A-1.0956, Florida Administrative Code.

If the student is suspended as a result of the suspension proceeding, the student may be suspended from all classes of instruction on public school grounds during regular classroom hours for a period of time, which may exceed ten (10) days, as determined by the Superintendent. The suspension shall not affect the delivery of educational services, and the student shall be immediately enrolled in a daytime alternative education program, or an evening alternative education program, where appropriate. If a court determines that the student did commit the felony or delinquent act which would have been a felony if committed by an adult, the School Board may elect to proceed with expulsion in accordance with the Code of Conduct and Florida law.

- 2. Adjudication Withheld/Conviction of a Felony (For Felony Acts Committed On School Property):** Upon recommendation of the Superintendent, the School Board may take disciplinary against or expel a student who is found to have committed an offense on school property at any time if: (1) the student is found to have committed a delinquent act which would be a felony if committed by an adult; (2) the student has had adjudication withheld for a delinquent act which, if committed by an adult, would be a felony; or (3) the student has been found guilty of a felony. Any student recommended for disciplinary action or expulsion will be afforded all rights to a hearing as set forth in this Code of Conduct.
- 3. Students with Disabilities.** A student with a disability under the Individuals with Disabilities Education Act ("IDEA") or Section 504 of the Rehabilitation Act of 1973 ("Section 504") shall be afforded all protections available under Florida and federal law in the event the student is recommended for a disciplinary change in placement, including a suspension or expulsion.

4. Extra-Curricular Activities:

1. Any student who is **arrested** for a felony act may be suspended from participation in extra-curricular activities if, in the opinion of the school administrator, the student's continued participation in extra-curricular activities would adversely impact the educational program, discipline, or welfare at the student's school.
2. Any student who has been **charged** with a felony act (per accompanying documentation from the state attorney's office), will not be eligible nor permitted to publicly represent the school or the school district in any extra-curricular activity until a court rendering.
3. Any student who has been **convicted of a felony, adjudicated delinquent or had adjudication withheld** will not be eligible nor permitted to publicly represent the school or the school district in any extra-curricular activity for the balance of the school year.
4. A report of an alleged violation of this standard of conduct shall be submitted to the Principal or designee for investigation. If the Principal or designee determines that a violation has occurred, the student and his parent or legal guardians shall be notified in writing of the suspension from school-sponsored extracurricular activities.

Continuance of Free and Appropriate Public Education (FAPE)

Disciplinary Actions for Deferred Students

Students on deferment status will follow the Santa Rosa County School District Student Code of Conduct for Students K-12

1. SRC transition programs have the responsibility to make sure that all students attending, including those receiving special education and related services, are familiar with the discipline code and that their families also have the opportunity to know and understand the code; Parents of students with disabilities should be given the opportunity to discuss the discipline code when it is a concern for their student and to be partners in finding effective ways of assisting in maintaining the code and its intent.
2. The ESE Coordinator will process discipline referrals in the District's FOCUS system, record the offense and consequence, as well as notify the High School Director of serious breach of conduct/offenses that may involve considerations for alternative educational settings, and direct involvement of the IEP Team, to determine if the action(s) were a direct correlation and/or Manifestation of the student's disability. This would be determined in a Manifestation Determination meeting, as opposed to District Disciplinary Committee.
3. If there is immediate action required, due to the nature of the student's offense, the ESE Coordinator and transition program staff may take safety precautions as deemed necessary. In the event of imminent threat (*threats to the safety of others, access to or possession of weapons on campus, etc.*), the transition program staff should immediately notify the administration and SRO of the hosting school so that they can perform a threat assessment since it is their responsibility to ensure the safety of staff and students on campus.

If the deferred student has reoccurring behavioral issues the following actions must be taken:

1. It is the responsibility of the IEP team to review the discipline code and determine what specialized help and instruction the student may need to understand the code and consistently demonstrate the appropriate classroom, school behaviors, and workforce behaviors conducive to learning.
2. The team should identify and address the difficulties that may occur and may be related to the student's disability, and establish plans that will reduce the chance that such infractions will occur.

3. The team should plan to provide adaptations and supports for those behaviors that require additional strategies as well as address those behaviors that may remain unchanged due to the complexity of the disability.

Review of Deferment for Persistent Misconduct

1. IEP Team will convene to review behaviors, incidents, response to interventions, and disciplinary actions.
2. Review goals and objectives as well as progress in the selected post-secondary programs.
3. IEP Team will review the data regarding progress towards goals and determine the success of the program, determine if additional agencies/supports are required to support post-secondary goals, and/or if student should continue FAPE.
4. All decisions regarding the continuation of services through the deferment status or the termination of FAPE **MUST** be documented in Prior Written Notice.
5. Alternative Placement/Expulsion with Continuing Educational Services Considerations for Students with Disabilities (Active IEP); the following procedures shall be followed:
6. If the building administrator determines that a student with a disability has engaged in a behavior that warrants alternative placement or expulsion, he/she shall contact the Director of Exceptional Education and request an Individual Education Plan (IEP) meeting to be conducted. The meeting shall be held to make a manifestation determination and if determined by the IEP Team a Functional Behavior Assessment (FBA) and/or Positive Behavioral Plan (PBIP) may be developed.
7. If the team determines that the student's misconduct is a manifestation of the student's disability, a review of the student's IEP shall be conducted and an appropriate alternative implemented.
8. If the misconduct is not a manifestation of the student's disability, then an IEP Meeting will be conducted to request the IEP Team to review behaviors, persistent misconduct, and determine if a consideration for removal from the 18-22 Transition Program and/or suspension of participation for a designated period of time, as determined by the participants of the IEP Team is required.

Restraint

Florida state legislation has approved the need for all restraint and secured procedures:

Section 393.067, Section 393.13, Section 1004.55, Section 1003.573, Section 1012.582

Definitions

The Office of Civil Rights (OCR) now requires that the department report all instances of restraint for all students (not just those with disabilities). In order to meet this requirement, three (3) elements were added to the automated student database using the definitions issued by OCR. To remain consistent, the same definitions will be used for the web reporting of restraint incident reporting of students with disabilities. The definitions included in the database are as follows:

Mechanical Restraint: The use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel or devices utilized by a student that have been prescribed by an appropriate medical or related service professional and are used for the specific and approved purposes for which such devices were designed, such as:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports.

- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.
- Restraints for medical immobilization.
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Physical Restraint: A personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.

These definitions may also be found on the Florida Department of Education website at <https://web01.fldoe.org/RestraintSeclusionIncident/>

Restraint Procedures For All Students

Teacher and Administration Responsibility:

1. Once a student has initiated harm to himself or others and all non-violent intervention and de-escalation techniques have been exhausted, a person certified in Non-Violent Crisis Prevention Intervention (CPI) will initiate restraint.
2. When restraint is initiated, there will be at least one other adult to assist with the seclusion/restraint and/or documentation of duration of incident, personnel involved in the incident, anecdotal records of the incident, etc. When possible, school administration should be called immediately upon the use of restraint.
3. Once the restraint incident has ended, the supervising teacher will notify the school administration if he/she is not already present at the incident.
4. By the end of the day of the incident, administration will complete the **Parent Written Notice for the Use of Restraint** form. Administration will then make at least two (2) attempts to notify parent, through email and/or phone, regarding the use of restraint. Administration will also ensure that the form is sent home with the student at the end of the day. Parent signature/acknowledgement must be obtained and the signed form returned to the school.
5. If the signed **Written Notice** is not returned, the administrator will send a second copy through certified mail and/or by a school social worker for signature. All attempts will be documented on the form.
6. If the administrator was not present at the incident involving Restraint he/she may request the teacher or staff member to complete the electronic version of the incident template form in order to gain the necessary information to complete the mandatory state report. NOTE: Best practice for documenting the Restraint for Santa Rosa County incident would be that the document is completed by the end of the workday to ensure that all facts of the incident are recorded accurately. **Forms can be found on:** <https://santarosaschools.org/en-US/state-restraint>
7. Within 24 hours of the incident, the supervising school Administrator will complete the Physical Restraint report on the State Reporting Site at: <https://web01.fldoe.org/RestraintSeclusionIncident/>
8. The supervising school administrator will review and print the state report. The report will be given to the parent of the student the same day but no later than 3 days after the incident.
9. Parent will sign and return the State **Incident Report** form. All signed incident reports will be placed within the cumulative file.

10. If the signed **Incident Report** form is not returned, the administrator will send a 2nd copy through certified mail and/or by a school social worker for signature. All attempts will be documented on the form.

Complaint/Grievance Procedure

(School Related Problems Not Connected to Alternative Placement/Expulsion)

A student or parent/guardian on behalf of their minor child shall have the opportunity to question and register a complaint/grievance regarding a decision made by any school employee. The opportunity to question includes decisions perceived by the student to be discriminatory on the basis of race, color, religion, gender, age, marital status, disability, political or religious beliefs, national or ethnic origin, genetic information or social and family background, regarding any phase of educational programs, activities, application of rules of behavior, sanctions, or treatment. This procedure may be used to file a formal complaint under the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title IX of the Educational Amendments of 1972, and McKinney-Vento Homeless Education. It is the aim of these procedures to settle a complaint/grievance at the lowest possible level. The following procedures shall be used to submit a complaint/grievance:

- A. Informal:** If the student wishes to question a decision of any school employee, the student shall first request an appointment to discuss the issue with the employee concerned and/or a school site administrator at a time other than regular class time. The appointment shall be requested within 60 calendar days of the incident of concern.
- B. Formal:** If the student is not satisfied after discussing the issue with the employee and/or school site administrator, the student may submit an appeal in writing to the Principal of the school or the Assistant Superintendent of Curriculum and Instruction to review the matter. Such an appeal shall be submitted within ten (10) calendar days of the informal step described above.
 1. The Principal or Assistant Superintendent of Curriculum and Instruction shall investigate the problem and shall render a decision. Such investigation may include interviews with the student, at which the student may have parents/ guardians or representation present. The decision shall be given to the student in writing within ten (10) calendar days of the written notice of appeal.
 2. If the student is not satisfied with the decision of the Principal or Assistant Superintendent of Curriculum and Instruction, the student may appeal the decision in writing to the Superintendent within five (5) school days of the decision. The Superintendent or designee must respond in writing within five (5) school days of receipt of the appeal. The Superintendent's or designee's decision related to the suspension of a student (not related to alternative placement and/or expulsion) is final and not subject to an appeal to the School Board.
 3. If the student is not satisfied with the decision of the Superintendent within five (5) school days of the decision the student must notify the Superintendent of a request of an appeal hearing before the School Board. Scheduling of a hearing before the School Board will be in compliance with applicable School Board policies.
- C. Further Possible Appeals:** If the individual filing the complaint is not satisfied with the decision of the School Board, a complaint may be filed with the Florida Department of Education. In addition, complaints alleging discrimination under the ADA, Section 504, or Title IX may be filed with the Office of Civil Rights, U.S. Department of Education, within 180 days of the alleged discrimination.

No student shall be retaliated against in any manner for filing a complaint/grievance regarding conduct which is believed to be in violation of district and/or school policy or for participating in an investigation

of a possible violation of district and/or school policy. Confidentiality will be ensured to the greatest extent possible.

Student Safety Protocols

Suicide Prevention Protocol and Risk Assessments

If a student concern or threat to harm self/suicidal ideation is brought to the attention of the school, the school team will follow the Suicide Prevention Protocol established in our district. Everyone has a role in suicide prevention. A comprehensive approach to suicide prevention involves students, school personnel, parents, and community agencies. Collaboration and communication are key to promoting positive mental health in the school setting. Parents/Guardians of students who have had a Suicide Risk Assessment completed will be notified by the school.

Baker Act Protocol

If a student concern or threat to harm self/suicidal ideation is determined to be imminent, or high risk, based on a Suicide Risk Assessment, the school will follow the Baker Act Protocol which could involve a School Resource Officer or law enforcement, a licensed Trauma Informed Counselor, the Mobile Response Team of Santa Rosa County and/or 9-1-1. Anytime this protocol is initiated, the parent/guardian will be notified.

The Santa Rosa County School District Suicide Prevention Protocol and Baker Act Protocol can be found on the district's website under Student Services.

Student Success and Safety Plans

Students who have Moderate or High Suicide Risk Assessments and/or Baker Acts initiated at the school will require a Student Success and Safety Plan. This plan will help to establish a circle of care among the family and school and could also involve community health providers or other community agencies. The goal of this plan is to provide interventions which can help set the student up for success while establishing appropriate safeguards that allow for monitoring of student safety.

Florida Harm Prevention and Threat Management Protocol

The threat management process is designed to identify, assess, manage, and monitor concerning behaviors. If a concerning behavior is reported to the School Based Threat Management Team (SBTMT), they will follow the district and state approved protocol. This protocol can be found on the district's website under Student Services.

Student Support Management Plans

Students who have medium or high levels of concerning behavior as indicated by the protocol will require a Student Support Management Plan and students will be monitored by the SBTMT for a time period as stated in the protocol.

Juvenile Civil Citation Program

This program is a diversion program in lieu of formal criminal trial through the Department of Juvenile Justice. The program provides immediate consequences for a juvenile's action and diminishes the time between the

offense and the punishment. Without this connection, a youth is more likely to continue the negative behavior.

1. A juvenile may be eligible for this program if:
 - a. The juvenile is between the ages of 11 and 17;
 - b. The act committed is considered a non-serious delinquent act as defined in this order;
 - c. The juvenile has no previous misdemeanor or felony convictions (confirmed by contacting the DJJ Intake Screener).
2. When an officer encounters a juvenile, who has committed a delinquent act that under Section 985.301 Florida Statutes, qualifies the juvenile to participate in the Juvenile Civil Citation Program, the officer will proceed as follows:
 - a. The officer will explain the Civil Citation Program to the juvenile who has committed a delinquent act and request the juvenile consent to participate in the program. The officer should consider the following to determine if the Civil Citation Program is appropriate for the juvenile:
 1. The severity of the offense and any mitigating or aggravating circumstances;
 2. The juvenile's attitude concerning the officer, the delinquent act, and the Civil Citation Program;
 3. The attitude of the juvenile's parent or guardian concerning the officer, the delinquent act, and the Civil Citation Program;
 4. The mental and/or physical ability of the juvenile;
 5. Is the youth a threat to society?
 6. Whether the delinquent act involves restitution. (These cases do not qualify for the Civil Citation Program and must be referred for prosecution.)
 - b. The law enforcement officer has discretion to determine if a citation will be issued in situations where a single infraction results in multiple civil citation eligible offenses (i.e. stacking). When approval of the victim is required, the law enforcement officer will document the approval of the issuance of the civil citation in the offense report.
 - c. Offenses approved for the Civil Citation Program per the memorandum of understanding signed with DJJ and at the request of the Juvenile State Attorney.
 1. Affray;
 2. Alcoholic beverage possession by a minor;
 3. Alcoholic beverage selling, giving or serving to a minor;
 4. Assault;
 5. Battery (with victim approval);
 6. Criminal mischief (\$200 - \$1000 damage) if no restitution involved;
 7. Disturbing school function and religious assemblies;
 8. False fire alarm (with victim approval);
 9. False report;
 10. Loitering or prowling;
 11. Petit Theft (with the approval of the victim and only when no restitution is required);
 12. Possession of marijuana (Less than 20 grams);
 13. Possession of narcotic equipment (drug paraphernalia);
 14. Resisting without violence;
 15. Resisting a merchant (with victim approval);

16. Trespass – property other than structure/conveyances;
 17. Trespass – structure or conveyance; and
 18. Disorderly Conduct.
3. If the juvenile consents to participate in the program, the officer will complete the Juvenile Civil Citation.
 - a. The citation will be completed utilizing the “Mobile Forms’ computer application. Blank citation forms will be available at each district office in the event the officer is unable to complete the citation on the computer.
 4. The citation will contain the following information:
 - a. Data and offense number;
 - b. Juvenile’s name, address, race, DOB;
 - c. Parent’s or guardian’s name, phone number, and a work number;
 - d. School name;
 - e. The criminal offense that was committed and statute number;
 - f. Statement of Probable Cause;
 - g. Juvenile’s, parent or guardian’s signature; and
 - h. Officer’s signature and date.
 5. The juvenile, as well as the parent or guardian, must understand that by signing the form, the juvenile is:
 - a. Admitting guilt for the purpose of this program;
 - b. Waiving the right to a speedy trial;
 - c. Affirming that he/she has never been convicted with any misdemeanor or felony offense;
 - d. Agreeing to contact the Teen Court Coordinator within seven (7) working days from the date the citation was issued; and
 - e. Failure to contact the coordinator will result in the case being referred to the State Attorney for prosecution.
 6. Guidelines for Civil Citation Community Service hours will be assigned by Teen Court in conjunction with the Juvenile Civil Citation Program Coordinator.
 7. Any juvenile issued a civil citation must be released to a parent or guardian. Then releasing a juvenile to a parent or guardian, the issuing officer will provide a copy of the civil citation to the parent or guardian who signed the civil citation agreeing to the terms of the program.
 8. If the juvenile’s parent or guardian cannot be reached or refuses to take custody of the juvenile, the juvenile is disqualified from participation in the program and criminal prosecution will be pursued.
 9. The Civil Citation Program will be operated by DJJ as an alternative to arrest.

Required Reports:

1. An offense report is required any time a civil citation is issued. The offense report will detail the circumstances which led to the issuance of the civil citation as well as any other related information.
2. Completed civil citations will be forwarded via agency courier to the Juvenile Civil Citation Coordinator at the Milton office of the DJJ. A copy of the completed and approved offense report will be attached to the citation.

Definitions:

DJJ – Department of Juvenile Justice

JUVENILE JUSTICE CIVIL CITATION – is an alternative program to an arrest, authorized under Section 985.12, Florida Statutes, for children who commit non-serious delinquent acts whose purpose is to ensure swift and appropriate consequences to the offender. No more than 50 community service hours may be administered and the juvenile must participate in appropriate intervention services to identify the needs of the juvenile.

NON-SERIOUS DELINQUENT ACT – An act that involves violation of a county ordinance or violation of criminal first or second-degree misdemeanor which does not involve domestic violence. Examples of these violations are: battery, assault, affray, petit theft, trespassing.

UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF FLORIDA

MINOR I. DOE, et al.;

Plaintiffs,

v

No.: 3:08-cv-361 MCR/CJK

SCHOOL BOARD FOR SANTA
ROSA COUNTY, FLORIDA; et al.;

Defendants.

First Amended Consent Decree And Order

On August 27, 2008, Plaintiffs MINOR I DOE and MINOR II DOE filed a Complaint asserting claims pursuant to 42 U.S.C. §1983 against Defendants SCHOOL BOARD FOR SANTA ROSA COUNTY, FLORIDA ("School Board"), JOHN ROGERS, in his official capacity as Superintendent of the School District of Santa Rosa County, Florida (who has subsequently been replaced by Tim Wyrosdick) ("Superintendent"), and H. FRANK LAY, in his official capacity as Principal of Pace High School (who has subsequently been replaced by Bryan Stephen Shell) (collectively "Defendants"). The Defendants admitted liability for the claims in the Complaint and for the violations of the U.S. Constitution's Establishment Clause and the Florida Constitution's No-Aid Provision. To avoid further costly and protracted disputes, the parties agreed voluntarily to the original Consent Decree and Order entered on May 6, 2009, and now wish to agree, as indicated by the signatures below, to this First Amended Consent Decree and Order (hereinafter "Order").

The Court reviewed the claims as to which the Defendants have admitted liability and the terms of their agreement set out in this Order, which the parties have together reached. Other than this Court's rulings and findings made elsewhere regarding the original Consent Decree and those specifically made here regarding this Order, the Court does not here decide any new legal or factual dispute concerning the matters presented herein. In adopting this Consent Decree, the Court has ensured it comports with the U.S. Constitution, which prescribes the floor beneath which protections may not fall rather than a ceiling. Concluding that the terms of the parties' Agreement are appropriate under the circumstances presented and that the entry of this Order comports with federal constitutional law, the Court therefore

ORDERS, ADJUDGES, and DECREES as follows:

1. Some of the Defendants' District-wide policies, practices, and customs alleged in the Complaint violate the Establishment Clause of the First Amendment to the U.S. Constitution and the "No Aid" provision of the Florida Constitution. Some of the Defendants' policies, practices, and customs (a) endorse and promote religion and (b) have the purpose or effect of advancing religion.

2. The Consent Decree and Order entered on May 6, 2009, is hereby amended. This Order replaces that original Consent Decree and Order. The Court finds that, as it previously held with respect to original Consent Decree and Order, this Order is "plainly legitimate because it expressly applies to official capacity conduct and remedies admitted Establishment Clause" violations. *Doe v. School Board for Santa Rosa County*, 264 F.R.D. 670, 687 n. 31 (N.D. Fla. 2010).

Definitions

3. The following definitions shall apply to this Order. In construing these definitions the singular shall include the plural and the plural shall include the singular:

(a) "Club" means a noncurricular student group recognized by the School District and that qualifies through the five, safe-haven provisions (20 U.S.C. §4071 (c)) for protection under the Equal Access Act.

(b) "Prayer" means a communication (written or audible) with a deity, including, but not limited to, a benediction, an invocation, the Lord's Prayer, or otherwise calling upon a deity to offer guidance, assistance, or a blessing. Accordingly, "Prayer" does not include customary, polite expressions and greetings, including "God Bless You" or "Thank Heavens," or a student's religious expression responsive to a legitimate academic class assignment.

(c) "Religious Service" means a convocation for a religious purpose, including, but not limited to, baccalaureate, religious youth group meeting or event, church service, and Bible study.

(d) "Religious Title" means *Benediction, Invocation, Prayer, Blessing, Inspirational Message, Sermon, Devotional Pledge, Bible Reading, Devotion* or any other title that in any way relates to Prayer.

(e) "Religious Venue" means a property, facility, building, or place that is maintained and controlled by or for a religious body that is organized, in whole or in part, to sustain public worship.

(f) "School District" means the Santa Rosa County School District.

(g) "School Event" means any activity or happening (i) at a School Board facility or (ii) sponsored, conducted, or supervised by a School Official acting in his or her Official Capacity. It includes, but is not limited to, a graduation, grade-promotion ceremony, award program, induction ceremony, pep rally, competition, practice, performance, class instructional time, and a club meeting or event. However, each of the following activities is not a School Event:

(1) A student religious Club meeting or event, if all School Board employees and agents are only present at the meeting or event in a "non-participatory capacity," as used in the Equal Access Act;

(2) An activity at a School Board facility, if (i) it is outside the presence of School District students and (ii) no School Official acts in his or her Official Capacity; and

(3) An activity at a School Board facility that is used by a third party (i) pursuant to a standard facility use agreement or (ii) the Principal's advance written permission in accordance with School Board policy and that permission indicates the name of the responsible third-party user, the use period, facility to be used, purpose of use, and conditions of use. The foregoing third-party uses must (I) occur during the agreed use period, (II) be on terms of usage (including rent) that are consistent with the terms applicable to other third-party users, (III) not involve any School Official acting in his or her Official Capacity, and (IV) not take place during school hours. Until May 6, 2014, School Officials shall not permit third parties to use a school facility pursuant to a

standard facility use agreement or Principal's permission (A) during instructional time, (B) when the majority of school employees assigned to the subject school facility are contractually obligated to be present, or (C) during the transitional period before or after school when students are embarking or disembarking from school buses or private transportation. School Officials may supervise students between instructional time and the third-party use period if the supervision is neutral with respect to religion. (h) "School Official" means the Defendants and their officers, agents, affiliates, subsidiaries, servants, employees, successors, and all other persons or entities in active concert or privity or participation with them, but only to the extent such a person acts in his or her Official Capacity or is in active concert or privity or participation with the Defendants. Outside organizations that receive no support from the Defendants, do not receive remuneration of any kind from the Defendants, are not controlled by the Defendants, and are not given preferential treatment or access (e.g., to sell wares) by the Defendants are not School Officials, for example booster clubs when they satisfy these requirements.

(i) "Official Capacity": As the Court has previously made clear, "the plain language of the consent decree simply does not address the conduct of school employees in any context other than in their official capacity." *Doe v. School Board for Santa Rosa County*, 264 F.R.D. 670, 683 (N.D. Fla. 2010). A person acts in his or her "Official Capacity" when

- (1) performing official duties or furthering the work of the School Board or
- (2) acting under or with a power or authority granted by virtue of employment by or association with the School Board. However, where the only power or authority the School Official exercises is the authority to be present at a School Board facility and the School Official is not interacting with or in the presence of a student, then the School Official is not in his or her Official Capacity by virtue of subsection (i)(2).

Equal Access Act

4. No provision in this Order is intended to supplant or alter the rights afforded student clubs by the Equal Access Act. School Officials shall comply with the Equal Access Act. 20 U.S.C. §4071 et seq.

Permanent Injunction

5. **Prayer at School Events**: School Officials are permanently enjoined from promoting, advancing, endorsing, participating in, or causing Prayers during or in conjunction with School Events for any school within the School District:

(a) School Officials shall neither offer nor participate in a Prayer during or in conjunction with a School Event.

(b) School Officials shall prohibit non-student third-parties (including clergy or other religious leaders) during or in conjunction with a School Event from offering a Prayer addressed to an audience as part of the event or program, soliciting a Prayer from anyone as part of the event or program, or promoting a religious belief to anyone as part of the event or program.

(c) School Officials shall not include Prayer, whether or not it is noted in a printed program, during or in conjunction with a School Event. School Officials shall not give authorization to a group of students, a student body (e.g., through an election), or third parties to include Prayer, whether or not it is noted in a printed program, during or in conjunction with a School Event.

(d) School Officials shall not encourage, solicit, or invite any person, either implicitly or explicitly, to deliver or offer a Prayer during or in conjunction with a School Event. School Officials shall not set aside a time for Prayer during or in conjunction with a School Event.

(e) If a School Official elects to review or may by policy review the content of a student's or any other person's planned address during or in conjunction with a School Event, then School Officials shall prohibit the person making the address from offering a Prayer.

(f) School Officials shall prohibit any segment of a School Event from having a Religious Title. School Officials shall not give any segment of a School Event a Religious Title. School Officials shall not permit students, student groups, or third parties to give a segment of a School Event a Religious Title.

(g) If School Officials select persons to make an address during or in conjunction with School Event, they shall do so by a selection process that is neutral to religion and in compliance with a written policy.

(h) To the extent that School Officials permit a person during or in conjunction with School Events to give an address that a School Official can or does shape, review, or edit for content, substance, message, style, or theme, then School Officials shall ensure the person's address excludes Prayer.

6. Religious Services (Baccalaureate): School Officials are permanently enjoined from planning, organizing, financing, promoting, or otherwise sponsoring in whole or in part a Religious Service, including baccalaureate, for any school within the School District:

(a) School funds shall not be used to plan, organize, finance, promote or otherwise sponsor a Religious Service, including, but not limited to (1) printing programs for a Religious Service, (2) compensating or reimbursing expenses for a speaker at a Religious Service, or (3) paying for overhead costs (lighting, heating, cooling, janitorial, etc.) for a Religious Service. Subsection (a)(3) shall not apply when School Board facilities are used for a Religious Service by a third-party pursuant to a standard facility use agreement, on terms and schedules (including rental rates) that are applicable to all applicants.

(b) School Officials shall not require School Officials to attend any Religious Service, including baccalaureate. School Officials shall not be tasked with official responsibilities at any Religious Service, except serving as the faculty advisor to supervise a Club meeting or event. School Officials shall not monitor behavior of students or require them to conform to any standards at any Religious Service, including delineating proper dress at baccalaureate, except to supervise a Club meeting or event. School Officials shall not plan or organize any Religious Service on school time or do so by using School District equipment or supplies.

(c) School Officials during or in conjunction with a School Event shall not require or encourage students to attend any Religious Service, including baccalaureate. School Officials shall prohibit a school band or choir from performing at a Religious Service, including baccalaureate. Provided however, that individual students, in their personal capacities, may not be prohibited from such performance.

(d) No Religious Service commemorating the graduation or grade promotion of a class of students shall be comprised, led, or directed by School Officials in their Official Capacity. Nothing herein restricts a School Board employee or agent's non-Official Capacity participation in, or speech or conduct during, a private religious service, including baccalaureate.

7. School Events at Religious Venues: School Officials are permanently enjoined from holding School Events for any school within the School District at a Religious Venue when an alternative venue is reasonably suitable

that is not a Religious Venue; When its reasonably necessary for a School Event to be held at a Religious Venue, the secular justification for the use of the Religious Venue shall be documented pursuant to subparagraph 7(a).

(a) If a School Event is held at a Religious Venue, School Officials shall document in writing before the event takes place the following: (1) the Religious Venue's physical address, (2) the Religious Venue's owner and contact information, (3) the owner's affiliation with a house of worship or congregation, if any, (4) the nature of the School Event, the expected number and category (students, School Officials, and others) of attendees, and the available parking, (5) the venue for the last three years for past school events of this nature for this school, (6) the compensation that will be paid to use this Religious Venue, (7) the compensation typically paid to use this Religious Venue, if known, (8) the distance from the applicable school, whose event this is, and the Religious Venue, (9) the identity of the School Officials involved in selecting the Religious Venue, and (10) a certification that no other venue that is not a Religious Venue would be reasonably suitable for this School Event. The written documentation shall be verified by the signature of at least one School Official. School Officials shall transmit a copy of this written documentation to the superintendent's office or his or her delegate for maintenance and review by the public. The use of a Religious Venue for a School Event may only be done with the approval of the Superintendent or his or her delegate.

(b) Notwithstanding the foregoing and without complying with this procedure, School Officials may hold School Events at a venue, facility, or property owned or maintained by (1) another School Board (e.g., an opposing team in a football game); (2) a state or any political subdivision or agency thereof; or (3) any Non-Religious Venue.

8. Promotion of Personal Religious Beliefs: School Officials are permanently enjoined from permitting School Officials at any school within the School District to promote their personal religious beliefs to students in class or during or in conjunction with a School Event.

(a) School Officials shall not participate in any way in a Prayer with students during or in conjunction with instructional periods or a School Event. During or in conjunction with a School Event, School Officials shall not offer a Prayer, recite a Prayer alongside or with students, bow their heads or otherwise posture in a manner that is likely to be perceived as an endorsement of the Prayer, or kneel or join hands with students. A School Official's remaining still and silent with hands folded, as a sign of respect, during a Prayer shall not alone constitute an endorsement.

(b) School Officials shall be present at student, religious-club meetings or events only in a non-participatory capacity. School Officials shall not lecture, proselytize, pray, or preach at student, religious-club meetings or events.

(c) School Officials shall not read or assign readings from a sacred text or a sermon absent a legitimate non-religious educational objective. School Officials shall not cite to the Bible or any sacred text as authority for historical or scientific fact to students during or in conjunction with a School Event.

(d) School Officials during or in conjunction with a School Event shall not solicit, discourage, or encourage students to engage in religious activity or attend a Religious Service.

(e) School Officials shall not orally express personal religious beliefs to students during or in conjunction with instructional time or a School Event. School Officials shall not express personal religious beliefs to students through written or symbolic means (whether placed on a classroom wall, erected on a classroom floor, or

attached or placed on the District's tangible property). However, jewelry on the School Official's person or clothing or religious articles worn by the School Official (e.g. a yarmulke and a cross necklace) are permissible. Nothing herein shall prohibit a teacher from using religious symbols, articles, or books for a non-religious educational reason.

(f) School Officials shall not include any information that is not directly related to their official duties on their Teacher Pages or similar teacher-specific pages posted on or directly navigable from a District school's webpage. Except for educational background, School Officials shall exclude on such pages biographical information, e.g. personal interests, memberships, and activities.

(g) School Officials shall prohibit nonreligious Clubs and organizations from having an official position in the organization of "chaplain" or one whose responsibilities are to serve as a religious leader, counselor, or guide. Nor shall School Officials recognize such a position.

9. School Officials are permanently enjoined from taking retaliatory action against Plaintiffs for bringing this lawsuit.

Other Orders

10. The Defendants shall provide a copy of this Order to all current School Officials throughout the School District. The Defendants shall provide a copy of this Order to all persons who later become School Officials, for the period from the present to January 1, 2015. This Order shall be disseminated in the same manner as School Board Policies and Procedures and shall be maintained in any electronic or paper policy manual. This Order shall be included in the District's "Code of Student Conduct" or substantially equivalent publication.

11. The Defendants shall continue to maintain a process for the investigation of student initiated complaints.

12. This Court retains jurisdiction of this case to enforce the terms of this Order.

13. **Attorneys' Fees, Costs, and Litigation Expenses:** Pursuant to (a) 42 U.S.C. §1988, (b) Rule 54, Federal Rules of Civil Procedure, and (c) Rule 54.1. Local Rules of the Northern District of Florida, this Court concluded that the Plaintiffs are the prevailing parties on all claims filed in this matter. The Court concluded that the Defendants are liable (as the term is used in N.D. Fla. Loc. R. 54.1 (C)) for the Plaintiffs' reasonable attorneys' fees, costs, and litigation expenses in accordance with applicable law. The parties reached an agreement on the amount of attorneys' fees, costs, and litigation expenses, including those for any monitoring, through June 30, 2011, which the Defendants paid.

14. The Clerk entered Judgment in favor of the Plaintiffs, Minor I Doe and Minor II Doe, and against the Defendants. Judgment (DE 96). Defendants paid Minor I Doe damages in the amount of \$1.00. Defendants paid Minor II Doe damages in the amount of \$1.00.

15. Nothing in this Order will be construed to limit any party's right to enforce this Order according to its terms. If any court of competent jurisdiction determines that any provision contained in this Order, or any part thereof, cannot be enforced, the parties agree that such determination shall not affect or invalidate the remainder of the Order.

16. This Order shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, successors, and assigns.

17. This Order is designed to ensure that the School District's practices and policies do not violate, either currently or in the future, the First Amendment rights of students in the School District. The parties to this Order shall endeavor in good faith to resolve informally any differences regarding interpretation of and compliance with this Order before bringing such matters to the Court for resolution. On the Plaintiffs' counsel's request, the Superintendent shall provide information reasonably available to him so that the Plaintiffs' counsel may ensure the School Officials' compliance with this Order and evaluate in context the Defendants' guidance and interpretation of this Order and their enforcement efforts with respect to this Order. However, in the event that the Defendants either fail to perform in a timely manner any act required by this Order or act in violation of any provision of this Order, each Plaintiff or any affected student-present or future-who alleges a violation may contact the Plaintiffs' counsel. As may be appropriate, counsel may then move the Court to impose any remedy authorized by law or equity, including, but not limited to, an order requiring performance or non-performance of certain acts.

18. The Defendants, their agents, representatives, successors, and assigns shall take no action that would disclose the identities of the Plaintiffs, including the release of filed or unfiled court documents, or otherwise compromise the Plaintiffs' anonymity until May 6, 2014.

19. On or about May 6, 2014, the parties shall contact the Court to discuss the need for further continuation of the Order.

20. If this Order does not expressly prohibit conduct, then it is permitted as authorized bylaw.

SO ORDERED, this 15 day of August 2011
M. Casey Rodgers
 HON. M. CASEY RODGERS, U.S. District Judge

By their signatures on this and the following pages, the undersigned parties agree to, and request the entry of, this Order:

PLAINTIFF MINOR I. DOE
 [Redacted]

PLAINTIFF MINOR II. DOE
 [Redacted]

DEFENDANT SCHOOL BOARD FOR SANTA ROSA COUNTY, FLORIDA

DEFENDANT TIM WYROSICK, in his official capacity as Superintendent of the School District of Santa Rosa County, Florida

Diane Scott
 by Diane Scott
 School Board Chairperson

Tim Wyrosick
 by Tim Wyrosick

DEFENDANT BRYAN STEPHEN SHELL, in his official capacity as Principal of Pace High School

Bryan Stephen Shell
 by Bryan Stephen Shell

SANTA ROSA COUNTY SCHOOL BOARD
 SUPERINTENDENT
 JUL 5 2011
 APPROVED-IN SESSION

Approved as to Form:
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Hotline Numbers for Students and Parents

AGENCY	NUMBER
Abuse/Neglect Reporting Line	800-96-ABUSE
Adult Education	850-983-5710
AIDS Counseling & Information Hot Line	800-FLA-AIDS
Alcoholics Anonymous	800-839-1686
Anti-Tobacco: Florida Quit Line	877-U-CAN-NOW
Big Brothers/Big Sisters Mentoring Program	850-433-KIDS
Early Learning Coalition of Santa Rosa County	850-983-5313
Child Support	877-769-0251
Currie House – Lutheran Services (Runaway Shelter)	850-453-2772
Domestic Violence Hotline	800-799-SAFE
Family Health Line	800-451-2229
First Call for Help of Santa Rosa County (Information & Referral to Community Resources)	850-595-5905
Food Stamps/SNAP - Apply online https://www.myflfamilies.com/service-programs/access	866-762-2237
Gamblers Anonymous	855-222-5542
Health Departments – Gulf Breeze	850-934-4074
Milton	850-983-5200
Health Source (Baptist Health)	850-434-4080
Healthy Start (Information & Referral for Pregnancy)	850-245-4465
Help Line/Crisis Line	988
Help Line – Crisis Line for Lakeview Counseling	850-432-1222
Job Counseling – Workforce EscaRosa Career Center	850-983-5325
KidCare Health Insurance (for uninsured, ages 0-18)	888-540-5437
Law Enforcement - Florida Highway Patrol – Pensacola District	850-484-5000
Santa Rosa County Sheriff’s Office	850-983-1190
Gulf Breeze Police Department	850-934-4050
Milton Police Department	850-983-5420
Legal Services	850-432-8222
Libraries - Gulf Breeze, Jay, Milton, Navarre & Pace Branches	850-981-7323
Medicaid Services	866-762-2237
Mental Health & Counseling - Lakeview Center Helpline	850-469-3500
Mental Health Options – Lakeview Center	
Missing Children	800-THE-LOST
National Teen Dating Help Line (www.loveisrespect.org)	866-331-9474
Pensacola State College (Milton)	850-484-4400
Report sales of alcohol & tobacco to minor	850-488-3227
Rape Crisis Line	800-656-4673
Run Away Teens Florida Network	800-RUNAWAY
Santa Rosa County Community Clinic	850-981-9433
Santa Rosa County District Schools	850-983-5150
Social Security	800-772-1213
Suicide Prevention Hot Line (National Suicide Prevention Lifeline)	988

AGENCY	NUMBER
Veterans Affairs Information Service	1-800-827-1000
Victims Advocate	850-983-4461 850-623-1112

Safe Place



What Is Safe Place?

Safe Place is a community program that sets up public locations as a network of places where youth in crisis can get immediate help.

How Can I Recognize A Safe Place?

Bright yellow and black diamond-shaped signs or decals identify Safe Place sites.

What Type Of Places Are Safe Place Sites?

Fire stations, YMCAs, Boys and Girls Clubs, libraries, fast food restaurants, convenience stores, other businesses and buses (as mobile Safe Places) all serve as Safe Place sites in different communities. Look for the Safe Place sign.

Who Should Use Safe Place?

Any youth under 18, in a crisis situation, can get help at a Safe Place site. If you are having problems at home, are suffering from abuse or neglect, are lost or in some dangerous situation on the street, are with a drunk or unsafe driver, or just need someone to talk to about a problem -- go the nearest Safe Place site.

What If I Go To A Safe Place Site That Isn't Open?

Most Safe Place sites have a Safe Place decal that says, "If Closed call..." and gives the local number to contact. If the decal is not there, you can look for another Safe Place site that is open or call the local community crisis line or 453-2772.

What Happens When I Go To A Safe Place?

Just tell one of the employees that Safe Place is the reason you are there. They will find you a safe, comfortable spot for you to wait until someone comes from Safe Place to talk with you.

What Happens When The Person From Safe Place Arrives?

The Safe Place employee will talk to you and help you figure out what to do. The Safe Place representative will be happy to take you to a shelter or counseling agency where counselors will be willing to help you.

Once I Go To A Safe Place Site, Do I Have To Go To A Shelter?

No. Your decision to go to the shelter is voluntary. At the shelter, no one will force you to stay. The decision is always yours.

Will My Parents (Or Guardians) Be Told Where I Am?

Yes. By law, the agency has to contact your legal guardians to let them know that you are safe. Remember that the counselors will be there as objective third parties if your parents/guardians come in. If you have made any allegations of physical abuse, child protective services will be contacted.

Crime Stoppers
REPORT A CRIME...



**Crime
Stoppers**

SANTA ROSA COUNTY

.....EARN A REWARD!

HOW TO CALL A TIP INTO CRIMESTOPPERS

Call the Crime Stoppers Tip line at **850-437-STOP (7867)**.

DO NOT GIVE YOUR NAME. Say you are calling with a tip.

2. Give the information you have relating to a wanted fugitive or criminal activity in your school or community. You may be asked some questions regarding your tip, but you will NOT be asked to reveal your name or any other information relating to your identity.
3. You will then be instructed to check in weekly by calling 437-STOP and asking for the status of your tip using the special code provided at the time of your initial call. Your code number is your only link to the status of your tip. It is your responsibility to remember and protect that code number.
4. Should your tip lead to an arrest, apprehension or prevention of a crime, you will be provided with specific instructions for collecting your reward. Rewards are paid in cash and must be picked up within six months of the award date.

REMEMBER – DO NOT REVEAL YOUR NAME, TELEPHONE NUMBER, ADDRESS OR ANY OTHER INFORMATION RELATING TO YOUR IDENTITY. RELAYING ANY IDENTIFYING INFORMATION MAY DISQUALIFY YOU FROM REWARDS.

SANTA ROSA COUNTY SCHOOL BOARD 2024-25 CALENDAR

PRE-PLANNING August 5-9, 2024
 POST-PLANNING May 30-June 2, 2025
 STUDENTS BEGIN August 12, 2024
 STUDENTS LAST DAY May 29, 2025

9 Weeks

Aug. 12 – Oct. 11 (44 days)
 Oct. 15 – Dec. 20 (43 days)
 Jan. 7 – Mar. 14 (47 days)
 Mar. 25 – May 29 (46 days)

Report Cards

October 25
 January 17
 April 4
 May 29 (Elementary)
 June 13 (Middle/High)

Mid-Term Reports

September 11
 November 14
 February 10
 April 24

APPROVED IN SESSION

Early Release & Holidays

September 2	Labor Day	
October 14	Planning Day (No school for students/workday for teachers)	JUN 15 2023
November 11	Veterans Day	
November 25-29	Fall/Thanksgiving Break	SANTA ROSA SCHOOL BOARD SUPERINTENDENT
December 18-19	Semester Exams – Early Release for Middle/High Schools	
December 20	Early Release for all students – Semester Exams Middle/High Schools	
Dec. 23 – Jan. 3	Winter/Christmas Break	
January 6	Planning Day (No school for students/workday for teachers)	
January 20	Martin Luther King Jr. Day	
February 17	Presidents Day	
March 17-21	Spring Break	
March 24	Planning Day (No school for students/workday for teachers)	
April 18	Good Friday	
May 26	Memorial Day	
May 27-28	Semester Exams – Early Release for Middle/High Schools	
May 29	Early Release, Last day of school for all students–Semester Exams Middle/High Schools	

HIGH SCHOOL GRADUATION DATES

May 20 – Blended Academy	5:00 P.M.
May 20 – Locklin Tech.	7:00 P.M.
May 22 – Milton High	7:00 P.M.
May 24 – Navarre High	11:00 A.M.
May 24 – Gulf Breeze High	2:30 P.M.
May 24 – Pace High	6:00 P.M.
May 27 – Santa Rosa High/Adult	7:30 P.M.
May 29 – Jay High	5:00 P.M.
May 29 – Central High	7:30 P.M.

Semester Exams

1st Semester
 December 18, 19, 20
 2nd Semester
 May 27, 28, 29

Senior Final Exams

May 19, 20, 21

Storm Days (if needed)

2nd Semester: March 24, May 30

*Dates/Times subject to change

Santa Rosa County District Schools

Submitted By: Floyd Smith, Director, Middle School Education

Curriculum/ Instruction Action Agenda

Title of Item: Conduct Public Hearing on the 2024-2025 Student Progression Plan

Description/Introduction: Review proposed revisions and approve. Conduct Public Hearing.

Recommendation/Action Requested: Approve as submitted.

Financial Impact:

A-Funds required from School Board? No

B-Amount required

C-Grant/Project Synopsis attached? No

D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No

If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
Smith, Floyd	Approved	7/23/2024 - 9:16 AM
Thorpe, Mike	Approved	7/23/2024 - 8:18 AM

ATTACHMENTS:

Description	Upload Date	Type
Request to conduct Public Hearing	7/23/2024	Cover Memo
Notice of Public Hearing	7/22/2024	Cover Memo

2024-2025 Student Progression Plan
Strikethrough Copy

7/22/2024

Cover Memo

Student Progression Plan 2024-2025 Final
Copy ADA Compliant

7/23/2024

Cover Memo



Floyd C. Smith
Director of Middle Schools

6032 Highway 90 Milton, FL 32570
Phone: 850/983-5060
Facsimile: 850/983-5067
E-mail: smithfc@santarosa.k12.fl.us

MEMORANDUM

TO: Dr. Karen R. Barber, Superintendent
School Board Members

FROM: Floyd Smith
Director of Middle Schools

DATE: July 22, 2024

RE: Request to Conduct Public Hearing
Student Progression Plan

In the School Board Meeting on June 13, 2024, the Board approved the advertisement for public hearing to adopt the 2024-2025 Student Progression Plan to be conducted on July 30, 2024 at 5:30 p.m. This public hearing has been advertised as required.

It is requested that in the School Board Meeting on July 30, 2024, the Board approve the 2024-2025 Student Progression Plan following the public hearing.

NOTICE OF PUBLIC HEARING

NOTICE OF PUBLIC HEARING TO ADOPT REVISIONS TO SANTA ROSA DISTRICT SCHOOLS STUDENT PROGRESSION PLAN

Pursuant to Chapter 120, Florida Statutes, the Santa Rosa County School Board will hold a public hearing to consider the revisions, additions and deletions for the 2024-2025 Student Progression Plan. The purpose of these changes is to update the existing Student Progression Plan in accordance with legislative and State Board of Education Regulations. The public hearing is scheduled for July 30, 2024 at 5:30 p.m. at Woodlawn Beach Middle School, 1500 Woodlawn Way, Gulf Breeze, FL.

A copy of this policy will be available for study and examination at the Douglas A. Dillon Administrative Center, 6032 Highway 90, Milton, Florida from 8:00 AM to 4:00 PM, Monday - Friday, from June 24, 2024 through July 30, 2024.

Dr. Karen R. Barber
Superintendent of Schools

Advertisement Dates:

Pensacola News Journal:
Monday, June 24, 2024
Monday, July 1, 2024
Monday, July 8, 2024
Monday, July 15, 2024
Monday, July 22, 2024
Monday, July 29, 2024

Santa Rosa Press Gazette:
Thursday, June 20, 2024
Thursday, June 27, 2024
Thursday, July 4, 2024
Thursday, July 11, 2024
Thursday, July 18, 2024
Thursday, July 25, 2024

Public Hearing Date:
July 30, 2024

APPROVED IN SESSION

JUN 13 2024

**SANTA ROSA COUNTY SCHOOL BOARD
SUPERINTENDENT**

SANTA ROSA COUNTY DISTRICT SCHOOLS

STUDENT PROGRESSION PLAN

~~2023-2024~~ 2024-2025

Strikethrough Copy

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

1.0 LEGAL BASIS OF THE PLAN AND OVERVIEW

STATE STATUTE 1008.25 STUDENT PROGRESSION 2003 EDITION

- (1) Each district school board shall establish a comprehensive program for student progression which shall be based upon an evaluation of each student's performance including how well he/she masters the performance standards approved by the state board.
- (2) The district program for student progression shall be based upon local goals and objectives that are compatible with the state's plan for education. Pertinent factors considered by the teachers before recommending that a student progress from one grade to another shall be prescribed by the District School Board in its rules.
- (3) Each district comprehensive program for student progression shall reflect an effort to identify students at each grade level in Grades 9 through 12 who have attained a Grade Point Average (GPA) lower than required for graduation. The program shall further include provisions for assisting such students to achieve the appropriate cumulative Grade Point Average (GPA) required for graduation pursuant to s.1003.43, F.S.

FOREWORD

The Santa Rosa County School District is dedicated to the total and continuous development of each student. The purpose of the instructional program in Santa Rosa County District Schools is to provide appropriate instruction and selected services to enable the students to perform academically at their expected level or higher. In recognition of the wide range of students' abilities, motivation, interests, and development, this **STUDENT PROGRESSION PLAN** for Santa Rosa County District Schools establishes procedures that are to be implemented to provide each student with the opportunity to succeed in school.

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

Every student shall participate in the district's standardized testing program unless otherwise exempt under criteria established by the Commissioner of Education.

The progression of students through Santa Rosa County District Schools is based upon an evaluation of each student's achievement in terms of appropriate instructional goals. Decisions regarding pupil promotion, retention, and placement are primarily the responsibility of the individual school's professional staff within the provisions of Florida law; however, the final decision regarding grade placement is the responsibility of the Principal. Procedures are to be established to provide ample opportunities for the student, the parent, and other interested patrons to understand the promotion and placement requirements of the district and to achieve cooperation and acceptance of the requirements. This **PLAN** and procedures of implementation contained in this **PLAN** are to reflect clearly that promotion in Santa Rosa County District Schools is based on student achievement and is not an automatic process.

All student records are confidential. When a parent, eligible student, or any other person authorized by the parent or eligible student, requests the right to review or inspect the education records of the student, that person shall have access only to that information which relates to the specified student when records contain information on more than one child.

Refer to the Student Records Handbook for further information.

UNLAWFUL DISCRIMINATION PROHIBITED

1. Santa Rosa County District Schools do not discriminate on the basis of race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin or genetic information in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. 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.
2. The school board shall comply with the Americans with Disabilities Act of 1990 (ADA). This law makes 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.
3. The Superintendent shall develop complaint procedures aligned with School Board Policy 2.80, to be followed by anyone alleging unlawful discrimination.
4. The school board shall 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. No student shall 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.

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

Florida is a participating state in this ICEOMC, therefore, Santa Rosa County District Schools adhere as much as possible to the guidelines of the compact. The purpose of the compact is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents by:

- facilitating timely enrollment;
 - facilitating student placement;
 - facilitating qualification and eligibility for enrollment in educational programs, extracurricular athletics and social activities;
 - facilitating on-time graduation;
 - providing for adoption and enforcement of administrative rules implementing the compact;
 - providing for the uniform collection and sharing of information between states;
 - promoting coordination between the compact and other compacts affecting military children;
- and

- promoting flexibility and cooperation between the educational system, parents, and students.
- **APPLICABILITY:**
The compact applies to active duty armed forces personnel, personnel or veterans who are medically discharged or retired for a period of one year, and personnel who die on active duty or because of injuries sustained on active duty for a period of one year after death. Local education agencies (LEA) must abide by compact terms. The terms of the compact are binding only on member states.
- **RECORDS, ENROLLMENT AND ELIGIBILITY:**
The compact requires a student's former school to issue temporary transcripts in the event that it cannot furnish official transcripts timely. Pending receipt of official transcripts, the student's receiving school must accept the temporary transcripts for enrollment and placement purposes. Compact states must give the student 30 days to obtain required immunizations. Students must be allowed to continue their enrollment at the grade level they were enrolled in at the former school. Likewise, a student who has completed a grade level in the former state must be allowed to enroll in the next highest-grade level in the receiving state, regardless of age. The compact requires an LEA to honor temporary guardianships executed to enroll the child in school due to a student's parent being deployed out of state or country. Further, it prohibits an LEA from charging tuition to a student who is placed in the care of a person who lives outside of the LEA's jurisdiction. Such students must be allowed to remain at the original school. LEAs must also allow a transitioning military child to participate in extracurricular activities, regardless of when the child enrolled in the school.
- **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 and/or proficiency of each student toward achieving the Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) and Florida's Next Generation Sunshine State Standards (NGSSS).
- 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 K–10 to measure English Language Arts (reading and writing), and mathematics; Grades 5-8 to measure science; and end of course exams to measure civics, US History, Biology, Algebra and Geometry. The testing program must include:

- a standard statewide assessment program that measures and reports student proficiency levels in 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 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.

- 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.
- those students seeking an adult high school diploma must meet the same testing requirements that a regular high school student must meet.
- 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~~ **\$8,443**. For more information regarding the district and individual school's financial reports please go to our district website at ~~www.santarosa.k12.fl.us~~ <https://santarosaschools.org/>

2.0 ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)

Student Progression Plan

TABLE OF CONTENTS

- 2.100 MID-YEAR PROMOTION PROCEDURES WITH ELIGIBILITY REQUIREMENTS**
 - 2.101 Elementary School**
 - 2.102 Middle School**
 - 2.103 High School**
- 2.200 FULL YEAR PROMOTION PROCEDURES WITH ELIGIBILITY REQUIREMENTS**
 - 2.201 Elementary School**
 - 2.202 Middle School**
 - 2.203 High School**
- 2.300 SUBJECT MATTER ACCELERATION PROCEDURES AND ELIGIBILITY REQUIREMENTS**
 - 2.301 Elementary School**
 - 2.302 Middle School**
 - 2.303 High School**
 - 2.304 Parent Requests for Acceleration Options- All Levels**
- 2.400 EARLY GRADUATION**

2.100 MID-YEAR PROMOTION PROCEDURES WITH ELIGIBILITY REQUIREMENTS

Definition - Promotion of a student from one grade to a higher grade at the end of the first semester as indicated by the school board approved school calendar.

2.101 Elementary School

For retained 3rd grade to 4th grade promotions, see Section 4.3235.

- A. The following procedure must be followed to consider a student for mid-year promotion to the next highest-grade level:
1. The parent/guardian must make a written request for their child to be considered for mid-year promotion by December 1.
 2. The parent/guardian must provide a portfolio of assessment results, transcripts, and other evidence to justify the mid-year promotion.
 3. The parent/guardian must meet with the Principal to review the request and the student's eligibility for promotion.
- B. Eligibility: The following minimum requirements to be considered eligible for mid-year promotion must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.
1. Assessment Results: Level 4 on the state standardized assessment instrument in ELA and Math for Grades 3-5, evidence of superior performance on current year **FAST** assessments in ELA and Math for Grades K-2.
 2. Grade Point Average (GPA) of all courses: 90 (Grades 3-5) or Above Grade Level Performance on current year assessments (K-2) for the current year.
 3. Attendance: 90% attendance rate for the current year.
 4. Behavior: No "N"s or "U"s (Needs Improvement or Unsatisfactory) in conduct for the current or previous year.
 5. Teacher Recommendation: A positive recommendation from the student's current and previous grade level teachers.
 6. Guidance Counselor Recommendation: A positive recommendation from the student's current guidance counselor.

2.102 Middle School

- A. The following procedure must be followed to consider a student for mid-year promotion to the next highest-grade level:
1. The parent/guardian must make a written request for their child to be considered for mid-year promotion by December 1.
 2. The parent/guardian must provide a portfolio of assessment results, transcripts, and other evidence to justify the mid-year promotion.
 3. The parent/guardian must meet with the Principal to review the request and the student's eligibility for promotion.
 4. If the request is granted based upon eligibility at the parent's request, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.

- B. Eligibility: The following minimum requirements to be considered eligible for mid-year promotion must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.
 - 1. Assessment Results: Mid-Level 3 on the state standardized assessment instrument in ELA and Math (previous year).
 - 2. Grade average in the course(s) requesting acceleration in: 85% for the current and previous years. Students who are in an advanced course of the content the request is being made for will be awarded five (5) extra percentage points.
 - 3. Attendance: 90% attendance rate for the current and previous years.
 - 4. For each grade level, the parent requesting promotion of the student must show proficiency by taking the courses(s) and earning a passing grade or by showing proficiency by passing with a minimum of 85% on each of the core content area End-of-Course (EOC) exams.
- 5. Behavior: No "N"s or "U"s (Needs Improvement or Unsatisfactory) in conduct for the current or previous year.
 - 6. Teacher Recommendation: A positive recommendation from all of the student's current and previous grade level teachers.
 - 7. Guidance Counselor Recommendation: A positive recommendation from the student's current and previous year's guidance counselor.
- C. If a student is promoted to a grade level that prohibits him/her from obtaining all the Middle School Promotion Requirements (see Section 5.3051), a letter will be placed in the student's cumulative file indicating the reason due to the Academically Challenging Curriculum to Enhance Learning (ACCEL) options as granted by Florida State Statute.

2.103 High School

- A. Promotion at the high school level will be based exclusively on the number of credits earned by the student in accordance with Section 6.301.
- B. Mid-year promotions will be considered and will occur at end of each semester and at the end of the summer break.

2.200 FULL YEAR PROMOTION PROCEDURES WITH ELIGIBILITY REQUIREMENTS

Definition - Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows.

2.201 Elementary School

Also refer to Section 4.319.

- A. The following procedure must be followed to consider a student for full year promotion to the next highest-grade level:
 - 1. The parent/guardian must make a written request for their child to be considered for full year promotion by May 1.
 - 2. The parent/guardian must provide a portfolio of assessment results, transcripts, and other evidence to justify the full year promotion.

3. The parent/guardian must meet with the Principal to review the request and the student's eligibility for promotion.
- B. Eligibility: The following minimum requirements to be considered eligible for mid-year promotion must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.
1. Assessment Results: Level 5 on the state standardized assessment instrument in ELA and Math for Grades 3-5, or evidence of overall superior performance on current year FAST assessments in ELA and Math for Grades K-2.
 2. Numeric Grade Point Average of all courses: 95 (3-5) or Superior (K-2) for the current and previous two (2) years.
 3. Attendance: 90% attendance rate for the current and previous two (2) years.
 4. Behavior: No "N"s or "U"s (Needs Improvement or Unsatisfactory) in conduct for the current or previous year.
 5. Teacher Recommendation: A positive recommendation from the student's current and previous grade level teachers.
 6. Guidance Counselor Recommendation: A positive recommendation from the student's current guidance counselor.

2.202 Middle School

- A. Procedures: The following procedure must be followed to consider a student for full year promotion to the next highest-grade level:
1. The parent/guardian must make a written request for their child to be considered for full year promotion by May 1.
 2. The parent/guardian must provide a portfolio of assessment results, transcripts, and other evidence to justify the promotion.
 3. The parent/guardian must meet with the Principal to review the request and the student's eligibility for promotion.
 4. If the request is granted based upon eligibility at the parent's request, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.
- B. Eligibility: The following minimum requirements to be considered eligible for full year promotion must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.
1. Assessment Results: Mid-Level 3 on the state standardized assessment instrument in ELA and Math (previous year).
 2. Grade Average in the course(s) requesting acceleration in: 85% for the current and previous years. Students who are in an advanced course of the content the request is being made for will be awarded five (5) extra percentage points.
 3. Attendance: 90% attendance rate for the current and previous years.

4. For each grade level the parent requests promotion of, the student must show proficiency by taking the courses(s) and earning a passing grade or by showing proficiency by passing with a minimum of 85% on each of the core content area End-of-Course (EOC) exams.
 5. Behavior: No “N”s or “U”s (Needs Improvement or Unsatisfactory) in conduct for the current or previous year.
 6. Teacher Recommendation: A positive recommendation from all the student’s current and previous grade level teachers.
 7. Guidance Counselor Recommendation: A positive recommendation from the student’s current and previous year’s guidance counselor.
- C. If a student is promoted to a grade level that prohibits him/her from obtaining all of the middle school promotion requirements (see Section 5.3051), a letter will be placed in the student’s cumulative file indicating the reason due to the Academically Challenging Curriculum to Enhance Learning (ACCEL) options as granted by Florida State Statute.

2.203 High School

- A. Promotion at the high school level will be based exclusively on the number of credits earned by the student in accordance with Section 6.301.
- B. Full year promotions will be considered and will occur at the end of each semester and at the end of the summer break.

2.300 SUBJECT MATTER ACCELERATION PROCEDURES AND ELIGIBILITY REQUIREMENTS

2.301 Elementary School

- A. Procedures: The following procedure must be followed to consider a student for subject matter acceleration, on campus or virtual, to the next higher grade level:
 1. The parent/guardian must make a written request for their child to be considered for subject matter acceleration.
 2. The parent/guardian must meet with the Principal to review the request and the student’s eligibility for acceleration.
 3. If the request is granted based upon eligibility at the parent’s request, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.
- B. Eligibility: The following minimum requirements to be considered eligible for subject matter acceleration must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.
 1. Assessment Results: Level 4 on the state standardized assessment instrument) or evidence of overall superior performance on current year FAST assessments in Reading and Math for Grades K-2.
 2. Grade Point Average (GPA) of all courses: 3.50 or superior for the current and previous year.
 3. Attendance: 90% attendance rate for the current and previous two (2) years.
 4. Behavior: No “N”s or “U”s (Needs Improvement or Unsatisfactory) in conduct for the current or previous year.

5. Teacher Recommendation: A positive recommendation from all the student's current grade level teachers.

2.302 Middle School

- A. Procedures: The following procedure must be followed to consider a student for subject matter acceleration, on campus or virtual, to the next higher grade level:
 1. The parent/guardian must make a written request for their child to be considered for subject matter acceleration prior to the end of the first nine (9) weeks.
 2. The parent/guardian must meet with the Principal to review the request and the student's eligibility for acceleration.
 3. If the request is granted based upon eligibility at the parent's request, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.
- B. Eligibility: The following minimum requirements to be considered eligible for subject matter acceleration must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.
 1. Assessment results: Mid-Level 3 or higher on the state standardized assessment in ELA and Math (previous year).
 2. Grade average for the course(s) requesting acceleration in 85% for the current year. Students who are in an advanced content course of the same content requesting acceleration in will be awarded five (5) additional percentage points.
 3. Attendance: 90% attendance rate for the current year.
 4. Behavior: No "N"s or "U"s (Needs Improvement or Unsatisfactory) in conduct for the current or previous year.
 5. Teacher Recommendation: A positive recommendation from all the student's current and previous grade level teachers.
 6. End-of-Course (EOC) exam: 85% or higher is required on the End-of-Course (EOC) exam for the course(s) requesting acceleration.

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 EOC exam as indicated in each school's Curriculum Guide.
 2. GPA: As indicated in each school's Curriculum Guide.
 3. Attendance: None.
 4. Conduct: None.
 5. Teacher recommendations: Previous year content teacher.
 6. Guidance Counselor recommendation: Assigned counselor if applicable.
- B. Dual Enrollment and Early Admissions
 1. Assessment Results: Passing scores on FAST ELA, Civics EOC exam, Algebra I EOC exam, Biology EOC exam, Geometry EOC exam, and U.S. History EOC exam. College ready scores

in Math, Reading, and English on the PERT test, ACT, or SAT as indicated in the articulation agreement between the Santa Rosa County School Board and the post-secondary institution.

2. GPA: As indicated in the articulation agreement between the Santa Rosa County School Board and the post-secondary institution.
 3. Guidance Counselor recommendation: Assigned counselor if applicable.
 4. Other provisions: All as indicated in Section 6.6045 and Section 6.6046.
- C. Virtual Instruction at a Higher Grade Level
1. Assessment Results: None.
 2. GPA: None.
 3. Attendance: None.
 4. Conduct: None.
 5. Teacher recommendations: None, but pre-requisite courses should be considered.
 6. Guidance Counselor recommendation: Guidance Counselor approval necessary.

2.304 Parent Requests for Acceleration Options - All Levels

- A. Procedures: The following procedure must be followed to consider a student for subject-matter acceleration when the eligibility requirements are not met:
1. The parent/guardian must make a written request for their child to be considered for subject-matter acceleration.
 2. The parent/guardian must meet with the Principal to review the request and the student's eligibility for acceleration.
 3. The parent/guardian must provide a portfolio of assessment results, transcripts, and other evidence to justify the Acceleration Option.
 4. If the request is granted based upon eligibility at the parent's request, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.

2.400 EARLY GRADUATION

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

Upon earning 24/18 (based on graduation plan) credits as required in the Santa Rosa County School District with a minimum 2.0 GPA, and passing all the required state assessments, a student will be eligible to graduate from high school, regardless of the number of semesters of attendance.

Graduation ceremonies will be scheduled at the end the second semester each year. Early graduates may take part in these ceremonies as scheduled. Students alternatively placed/expelled during the second semester in which their graduation ceremony is scheduled will be prohibited from participating in the graduation ceremony at the school from which the student was alternatively placed/expelled.

3.0 PRE-KINDERGARTEN Student Progression Plan

TABLE OF CONTENTS

3.100 ADMISSIONS

3.101 Pre-Kindergarten Programs

3.102 Admission: Criteria

3.103 Admission: Age

3.104 Admission: Data

3.1041 Evidence of Birth

3.1042 Evidence of Immunization

3.1043 Evidence of Medical Exam

3.1044 McKinney-Vento_Homeless Assistance

3.105 Admission: Transfer Students

3.200 PROGRAM OF STUDY

3.201 Curriculum

3.202 Experiences and Activities

3.203 Exceptional Student Education (ESE)

3.204 Exceptional Student Education (ESE): IEP

3.205 ESE/Progress Report

3.206 Equal Access

3.300 PLACEMENT

3.301 Placement of Head Start/Early Head Start

3.302 Voluntary Pre-Kindergarten

3.303 Exceptional Student Education (ESE)

3.304 Dual-Enrolled Placement

3.400 INTEGRATED SERVICES FOR HEAD START AND EARLY HEAD START/VPK/ESE

3.401 Health

3.402 Safety

3.403 Nutrition

3.404 Social Emotional Development/ESE

3.405 Parent Involvement

3.406 Education

3.500 SCREENING/ASSESSMENT

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

3.502 Assessment Instruments: ESE

3.600 COMPLETION

3.601 Head Start: Transition to Kindergarten

3.602 ESE: Transition to Kindergarten

3.603 ESE: Special Considerations

3.604 ESE: *The Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)*

- 3.700 ESE ATTENDANCE**
 - 3.701 Attendance**
 - 3.702 Tardiness**
- 3.800 Early Literacy Intervention**

3.100 ADMISSION

3.101 Pre-Kindergarten Programs

Pre-Kindergarten Programs in Santa Rosa County District Schools include Early Head Start/Head Start, Voluntary Pre-Kindergarten (VPK), Pre-K Blended Inclusion, and Pre-K Exceptional Student Education (ESE) ages 3-5. These programs serve children from age two (2) to age five (5).

3.102 Admission: Criteria

Students entering Pre-Kindergarten under the Santa Rosa County District Schools must meet criteria designated for each program. Early Head Start and Head Start applicants must apply and meet the eligibility criteria which include age, residence and income as defined by the Federal Income Guidelines. The Head Start and Early Head Start Programs are allowed to serve up to 10% of our funded enrollment as over-income families. It is however, the program's goal to serve students and families most in need of the services. At least 10% of our funded enrollment must have a documented disability as defined by an Individualized Educational Plan (IEP) or Individualized Family Support Plan (IFSP). Early Head Start and Head Start Eligibility criteria points are calculated and entered into the ChildPlus Database for a ranked waiting list. As vacancies occur throughout the academic school year they will be filled from the ranked waiting list.

3.103 Admission: Age

Students entering Pre-Kindergarten must meet the age requirements of the specific program.

3.104 Admission: Data

In order to be admitted to a Florida school, a student must provide the following data:

3.1041 Evidence of Birth

Provide evidence of date of birth in accordance with s.1003.21, F.S.

3.1042 Evidence of Immunization

Provide evidence of immunization against communicable diseases as required by s.1003.22, F.S. Immunization records are entered into ChildPlus for Monitoring.

3.1043 Evidence of Medical Exam

Provide evidence of a medical examination completed within the last twelve months from the date of entry into school in accordance with s.1003.22, F.S. Physical Exams/Well Baby checkups are entered into ChildPlus for monitoring.

3.1044 McKinney-Vento Homeless Assistance

Appropriate exceptions and accommodations will be made to minimize the barriers related to student assignment for students identified as eligible for services through the (1) Department of Children and Families or under s. 722(d), (2) of The Federal McKinney-Vento Homeless Assistance Act and related Florida Statutes. The Federal Programs Coordinator ~~Director~~ serves as the district's McKinney-Vento Liaison and may be contacted for further information.

3.105 Admission: Transfer Students

ESE Students transferring from an out-of-state school must meet the entrance criteria for Santa Rosa County District Schools' Pre-Kindergarten Programs or have a current Individual Family

Support Plan (IFSP) or Individual Education Plan (IEP) for an Exceptional Student Education Program.

3.200 PROGRAM OF STUDY

3.201 Curriculum

The program of study for Pre-Kindergarten is based on curricula that provides developmentally appropriate instruction and teaching strategies individualized for the age and needs of the student. Research-based curricula and developmentally appropriate resources provide opportunities for student learning in all areas of development. Parent involvement and diversity are key elements of the curricula.

3.202 Experiences and Activities

Santa Rosa County's Early Head Start/Head Start Programs and Voluntary Pre-Kindergarten Program provide students with developmentally appropriate activities and experiences that enhance their cognitive, physical, social and emotional growth. Students develop concepts about themselves, others, and the world around them through observations, experimentation and discovery. Daily activities are planned to provide teacher-directed and child-initiated experiences in small, individual and large group settings.

Readiness goals for student learning are written to align with the Head Start Child Developmental Early Learning Framework, Florida Early Learning Standards and the Santa Rosa County District Schools' expectations. These goals are in the areas of approaches to learning, cognitive and general knowledge, language and literacy, physical health and development, and social and emotional development. Expectations for students are that they will be ready for Kindergarten and for a lifetime of learning.

3.203 Exceptional Student Education (ESE)

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

Student's ages 3-5 requiring special services within the ESE and/or regular Pre-Kindergarten Program must meet Santa Rosa County School District's eligibility (**Part B**) requirements for ESE and obtain an Individualized Education Plan (IEP). An appropriate program of study will be determined at the student's eligibility meeting and will be included in the student's IEP. Pre-Kindergarten ESE students who have an IFSP must have an IEP developed by their third birthday as determined by Indicator 12 in the state performance plan.

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

- * Autism Spectrum Disorder (ASD)
- * Deaf or Hard of Hearing (DHH)
- * Developmentally Delayed, for (Age 9)
- * Dual-Sensory Impaired (def-blind) (DSI)

- * Intellectual Disabilities (InD)
- * Emotional/Behavioral Disabilities (EBD)
- * Hospital/Homebound (HH)
- * Language Impaired (LI)
- * Occupational Therapy (OT)
- * Orthopedically Impaired (OI)
- * Other Health Impaired (OHI)
- * Speech Impaired (SI)
- * Traumatic Brain Injury (TBI)
- * Visually Impaired (VI)

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

3.204 Exceptional Student Education (ESE): IEP

The IEP/IFSP for each exceptional student must indicate the strengths and needs of the child, parent's concerns, goal and objectives that will meet these needs and a reporting timeline. It will also establish the amount of time and services the child will receive.

3.205 ESE/Progress Report

An exceptional student's progress toward IEP goals and objectives will be reported each quarter.

3.206 Equal Access

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

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.

3.300 PLACEMENT

3.301 Placement of Head Start/Early Head Start

Placement of Head Start/Early Head Start students in the Pre-Kindergarten Program is selected by the eligibility ranked waiting list in ChildPlus.

3.302 Voluntary Pre-Kindergarten

Placement in the Voluntary Pre-Kindergarten (VPK) Program is determined by age and proof of residence defined by the State of Florida. School districts in the State of Florida are mandated to offer a 300 instructional hour summer VPK Program.

3.303 Exceptional Student Education (ESE)

Placement of ESE students in Pre-Kindergarten Programs will be determined by the Individual Education Planning Team and in compliance with the IEP/IFSP providing services in the least restrictive environment with their non-disabled peers as determined by Indicator 6 in the state Performance Plan. Pre-K Blended Inclusion classes will be a consideration as a least restrictive environment for students who have an IEP, as well as students who are participants of the VPK program. Placement of ESE students in the PreK Blended Inclusion classes is determined by eligibility and a ranking system.

3.304 Dual-Enrolled Placement

Placement of ESE students in Head Start (dual-enrolled) is determined by eligibility and a point system ranking in ChildPlus.

3.400 INTEGRATED SERVICES FOR HEAD START AND EARLY HEAD START/VPK/ESE

In a spirit of cooperation and mutual support, parents, teachers, staff, administrators and the community work together to create an appropriate, challenging, supportive environment where each and every child learns, grows and feels valued as an integral member of the school community. Working in a spirit of collaboration, the Santa Rosa County Early Head Start/Head Start Program faculty, staff, administration, parents and community strive to create a climate of support and collaboration in their efforts to:

- Identify and meet each child's needs.
- Identify and access appropriate resources.
- Respect individual differences.
- Build on strength.
- Celebrate successes.
- Value each child's unique contribution.

3.401 Health

The health and developmental services for the Head Start/Early Head Start/VPK/ESE programs strive to meet the following goals:

- Provide an ongoing resource of comprehensive health services including; medical, dental, social/emotional and nutrition for all Pre-Kindergarten students.
- Provide an environment to meet the diverse needs of our students and their families. Every effort is made to effectively utilize resources to accommodate students with disabilities or special needs.
- Promote preventive health services and early intervention.

3.402 Safety

Child health and safety measures are practiced daily in all the Santa Rosa County District Pre-Kindergarten Programs. Every effort is made to assure a safe and healthy environment for the children, staff, and public by utilizing various methods, approaches, policies and procedures.

3.403 Nutrition

Nutrition plays an important role for both students and their families within Santa Rosa County District Schools' Pre-Kindergarten programs. The nutrition service area strives to assist families

in meeting each student's nutritional needs and establish good eating habits that nurture healthy development while promoting life-long well-being. The district's contracted food service provider, Sodexo, Chartwells, provides all school meals. The nutritional staff of ~~Sodexo~~ Chartwells works diligently to plan and prepare nutritious menus that meet current USDA guidelines, ensure food safety and sanitation. Nutritious meals are served daily to students, school staff and any visiting parent/guardian. The nutritional staff and the Florida Extension Office provide nutrition education to students, teachers, staff and parents.

3.404 Social Emotional Development

The goal of Social/Emotional Development is to bring about a greater degree of social competence in children. Social competence includes the child's everyday effectiveness in dealing with both present environment and later responsibilities in school and life. Social competence takes into account the interrelatedness of cognitive and intellectual development, physical and mental health, nutritional needs, and other factors that enable a developmental approach to helping children achieve social competence.

The Early Head Start/Head Start Program of Santa Rosa County believes in a strong prevention program that educates staff, parents and children. It allows them to practice new skills and receive support and guidance from staff, and community agencies. Child-centered, developmentally appropriate, hands-on classroom activities are provided to promote healthy self-concepts that can become the basis for lifelong healthy habits.

Identification and referral procedures are a part of the program. Social/Emotional services are provided for all students.

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.

3.406 Education

The Santa Rosa County School District's Pre-Kindergarten Programs believes in a strong prevention program that nurtures and educates students and families. The program allows students and families to learn new skills and receive support and guidance from staff and community agencies. Students learn best through active learning experiences that have a purpose and are meaningful to them. Teachers assess and make observations to plan for and guide students based on their individual needs. Parent input is crucial in planning for student success. Classroom environments are nurturing where students learn how to get along with others, solve problems, and acquire the academic skills needed for school success.

3.500 SCREENING/ASSESSMENT

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

Developmental screenings and assessment procedures are listed below:

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

3.502 Assessment Instruments: ESE

Students in the Exceptional Student Education (ESE) program are assessed using the COR Diagnostic three times a year to inform the state Child Outcome Summary (COS) process. Upon entrance and exit of a program, the Florida Department of Education requires the administration of the Child Outcome Summary (COS) to monitor the student's progress throughout the program.

3.600 COMPLETION

3.601 Head Start: Transition to Kindergarten

Students in Pre-Kindergarten who attain the age requirement for Kindergarten will automatically transition to the Kindergarten program.

3.602 ESE: Transition to Kindergarten

Recommendations regarding the transition of students in the ESE Pre-Kindergarten Program will be the responsibility of the IEP Team. Consideration for an additional year shall be for the purpose of continued development and will not be considered retention. Transition meetings will be held for all students transitioning from ESE Pre-K to Kindergarten.

3.603 ESE: Special Considerations

If an ESE Pre-Kindergarten student spends part of the day in a Kindergarten program, the placement does not constitute a year of Kindergarten attendance.

3.604 ESE: Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)

Pre-K students receiving district services through an IEP who are claimed for FTE funding in both October and February may be eligible for the Scholarship in Kindergarten.

3.700 ESE: ATTENDANCE

3.701 Attendance

When a student in Pre-K ESE has been absent repeatedly, the Principal or designee may ask the parent/guardian to provide verification for reason of absence. Students absent for more than 30 days will become inactive in the system and will need to re-register to attend.

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

3.800 Early Literacy Intervention

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

4.0 ELEMENTARY SCHOOL (GRADES K-5)

Student Progression Plan

TABLE OF CONTENTS

4.100 ADMISSION

- 4.101 Age Requirement: Kindergarten**
- 4.102 Age Requirement: First Grade**
- 4.103 Transfer: Non-public Kindergarten**
- 4.104 Transfer: Out-of-State**
- 4.105 Entry Documentation Requirements**
 - 4.1051 Evidence of Birth**
 - 4.1052 Evidence of Immunization**
 - 4.1053 Evidence of Medical Exam**
 - 4.1054 Evidence of Residence**
 - 4.1055 Out of State Transfers**
 - 4.1056 McKinney-Vento Homeless Assistance**
 - 4.1057 Social Security Number**
- 4.106 In State Transfer Documentation Requirements**
- 4.107 Admission: Home Education**
- 4.108 Interstate Compact on Educational Opportunity for Military Children**
- 4.109 Enrollment: Expulsion/Charges**
- 4.110 District Placement Committee**
- 4.111 Student Transfers**
- 4.112 Exceptional Student Education (ESE): *The Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)***
- 4.113 Hope Scholarship Program**
- 4.114 School Choice**
- 4.115 Students with Parents/Guardians Employed by the Santa Rosa County School District**
- 4.116 Classroom Transfers**

4.200 PROGRAM OF STUDY

- 4.201 Required Program of Study**
 - 4.2011 Elementary Physical Education**
 - 4.2012 Elementary Recess**
 - 4.2013 Health Education**
- 4.202 MTSS (Multi-Tiered System of Supports)**
- 4.203 Section 504 Accommodation Plans/Services**
- 4.204 Exceptional Student Education (ESE): Eligibility**
- 4.205 ESE: Mastery of Course Content**
- 4.206 ESE: Allowable Accommodations**
- 4.207 Gifted Education: Make-Up Work**
- 4.208 Equal Access**

- 4.209 English Language Learners
- 4.210 Elementary Reading Deficiency and Required Parental Notifications
- 4.211 Elementary Math Deficiency and Required Parental Notifications
- 4.300 GRADE PLACEMENT, GRADES AND GRADING
 - 4.301 Criteria
 - 4.302 Screening
 - 4.303 Further Assessment
 - 4.304 Determined by Principal
 - 4.305 Out-of-State Students
 - 4.306 First Grade
 - 4.307 Transfer: Probationary Basis
 - 4.308 Transfer: Final
 - 4.309 Transfer: Home Education
 - 4.3091 Placement/Age
 - 4.3092 Placement Variable
 - 4.3093 Temporary Placement
 - 4.310 Responsibility of Principal
 - 4.311 Promotion: K-5 Students
 - 4.312 Promotion: ESE Students
 - 4.313 Schedule of Completion
 - 4.314 Report Cards: Grading System
 - 4.315 Report Cards: Reflect Level of Achievement
 - 4.316 Report Cards: Issuing Schedule
 - 4.317 ESE: Progress Reports
 - 4.318 State Adopted Standards
 - 4.319 Accelerated Grade Placement
 - 4.320 Principal as Final Administrative Authority
 - 4.321 Retained: Reassigned
 - 4.322 Administrative Placement
 - 4.323 Retention
 - 4.3231 Criteria for Retention
 - 4.3232 Adequate Progress
 - 4.3233 Mandatory Retention
 - 4.3234 Good Cause Exemption from Mandatory Retention
 - 4.3235 Mid-Year Promotion of Retained Grade 3 Students
 - 4.3236 Mid-Year Promotion
 - 4.324 Summer Reading Camps
 - 4.3241 ESE: Extended School Year (ESY) Services

- 4.325 Assessment and Reporting
 - 4.3251 Annual Report of Student Progress
 - 4.3252 Reading and/or Math Deficiency
 - 4.3253 Progress
 - 4.3254 Statewide Assessment and Remediation
 - 4.3255 ESE: Assessment Exemption
 - 4.3256 Parent Notification: Academic Progress
 - 4.3257 Below Grade Level Placement
- 4.400 COMPLETION
 - 4.401 Mastery of Student Performance Standards
- 4.500 ATTENDANCE, ABSENCES, AND TARDINESS
 - 4.501 Attendance
 - 4.502 Absences
 - 4.503 Excused Absences
 - 4.5031 Arrangements for Excused Absences
 - 4.5032 Arrangements for Non-Listed Excused Absences
 - 4.5033 Hospital/Homebound
 - 4.5034 Repeated Absences
 - 4.5035 Student with More Than Nine (9) Absences
 - 4.5036 Head Lice/Bed Bugs
 - 4.504 Unexcused Absences
 - 4.5041 Habitual Truancy/Truancy Procedures
 - 4.505 Tardiness
 - 4.506 Late to School Check-In or Early Check-Outs
 - 4.5061 Unexcused/Excused "Late to School Check-ins/Early Check-outs"
 - 4.507 Retention Due to Excessive Absences of Any Kind
 - 4.508 Administrative Withdrawal
 - 4.509 Learnfare Program
 - 4.510 Early Warning System for Attendance
- 4.600 VIRTUAL SCHOOL

4.100 ADMISSION

Florida law requires that a child who will be six (6) years of age by February 1 of any school year must attend school regularly during the entire school term. Therefore, the child must begin school at the beginning of the school year. s.1003.21, F.S.

4.101 Age Requirement: Kindergarten

Children **entering Kindergarten** in Santa Rosa County District Schools for the first time must comply with s.1003.21, and (1)(a)2 F.S. regarding entry. A child must be five (5) years of age on or before September 1 of the school year.

4.102 Age Requirement: First Grade

Any child who has completed Kindergarten **AND** is six (6) years of age on or before September 1 will be admitted to **Grade 1** at any time during the school year.

4.103 Transfer: Non-public Kindergarten

Pupils **transferring from a non-public Kindergarten** to the Santa Rosa County schools must meet the Florida age requirement for entry to Kindergarten.

4.104 Transfer: Out-of-State

Pupils **transferring from out-of-state** to a Santa Rosa County District Kindergarten or first grade must meet the **age requirements** for public schools in the state from which they are transferring. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school must be provided.

4.105 State of Florida Initial Entry Documentation Requirements

To be initially **admitted to Florida schools**, as a first-time student enrollment or as an out-of-state transferring student having never attended a Florida public or private school, a student must provide the following data:

4.1051 Evidence of Birth

Provide evidence of date of birth in accordance with s.1003.21, F.S.

4.1052 Evidence of Immunizations

Provide evidence of immunization against communicable diseases as required by s.1003.22, F.S.

4.1053 Evidence of Medical Exam (Also referred to as a Physical Exam or Florida Physical)

Provide evidence of a medical examination completed within the last 12 months in accordance with s.1003.22, F.S.

4.1054 Evidence of Residence

Provide evidence of residence at an address within the attendance area of the school to which admission is requested **or** a request for transfer approved by the school board.

4.1055 Out-of-State Transfers: A temporary exemption for a period not to exceed 30 school days will be given to permit a student who transfers from out-of-state to attend class until his/her medical exam can be obtained or brought up to date. After 30 days, the student may be excluded from school until a medical exam (completed within the last 12 months) is presented to the school.

4.1056 McKinney-Vento Homeless Assistance

Appropriate exceptions and accommodations will be made to minimize the barriers related to student assignment for students identified as eligible for services through the 1) Department of Children and Families or 2) under s.722 (d) (2), F.S., of The Federal McKinney-Vento Homeless Assistance Act and related Florida Statutes. Students identified as homeless shall be given a temporary exemption for 30 school days to comply with school entrance documentation requirements (i.e. birth certificate, immunizations, physical exam) (s. 1003.22 (2), F.S.). After 30 days, mandatory exclusion from school is required by law in Florida until acceptable immunization documentation is presented. Physical exam will also be required within the 30-day timeline. The Federal Programs Coordinator ~~Director~~ serves as the district's McKinney-Vento Liaison and may be contacted for further information.

4.1057 Social Security Number (s.1008.386, F.S.)

A student is not required to provide his or her social security number as a condition for enrollment.

4.106 In-State Transfer Documentation Requirements:

Students **transferring from** another public or private school in the State of Florida shall be given 30 days to provide the district with proper record of an up-to-date immunization and a record of medical exam (on file as an initial entry health exam; not required to have been completed within 12 months). Failure to provide proper documents may result in exclusion from school until records are presented. A new medical exam will be required if one is not received as part of the student record.

4.107 Admission: Home School Education

Elementary students enrolled with the district as home school education students are not eligible to participate in classes, activities or ESE Services, at the elementary school level. Contact the Director of ESE for disability or Director of Student Services for Section 504 questions.

4.108 Interstate Compact on Educational Opportunity for Military Children – Florida Statute 1000.36

See Section 1 of this document for details.

4.109 Enrollment: Expulsion/Charges

Any student enrolling in any Santa Rosa County District School shall at the time of enrollment, indicate on the enrollment form any previous school expulsion or alternative placement in lieu of expulsion; arrests resulting in a charge where the student was adjudicated guilty or where adjudication was withheld; or any juvenile justice actions. If a student requesting admission has been given **alternative placement** in lieu of expulsion from any non-district school, the Director of Elementary Schools should be contacted to determine appropriate placement within the district prior to the enrollment of the student in a Santa Rosa County District School. A student with an active Individual Education Plan (IEP) who has been expelled from any non-district school and who is seeking to enroll in a Santa Rosa County District School or alternative placement shall

be referred to the Director of Exceptional Student Education (ESE) for an immediate placement review.

4.110 District Placement Committee

If a student requests admission to elementary school and the student has not been regularly enrolled in an education program, and does not have appropriate records regarding grades completed, the District Placement Committee will hear the parent's request when there is a question regarding grade level placement.

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

- A. The Director of Elementary Schools, Chairperson
- B. The Director of Middle Schools
- C. The Director of High Schools
- D. The Principal of the Elementary School
- E. The Director of Continuous Improvement

4.111 Student Transfers

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

4.112 Exceptional Student Education (ESE): Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)

- The Family Empowerment Scholarship for Students with Unique Abilities is established to provide the option to attend a public school other than the one to which assigned, or to provide a scholarship to a private school of choice, for students with disabilities for whom:
 - (a) An Individual Educational Plan (IEP) has been written in accordance with rules of the State Board of Education; or
 - (b) A Doctor's Diagnosis that meets the criteria in statute. NOTE: Students with disabilities include K-12 students who are documented as having an intellectual disability; a speech impairment; a language impairment; a hearing impairment, including deafness; a visual impairment, including blindness; a dual sensory impairment; an orthopedic impairment; another health impairment; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; a traumatic brain injury; a developmental delay; or autism spectrum disorder.

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

- Pursuant to Section 1002.394(3), F.S., a student meeting the FES-UA eligibility requirements may choose to attend another public school in the student's school district or in an adjacent school district. In this case, the district FES-UA Representative (name and contact information found on the School Choice website) must be contacted to discuss available public school options. Public school availability is determined by the school district and is based upon the following:
 - Program availability (determined by the student's IEP) at the requested school center.
 - Parent should also complete a District Request for Student Transfer form to state the use of FES-UA within the Santa Rosa County School system.
 - Document on the form the approval of the FES-UA Intent as well as alternate school choice.

- Verification of ESE program will be done by ESE Admin as well as affiliated program facilitator to determine appropriate services and/or supports in requested school.
- Verification submitted to designated Level Director for final approval of public school.

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.

4.114 School Choice

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

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

Students with parents/guardians employed by the Santa Rosa County School District are allowed to enroll in a district school within the school zoned feeder pattern of their assigned work location provided space is available.

Parent/Guardians must provide verification of employment to receiving school upon request to Transfer. Annual verification required.

4.116 Classroom Transfers

Parent Request for his/her child to be transferred from an out-of-field classroom teacher to an in-field classroom teacher.

1. The parent may submit to the school Principal a letter detailing their request for transfer to an in-field teacher.
2. The Principal will approve or deny the request within two (2) weeks of receiving the request. If a request for transfer is denied, the school must notify the parent and specify the reasons for the denial.
3. If the denial is due to lack of staff or class-size considerations, the parent will be made aware of the district reassignment process.

Parent Request for his/her child to be transferred to another classroom teacher.

1. The Parent should request a conference with the current teacher to discuss concerns and to seek a resolution.
2. If the above is not successful, the parent should request a conference with the teacher and a school administrator to seek resolution.
3. If the above does not resolve the issues/concerns, the parent may submit to the school Principal a letter detailing their continued concerns and the specific remedy sought.

4. The Principal will approve or deny the schedule change request within two (2) weeks of receiving the request and this decision will be provided to the parent in writing.
5. Parents who wish to appeal this decision may appeal to the grade level director at the district level.

4.200 PROGRAM OF STUDY

4.201 Required Program of Study

Public School Student Progression; Reporting Requirements; Required Program of Study

A. Intent -

It is the intent of the Florida Legislature that each student's progression from one grade to another to be determined, in part, upon proficiency in reading, writing, science and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

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

The **program of study** for elementary school students in Santa Rosa County District Schools reflects state and local expectations for elementary education. The following areas of study are required for elementary education in each grade, K - 5:

- English Language Arts (ELA)
- Mathematics
- Science
- Social Studies

The following programs of study are special area/elective course descriptions that are part of our district's overall programs of study. These may be implemented as scheduled classes or imbedded in other subject area instruction.

- Art (may include the fine arts and/or dramatic arts)
- Character
- Computer Literacy, Problem Solving and Critical Thinking Skills
- Health (includes harmful effects of alcohol, tobacco and drug abuse; nutrition; human growth and development; and safety). Every effort shall be made to integrate health education with other subject areas.
- Music
- Self and Career Education
- Safety
- Technology Education

4.2011 Elementary Physical Education

Per state statute (1003.455), the district will provide 150 minutes of physical education weekly. Schools on six (6) plus day schedules will average 150 minutes of physical education per week.

The Elementary Physical Education Program of Study will reflect the following outcomes:

- Schools will provide physical education activities of at least a moderate level of intensity for the duration sufficient to provide significant health benefit to all students, subject to their differing capabilities.
- Schools will require fitness education and assessment to help students understand; improve and maintain their physical well-being.
- Programs will provide students of all abilities and interests with a foundation of movement experiences that will lead to active, healthy lifestyles.
- Schools will ensure instruction in and promotion of healthy eating habits and good nutrition.
- Schools will deliver safety skills instruction for various physical activities and equipment.
- District policy will prohibit the use of physical activity and the withholding of physical activity as punishment.

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.

4.2013 Elementary Health Education

Comprehensive age-appropriate and developmentally appropriate K-12 instruction on:

Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

- a. Injury prevention and safety.
- b. Internet safety.
- c. Nutrition.
- d. Personal health.
- e. Prevention and control of disease.
- f. Substance use and abuse.
- g. Prevention of child sexual abuse, exploitation, and human trafficking.

4.202 MTSS (Multi-tiered System of Supports)

4.2021 Early Warning System

A school that serves any students in Kindergarten through Grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:

- a. Attendance below 90 percent regardless of whether absence is excused, or a result of out-of-school suspension;
- b. One or more suspensions, whether in-school or out-of-school;

- c. Course failure in English Language Arts or mathematics during any grading period; and
- d. A Level one (1) score on the statewide standardized assessments in English Language Arts or mathematics or, for students in Kindergarten through Grade 3, a substantial reading deficiency under s.1008.25(5)(a) or a substantial math deficiency in Kindergarten through Grade 4 under s.1008.25(6)(a)

The system must include data on the number of students identified by the system as exhibiting two (2) or more early warning indicators, the number of students by grade level who exhibit each early warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The school MTSS team will be responsible for monitoring the data from the early warning system. When a student exhibits two (2) or more early warning indicators, the MTSS team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program. Data and information relating to a student's early warning indicators must be used to inform any intervention strategies provided to the student. Documentation of assigned interventions and progress monitoring shall be housed in the school district's student management system.

Tier I, II and Tier III Supports:

Specific levels of performance in reading, writing, science and mathematics will be expected for each student at all grade levels. Various measures will be used to determine proficiency including the levels of performance on statewide assessments, as defined by the Commissioner of Education. If below level performance is documented, the student must receive remediation within an intensive program that is different from the previous year's program. Remediation will be provided for students based on assessment results from the previous year. If prior year state assessments are not available other state and progress monitoring assessments and prior year tier levels will be considered.

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

Kindergarten, Retained Kindergarteners, Grade 1, Grade 2

Mathematics and Reading

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

Grade 3

Reading and Math

The state selected progress monitoring tool within the first 30 days. Cut scores for PMP's will reference an equivalent percentage of students who show non-proficiency on current and/or previous progress monitoring assessments.

Grade 4

English/Language Arts less than Level 3 on FAST ELA for Grade 3. If state assessments are not available: Multiple data points consisting of prior FAST results, prior and/or current progress monitoring results and prior year PMP tier level.

Mathematics less than Level 3 on FAST Math for Grade 3. If state assessments are not available: level 1 or 2 on prior and/or current progress monitoring assessments.

Grade 5

English/Language Arts less than Level 3 on FAST ELA for Grade 4. If state assessments are not available: Multiple data points consisting of prior FAST results, prior and/or current progress monitoring results and prior year PMP tier level.

Mathematics less than Level 3 on FAST Math for Grade 4. If state assessments are not available: level 1 or 2 on prior and/or current progress monitoring assessments.

Additional diagnostic information and classroom performance may also be used as criteria to determine a need for remediation.

Allocation for Resources – District school boards shall allocate remedial and supplemental instructional resources to students, with priority given to students who are deficient in Language Arts by the end of 3rd grade and students who fail to meet performance levels required for promotion; consistent with the district school board's plan for student progression.

Progress Monitoring Plans (PMPs) – Students must demonstrate proficiency in reading, writing, science and mathematics at each grade level, as determined by state levels of proficiency on state assessments and local levels of proficiency on local assessments. Any student who does not meet the specified grade level performance in reading and/or mathematics as defined by the Santa Rosa County School District Assessment Plan or statewide assessments at selected grade levels, must be provided additional diagnostic assessments to determine the nature of the student’s difficulty and area(s) of academic need and strategies for providing academic supports to improve the student’s performance [1008.25 (4)(a)]. (See criteria for each grade level listed above). A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by an educational plan. “Satisfactory performance” is defined by the state as level 3 and above on state assessments and 40% and above on STAR assessments. District satisfactory performance is based upon norm-referenced cut scores. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary [1008.25 (4)(c)].

Those students identified as needing intensive remediation or struggling in the area(s) of academics, behavior, and/or attendance must be provided with an academic Progress Monitoring Plan (PMP), a Behavior Monitoring Plan (BMP), and/or a Truancy Monitoring Plan developed in consultation with the student’s parent or legal guardian. The purpose of the Progress Monitoring Plan (PMP) is to assist the student in meeting district and state expectations for proficiency in ELA and mathematics and/or to improve behavior and attendance by way of interventions. The plan(s) may include one or more of the following activities as considered appropriate by the school administration: Tier I (core supports); Tier II or Tier III interventions, strategies, and supports that may include, small group instruction within the school day; accommodations to support academic/behavioral/social emotional progress, extended day services; tutoring; scheduling of classes to focus on only a few subjects needing remediation or emphasis (ELA and/or mathematics); testing for ESE services; behavior contracts, truancy plans and other remedial activities as determined by the school district.

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 may be included in the Progress Monitoring Plan (PMP) process, if they do not demonstrate proficiency in reading and/or mathematics at each grade level, as determined by state levels of proficiency on state assessments and local levels of proficiency on local assessments. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an

individual education plan or an individualized progress monitoring plan, or both, as necessary [1008.25 (4)(c)].

4.203 Section 504

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

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

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

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

4.204 Exceptional Student Education (ESE): Eligibility

Students meeting Florida Department of Education eligibility criteria, for one or more exceptional student education programs, **and** requiring specially designed instruction and/or related services shall be admitted through an eligibility staffing. An appropriate individualized program of study will be developed in the student’s Individual Education Plan (IEP).

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

- Autism Spectrum Disorder (ASD)
- Deaf or Hard of Hearing (DHH)
- Developmentally Delayed (Age 9)
- Dual-Sensory Impaired (DSI)
- Emotional/Behavioral Disabilities (EBD)
- Gifted (G)

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

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

4.205 ESE: Mastery of Course Content

Unless otherwise specified on the Individual Education Plan (IEP), elementary exceptional students working on established state standards are required to demonstrate mastery in the same areas of study as their non-disabled peers.

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 consider 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.

4.207 Gifted Education: Make-Up Work

Best practice dictates that gifted students should be required to complete only work which, if not completed, would affect their classroom progress. The following are guidelines to be used when making decisions regarding work missed while attending Gifted Program classes:

- A. Students attending Gifted Program classes will be excused from the daily/homework assigned during the class period(s) missed. Students will be excused from these assignments without penalty to their grades, loss of other scheduled activities, or loss of any classroom privileges. Assignments made prior to the day students attend the Gifted Program class are to be turned in the next scheduled class time.
- B. Mastery of standard curriculum objectives may be determined by oral review, teacher observations, quizzes, modified assignments, and/or a few selected problems.
- C. Time spent in the Gifted Program class is governed by State Regulations (6A-6.0331); therefore, students are not to miss any of the scheduled time for Gifted Program services.

4.208 Equal Access

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

4.209 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. English Language Learners

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

Florida operates under a federal consent decree issued in the case of LULAC vs. Florida State Board of Education, Case No. 90-1913. All children have the right to enroll in K-12 public education, regardless of immigrant or English proficiency status. The school district may not

inquire into a student's immigration status, may not keep records or lists pertaining to immigration status, and students may not *for any reason* be reported to U.S. Immigration and Customs Enforcement (ICE) prior to or subsequent to admission (except in the case of foreign exchange students).

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

The following admissions process will be followed:

- Enroll any student and do not ask about their immigration status.
- Students should be placed by age or transcripts. A school or district ELL Committee may be held for this purpose if placement is not clear.
- Each English Language Learner shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential. Appropriate programming includes enrollment in programs other than ESOL funded programs. Such programs shall seek to develop each student's English language proficiency and academic potential as required by 6A-6.0904, F.A.C.
- Each English Language Learner shall be placed in a highly qualified ESOL Endorsed/Certified teacher's classroom, when feasible.
- The ESOL School Liaison shall be notified immediately so appropriate screening may be completed within the timeline set forth in the Meta Consent Decree.
- Enrollment should not be delayed because of lack of transcripts.
- Residency may be established using alternative documents.
- Make initial course placement decisions based on available information at time of enrollment.
- Students should be enrolled within five school days of their first attempt to enroll.
- Contact the district ESOL department and Grade Level director if additional guidance is needed.

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

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

contact the Federal Programs Coordinator or Director in order to make the best decision for the student.

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

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

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

- Age appropriateness
- Parent input
- Review of records/assessments
- Comprehensive parent/guardian/student interview
- Academic records available, with consideration that other grade levels and grading systems may differ from the ones in the United States
- Telephone calls and record requests to previous school
- When appropriate grade band placement is unclear, a District ELL Committee will convene. The District ELL Committee includes Grade Level Directors, Federal Programs Director, or Coordinator and ESOL Program Facilitator.

The Santa Rosa County District School's 3-year ELL Plan may be accessed under ESOL at <https://santarosaschools.org/en-US/esol>

B. Assessment and Retention, ~~and~~ MTSS

Assessment

- **All ELLs** are expected to participate in state assessments regardless of the Date Entered U.S. School (DEUSS) or number of years in the ESOL Program (FDOE DPS Memo 2018-146) unless approved by the Federal Programs Director or Coordinator and the Assessment Coordinator.
- All ELLs coded LY at the beginning of the state testing window are required to take WIDA ACCESS for ELLs each year to measure English proficiency.
- Allowable state testing accommodations for ELLs coded LY and LF are defined in 6A-6.09091, F.A.C., Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners.
- All students enrolled during survey 3 will take the statewide standardized assessments.

Retention Considerations

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

Grading Guidelines for ELL Students

- Teachers should not assign a student a lower grade based solely on lack of English proficiency or use a single assessment to determine the mastery of skills taught.
- If the ELL student is attempting appropriate assignments and assessments for the student's English Language proficiency level and showing progress while still in the process of learning the English language, a grade no lower than D shall be assigned unless evidence is documented of factors unrelated to the student's English proficiency.
 - Adapt the curriculum by reducing the language demands of instruction without compromising the content of instruction.
 - Provide comprehensible instruction to ELL students through the use of ESOL instructional strategies, supplementary materials, and native language assistance (Heritage Language Dictionary and / or Heritage Language Content Area Glossaries) and apply accommodations such as extended time as outlined in the student's ELL Plan.
 - Document the use of ESOL appropriate instructional strategies in teacher lesson plans and/or FOCUS. Document parent contacts made for each ELL student. Examples of ESOL strategies are provided to each assigned classroom teacher with the ELL Plan, now available through the Ellevation platform.
 - Explain grading criteria and expectations to students and parents. Provide examples of model assignments or anchor papers meeting performance expectations as needed.

Course Failures

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

- ELL students should only receive a failing grade if the contributing factor for failure is unrelated to second language acquisition. Examples of such contributing factors include documentation of limited or interrupted formal education, poor attendance, unwillingness to attempt or complete work when ESOL instruction and support have been provided.
- The classroom teacher must document the ESOL strategies **of** to meet the needs of the ELL student. These adaptations include classroom work and assessments.

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

D. MTSS and English Language Learners

MTSS interventions are appropriate for English Language Learners for issues unrelated to English proficiency. In such cases, MTSS interventions should be occurring concurrently with the classroom ESOL services provided by the highly qualified ESOL Endorsed/Certified teacher. Time on each tier may need to be extended based on the rate of skill acquisition and English language acquisition. Delaying the MTSS process with an ESOL student for concerns unrelated to English proficiency would potentially deprive the student of extra support needed. Each case should be viewed individually with collaboration between the ESOL School Liaison and MTSS team to determine the best support for the student.

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

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

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

~~The following admissions process will be followed:~~

- ~~• Enroll any student and do not ask about their immigration status.~~
- ~~• Students should be placed by age or transcripts. A school or district ELL Committee may be held for this purpose if placement is not clear.~~

- Each English Language Learner shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential. Appropriate programming includes enrollment in programs other than ESOL funded programs. Such programs shall seek to develop each student's English language proficiency and academic potential as required by 6A-6.0904, F.A.C.
- Each English Language Learner shall be placed in a highly qualified ESOL Endorsed/Certified teacher's classroom, when feasible.
- The ESOL School Liaison shall be notified immediately so appropriate screening may be completed within the timeline set forth in the Meta Consent Decree.

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

Please note that if the ELL student meets the definition of McKinney Vento (homeless), including but not limited to the following circumstances: natural disaster or no legal guardian, the student must be enrolled immediately. Understanding that each situation is unique, please contact the Federal Programs Director in order to make the best decision for the student. The ELL Committee, which may be composed of the principal or designee, teacher(s) familiar with the ELL student, the school counselor, and the ESOL School Liaison, shall make recommendations concerning the appropriate placement, promotion and retention of English Language Learner students. Parent/guardian must be invited to any ELL Committee Meeting concerning their child. Please contact the ESOL Program Facilitator in translation or interpretation services are needed.

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

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

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

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

B. Assessment, Retention, and MTSS

Assessment

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

Retention Considerations

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

C. Grading

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

Grading Guidelines for ELL Students

- Teachers should not assign a student a lower grade based solely on lack of English proficiency, or use a single assessment to determine the mastery of skills taught.
- If the ELL student is attempting adapted assignments and assessments and showing progress while still in the process of learning the English language, a grade no lower than D shall be assigned unless evidence is documented of factors unrelated to the student's English proficiency.
- Adapt the curriculum by reducing the language demands of instruction without compromising the content of instruction.

- Provide comprehensible instruction to ELL students through the use of ESOL instructional strategies, supplementary materials, and native language assistance (Heritage Language Dictionary and / or Heritage Language Content Area Glossaries) and apply accommodations such as extended time as outlined in the student's ELL Plan.
- Document the use of ESOL instructional strategies in teacher lesson plans. Document adaptations, accommodations, and parent contacts made for each ELL student. Interventions should be based on the student's level of English proficiency. Examples of ESOL suggested strategies and interventions are provided to each assigned classroom teacher.
- Explain grading criteria and expectations to students and parents. Provide examples of model assignments or anchor papers meeting performance expectations as needed.

Course Failures

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

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

D. MTSS and English Language Learners

MTSS interventions are appropriate for English Language Learners for issues unrelated to English proficiency. In such cases, MTSS interventions should be occurring concurrently with the classroom ESOL services provided by the highly qualified ESOL Endorsed/Certified teacher. Time on each tier may need to be extended based on the rate of skill acquisition and English

language acquisition. Delaying the MTSS process with an ESOL student for concerns unrelated to English proficiency would potentially deprive the student of extra support needed. Each case should be viewed individually with collaboration between the ESOL School Liaison and MTSS team to determine the best support for the student.

4.210 Elementary Reading Deficiency and Required Parental Notifications

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading, or the characteristics of dyslexia, based upon screening, diagnostic, progress monitoring or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic and multisensory reading interventions, that are grounded in the science of reading, immediately following identification of the reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia. A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify them with a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation conducted pursuant to s.1003.57, F.S., is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under Chapter 490, F.S., which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an Individualized Education Plan (IEP) or an individualized Progress Monitoring Plan (PMP), or both, as necessary pursuant to s.1008.25(4)©, F.S.

The student's reading proficiency must be monitored and reassessed by locally determined assessments following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remediated. A reading deficiency is defined to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) in the area of Language Arts (reading, writing, vocabulary, grammar, etc.).

B. The parent of any student who exhibits a substantial deficiency in reading, as described in paragraph (A) will be involved in the development of a Progress Monitoring Plan (PMP) to include the following:

1. A review of all observation and assessment results.
2. A description of Tier I (Core Program) supports in place to help the student.
3. A description of the proposed Tier II/III intervention services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. Retention Information: if the child's reading deficiency is not remediated by the end of Grade 3 (Level 1 performance on state and local assessments) the child must be retained, unless he or she is exempt from mandatory retention for "good cause."
5. The school shall offer support and strategies for parents to use in helping their child succeed in reading proficiency.

6. A good faith attempt will be made by the school to present this Progress Monitoring Plan (PMP) information in a face-to-face conference with parents.

Substantial Reading Deficiency Criteria: In accordance with Rule 6A-6.053(12), F.A.C., a kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

- A. The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved district k-12 Comprehensive Evidence-Based Reading Plan, and students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system (CSPM) pursuant to s.1008.24(8), F.S.;
- B. The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved Comprehensive Evidence-Based Reading Plan, and students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system (CSPM) pursuant to s.1008.24(8), F.S.; or
- C. The student has demonstrated through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

The coordinated screening and progress monitoring system (CSPM), Grades 3-10 FAST ELA Reading, assesses end of the year grade-level expectations during each progress monitoring period. Therefore, for PM1 and PM2, it is highly likely there will be an increase in students scoring at the lowest achievement level (Level 1). Because the Grades 3-10 FAST ELA Reading assesses end of the year grade-level expectations, a grade 3 student who scores at the lowest achievement level may not actually have a substantial reading deficiency. Therefore, for PM1 and PM2, it is recommended that districts use percentile scores to more accurately identify grade 3 students with a substantial reading deficiency. The percentile scores will be calculated by the Department and provided to districts at the close of each window. It is recommended that any grade 3 student scoring below the 20th percentile during PM 1 or PM 2 administration be identified as a student with a substantial reading deficiency. Rule 6A-6.053, F.A.C., will be revised in the near future to redefine a substantial deficiency in reading when using data from the FAST coordinated screening and progress monitoring system (CSPM).

For reading, the individualized progress monitoring plan shall include at a MINIMUM:

1. The student's specific, identified reading deficiency.
2. Goals and benchmarks for student growth in reading.

3. A description of the specific measures that will be used to evaluate and monitor the student's reading progress.

4. For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.

5. Strategies, resources and materials that will be provided to the student's parent to support the student to make reading progress.

6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading development. (s. 1008.25(4)(c), F.S.)

Please note that if a student is covered by an Individual Educational Plan (IEP) ONLY, the above criteria should be documented in the IEP along with all other required documentation.

In accordance with Rule 6A-6.053(10), F.A.C., a kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

A. For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S., and the student has demonstrated, through progress monitoring, formative assessments or teacher observation data, 2 minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

B. For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S., and the student has demonstrated, through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or

C. For grade 3, the student scores:

1. Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S., and the student has demonstrated, through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or

2. Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.

Pursuant to s. 1008.25, F.S., and s. 1002.411, F.S., the parent of any student who exhibits a substantial deficiency in reading or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments or teacher observations, must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies, including multisensory strategies and programming, through a read-at-home plan the parent can use in helping his or her child succeed in reading. The read-at-home plan must provide access to the resources compiled by the Department of Education.
6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. The district's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
8. The district's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.
9. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485, F.S., and information on parent training modules and other reading engagement resources available through the initiative.
10. The process to request and receive a New Worlds Reading scholarship, subject to available funds (s. 1002.411, F.S.).

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Additionally, each school district shall provide written notification to the parent of a student who is retained in grade 3 that his or her child has not met the achievement level required for promotion and the reasons the child is not eligible for good cause exemption. This notification must

comply with the aforementioned notification for parent of a student with a substantial deficiency in reading and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. (s. 1008.25(4), F.S., 1008.25(5), F.S., s. 1008.25(7), F.S., s. 1002.411, F.S., and Rule 6A-6.053, F.A.C.) After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Additionally, each school district shall provide written notification to the parent of a student who is retained in grade 3 that his or her child has not met the achievement level required for promotion and the reasons the child is not eligible for good cause exemption. This notification must comply with the aforementioned notification for parent of a student with a substantial deficiency in reading and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. (s. 1008.25(4), F.S., 1008.25(5), F.S., s. 1008.25(7), F.S., s. 1002.411, F.S., and Rule 6A-6.053, F.A.C.)

Intensive Reading Instruction: Students must be assessed in reading proficiency using locally determined assessments before the end of Grades K-5. Students in Kindergarten will be assessed at the beginning of each school year using state-wide assessment. Students with a substantial deficiency in reading must be given intensive reading instruction immediately following the identification.

Intensive instruction must be provided for students in Grades K-5 who are deficient in reading proficiency. Intensive instruction must:

- be standards-aligned;
- includes accommodations for students with a disability, students with an IEP, and students who are English language learners;
- provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring;
- occurs in addition to core instruction and Tier 2 interventions.
- Students deficient in reading proficiency at the end of Grades K-5 must have their reading proficiency monitored and reassessed following the intensive instruction.

4.211 MATHEMATICS DEFICIENCY AND PARENTAL NOTIFICATION

(a) Any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics, or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must:

1. Immediately following the identification of the mathematics deficiency, be provided systematic and explicit mathematics instruction to address his or her specific deficiencies through either:

- a. Daily targeted small group mathematics intervention based on student need; or
 - b. Supplemental, evidence-based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or a trained tutor.
2. The performance of a student receiving mathematics instruction under subparagraph 1. must be monitored, and instruction must be adjusted based on the student's need.
 3. The department shall provide a list of state examined and approved mathematics intervention programs, curricula, and high-quality supplemental materials that may be used to improve a student's mathematics deficiencies. In addition, the department shall work, at a minimum, with the Florida Center for Mathematics and Science Education Research established in s. 1004.86 to disseminate information to school districts and teachers on effective evidence-based explicit mathematics instructional practices, strategies, and interventions.
 4. A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan under paragraph (4)(b) is developed to identify the student as having a substantial mathematics deficiency and initiate intensive mathematics interventions. In addition, a school may not wait until an evaluation conducted pursuant to s. 1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyscalculia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.
 5. The mathematics proficiency of a student receiving additional mathematics supports must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized Mathematics assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 4 has a substantial deficiency in mathematics.
- (b) A Voluntary Prekindergarten Education Program student who exhibits a substantial deficiency in early math skills based upon the results of the administration of the final coordinated screening and progress monitoring under subsection (8) shall be referred to the local school district and may be eligible to receive intensive mathematics interventions before participating in kindergarten. (Pending State Board of Education approval in August 2024.)
- (c) The parent of a student who exhibits a substantial deficiency in mathematics, as described in paragraph (a), must be notified in writing of the following:
1. That his or her child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.
 2. A description of the current services that are provided to the child.

3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency.

4. Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child succeed in mathematics. The home-based plan must provide access to the resources identified in paragraph 3 (e).

After the initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

(d) The Department of Education, in collaboration with the Florida Center for Mathematics and Science Education Research established in s. 1004.86, shall compile resources that each school district must incorporate into a home-based plan provided to the parent of a student who is identified as having a substantial mathematics deficiency pursuant to paragraph (a). The resources must be made available in an electronic format that is accessible online and must include the following:

1. Developmentally appropriate, evidence-based strategies and programming, including links to video training modules and opportunities to sign up for family-guided home mathematics activities delivered periodically via text and e-mail, which a parent can use to help improve his or her child's mathematics skills.

2. An overview of the types of assessments used to identify mathematics deficiencies and what those assessments measure or do not measure, the frequency with which the assessments are administered, and the requirements for interventions and supports that districts must provide to a student who does not make adequate academic progress.

3. An overview of the process for initiating and conducting evaluations for exceptional education eligibility. The overview must include an explanation that a diagnosis of a medical condition alone is not sufficient to establish exceptional education eligibility but may be used to document how that condition relates to the student's eligibility determination and may be disclosed in an eligible student's individual education plan when necessary to inform school personnel responsible for implementing the plan.

4. Characteristics of conditions associated with learning disorders, including dyslexia, dysgraphia, dyscalculia, and developmental aphasia.

5. A list of resources that support informed parent involvement in decision-making processes for a student who has difficulty in learning.

4.300 GRADE PLACEMENT, GRADES AND GRADING

4.301 Criteria

Grade placement in Santa Rosa County District Schools is based on the careful evaluation of each pupil's achievement in terms of his/her appropriate instructional goals. The basis for making the

determination should reflect teacher judgment based on the following: progress tests, daily observation, classroom assignments, standardized tests, student products and all other objective data available. The primary responsibility for determining each pupil's level of performance and ability to function academically, socially and emotionally at each level is that of the classroom teacher, subject to the review and approval of the Principal. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

4.302 Screening

All Kindergarten students shall be screened by their teachers within nine weeks of entering school using screening instruments and procedures that are state approved. All students in Grades 1-3 who are new to the district shall be screened during the first eight (8) weeks of school following their initial enrollment. Each school will adopt screening instruments and procedures appropriate to the individual school.

4.303 Further Assessment

After screening, students needing further assessment will be referred for additional evaluation to insure appropriate instructional placement.

4.304 Determined by Principal

The grade placement of a student transferring from any school will be determined by the Principal of the receiving school with the involvement of appropriate personnel.

4.305 Out-of-State Students

The grade placement of transfer students from out-of-state public or non-public schools will be determined by the Principal of the receiving school after admission requirements in Section 4.100 are met.

4.306 First Grade000000000000000000

Students entering first grade in Santa Rosa County District Schools for the first time must comply with *s.1003.21, F.S.* Completion of Kindergarten is a state requirement for a student entering first grade. Students not able to meet this requirement will be placed in Kindergarten.

4.307 Transfer: Probationary Basis

Transfer students shall be assigned to a grade on a probationary basis until transfer records are validated showing official evidence of the actual grade placement. The student's academic performance on the Santa Rosa County District selected standardized tests and classroom performance may be considered in making the final decision for placement of the student.

4.308 Transfer: Final

Final determination of the transfer student's grade placement shall be made as soon as possible after the student's records have been received. In the event the records are not obtained, the placement will be made based upon results from an appropriate screening and assessment.

4.309 Transfer: Home Education

The Principal is responsible for making an appropriate grade placement of a student entering Santa Rosa County District Schools from a home education program that has followed all requirements for registration, documentation, and evaluation required of such programs.

4.3091 Placement/Age

Students who are five (5) or six (6) years of age shall be placed in accordance with the requirements outlined in s.1003.21 and s.232.04, F.S.

4.3092 Placement Variable

In addition to these requirements, placement shall be based on at least the following variables:

- age and maturity
- results of screening instruments
- academic skills and abilities
- previous record in public or private schools
- evidence of work while in home education

4.3093 Temporary Placement

Students may be temporarily placed pending screening.

4.310 Responsibility of Principal

School personnel shall utilize all available resources to achieve parent understanding and cooperation regarding a student's grade placement. However, in situations involving exceptional students, the IEP Team may convene to determine grade placement. The final decision is the responsibility of the Principal.

4.311 Promotion: K-5 Students

Promotion of students from one (1) grade to the next in Santa Rosa County District Schools is based upon evaluation of each student's achievement in terms of appropriate goals for that student. Every effort should be made to assure that students develop sufficient skills and behaviors for success in school. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Student Performance

If a student has been identified as needing intensive remediation, additional diagnostic assessments to determine the nature of the student's difficulty and area(s) of academic need will be provided for the student. If a student is not remediated, he/she may be retained.

4.312 Promotion: ESE Students

An **Individual Education Plan** for each ESE student must indicate which state approved standards including Access Points for students who are alternately assessed, are expected to be mastered by the student. Documentation of mastery and/or remediation of these standards are the joint responsibility of all of the student's service providers.

4.313 Schedule of Completion

A student should complete the primary grades (K-3) in no more than five years and Grades 4 and 5 in two (2) years. Any student who appears to be having difficulty meeting promotion requirements should be monitored carefully by the professional staff, to be certain that the student does not require additional services.

4.314 Report Cards: Grading System

Policies relating to the content and issuance of student report cards shall be set forth in the *Student Progression Plan*. Statutory Authority: s.1003.33 F.S.

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.

Mid-term grade reports will be issued by each teacher in Grades 1– 5 on the dates reflected on the district’s calendar. Teachers will follow appropriate procedures to ensure that mid-term reports adequately reflect student progress.

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

Kindergarten Report Card

The Kindergarten report card is a standards-based report card reflecting the most critical skills needed for success in Kindergarten. All state standards are taught per course descriptions but not all of these standards are represented on the progress report. However, overall mastery of the most critical skills listed on the standards-based report card represents collective success and demonstrate success for grade advancement to 1st grade. The scale for performance on the Kindergarten report card is as follows:

E = Exceeds Expectations– Student meets or exceeds proficiency of the targeted benchmarks with independence, accuracy, and quality

S = Satisfactory – Student performs at a satisfactory level and is developing proficiency toward targeted standards but requires additional support

N = Needs Improvement– Student performs- below proficiency of the targeted standards even with additional support

Report Cards:

Grades 1st through 6th grade will utilize the same scale for reporting progress to parents. This information is reported each nine (9) weeks but more frequent communication of progress will occur through weekly communications to parents and through work products coming home for parent review. Parents will also have access to a grading portal that will allow for grade monitoring of student performance between grade reporting periods.

Number grades will be assigned using the following scale:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

0 - 59 = F

Physical education, art, and music will receive E, S, N, U, or I grades.

E = Excellent

- S = Satisfactory
- N = Not Mastered
- U = Unsatisfactory
- I = Incomplete

Appropriate procedures should be followed by teachers to continuously, carefully, and adequately 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.

4.315 Report Cards: Reflect Level of Achievement

Elementary report card grades in ELA and mathematics must clearly reflect the student's level of achievement. Parents must be able to assume that students earning satisfactory grades in the regular program are achieving within the range appropriate or acceptable for their grade or the course in which they are enrolled. Remedial programs, while scaffolded to support the student, should be rigorous and reflect challenging content and nearing grade level expectations. Instruction for a small portion of the day may be below grade level, but this coursework should not be reflective of overall expected grade level performance unless students are working on Access Points Course Expectations (ESE Alternate Assessment Students only). Parents must receive accurate and timely information regarding their child's academic progress and must be informed of ways they can help their child to succeed in school. An ELL student's grade should reflect daily instructional accommodations and modifications, as well as testing accommodations and modifications. Grades must realistically reflect the ELL student's academic achievement and should not penalize the student for not yet being proficient in English.

4.316 Report Cards: Issuing Schedule

Report cards are issued each nine-week period for Grades K-6. The first progress report of the year for Kindergarten will be given to parents at a scheduled parent conference. For all grades, in order to earn a grade for the report card, the student must be enrolled in a school for two-thirds of the grading period. Specifically, with a 45 day grading period, the student must be enrolled for 30 days.

In terms of promotion or retention of students, a grade period reflecting no grade will not unduly influence the decision of the teacher on the yearly average in each academic subject. When the ungraded period is the final grading period of the school year, no decision concerning promotion or retention will be made until the regular school year has ended. The final report card will not be released prior to the conclusion of the regular school year.

4.317 ESE: Progress Reports

Exceptional students' progress toward IEP goals and objectives will be reported to parents at the end of each nine (9) week grading period.

4.318 State Adopted Standards

A. Standards to measure student achievement serve as guides to determine best practices for local curriculum designers in helping schools implement school improvement strategies to raise student performance. These standards explain what students should know and be able

to do in the subjects of the arts, health/physical education, foreign languages, ELA (reading and writing), mathematics, science and social studies. Public schools shall provide appropriate instruction to assist students in the achievement of these standards. State Academic Standards can be found on the Florida Department of Education Website or by going to www.cpalms.org.

B. Each district school board shall incorporate the established State Academic Standards into the district *Student Progression Plan*.

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

4.319 Accelerated Grade Placement

The promotion of a student from one (1) grade to a higher grade at any time during a school year should be made on the basis of exceptionally high achievement by the student, recommendation for consideration by school staff, and evidence that the student will benefit from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effects of the decision should be considered. The Principal has the responsibility for making such assignments. A student will not be accelerated without parental consent. The student's cumulative record should be noted to indicate "accelerated grade placement." Also refer to Section 2 of the *Student Progression Plan – Academically Challenging Curriculum to Enhance Learning (ACCEL)*.

4.320 Principal as Final Administrative Authority

The Principal has the final administrative authority for the grade and class placement of elementary school students.

4.321 Retained: Reassigned

Any pupil who has been retained may be assigned any time during the first reporting period of the next school year to the next higher grade upon recommendation of the teacher and approval of the Principal, if it has been determined that the standards have been met and the student will benefit from instruction at the next higher grade level. A mid-year promotion can occur at any time prior to the end of the first semester. (See Section 4.3235) No promotion will be granted after the last day of the first semester.

In considering a student for retention at parent request, the district would need documents with clear and compelling evidence of a need for the student to spend time in the same grade level in order for the student to gain emotional, cognitive, or physical maturity. Documentation in terms of coursework grades, test scores, or a medical evaluation to support this decision would need to be provided. If the student is a student with a disability, reviewing information on the periodic reporting on the progress the student is making attaining the annual IEP goals may be used as another data source.

4.322 Administrative Placement

A student who has not met the student performance standards and who may not benefit from special assignment to the same grade may be administratively assigned by the Principal to the next higher grade. In all cases, the student's cumulative record shall indicate the grade assigned

by "administrative placement." A properly documented Progress Monitoring Plan (PMP) must be in the cumulative folder.

Parents should be notified that their child is being administratively placed in the next higher grade. A copy of this notification should be placed in the student's cumulative record. It is preferred that this notification occur in a parent conference.

4.323 Retention

Students who do not satisfactorily achieve established standards for the grades to which they are assigned may be assigned to the same grade for the next school year. These students are to be provided instruction designed to continue their progress toward mastery of required standards in an intensive program that is different from the previous year's program and that takes into account the student's learning style. A retained student must be provided 90 minutes of uninterrupted reading instruction daily, using research-based materials, with additional time for intensive intervention. The Principal has the final administrative responsibility for a student's grade placement. Students retained twice must receive an additional 90 minutes of intensive reading instruction, totaling 180 minutes. Every effort will be made with students that are twice retained to offer grade level and above grade level instruction with the goal of achieving mid-year promotion to the next grade. State guidelines are in place for 3rd grade s. 1008.25(7), F.S.) and school will set frameworks for other grade level decisions based on the needs of the students and the accomplishment of grade level expectations (with support).

4.3231 Criteria for Retention

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

- A. The student's performance on the district/state progress monitoring assessment results or if the student scores a Level I on the FAST ELA test.
- B. The student's performance score on a research-based retention instrument (e.g. Light's Retention Scale) indicates possible retention,
- C. The student's progress on teacher made assessments is below grade level,
- D. The student's report card grades indicate a lack of progress,
- E. The student's status regarding exceptional student education screening and placement has been considered,
- F. The student's Progress Monitoring Plan (PMP) documents that three (3) or more indicators have been utilized to measure adequate progress in Language Arts (to include reading and writing skills progress monitoring),
- G. The student's Progress Monitoring Plan (PMP) documents remediation strategies have been provided through the implementation of the plan,
- H. It is the strong belief of the team, after studying all data and considering the input of the parent that the retention will serve a long-term benefit for the student and the retention will be used as a method to remediate the student deficits; not simply repeat the year because of a lack of skill mastery.

Promotion and retention of an ESE student is a decision based on the student's individual needs, as determined by the IEP goals and objectives. When considering promotion and retention the following factors should be considered:

- impact on the student's opportunities to be included in general education
- developmental/maturational appropriateness
- social/behavior skills
- communication skills
- physical maturity
- attendance
- academic skills
- chronological age

No promotion or retention decision may be made for any individual student classified as ELL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. A formal retention recommendation regarding an ELL should be made through action of an ELL committee. Parent conferences regarding possible retention will be initiated during the second semester of the school year. Parents should be made aware of their child's possible retention status early in the second semester.

The child's report card should reflect below grade level performance and lack of adequate progress in reading, writing, and/or in mathematics. Documentation of the student's progress will be maintained in the student's permanent record.

The final recommendation for retention and the supporting data will be submitted to the Principal before the last day of school. All parent conferences should be completed prior to the teacher's recommendation for retention. When it is recommended that a student should be retained in the current grade level, the Principal makes the final decision regarding retention.

All requests for exempting a student from the district's retention policies will be submitted to the school board by the Principal. The local school board may exempt a student from mandatory retention for "good cause."

4.3232 Adequate Progress

Section 1008.25, F.S., provides certain requirements for school district student progression plans. The intent is to base promotion, in part, on proficiency in reading, writing, science and mathematics. School districts must:

- establish standards for evaluating how well students master the established state standards.
- establish expected levels of performance for student progression at each grade, as defined by the Commissioner, for students in reading, writing, science and mathematics based on achievement of the appropriate established state standards/benchmarks, with acceptable levels of performance on the FAST at grade

levels 3 - 5 and on the FAST in Kindergarten through Grade 2, below which a student must receive remediation or be retained.

- provide remediation through a Progress Monitoring Plan (PMP), focusing on diagnosed needs until the student is remediated.

To meet state requirements for adequate progress, the district's Progress Monitoring Plan (PMP) must be implemented with identified low performing students. This plan is a document developed along with a child's parents to assist the student in meeting the expectations of proficiency. When a student fails to attain the specified district or state levels of performance for student progression on district or state assessments, the district has three (3) options:

1. Remediate before the beginning of the next school year and promote;
2. Promote and remediate during the following school year with more intensive intervention;
3. Retain and remediate with a program and strategies specified in a revised Progress Monitoring Plan (PMP).

4.3233 Mandatory Retention

Any student who exhibits a substantial deficiency in reading skills, as determined by the statewide assessment at Grade 3, is subject to mandatory retention. In order to be promoted, students must meet one of the Good Cause Exemptions from Mandatory Retention.

Intensive Reading Acceleration Course

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

- ~~1. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 BEST Standards in other core subject areas through content-rich texts.~~
- ~~2. Small group instruction~~
- ~~3. Reduced teacher-student ratio~~
- ~~4. The use of explicit, systematic and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech language therapist if necessary, with proven results in accelerating student reading achievement within the same school year.~~
- ~~5. A read-at-home plan~~

1. Uninterrupted reading instruction grounded in the science of reading for the majority of student contact time each day and

opportunities to master the grade 4 state academic standards in other core subject areas through content-rich texts.

2. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback.

3. Targeted small group instruction.

4. Reduced teacher-student ratios.

5. The use of explicit, systematic and multisensory reading interventions grounded in the science of reading, including intensive language, phonics and vocabulary instruction, and use of a speech-language therapist, if necessary, that have proven results in accelerating student reading achievement within the same school year.

6. A read-at-home plan.

The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instruction may include visual information and strategies which improve background knowledge and experiential knowledge, add context and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. (s. 1008.25(8), F.S.

4.3234 Good Cause Exemption from Mandatory Retention

Requirements for Promotion to Grade 4

~~If the student's reading deficiency is not remediated by the end of Grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for Grade 3, the student must be retained.~~

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. 1008.22, F.S., for grade 3. If a student's reading deficiency is not remediated by the end of grade 3, as demonstrated by scoring Level 2 or higher on the grade 3 statewide, standardized English Language Arts assessment required under s. 1008.22, F.S., the student must be retained.

The district school board may only exempt students from mandatory retention for "good cause." Good Cause Exemptions shall be limited to the following:

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

Alternative Assessments for Promotion to Grade 4:

A student who scores Level 1 on the grade 3 statewide, standardized English Language Arts assessment may be promoted to grade 4 if the student demonstrates an acceptable level of performance on an approved alternative standardized reading assessment. The Department of Education shall review and approve the use of alternative standardized reading assessments to be used as a good cause exemption for promotion to grade 4 and will provide a list of approved alternative assessments to districts. The approval of an alternative standardized reading assessment must be based on whether the assessment meets the following criteria:

The earliest the alternative assessment may be administered for student promotion purposes is following administration of the grade 3 statewide, standardized English Language Arts assessment. The standardized reading assessment may be administered two (2) times if there are at least thirty (30) days between administrations and different test forms are administered. STAR Reading is the alternative assessment utilized for reassessment in Santa Rosa County. 50th percentile is the minimum score required to pass this alternative assessment.

C. **Student Portfolios for Promotion to Grade 4:**

To promote a student using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the **B.E.S.T. English Language Arts Standards** in reading is equal to at least a Level 2 performance on the grade 3 statewide, standardized English Language Arts assessment. Such evidence shall be an organized collection of the student's mastery of the **B.E.S.T. English Language Arts Standards** that are assessed by the grade 3 statewide, standardized English Language Arts assessment. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first. The portfolio must meet the following criteria:

1. Be selected by the student's teacher
2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom.
3. Include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment have been met. Evidence is to include multiple choice items and passages that are approximately fifty percent literary text and fifty percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the **B.E.S.T. English Language Arts Standards**.
4. Be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. For each standard, there must be at least 3 examples of mastery as demonstrated by a grade of seventy (70) percent or above on each example; and
5. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

To request a good cause exemption, documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress monitoring plan, individual educational plan. If applicable, report card or student portfolio. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the school district superintendent. The school district superintendent shall accept or reject the school principal's recommendation in writing. (s.1008.25(6), F.S., and Rule 6A-1.094221, F.A.C.)

4.3235 Mid-year Promotion of Retained Grade 3 Students

Each school district shall implement a policy for the mid-year promotion of a student retained in grade 3 who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments and portfolio reviews, in accordance with State Board of Education Rules. Such mid-year promotions of retained grade 3 students should occur during the first semester of the academic year. To be eligible for mid-year promotion, a student must demonstrate that he or she:

1. Is a successful and independent reader as demonstrated by reading at or above grade level;
2. Has progressed sufficiently to master appropriate 4th grade reading skills; and
3. Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.

The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has mastery of grade 3 reading skills as presented in the Language Arts Florida Standards. Evidence is as follows: state academic standards in English Language Arts. Evidence is as follows:

1. Satisfactory performance on locally selected standardized assessment(s) measuring Language Arts Florida Standards;
2. Satisfactory performance on a state approved alternative assessment as delineated in Rule 6A-1.094221, F.A.C., and described in Section C of this TAP; or
3. Successful completion of portfolio elements that meet all of the following requirements:
 - a. Be selected by the school district;
 - b. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - c. Include evidence of mastery of the standards assessed by the grade 3 statewide, standardized English Language Arts assessment. Evidence can include successful completion of multiple-choice items and text-based responses, chapter or unit tests from the district adopted core reading curriculum or the state-provided third grade student portfolio. Portfolios should contain fifty (50%) percent literary and fifty (50%) percent informational texts; and
 - d. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The criteria for students promoted after November 1 must provide reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills. These 8 — students

must demonstrate proficiency levels in reading equivalent to the level necessary for beginning of grade 4.

1. Satisfactory performance as demonstrated by scoring Level 2 or above on beginning of the year administration of the statewide, standardized coordinated screening and progress monitoring system in Grade 3 English Language Arts pursuant to s. 1008.25(9)(b)2., F.S.;
2. Satisfactory performance on locally selected standardized assessment(s) measuring state academic standards in English Language Arts pursuant to s. 1003.41, F.S.;
3. Satisfactory performance on a state approved alternative assessment as delineated in paragraph (1)(b) of Rule 6A-1.094221, F.A.C., and described in Section D of this TAP; or
4. Successful completion of portfolio elements that meet all of the following requirements:
 - a. Be selected by the school district;
 - b. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - c. Include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment under s. 1008.22, F.S., have been met. Evidence is to include grade level passages that are approximately fifty (50) percent literary text and fifty (50) percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. ELA standards.
 - d. Be an organized collection of evidence of the student's mastery of the B.E.S.T. ELA standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment under s. 1008.22, F.S. For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark and;
 - e. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The criteria for students promoted after November 1 must provide a reasonable expectation that the student has met the requirements outlined in Rule 6A-1.094222, F.A.C., and that the student's progress is sufficient to master appropriate grade 4 level reading skills equivalent to the level necessary for the month in which the transition to grade 4 occurs.

A retained third grade student is eligible for mid-year promotion if the student scores Level 2 or above on PM1 of the Grade 3 FAST ELA Reading and there is evidence the student is progressing sufficiently to master appropriate fourth grade reading skills.

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year and, if necessary, for additional school years. ~~(s. 1008.25(7), F.S., and Rule 6A-1.094222, F.A.C.)~~ (s. 1008.25(8), F.S., Rule 6A-1.094221, F.A.C., and Rule 6A-1.094222, F.A.C.)

4.3236-Mid-Year Promotion

A mid-year promotion can occur in any other elementary grade as well as 3rd grade. The Principal, upon recommendation by the student's teacher, shall review with the teacher and one other appropriate staff member the following:

- a. Student's grades if appropriate or progress toward standards, if more appropriate
- b. Student's portfolio
- c. Student's latest score reports on district benchmark assessments
- d. Student's attendance record

4.324 Summer Reading Camps

A Summer Reading Camp is provided for 3rd grade students demonstrating a lack of reading proficiency. Retained third grade students must be provided intensive interventions in reading to address the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include participation in the school district's summer reading camp, which must incorporate evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district. Third grade students participating in the school district's summer reading camp must be provided with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, F.S., and the teacher must also be certified or endorsed in reading. (s. 1008.25(7), F.S.)

Retained third grade students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include participation in the school district's summer reading camp, which must incorporate evidence-based, explicit, systematic and multisensory reading instruction grounded in the science of reading, in phonemic awareness, phonics, fluency, vocabulary, comprehension and other strategies prescribed by the school district. Third grade students participating in the school district's summer reading camp must be provided with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, F.S., and the teacher must also be certified or endorsed in reading. (s. 1008.25(8), F.S.)

Criteria for proficiency are:

A. scoring at Level II or above on the FAST ELA test, or

B. scoring at the 50th percentile or higher in reading comprehension on STAR.

Students in Grades one (1) through eight (8), who, at the end of the previous year or at the end of any grading period during the current school term, were/are at risk academically of non-promotion may be served during the regular school term through basic supplemental instruction,

as funded through Specific Appropriation 147A. The supplemental instruction will occur before or after the regular school day. "At risk academically for non-promotion" is defined as having an average of "BP" (Below Proficiency), "D," "F," "N" or "U" in one or more of the basic academic subjects at the end of the previous year or at the end of any grading period. Supplemental instruction may also be provided in the summer, after the regular school year ends.

4.3241 ESE: Extended School Year (ESY) Services

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

4.325 Assessment and Reporting

4.3251 Annual Report of Student Progress

All district school boards shall report assessment results using the state management information system. Assessment results for the statewide, standardized ELA and Mathematics assessments and all statewide, standardized EOC assessments must be made available no later than June 30, except for results for the grade 3 statewide, standardized ELA assessment, which must be made available no later than May 31. Results for the statewide, standardized ELA and Mathematics assessments must be available no later than May 31.

In accordance with F.S.1008.25(10), each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in English Language Arts, science, social studies, and mathematics. The district school board must report to the parent the student's results on each statewide, standardized assessment and the coordinated screening and progress monitoring system. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and response to intensive interventions provided. Progress reporting must be provided to the parent in writing in a format adopted by the district school board and must be accessible through secure, web-based options.

Each district school board must annually publish on the district website the following information on the prior school year:

1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment.
3. By grade, the number and percentage of all students retained in kindergarten through grade 10.
4. Information on the total number of students who were promoted for good cause, by each category of good cause.
5. Any revisions to the district school board's policies and procedures on student retention and promotion from the prior year.

Each district school board must annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in ELA, science and mathematics. The district school board must report to the parent the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments and other relevant information. Progress reporting must be provided to the parent, in writing, in a format adopted by the district school board. Each district school board must annually publish in the local newspaper and report in writing to the State Board of Education, by September 1 of each year, the following information on the prior school year:

A. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion must provide:

1. By grade, the number and percentage of all students in Grades 3 through 10 performing at Levels 1 and 2 on the ELA portion of the FAST.
2. By grade, the number and percentage of all students retained in Grades 3 through 10.
3. Information on the total number of students who were promoted for "good cause" by each category of "good cause".
4. Any revisions to the district school board's policy on student retention and promotion from the prior year.

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. 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 and/or Math Deficiency

Students must be assessed in reading and math at the beginning of Grades PreK – 5. Based on the results of these assessments or based on teacher recommendation, students who are substantially deficient in reading and/or math [ski6.115lls](#) must be given intensive reading and/or math instruction following the identification of the deficiency. The student's reading and math proficiency must be reassessed at the beginning of the following grade and, if the deficiency is still present, additional intensive reading and/or math instruction must be given until the deficiency has been remediated.

4.3253 Progress

Parents will be notified of their child's progress toward achieving state and district expectations for proficiency in ELA, science and mathematics each nine weeks when report cards for students are sent home. Parents of students in Grades 1–5 will receive

mid-term reports of their child's progress during the fifth week of each nine (9) week grading period.

4.3254 Statewide Assessment and Remediation

- A. Each student must participate in the statewide assessment tests required by F.S. 1008.22. In the absence of state assessments, other criteria such as prior year progress monitoring results, prior year course averages and prior tier levels will be considered. Each student who does not meet specific levels of performance, as determined by the district school board in ELA and mathematics for each grade level, or who does not meet specific levels of performance, as determined by the state performance expectations, on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need and strategies for providing academic supports to improve the student's performance [1008.25 (4)(a)].
- B. The school in which the student is enrolled must develop, in consultation with the student's parent, and implement a Progress Monitoring Plan (PMP) designed to assist the student in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in math and/or reading, the Progress Monitoring Plan (PMP) shall identify the student's specific areas of deficiency in math and/or reading (phonemic awareness, phonics, oral language, fluency, comprehension and vocabulary); the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. Schools shall also provide frequent monitoring of the student's progress in meeting the desired levels of performance. District school boards shall assist schools and teachers in implementing research-based reading activities that have been shown to be successful in teaching reading to low-performing students.
- C. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in ELA and/or mathematics or as defined by the school district in the absence of state assessments must continue to be provided with remedial or supplemental instruction until the expectations are met, or the student graduates from high school or the student is not subject to compulsory school attendance.

4.3255 Assessment of ESE Students

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

The IEP team will use the following questions to guide the decision-making process on whether a student qualifies for the Florida Standards Alternate Assessment (FSAA). Each

question is required to have documented evidence embedded within the IEP to qualify for marking “yes”.

- A. Does the student receive exceptional student education (ESE) services as identified through a current IEP, and has the student been enrolled in the appropriate and aligned courses using alternate achievement standards for two (2) consecutive full-time equivalent reporting periods prior to the assessment? *Rule 6A-1.0943(5)(c)1, F.A.C.*
- B. Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, does the student require modifications to the general education curriculum standards? *Rule 6A-1.0943(5)(c)4, F.A.C.*
- C. Even after documented evidence of accessing various supplementary instructional materials, does the student require modifications to the general education curriculum standards? *Rule 6A-1.0943(5)(c)5, F.A.C.*
- D. Even with documented evidence of the provision and use of assistive technology, does the student require modifications to the general education curriculum standards? *Rule 6A-1.0943(5)(c)6, F.A.C.*
- E. Was the assessment instrument used to measure the student’s global level of cognitive functioning selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities and distractibility)? *Rule 6A-1.0943(5)(c)10, F.A.*
- F. Does the student have a most significant cognitive disability, defined as a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired or traumatic brain injury or syndrome that is verified by either:
 - 1. A statistically significant below-average global cognitive score that falls within the first percentile rank (i.e., a standard, the full-scale score of 67 or under); or
 - 2. An evaluation process with procedures to identify students with the most significant cognitive disability when a global, full-scale intelligent quotient score is unattainable. This procedure must be approved by the Florida Department of Education and documented in the district’s ESE Policies and Procedures, as required by Section 1003.57, Florida Statutes (F.S.).
- G. In the extraordinary circumstances when a global, full-scale intelligence quotient score is unattainable a school district will comply as follows:
 - 1. More specifically, in the event when a student cannot be directly assessed, the student who has a suspected most significant cognitive disability for whom assessment via the Florida Standards Alternate Assessment may be appropriate as defined in subparagraph 6A-1.0943

(1)(f)1., F.A.C., will be identified through the following detailed procedure:

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

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

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

4.3256 Parent Notification: Academic Progress

Principals are to establish procedures for teachers to notify parents when it is apparent that a student is not able to achieve at the minimum level expected for the grade level and, in cooperation with the parents, attempt to provide special help for the student. Students who still have not made satisfactory progress in the basic skills should be evaluated for services, through the Multi-Tiered System of Supports (MTSS/RTI) process.

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

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

4.3257 Below Grade Level Placement

For students in Grades 1-5, the regular reporting of academic progress (report card) will reflect when a student is working at a skill level below that of the assigned grade placement.

4.400 COMPLETION

4.401 Mastery of Student Performance Standards

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

4.500 ATTENDANCE, ABSENCES AND TARDINESS

4.501 Attendance

Students have the right to attend classes, be informed of school rules regarding absenteeism and request make-up assignments immediately upon returning to school. Principals are to establish procedures for teachers to maintain consistent and accurate attendance records in both a primary and secondary form.

4.502 Absences

Any student who has been absent from school will be marked unexcused until he/she brings a note from one of his/her parents or guardians stating the cause for the absence. A Principal may choose to accept notification in person or by telephone in lieu of a note. Failure of proper notification within three days shall result in an unexcused absence.

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, court dates, special emergencies, treatment of autism spectrum disorder by a licensed healthcare practitioner or behavior analyst certified pursuant to s.393.17, F.S. and for school sponsored activities. Other reasons absences may be excused are outlined in Section 4.5032.

4.5031 Arrangements for Excused Absences

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

- A. All make-up work assigned during the absence shall be completed within three (3) days after the student returns to school, unless the student is given an extension of time by the teacher.
- B. Tests announced prior to the absence may be given on the student's first day back to school.
- C. Tests which have been announced prior to a pre-arranged absence will be made up at the discretion of the teacher.
- D. Assignments given prior to a pre-arranged absence should be turned in the first day a student returns to school.
- E. Assignments provided to student's suspended out-of-school are due upon the student's return to school.

4.5032 Arrangements for Non-Listed Excused Absences

A student who desires to be absent for reasons not listed under Excused Absences may make a prior arrangement request to the school Principal by bringing a written request

from his/her parent or guardian. Based on a student's attendance history, the Principal reserves the right to refuse requested absences.

- A. Pre-arranged absence requests must be made five (5) days prior to the date of the absence, except in the case of an emergency.
- B. Students shall make prior arrangements for their school work to be done. It is due the day the student returns to school. Work done in the pre-arranged time allotted will be granted full credit.

4.5033 Hospital/Homebound

The possibility of hospital or homebound services should be explored when it is anticipated that a student will be absent from school for at least 15 school days, or the equivalent, while under a physician's care because of severe, prolonged or chronic illness. A parent, teacher, social worker, guidance counselor, physician and others may initiate the process as soon as it is anticipated that the student will be absent as indicated by the physician for three (3) weeks or more. There is not established waiting period that must be met when considering initiating the process.

4.5034 Repeated Absences

When a student is absent repeatedly or for a prolonged period of time due to an illness or injury, the Principal or designee may ask the parent/guardian to provide verification that the student is under the care of a physician for the condition.

4.5035 Student with More Than Nine (9) Absences

When a student has more than nine (9) absences, the Principal may require documentation from a physician or health care provider. If the requested documentation from a physician or health care provider is not submitted, the absence will be unexcused.

4.5036 Head Lice/Bed Bugs

A student who has been sent home with head lice and/or nits or bed bugs should return to school, free of head lice and/or nits or bed bugs, within two (2) calendar days in order to be excused. For each occurrence of head lice, absences beyond two (2) calendar days will be marked unexcused.

4.504 Unexcused Absences

Unexcused absences (not limited to the following):

- Lack of appropriate notification and/or documentation by the parent to the school site,
- Elective activities such as shopping trips, vacations, and pleasure trips,
- Truancy (skipping class),
- Missing the bus,
- Oversleeping,
- Excessive illness without doctor verification,
- Suspension or dismissal from school, or
- Other avoidable absences.
- An accumulation of three (3) unexcused "late to school" and/or "early check-outs". (Section 4.506)

4.5041 Habitual Truancy/Truancy Procedures

“Habitual truant” means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student’s parent and is subject to compulsory school attendance under s.1003.21(1)(2) and is not exempt under s.1003.21 (3) or s.1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s.1003.26 and s.1003.27 (3), without resultant successful remediation of the truancy problem before being dealt with as a child in need of services.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or ten (10) unexcused absences, or absences for which the reasons are unknown, within a 90 calendar day period, the student’s primary teacher shall report to the school Principal or his or her designee that the student may be exhibiting a pattern of nonattendance. s.1003.26, F.S.

- A. The Principal shall, unless there is clear evidence that the absences are due to a pattern of nonattendance, refer the case to the school’s Multi-Tiered System of Supports (MTSS) team (also referred to as a child study team) to determine if early patterns of truancy are developing. s.1003.26, F.S.
- B. The parent shall be invited to an attendance meeting(s) to identify possible solutions. s.1003.26, F.S.
- C. If an initial meeting does not resolve the problem, the Multi-Tiered System of Supports (MTSS) Team shall implement interventions that best address the problem. The interventions may include but need not be limited to:
 1. frequent communication between the teacher and family,
 2. changes in the learning environment,
 3. mentoring,
 4. student counseling,
 5. tutoring, including peer tutoring,
 6. placement into different classes,
 7. evaluation for alternative education programs,
 8. attendance contracts-or a Truancy Intervention Plan (TIP),
 9. referral to other agencies for family services, or
 10. other interventions, including but not limited to a truancy petition pursuant to s.984.151, F.S.
- D. The Multi-Tiered System of Supports (MTSS) Team shall be diligent in facilitating intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve the nonattendance behavior are exhausted. s.1003.26(1)(d), F.S.

1. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. s.1003.26(1)(e), F.S.
 2. If the Board's final determination is that the strategies of the Multi-Tiered System of Supports (MTSS) Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non-compliance with compulsory school attendance. s.1003.26(1)(e), F.S.
 3. If nonattendance continues after the implementation of intervention strategies, the Principal may request that the Superintendent (or his designee) file a truancy court petition. If a truancy court petition is filed, the parents of the student will receive a summons to appear in circuit court pursuant to F.S. 984.151, and the parents may be subject to continued court jurisdiction, fines, probation or jail.
- E. If the district school Superintendent chooses not to file a truancy petition, the Superintendent or designee shall file a CINS petition, defined in s.984.15, F.S. The school representative, a parent, law enforcement, a court, or the DJJ shall initiate a referral to a CINS provider or a case staffing committee established pursuant to s.984.12, F.S., and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family (s.1003.27(3), F.S.). Prior to the filing of the CINS petition, reasonable time must be allowed to complete interventions to remedy conditions contributing to the truant behavior and must comply with the requirements of s.1003.26, F.S.
- 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.

Parents will be informed in writing of Section 4.507 – Possible Retention Due to Excessive Absences of Any Kind.

4.505 **Tardiness** 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

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.” It is required that the parent or designated adult sign the student out unless prior arrangements have 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/Section 504 Plan indicating a modified/shortened school day will not be marked absent.

4.5061 Unexcused/Excused Absences

Unexcused (not limited to the following) are:

- Missing the bus
- Oversleeping
- Skipping
- Excessive illness without doctor’s verification
- Repeated Late Check-ins/Early Check-outs
- Other avoidable events
- Non-pre-approved absences

Excused (not limited to the following) are:

- Personal Illness
- Doctor/Dentist appointment
- Special event approved by administration
- Other unavoidable events
- Treatment of autism spectrum disorder by a licensed healthcare provider or behavior analyst pursuant to s393.17, F.S.
- Death of an immediate family member
- Religious holiday/instruction
- Court dates
- Pre-arranged absences

ESE: Authorized Private Providers

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

4.507 Retention Due to Excessive Absences of Any Kind

After review by the Principal and other appropriate school staff, at each school, the Principal has the authority to retain students who have been absent 20 or more days, whether excused and/or unexcused.

The Principal has the final authority for the grade placement of each student.

4.508 Administrative Withdrawal

If a student has accumulated 15 consecutive unexcused absences and is not under the jurisdiction of the truancy court system, the school Principal may withdraw the student under the following conditions:

- A. Telephone or written contact (letter home) with the parent has been unsuccessful.
- B. A Social Worker was sent to the home and was unsuccessful in making contact.
- C. If the student has an Individualized Education Plan or has a 504 Plan, the Principal must contact the Exceptional Student Education Department prior to withdrawing the student.

4.509 Learnfare Program

The Learnfare Program is primarily related to student attendance for families who are eligible to receive Temporary Cash Assistance (TCA), S.414.1251, F.S., requires the Department of Children and Families (DCF) to reduce the amount of TCA for families with students who are identified as habitual truants or dropouts. Implementation procedures require DCF to provide a list of TCA-eligible children to the Northwest Regional Data Center monthly. Each school district will download the list and identify students who are truants or dropouts. The school district's response is then shared with DCF who takes the appropriate action. In response, DCF reviews the case record to make certain determinations. If good cause does not exist, the parent of a student who is a habitual truant or a dropout receives notice of possible reduction of the benefit amount. DCF procedures include a fair hearing process. If a sanction is imposed to the benefit amount, the student may be reinstated when certain criteria is met.

4.510 Early Warning System for Attendance

A school that serves any students in Kindergarten through Grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators;

- a. Attendance below 90 percent regardless of whether absence is excused, or a result of out-of-school suspension;
- b. One or more suspensions, whether in-school or out-of-school;
- c. Course failure in English Language Arts or mathematics during any grading period; and
- d. A Level one (1) score on the statewide standardized assessments in English Language Arts or mathematics or, for students in Kindergarten through Grade 3, a substantial reading deficiency under s.1008.25(5)(a).

4.600 VIRTUAL INSTRUCTION PROGRAMS - See Section 9.0.

Santa Rosa County students enrolled in Grades KG-12 may participate in part-time or full-time virtual learning opportunities, including students enrolled in dropout prevention and academic

intervention programs, Department of Juvenile Justice education programs, core-curricular courses to meet class size requirements, or Florida College System institutions.

5.0 MIDDLE SCHOOL (GRADES 6-8)

Student Progression Plan

TABLE OF CONTENTS

5.100 ADMISSION

5.101 Admission: Documents Required

5.1011 Evidence of Birth

5.1012 Evidence of Immunization

5.1013 Evidence of Medical Exam

5.1014 Evidence of Residence

5.1015 McKinney-Vento Homeless Assistance

5.102 Admission: Out-of-State Transfers

5.1021 Letter of Transcript

5.103 Admission: From Santa Rosa County Elementary Schools

5.104 Admission: Home School Education

5.105 Expelled/Alternatively Placed Student

5.106 Enrollment Disclosure: Expulsion or Alternative Placement/Charges

5.107 Withdrawal: Between Ages of 16 and 18

5.108 District Placement Committee

5.109 Student Transfer

5.110 Exceptional Student Education (ESE): Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)

5.111 Hope Scholarship Program

5.112 Interstate Compact on Educational Opportunity for Military Children

5.113 Twice Retained Students

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

5.115 Classroom Transfers

5.200 PROGRAM OF STUDY

5.201 Mathematics

5.202 English/Language Arts

5.203 Science

5.204 Social Studies

5.205 Physical Education

5.2051 Medical Exemption

5.2052 Academic Exemption

5.206 Health Education

5.2061 Exemption

5.207 Critical Thinking Skills/Computer Literacy

5.208 Additional Instructional Topics

5.2081 Career and Education Planning

5.2082 Character Education

- 5.209 Electives
- 5.210 State Standards
- 5.211 EOC: End-of-Course Exams
- 5.212 Assessment of ESE Students
- 5.213 High School Courses
- 5.214 Section 504
- 5.215 ESE: Eligibility
- 5.216 ESE: Mastery of Course Content
- 5.217 ESE: Course Length/Time Requirements
- 5.218 ESE: Allowable Accommodations
- 5.219 Equal Access
- 5.220 English Language Learners
- 5.221 Student Schedules
 - 5.2211 Academically Challenging or Accelerated Curriculum (ACCEL)
 - 5.2212 Middle School Math Acceleration
- 5.222 Student Schedule Final Decision
- 5.300 GRADE PLACEMENT
- 5.301 Transfer Students
- 5.302 Home Education Students
- 5.303 Grade Placement Final Decision
- 5.304 Grades and Grading
 - 5.3041 Grading Scale
 - 5.3042 Appropriate Procedures
 - 5.3043 Advised of Grading Criteria
 - 5.3044 Semester Exams
 - 5.3045 Report Card
 - 5.3046 Skill Level Below Assigned Grade Placement
 - 5.3047 Notification of Potential Failure of Course
 - 5.3048 Notification of Decline in Performance
 - 5.3049 Mid-term Reports/Parent Internet Viewer
- 5.305 Promotion of Students, Grades 6 – 8
 - 5.3051 Promotion Criteria
 - 5.3052 Intensive Reading/Math Remediation
 - 5.3053 Failure to Meet Performance Levels
 - 5.3054 Required Attendance
 - 5.3055 Retention
 - 5.3056 ESE: Promotion and Retention
 - 5.3057 Completion Schedule
 - 5.3058 ESE/ELL Grade Replacement
- 5.306 Course Recovery

- 5.3061 Summer School
- 5.3062 Completion after Three (3) Years
- 5.307 Statewide Assessment and Remediation
 - 5.3071 Reading, Mathematics
 - 5.3072 MTSS (Multi-Tiered System of Supports) – Tier II and Tier III Supports
 - 5.3073 Progress Monitoring Plan (PMP) Not Needed
 - 5.3074 Other Objective Measures
 - 5.3075 Parent Notification
 - 5.3076 ESE: Extended School Year (ESY) Services
- 5.308 Annual Report of Student Progress
- 5.400 COMPLETION
 - 5.401 Completion of Middle School
- 5.500 ATTENDANCE, ABSENCES, AND TARDINESS
 - 5.501 Attendance
 - 5.502 Absences
 - 5.5021 Notifying the School
 - 5.5022 Make-up Work
 - 5.5023 Gifted Education: Make-up Work
 - 5.5024 Absenteeism Requiring Semester Exam
 - 5.503 Excused Absences
 - 5.5031 Pre-Arranged Absences
 - 5.5032 Repeated Absences
 - 5.5033 Head Lice/ Bed Bugs
 - 5.5034 Section 504
 - 5.504 Unexcused Absences
 - 5.5041 Habitual Truant/Truancy Procedures
 - 5.5042 Zeroes
 - 5.5043 Suspended Students
 - 5.505 Hospital/Homebound
 - 5.506 Tardiness
 - 5.507 Late to School Check-In or Early Check-Outs
 - 5.5071 Unexcused/Excused “Late to School Check-ins/Early Check-outs”
 - 5.508 Administrative Withdrawal
 - 5.509 Learnfare Program
 - 5.510 Early Warning System for Attendance
- 5.600 VIRTUAL SCHOOL
 - See Section 9.0

5.100 ADMISSION

5.101 Admission: Documents Required

To be initially admitted to Florida schools, as a first-time student enrollment or as an out-of-state transferring student having never attended a Florida public or private school, a student must provide the following data:

5.1011 Evidence of Birth

Provide evidence of date of birth in accordance with s.1003.21(4), F.S.

5.1012 Evidence of Immunization

Provide evidence of immunization against communicable diseases as required by s.1003.22, F.S.

5.1013 Evidence of Medical Exam (Also referred to as a Physical Exam or Florida Physical)

Evidence of a medical examination completed within the last 12 months in accordance with s.1003.12, F.S.

In-State Transfer: Students transferring from another public or private school in the State of Florida shall be given 30 days to provide the district with proper record of an up-to-date immunization and a record of medical exam (on file as an initial entry health exam; not required to have been completed within 12 months). Failure to provide proper documents will result in exclusion from school until records are presented. A new medical exam will be required if one is not received as part of the student record.

Out-of-State Transfer: A temporary exemption for a period not to exceed 30 school days will be given to permit a student who transfers from out-of-state to attend class until his/her medical exam can be obtained or brought up to date. After 30 days, the student will be excluded from school until a medical exam (completed within the last 12 months) is presented to the school.

5.1014 Evidence of Residence

Provide evidence of residence at an address within the attendance area of the school to which admission is requested or a request for reassignment approved by the school board.

5.1015 McKinney-Vento Homeless Assistance

Appropriate exceptions and accommodations will be made to minimize the barriers related to student assignment for students identified as eligible for services through the 1) Department of Children and Families or, 2) under s.722(d)(2), F.S., of The Federal McKinney-Vento Homeless Assistance Act and related Florida Statutes. Students identified as homeless shall be given a temporary exemption for 30 school days to comply with school entrance documentation requirements (i.e. birth certificate, immunizations, physical exam) (s. 1003.22 (2), F.S.). After 30 days, mandatory exclusion from school is required by law in Florida until acceptable immunization documentation is presented. Physical exam will also be required within the 30-day timeline. The Federal Programs **Coordinator** ~~Director~~ serves as the district's McKinney-Vento Liaison and may be contacted for further information.

5.102 Admission: Out-of-State Transfers

Students transferring from an out-of-state school must provide the following additional data:

5.1021 Letter of Transcript

Provide an official letter of transcript from a proper school authority which shows record of attendance, academic information and grade placement of student.

5.103 Admission: From Santa Rosa County Elementary Schools

Students who have completed elementary school in a Santa Rosa County public school will move to the middle school based on the district's feeder school pattern and the zone in which the family resides.

5.104 Admission: Home School Education

Refer to Section 10.0 - Home School Education

5.105 Expelled/Alternatively Placed Student

A student who has been expelled without educational services from any non-district school shall not be allowed to enroll in any Santa Rosa County middle school. A request for a waiver of this policy shall be referred to the Director of Middle Schools who shall recommend placement or non-placement of the student to the Superintendent. In accordance with Florida Statute, the school board will either honor the final order of expulsion as recommended by the Superintendent in which case the student shall not be admitted to a district school or will waive the final order of expulsion as recommended by the Superintendent in which case the student shall be admitted to the district school.

If a student requesting admission has been given expulsion with continued educational services or alternative placement in lieu of expulsion from any non-district school, the Director of Middle Schools should be contacted to determine appropriate placement within the district prior to the enrollment of the student in a Santa Rosa County District School.

A student with an active Individual Education Plan or a 504 Accommodation Plan who has been expelled from any non-district school, or who has been given an expulsion with continued education services or alternative placement in lieu of expulsion from any non-district school, who is seeking to enroll in Santa Rosa County District Schools shall be referred to the Director of Exceptional Education for an immediate placement review.

5.106 Enrollment Disclosure: Expulsion/Alternative Placement or Charges/DJJ Disclosure Statement Per Florida Statute 1006.07

District school board duties relating to student discipline and school safety require each student at the time of initial registration for school in the school district to note previous school expulsions, arrests resulting in a charge, and juvenile justice actions the student has had prior to request for enrollment.

Any student enrolling in any Santa Rosa County school shall, at the time of enrollment, indicate on the enrollment form any previous school expulsion, expulsion with continued education services or alternative placement in lieu of expulsion; arrests resulting in a charge where the student was adjudicated guilty or where adjudication was withheld; or any juvenile justice actions.

5.107 Withdrawal: Between Ages of 16 and 18

If a student between the ages of 16 and 18 desires to terminate his/her education, a guidance counselor, or other school personnel will conduct an exit interview with the student to determine the reason for the student's decision, what actions could be taken to keep the student in school and to inform the student of opportunities to continue his/her education in a different environment. If the student chooses to terminate his/her education, he/she must officially withdraw and complete a "Declaration of Intent to Terminate School Enrollment" form, which will acknowledge that this action is likely to reduce his/her earning potential and must be signed by the parent and student. The student must complete a survey to provide data on student's reason for terminating enrollment and actions taken by schools to keep student enrolled s.1003.21, F.S. Such action, unless recognized by the school board as a hardship condition, will cause the student to lose his/her driving privilege. S.322.061, F.S.

5.108 District Placement Committee

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

- A. The Director of Middle Schools, Chairperson
- B. The Director of Elementary Schools
- C. The Director of High Schools
- D. The Principal of the Middle School
- E. The Director of Continuous Improvement

If a student requests admission to middle school and the student has not been regularly enrolled in an education program and does not have appropriate records regarding grades completed, the District Placement Committee will hear the parent's request when there is question regarding grade level placement.

5.109 Student Transfer

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

5.110 Exceptional Student Education (ESE): Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)

- The Family Empowerment Scholarship for Students with Unique Abilities is established to provide the option to attend a public school other than the one to which assigned, or to provide a scholarship to a private school of choice, for students with disabilities for whom:
- (a) An Individual Educational Plan (IEP) has been written in accordance with rules of the State Board of Education; or
- (b) A Doctor's Diagnosis that meets the criteria in statute. NOTE: Students with disabilities include K-12 students who are documented as having an intellectual disability; a speech impairment; a language impairment; a hearing impairment, including deafness; a visual impairment, including blindness; a dual sensory impairment; an orthopedic impairment; another health impairment; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; a traumatic brain injury; a developmental delay; or autism spectrum disorder.

- **Family Empowerment Scholarship for Students with Unique Abilities (FES-UA) Public School Option:**
- Pursuant to Section 1002.394(3), F.S., a student meeting the FES-UA eligibility requirements may choose to attend another public school in the student’s school district or in an adjacent school district. In this case, the district FES-UA Representative (name and contact information found on the School Choice website) must be contacted to discuss available public school options. Public school availability is determined by the school district and is based upon the following:
 - Program availability (determined by the student’s IEP) at the requested school center.
 - Parent should also complete a District Request for Student Transfer form to state the use of FES-UA within the Santa Rosa County School system.
 - Document on the form the approval of the FES-UA Intent as well as alternate school choice.
 - Verification of ESE program will be done by ESE Admin as well as affiliated program facilitator to determine appropriate services and/or supports in requested school.
 - Verification submitted to designated Level Director for final approval of public school

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.

5.112 Interstate Compact on Educational Opportunity for Military Children

See Section 1 of this document for further details.

5.113 Twice Retained Students

Students that are two (2) grade levels behind their peers will be evaluated for placement in an alternative program. These programs may include but are not limited to Virtual Programs and Charter Schools.

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

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

5.115 Classroom Transfers

Parent Request for his/her child to be transferred from an out-of-field classroom teacher to an in-field classroom teacher.

1. The parent may submit to the school Principal a letter detailing their request for transfer to an in-field teacher.
2. The Principal will approve or deny the request within two (2) weeks of receiving the request. If a request for transfer is denied, the school must notify the parent and specify the reasons for the denial.
3. If the denial is due to lack of staff or class-size considerations, the parent will be made aware of the district reassignment process.

Parent Request for his/her child to be transferred to another classroom teacher.

1. The parent should request a conference with the current teacher to discuss concerns and to seek resolution.
2. If the above is not successful, the parent should request a conference with the teacher and a school administrator to seek resolution.
3. If the above does not resolve the issues/concerns, the parent may submit to the school Principal a letter detailing their continued concerns and the specific remedy sought.
4. The Principal will approve or deny the schedule change request within two (2) weeks of receiving the request and this decision will be provided to the parent in writing.
5. Parents who wish to appeal this decision may appeal to the grade level director at the district level.

5.200 PROGRAM OF STUDY

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

5.201 Mathematics

Three (3) middle school or higher courses in mathematics. Algebra I and/or Algebra I Honors, Geometry and/or Geometry Honors will be offered for high school credit.

5.202 English/Language Arts

Three (3) middle school or higher courses in English (Language Arts). These courses shall emphasize literature, composition and technical text.

5.203 Science

Three (3) middle school or higher courses in science which shall include instruction in life science, earth science and physical science.

5.204 Social Studies

Three (3) middle school or higher courses in social studies which shall include the study of the United States and World History. One (1) course must include Civics Education.

5.205 Physical Education

Every student should have the opportunity to participate in and benefit from a quality Physical Education Program. Santa Rosa County School District's physical education program adheres to the state adopted standards and reflects state and local requirements for middle school education. The required program of study for middle school students in the Santa Rosa County School District mandates that physical education classes will be staffed by certified physical education teachers.

The middle school physical education program of study will reflect the following outcomes:

- Every middle school student will take a minimum of one (1) class period per day for one (1) semester of physical education for each year he/she is enrolled in a middle school.
- All middle schools will schedule daily physical education classes into the school's master schedule.
- Classes will provide physical activities that require at least a moderate intensity level for a duration sufficient to provide a significant health benefit to students, subject to their differing capabilities.
- All participants in the physical education classes will undergo pre/post fitness assessments. Such assessments will be utilized to help students understand their present level of fitness, improve their personal fitness levels through good nutrition and physical activity and maintain their physical well-being throughout daily life.
- Students will be exposed to a variety of motor skills experiences and physical activities designed to enhance the physical, mental, social, emotional and academic development of every student.
- Students will be supported in the development of and receive instruction in cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle.
- Students will be encouraged to maintain regular amounts of appropriate physical activity now and be taught why they should continue these activities throughout life.
- Each student will receive instructions in how to develop healthy eating habits and what foods constitute good nutrition.
- The middle school curriculum will further refine and develop all skills previously learned at the elementary level.
- District policy will prohibit the use of physical activity and the withholding of physical activity as punishment.

5.2051 Medical Exemption

Principals may exempt a student from physical education only after meeting with the student's parents and/or guardians, consulting with the physical education staff and receiving written verification that the exemption is necessary for validated medical reasons.

5.2052 Academic Exemption

A Principal may exempt a student from the physical education requirement for the following reasons:

- If academic courses required in Florida Statute and/or the requirements of the student's IEP do not leave a class period available during a middle school year for enrollment in physical education.
- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school each year that:
 1. The parent requests that the student enroll in another course from among those courses offered as options by the school; or

2. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

5.206 Health Education

Health education that addresses concepts of community health, consumer health, environmental health, and family life, including: Injury prevention and safety, internet safety, nutrition, personal health, prevention and control of disease, substance use and abuse, prevention of child sexual abuse, exploitation, and human trafficking. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including: self-awareness and self-management, responsible decision-making, resiliency, relationship skills and conflict resolution, understanding and respecting other viewpoints and backgrounds.

5.2061 Exemption

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption. The home page must include a link for a student's parent to access and review the instructional materials, as defined in s. 1006.29(2), used to teach the curriculum.

5.207 Critical Thinking Skills/Computer Literacy

Instruction in the following areas will be provided through specific courses and/or by integration into other courses:

- A. Critical Thinking Skills
- B. Computer Literacy

5.208 Additional Instructional Topics

Instruction in topics required in s.1003.42, F.S., will be integrated into appropriate middle school curriculum areas as a part of the district's K-12 sequencing of curriculum.

5.2081 Career and Education Planning

One (1) course in career and education planning to be completed in the 6th, 7th or 8th grade, which may be a stand-alone course or instruction integrated into an existing course or courses.

5.2082 Character Education

Character education instruction that stresses qualities such as patriotism, responsibility, citizenship, kindness, respect, honesty, self-control, tolerance and cooperation will be integrated into the following curriculum areas and programs:

- A. Code of Student Conduct Review
- B. PBIS (Positive Behavior Intervention and Supports)
- C. Bullying prevention curriculum/activities
- D. Dating Violence prevention curriculum/activities
- E. Patriot Week activities
- F. LST (Life Skills Training)
- G. Civics
- H. Schoolwide behavior expectations

5.209 Electives

A series of learning opportunities shall be provided for student development through experiences to be selected from, but not limited to the following: art, music, foreign languages, career education courses and health.

5.210 State Standards

The courses offered in Grades 6 – 8 will conform with Florida Statutes that relate to the established state standards adopted by the Florida Board of Education.

- A. Standards to measure student achievement serve as guides to determine best practices for local curriculum designers in helping schools implement school improvement strategies to raise student performance. These standards explain what students should know and be able to do in the subjects of the arts, health/physical education, foreign languages, language arts, mathematics, science and social studies. Public schools shall provide appropriate instruction to assist students in the achievement of these standards. Copies of the publications containing the established State Academic Standards may be obtained from the Division of Public Schools, Department of Education, 325 W. Gaines Street, Tallahassee, FL 32399-0400 or at www.fldoe.org.
- B. The established State Academic Standards shall serve as the basis for statewide assessment.

5.211 EOC: End-of-Course Exams *

****EOC grades/credit will be awarded as outlined in this section OR according to the current legislation (as interpreted by FLDOE) at the end of the year when grades/credits are awarded.***

Middle grades students enrolled in Algebra I, Geometry, or Biology I or any other course with a mandated EOC must take the statewide, standardized EOC assessment for those courses and shall not take the corresponding subject and grade-level statewide, standardized assessment.

1. EOC Implementation and 9th grade Cohort Groups (Algebra1, Geometry, and Biology)

- a. End-of-Course (EOC) exams will count 30% of the course's final grade.
 - b. The EOC scores returned will be converted to a numeric value that will be averaged to assign a final course grade as follows:
 $1^{\text{st}} \text{ semester average } (.35) + 2^{\text{nd}} \text{ semester average } (.35) + \text{EOC grade } (.30)$.
 - c. For courses requiring an EOC, credit will not be awarded and the course will not count towards Grade Point Average (GPA) or class rank calculations until the final grade calculation is complete.
2. Civics End-of-Course Exam
- The Civics EOC exam will count as 30% of the final course grade.
- a. The EOC scores returned will be converted to a numeric value that will be averaged to assign a final course grade as follows:
 $1^{\text{st}} \text{ semester average } (.35) + 2^{\text{nd}} \text{ semester average } (.35) + \text{EOC grade } (.30)$.
 - b. A student transferring into middle grades after the beginning of the second term is not required to meet this requirement if three (3) social studies courses have already been completed or two (2) year-long courses that included Civics was completed.

5.212 Assessment of ESE Students

Each student must participate in the statewide standardized assessment program based on state standards without accommodations, unless determined otherwise by the IEP team. Should the IEP team determine the need for appropriate accommodations they should be afforded in accordance with allowable test accommodations as stated in the test administration manual. The IEP team will use the following questions to guide the decision making process on whether a student qualifies for the Florida Standards Alternate Assessment (FSAA). Each question is required to have documented evidence embedded within the IEP to qualify for marking "yes".

1. Does the student receive exceptional student education (ESE) services as identified through a current IEP, and has the student been enrolled in the appropriate and aligned courses using alternate achievement standards for two (2) consecutive full-time equivalent reporting periods prior to the assessment? *Rule 6A-1.0943(5)(c)1, F.A.C.*
2. Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, does the student require modifications to the general education curriculum standards? *Rule 6A-1.0943(5)(c)4, F.A.C.*
3. Even after documented evidence of accessing various supplementary instructional materials, does the student require modifications to the general education curriculum standards? *Rule 6A-1.0943(5)(c)5, F.A.C.*
4. Even with documented evidence of the provision and use of assistive technology, does the student require modifications to the general education curriculum standards? *Rule 6A-1.0943(5)(c)6, F.A.C.*
5. Was the assessment instrument used to measure the student's global level of cognitive functioning selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities and distractibility)? *Rule 6A-1.0943(5)(c)10, F.A.*

6. Does the student have a most significant cognitive disability, defined as a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired or traumatic brain injury or syndrome that is verified by either:

A statistically significant below-average global cognitive score that falls within the first percentile rank (i.e., a standard, the full-scale score of 67 or under); or

An evaluation process with procedures to identify students with the most significant cognitive disability when a global, full-scale intelligent quotient score is unattainable. This procedure must be approved by the Florida Department of Education and documented in the district's ESE Policies and Procedures, as required by Section 1003.57, Florida Statutes (F.S.).

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

More specifically, in the event when a student cannot be directly assessed, the student who has a suspected most significant cognitive disability for whom assessment via the Florida Standards Alternate Assessment may be appropriate as defined in subparagraph 6A-1.0943 (1)(f)1., F.A.C., will be identified through the following detailed procedure:

Factors that will be used to determine that a direct assessment of cognitive functioning is not achievable include the following: educationally relevant medical findings, the student's primary mode of communication and language competency, the student's motor abilities, and the student's ability to engage meaningfully with the examiner and with testing materials. Once a direct assessment of cognitive functioning is attempted and it is determined that one of these factors prevents the evaluator from administering the assessment in a standardized manner, the attempt would be deemed unsuccessful.

When the direct assessment of a student's cognitive functioning is deemed not achievable, the evaluator will obtain and/or conduct the following: an observation of the student in the student's typical learning environment, a comprehensive social/developmental/medical history, a standardized measure of development to include parent and teacher input (this would typically be the DP-4), and a standardized assessment of adaptive behavior to include parent and teacher input.

The Santa Rosa County ESE (Exceptional Student Education) Department will work in collaboration with the Student Services Department to ensure understanding of steps 1 and 2 should the attempt to formally assess a student's cognitive functioning be deemed not achievable. Training for steps 1 and 2 will be provided to the Student Services Department by the ESE Department at the beginning of each academic year as well as when new employees are hired. In addition, follow-up training will be provided once a semester for School Psychologists and on an as-needed basis when updates from the Department of Education are released. Finally, a district team, which will consist of at least one member of the ESE Department and one member of the Student Services Department (preferably a School Psychologist), will be established to A District Team will review student data and ensure compliance with steps 1 and 2. This team will generally meet monthly or as the need arises. Rule 6A-1.0943(5)(c)11, F.A.C.

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

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

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

1. Is the student identified as a student with a specific learning disability or as gifted? *Rule 6A-1.0943(5)(d)1, F.A.C.*
2. Is the student identified only as a student eligible for services as a student who is deaf or hard of hearing or has a visual impairment, a dual sensory impairment, an emotional or behavioral disability, a language impairment, a speech impairment, or an orthopedic impairment? *Rule 6A-1.0943(5)(d)2, F.A.C.*
3. Has the student scored a level 2 or above on a previous statewide, general education curriculum standardized assessment administered according to Section 1008.22(3)(a) and (b), F.S.? *Rule 6A-1.0943(5)(d)3, F.A.C.*

Note: If there is medical documentation that the student experienced a traumatic brain injury or other health-related complication that caused a severe cognitive impairment after the student scored a level 2 or above on the general education curriculum standardized assessment, select "No".

5.213 High School Courses

When a high school level course, such as Algebra I or Algebra I Honors, Geometry, Foreign Language, Career Education or Biology is taken during the middle school years, a student will

earn high school credit in accordance with the policies outlined in the high school section of the *Student Progression Plan*. This includes the inclusion of the credit in the high school graduation requirements, and the inclusion of the grade in the calculation of the Grade Point Average (GPA) for high school graduation purposes. A student in the middle grades who takes any high school course for high school credit and earns a grade of “C”, “D” or “F” or the equivalent of a grade of “C”, “D” or “F”, may replace the grade with a grade of “C” or higher, earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced shall be included in the calculation of the cumulative grade point average required for graduation. Career and Technical Dual Enrollment is available to students who meet eligibility requirements. See Section 8.303 for eligibility requirements.

5.214 Section 504

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

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

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

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

5.215 ESE: Eligibility

Students meeting Florida Department of Education eligibility criteria for one or more Exceptional Student Education programs and requiring specially designed instruction and/or related services shall be admitted through an eligibility staffing. An appropriate individualized program of study will be developed in the student's Individual Education Plan (IEP). An eligible exceptional student may qualify for services enrolled in one or more of the following programs:

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

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

5.216 ESE: Mastery of Course Content

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

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.

5.217 ESE: Course Length/Time Requirements

Course length or time requirements for each area (academic, vocational, elective) for middle school ESE students may be adjusted if specified and documented in the student's Individual Education Plan (IEP).

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.

5.219 Equal Access

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

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.

5.220 English Language Learners

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

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

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

The following admissions process will be followed:

- Enroll any student and do not ask about their immigration status.
- Students should be placed by age or transcripts. A school or district ELL Committee may be held for this purpose if placement is not clear.
- Each English Language Learner shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential. Appropriate programming includes enrollment in programs other than ESOL funded programs. Such programs shall seek to develop each student's English language proficiency and academic potential as required by 6A-6.0904, F.A.C.
- Each English Language Learner shall be placed in a highly qualified ESOL Endorsed/Certified teacher's classroom, when feasible.
- The ESOL School Liaison shall be notified immediately so appropriate screening may be completed within the timeline set forth in the Meta Consent Decree.
- Enrollment should not be delayed because of lack of transcripts.
- Residency may be established using alternative documents.
- Make initial course placement decisions based on available information at time of enrollment.
- Students should be enrolled within five school days of their first attempt to enroll.
- Contact the district ESOL department and **High School Grade Level** director if additional guidance is needed.

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

New immigrant 6th – 12th grade students placed in Intensive Reading classes.

- Enroll all 6th – 12th grade ESOL students in Intensive Reading class who were born in a foreign country and have recently arrived in the United States.
- Exception: If an immigrant student scores a level 3 on the Reading domain of the WIDA screener and other data suggest that the student has foundational literacy skills, then the school may place the student in a more appropriate course. ESOL Liaisons will help identify these students and provide the WIDA screener data.

Please note that if the ELL student meets the definition of McKinney-Vento (homeless), including but not limited to the following circumstances: natural disaster or no legal guardian, the student must be enrolled immediately. Understanding that each situation is unique, please contact the Federal Programs Director in order to make the best decision for the student. The ELL Committee, which may be composed of the principal or designee, teacher(s) familiar with the ELL student, the school counselor, and the ESOL School Liaison, shall make recommendations concerning the appropriate placement, promotion and retention of English Language Learner students. Parent/guardian must be invited to any ELL Committee Meeting concerning their child. Please contact the ESOL Program Facilitator in translation or interpretation services are needed.

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

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

- Age appropriateness
- Parent input
- Review of records/assessments
- Comprehensive parent/guardian/student interview
- Academic records available, with consideration that other grade levels and grading systems may differ from the ones in the United States
- Telephone calls and record requests to previous school
- When appropriate grade band placement is unclear, a District ELL Committee will convene. The District ELL Committee includes Grade Level Directors, Federal Programs Director, or Coordinator and ESOL Program Facilitator.

The Santa Rosa County District School's 3-year ELL Plan may be accessed under ESOL at <https://santarosaschools.org/en-US/esol>

B. Assessment and Retention, and MTSS Assessment

- **All ELLs** are expected to participate in state assessments regardless of the Date Entered U.S. School (DEUSS) or number of years in the ESOL Program (FDOE DPS Memo 2018-146) unless approved by the Federal Programs Director [or Coordinator](#) and the Assessment Coordinator
- All ELLs coded LY at the beginning of the state testing window are required to take WIDA ACCESS for ELLs each year to measure English proficiency.
- Allowable state testing accommodations for ELLs coded LY and LF are defined in 6A-6.09091, F.A.C., Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners.
- [All students present for both survey 2 and 3 will take the statewide standardized assessments.](#)

Retention Considerations

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

Grading Guidelines for ELL Students

- Teachers should not assign a student a lower grade based solely on lack of English proficiency or use a single assessment to determine the mastery of skills taught.
- If the ELL student is attempting appropriate assignments and assessments for the student's English Language proficiency level and showing progress while still in the process of learning the English language, a grade no lower than D shall be assigned unless evidence is documented of factors unrelated to the student's English proficiency.
 - Adapt the curriculum by reducing the language demands of instruction without compromising the content of instruction.
 - Provide comprehensible instruction to ELL students through the use of ESOL instructional strategies, supplementary materials, and native language assistance (Heritage Language Dictionary and / or Heritage Language Content Area Glossaries) and apply accommodations such as extended time as outlined in the student's ELL Plan.
 - Document the use of ESOL appropriate instructional strategies in teacher lesson plans and/or FOCUS. Document parent contacts made for each ELL student. Examples of ESOL strategies are provided to each assigned classroom teacher with the ELL Plan, now available through the Ellevation platform.

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

Course Failures

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

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

MTSS interventions are appropriate for English Language Learners for issues unrelated to English proficiency. In such cases, MTSS interventions should be occurring concurrently with the classroom ESOL services provided by the highly qualified ESOL Endorsed/Certified teacher. Time on each tier may need to be extended based on the rate of skill acquisition and English language acquisition. Delaying the MTSS process with an ESOL student for concerns unrelated to English proficiency would potentially deprive the student of extra support needed. Each case should be viewed individually with collaboration between the ESOL School and MTSS team to determine the best support for the student.

5.221 Student Schedules

Students will be placed in advanced classes based upon the following criteria. Placement in an advanced class is dependent upon available student stations.

5.2211 Academically Challenging or Accelerated Curriculum (ACCEL)

Students can participate in ACCEL options that provide academically challenging curriculum or accelerated instruction to eligible students. See Section 2.0 for detailed information on Accelerated Curriculum.

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

1. Assessment Results: Mid-Level 3 on the state standardized assessment instrument in Reading and Math (previous year);
2. Grade average for the course(s) requesting acceleration or advanced placement is 85% or higher for the previous year.
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.

5.2212 Middle School Math Acceleration

Eligible students can 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 Accelerated Math
2. 6th Grade Accelerated Math to Algebra I
3. 7th Grade Regular Math to Algebra I

Eligible students must meet four (4) criteria:

1. A passing score on the district Math Acceleration Diagnostic Test
2. An achievement level of three (3) or above on the Florida Standards Assessment (FAST) for their current grade.
3. A final course grade of 85 or above for their current course.
4. Completion of summer coursework by July 14th 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*.

5.222 Student Schedule Final Decision

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 FAST scores should be administered a grade-level fluency screen or a district selected diagnostic assessment, if available, to determine if they have reading difficulties. Students scoring below the 90th percent on the grade-level fluency screen and whose standardized tests are below the 75th percentile will be considered for reading intervention.

5.302 Home Education Students

See Section 10.0 - Home School Education

5.303 Grade Placement Final Decision

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. Schools may enroll students in programs such as ZAP (Zeros Aren't Permitted) to increase student engagement, understanding of learning goals and maintain high academic standards.

5.3044 Semester Exams

For each student who enrolls in a middle school course, 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 made available for parent access via the district's student system (Focus) 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). An ELL student's grade should reflect daily instructional accommodations and modifications, as well as testing accommodations and modifications. Grades must realistically reflect the ELL student's academic achievement and should not penalize the student for not yet being proficient in English.

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.

5.3047 Notification of Potential Failure of Course

Parents must be notified periodically when it is apparent that a student may fail in any course. The school should request an acknowledgment of such notification.

5.3048 Notification of Decline in Performance

Each middle school shall develop a plan for communication with parent/guardian regarding an apparent decline in a student's academic performance that is likely to result in a decrease of more than a letter grade for the grading period. This should also include notification of a marked change in a student's work habits.

5.3049 Mid-term Reports/Parent Internet Viewer

Mid-term grade reports will be issued by each teacher on the dates reflected on the district's calendar. Some schools will have grades available through the Focus Parent Portal. Those schools will provide parents with directions to access the child's grades. In this case a mid-term report will only be sent if requested by the parent.

5.305 Promotion of Students, 6 – 8

5.3051 Promotion Criteria

A student must successfully complete the following academic courses for promotion from 8th grade:

1. Three (3) middle school or higher courses in English (Language Arts),
2. Three (3) middle school or higher courses in Mathematics,
3. Three (3) middle school or higher courses in Social Studies,
 - a. One (1) course must include Civics Education.

4. Three (3) middle school or higher courses in Science.
5. One (1) class period equivalent for one (1) semester for each year enrolled in middle school of Physical Education.

A student will be expected to successfully complete an English, mathematics, social studies and science year-long course in each grade level in order to stay on course to complete middle school in three (3) years. The course may be year-long, or the equivalent at schools on an alternate schedule.

A student must successfully complete three (3) of the required core courses each year to be promoted to the next grade level classification. Any required course not completed successfully must be taken over or successful completion of a “course recovery program” may be utilized to fulfill the course requirement. Successful completion of middle school is expected prior to entering high school.

Students and parents will be notified of options available for course recovery should a student fail to successfully complete a required course.

Any student who fails two (2) or more core subjects will be retained in their current grade unless the student successfully completes a course recovery program or summer school program, if available. The maximum number of subjects a student can be enrolled in for course recovery for summer school is two (2).

A student must also successfully complete one of the state-approved courses in career and education planning.

5.3052 Intensive Reading/Math Remediation

Each year in which a student scores at Level 1 or 2 on FAST 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.

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

5.3053 Failure to Meet Performance Levels

Students who fail to meet the proficiency level in ELA and/or mathematics on the state assessment as defined by the district must receive remediation in the area(s) lacking

proficiency and/or be retained within an intensive program that takes into account the student's learning styles and a program that is different from the previous year's program. When a student has been retained two (2) or more years, appropriate alternative placement will be determined based on the student's academic needs and programs and/or courses available to best serve the student and assist in continued academic progress in conjunction with Florida Statutes.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. There should not be placement of a student to the next grade without regard to the student's proficiency.

5.3054 Required Attendance

A student in Grades 6 – 8 is required to be in attendance 162 days per year in the 180-day school year. If a student accrues more than 19 absences within a school year, the student will be referred to the Multi-Tiered System of Supports (MTSS) Team or the academic review committee at the school to determine whether the student shall be promoted.

5.3055 Retention

Any student who fails two (2) or more core subjects will be retained in their current grade unless the student successfully completes a course recovery program or summer school program, if available. The maximum number of subjects a student can be enrolled in for course recovery for summer school is two (2).

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

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

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

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

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

5.3056 ESE: Promotion and Retention

An Individual Education Plan (IEP) for each exceptional student must indicate established State Academic Standards expected to be mastered by the student. Documentation of mastery and/or remediation of these standards is the joint responsibility of all of the student's service providers.

5.3057 Completion Schedule

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

5.3058 ESE/ELL Grade Replacement

In situations involving ESE students, the IEP Team may convene to determine if student has met the mastery of goals and benchmarks established in the student's Individualized Education Plan (IEP). The Principal has the final administrative responsibility for the promotion of students. Grade placement of English Language Learners (ELL) must be determined by the school's ELL committee and Principal.

5.306 Course Recovery

Course recovery opportunities will be made available to students who are failing, or have failed, a course required for middle school completion. Opportunities may be before, after or during school, on Saturday, or during summer, as availability and funding permits. Notification will be provided when a student is eligible to participate in a course recovery opportunity offered by the school. The maximum grade possible for a recovered quarter will be a 70. Students with excessive absences (10 or more in a semester) who pass the semester but fail the semester exam and receives a 59 or lower average will retake the semester exam test as a form of course recovery. The teacher will submit a grade change form for the new semester exam grade upon completion of the semester exam retake. Student's maximum score on the retake will not exceed a 70.

A student may also recover a course that was failed by enrolling and successfully completing the course outside of the regular school day and at home through the Florida Virtual School.

5.3061 Summer School

Students who have not successfully completed a required core course in which the student was enrolled will be permitted to attend summer school, if available, as an

opportunity for course recovery. The maximum number of subjects in which a student can be enrolled in summer school provided by the district is two (2).

5.3062 Completion after Three (3) Years

If a student has completed three (3) years at middle school and lacks no more than two (2) courses meeting the middle school requirements, then the student will be permitted to attend summer school, if available, as an opportunity to complete the middle school course requirements.

5.307 Statewide Assessment and Remediation

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

For grades 6 through 8 English Language Arts and Mathematics, a coordinated screening and progress monitoring system (CSPM) or FAST must be administered at the beginning, middle, and end of the school year. The end-of-year administration of the CSPM or FAST must be a comprehensive progress monitoring assessment administered accordance with the schooling requirements under s. 1008.22(7)(c). CSPM or FAST printable results are to be made available through a web-based option to parents and students within 2 weeks for CSPM or FAST state assessments and within 1 week for any district-required local assessment administration(s).

Remediation is an effort to help a student become proficient in content and/or skills for which a lack of proficiency has been identified. Remediation may occur within the regular course, in an intensive class, in before/after school programs, in small group pull-out during the day and other such settings.

The results of the State Assessment Program are the primary source for criteria to determine a need for remediation. In the absence of state assessment results, additional diagnostic information (such as progress monitoring assessments) and classroom performance may also be used as criteria to determine a need for remediation. State assessment results below Level 3 on the criterion-referenced test Florida Assessment of Student Thinking (FAST) are indicators. The assessment results from the previous year are used to determine the need for remediation for the present grade level. For example, a student in Grade 6 who scored in Level 1 or 2 on Florida Assessment of Student Thinking (FAST) in Grade 5 the previous year would meet criteria for remediation.

5.3071 English/Language Arts and Mathematics English/Language Arts

- Grade 6: <Level 3 on FAST English Language Arts for Grade 5
- Grade 7: <Level 3 on FAST English Language Arts for Grade 6
- Grade 8: <Level 3 on FAST English Language Arts for Grade 7
- Grades 6, 7, 8: In the absence of state assessments: multiple data points consisting of prior FAST results, prior and/or current progress monitoring assessments results and prior year PMP tier level.

Mathematics

- Grade 6: < Level 3 on FAST Mathematics for Grade 5
- Grade 7: <Level 3 on FAST Mathematics for Grade 6
- Grade 8: <Level 3 on FAST Mathematics for Grade 7
- Grades 6, 7, 8: In the absence of state assessments: Level 1 or 2 on the current fall progress monitoring assessment.

5.3072 MTSS (Multi-tiered System of Supports)

Early Warning System

A school that serves any students in Kindergarten through Grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators;

- a. Attendance below 90 percent regardless of whether absence is excused, or a result of out-of-school suspension;
- b. One or more suspensions, whether in-school or out-of-school;
- c. Course failure in English Language Arts or mathematics during any grading period; and
- d. A Level one (1) score on the statewide standardized assessments in English Language Arts or mathematics.

The system must include data on the number of students identified by the system as exhibiting two (2) or more early warning indicators, the number of students by grade level who exhibit each early warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The school MTSS team will be responsible for monitoring the data from the early warning system. When a student exhibits two (2) or more early warning indicators, the MTSS team, in consultation with the student’s parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program. Data and information relating to a student’s early warning indicators must be used to inform any intervention strategies provided to the student. Documentation of assigned interventions and progress monitoring will be housed in the school district’s student management system.

Tier I, II and Tier III Supports:

Specific levels of performance in English Language Arts, (ELA), science, mathematics, and social studies will be expected for students at all grade levels. Various measures will be used to determine proficiency including the levels of performance on statewide assessments, as defined

by the Commissioner of Education. In the absence of state assessments, additional diagnostic information and classroom performance may also be used as criteria to determine a need for remediation and/or interventions. If below level performance is documented in ELA and/or math, the student may be required to receive remediation/interventions within an intensive program. Remediation will be provided for students based on assessment results from the previous year

Progress Monitoring Plans (PMPs)

Students identified as needing intensive remediation or struggling in the area(s) of academics, behavior, and/or attendance must be provided with an academic Progress Monitoring Plan (PMP), a Behavior Monitoring Plan (BMP), and/or a Truancy Monitoring Plan developed in consultation with the student's parent or legal guardian.

Students must demonstrate proficiency in reading, writing, science and mathematics at each grade level, as determined by state levels of proficiency on state assessments and local levels of proficiency on local assessments. Any student who does not meet the specified grade level performance in reading and/or mathematics as defined by the Santa Rosa County School District Assessment Plan or statewide assessments at selected grade levels, must be provided additional diagnostic assessments to determine the nature of the student's difficulty and area(s) of academic need and strategies for providing academic supports to improve the student's performance [1008.25 (4)(a)]. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by an educational plan. "Satisfactory performance" is defined by the state as level 3 and above on state assessments. District satisfactory performance is based upon norm-referenced cut scores. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary [1008.25 (4)(c)].

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

If the student has been identified as having a deficiency in math and/or reading, and a PMP is warranted, the PMP will identify the student's specific areas of deficiency in math

and/or reading and will also identify the desired levels of performance in these areas. The PMP will identify the instructional and support services to be provided. The PMP will be developed in consultation with the parent. Schools shall also provide for the frequent monitoring of the student's performance in meeting the desired levels of performance. District school boards shall assist schools and teachers in implementing research-based reading activities that have been shown to be successful in teaching reading to low-performing students.

Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan (PMP), the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the Statewide Assessment Test in reading, writing, science, and mathematics, must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

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 may be included in the Progress Monitoring Plan (PMP) process, if they do not demonstrate proficiency specifically in English Language Arts (ELA) and/or mathematics in all grade levels, as determined by state levels of proficiency on state assessments and local levels of proficiency on local assessments. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary [1008.25 (4)(c)].

5.3073 Progress Monitoring Plan (PMP) Not Needed

Students scoring at or below the remediation criteria may not need remediation if other objective measures and diagnostic information indicate the student is performing on grade level.

5.3074 Other Objective Measures

If FAST results are not available, other objective performance indicators or diagnostic assessment may be used to determine the need for a Progress Monitoring Plan (PMP).

5.3075 Parent Notification

Parents are to be notified formally in writing that the child has failed to meet the established district/state grade level performance criteria in reading, writing, mathematics and/or science.

The school district is required to provide coordinated screening and progress monitoring system (CSPM) or FAST printable results to parents and students to be made available

through a web-based option within 2 weeks for CSPM or FAST state assessments and within 1 week of any district-required local assessment administration(s).

5.3076 ESE: Extended School Year (ESY) Services

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

5.308 Annual Report of Student Progress

All district school boards shall report assessment results using the state management information system. Assessment results for the statewide, standardized ELA and Mathematics assessments and all statewide, standardized EOC assessments must be made available no later than June 30, except for results for the grade 3 statewide, standardized ELA assessment, which must be made available no later than May 31. Results for the statewide, standardized ELA and Mathematics assessments must be available no later than May 31.

In accordance with F.S.1008.25(10), each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in English Language Arts, science, social studies, and mathematics. The district school board must report to the parent the student's results on each statewide, standardized assessment and the coordinated screening and progress monitoring system. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and response to intensive interventions provided. Progress reporting must be provided to the parent in writing in a format adopted by the district school board and must be accessible through secure, web-based options.

Each district school board must annually publish on the district website the following information on the prior school year:

1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment.
3. By grade, the number and percentage of all students retained in kindergarten through grade 10.
4. Information on the total number of students who were promoted for good cause, by each category of good cause.
5. Any revisions to the district school board's policies and procedures on student retention and promotion from the prior year.

~~Each district school board must annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science and mathematics, as required by FS 1008.25(8). The district school board must report to~~

the parent the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments and other relevant information. Progress reporting must be provided to the parent, in writing, in a format adopted by the district school board. Beginning with the 2001-2002 school year, each district school board must annually publish in the local newspaper and report in writing to the State Board of Education, by September 1 of each year, the following information on the prior school year:

- A. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion must provide:
 - 1. By grade, the number and percentage of all students in Grades 3 through 10 performing at Levels 1 and 2 on the ELA portion of the state standardized assessment instrument.
 - 2. By grade, the number and percentage of all students retained in Grades 3 through 10,
 - 3. Information on the total number of students who were promoted for "good cause", by each category of "good cause", as specified in paragraph(6)(b),
 - 4. Any revisions to the district school board's policy on student retention and promotion from the prior year.
- 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. Reading diagnostic assessments are given to students who are not proficient based on district assessment. Under no circumstance should a student's performance be judged solely on the basis of a single test.

5.400 COMPLETION

5.401 Completion of Middle School

A student will have completed middle school when the guidelines established in Section 5.305, Promotion of Students, has been satisfied for Grades 6-8.

5.500 ATTENDANCE, ABSENCES, AND TARDINESS

5.501 Attendance

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

5.502 Absences

5.5021 Notifying the School

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

5.5022 Make-up Work

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

- A. All make-up work assigned during the absence shall be completed within three (3) days after the student returns to school unless given an extension of time by the teacher.
- B. Tests announced prior to the absence can be given on the student's first day back to school, or at the discretion of the teacher.
- C. Assignments given prior to an absence should be turned in the first day the student returns to school.

5.5023 Gifted Education: Make-Up Work

Best practice dictates that gifted students should be required to complete only work which, if not completed, would affect their classroom progress. The following are guidelines to be used when making decisions regarding work missed while attending Gifted Program classes:

- A. Students attending Gifted Program classes will be excused from the daily/homework assigned during the class period(s) missed. Students will be excused from these assignments without penalty to their grades, loss of other scheduled activities, or loss of any classroom privileges. Assignments made prior to the day students attend the Gifted Program class are to be turned in the next scheduled class time.
- B. Mastery of standard curriculum objectives may be determined by oral review, teacher observations, quizzes, modified assignments, and/or a few selected problems.
- C. Time spent in the Gifted Program class is governed by State Regulations (6A-6.0331). Therefore, students are not to miss any of the scheduled time for Gifted Program services.

5.5024 Absenteeism Requiring Semester Exam

Absenteeism equal to ten (10) or more absences during a semester unit of instruction or five (5) or more absences during a quarter unit of instruction requires the demonstration of mastery of the course for all students, except those students enrolled in competency-based dropout prevention programs as follows:

- 1. Meeting the class requirements of the semester of instruction and earning a teacher-assigned passing grade.
- 2. Passing a comprehensive semester examination covering the performance standards of the semester unit of instruction at the 60 percent level or above. The length, design, and degree of difficulty of such an exam is to be comparable to the semester/quarter exam required of any other student taking the exam for the same course.
- 3. Demonstrating proficiency (Level 3) on a standardized End-of-Course assessment EOC will demonstrate a mastery of course standards.

- The semester exam will be weighted at 30% for the semester in which absenteeism meets the above guidelines. Any student who scores below 60 percent on the semester/quarter exam will be awarded a course average of 59 or their actual average, whichever is lower.

Any parent/guardian requesting a waiver of this policy must submit their request in writing to the school Principal along with a detailed explanation for the request. The school Principal will evaluate each request and make a determination as to whether or not the waiver will be granted. The school Principal has the sole discretion as to whether or not the waiver will be granted.

5.503 Excused Absences

Excused absences shall be granted for personal illness, illness or death of a member of the immediate family, medical or dental appointments, religious holidays and religious instruction of the specific faith of the student upon the approval of the Principal, court dates, special emergencies, 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.

5.5031 Pre-Arranged Absences

When a student desires to be absent for reasons not given under Section 5.503, he/she may make a prior request of the school Principal by bringing a written request from his/her parent or guardian. Based on a student's attendance history, the Principal reserves the right to refuse requested absences.

- A. Pre-arranged absence requests must be made at least five (5) days prior to the date of the absence except in case of an emergency.
- B. Students shall make pre-arrangements for their school work to be done and it will be due the day the student returns to school. Work done in the pre-arranged time allotted will be given full credit.
- C. Pre-arranged absences will not prevent a student from being subject to **5.5024 Absenteeism Requiring Semester Exam.**

5.5032 Repeated Absences

When a student is absent repeatedly or for a prolonged period of time due to an illness or injury, the Principal or designee may require documentation from a physician or health care provider. If the requested documentation is not provided, the absence will be unexcused.

5.5033 Head Lice/Bed Bugs

A student who has been sent home with head lice and/or nits or bed bugs should return to school, free of head lice and/or nits or bed bugs, within two (2) calendar days in order to be excused. For each occurrence of head lice, absences beyond two (2) calendar days will be marked unexcused.

5.5034 Section 504

If a student's excessive absenteeism is related to a physical or mental impairment, the student may be eligible for services under Section 504 of the Rehabilitation Act of 1973. Parents should contact the school to request a Section 504 evaluation.

ESE: Authorized Private Providers

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

5.504 Unexcused Absences

Unexcused absences (not limited to the following):

- A. Lack of appropriate notification and/or documentation by the parent to the school site;
- B. Elective activities such as shopping trips, vacations, pleasure trips;
- C. Truancy (skipping class);
- D. Missing the school bus;
- E. Oversleeping;
- F. Excessive illness without doctor verification;
- G. Suspension or dismissal from school;
- H. Other avoidable absences.
- I. An accumulation of three (3) unexcused "late to school" and/or "early check-outs". (Section 5.507)

5.5041 Habitual Truant/Truancy Procedures

Habitual Truant - "Habitual truant" means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent and is subject to compulsory school attendance under s.1 003.21(1)(2) and is not exempt under s. 1003.21(3), F.S. or s. 1003.24, F.S. or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s.1003.26 and s.1003.27 (3), without resultant successful remediation of the truancy problem before being dealt with as a child in need of services.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or ten (10) unexcused absences, or absences for which the reasons are unknown, within a 90 calendar day period, the student's primary teacher shall report to the school Principal or his or her designee that the student may be exhibiting a pattern or nonattendance. s. 1003.26, F.S.

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

- B. The parent shall be invited to an attendance meeting(s) to identify possible solutions. s. 100.26, F.S.
- C. The parent/guardian shall be informed of the requirements of compulsory attendance laws, ~~truancy pick-up program~~ and the Department of Highway Safety and Motor Vehicles sanctions.
- D. If an initial meeting does not resolve the problem, the Multi-Tiered System of Supports (MTSS) Team shall implement interventions that best address the problem. The interventions may include, but need not be limited to:
 1. frequent communication between the teacher and the family
 2. changes in the learning environment
 3. mentoring
 4. student counseling
 5. tutoring, including peer tutoring
 6. placement into different classes
 7. evaluation for alternative education programs
 8. attendance contract or a Truancy Intervention Plan (TIP),
 9. referral to other agencies for family services
 10. other intervention services including, but not limited to a truancy petition pursuant to s. 984.141, F.S.
 11. reporting a student between the ages of 14 and 18 with 15 or more unexcused absences in a 90 day calendar period to the Department of Highway Safety and Motor Vehicles.
- E. The Multi-Tiered System of Supports (MTSS) Team shall be diligent in facilitation intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve non-attendance behavior are exhausted. s. 1003.23(1)(d), F.S.
 1. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. s. 1003.26(1)(e), F.S.
 2. If the board's final determination is that the strategies of the Team/Multi-Tiered System of Supports (MTSS) Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for noncompliance with compulsory school attendance. s. 1003.26(1)(e), F.S.
 3. If nonattendance continues after the implementation of intervention strategies, the Principal may request that the Superintendent (or his designee) file a truancy court petition. If a truancy court petition is filed, the parents of the student will receive a summons to appear in circuit court pursuant to F.S. 984.151, and the parents may be subject to continued court jurisdiction, fines, probation or jail.

- F. If the district school Superintendent chooses not to file a truancy petition, the Superintendent or designee shall file a CINS petition, defined in s.984.15, F.S. The school representative, a parent, law enforcement, a court, or the DJJ shall initiate a referral to a CINS provider or a case staffing committee established pursuant to s. 984.12, F.S., and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family (s.1003.27(3), F.S.). Prior to the filing of the CINS petition, reasonable time must be allowed to complete interventions to remedy conditions contributing to the truant behavior and must comply with the requirements of s. 1003.26, F.S.
- 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.

5.5042 Zeroes

Zeroes will be given for class work and assignments missed during an unexcused absence and may not be made up for grading purposes unless an exception is made by the Principal or designee.

5.5043 Suspended Students

Assignments provided to students suspended out-of-school are due upon the student’s return to school. Zeroes will be given for any assignments not turned in upon the student’s return to school.

5.505 Hospital/Homebound

The possibility of hospital or homebound services should be explored when it is anticipated that a student will be absent from school for at least 15 school days, or the equivalent, while under a physician’s care because of severe, prolonged or chronic illness. A parent, teacher, social worker, guidance counselor, physician and others may initiate the process as soon as it is anticipated that the student will be absent as indicated by the physician for three (3) weeks or more. There is not established waiting period that must be met when considering initiating the process.

5.506 Tardiness

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

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.” 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.

5.5071 Unexcused/Excused Absences

Unexcused

Missing the bus
Oversleeping
Skipping
Excessive illness without doctor's verification
Repeated Late Check-ins/Early Check-outs
Other avoidable events
Non-pre-approved absences

Excused

Personal Illness
Doctor/Dentist appointment
Special event approved by administration
Other unavoidable events
Treatment of autism spectrum disorder by a licensed healthcare provider or behavior analyst pursuant to s393.17, F.S.
Death of an immediate family member
Religious holiday/instruction
Court dates
Pre-arranged absences

5.508 Administrative Withdrawal

If a student has accumulated 15 consecutive unexcused absences and is not under the jurisdiction of the truancy court system, the school Principal may withdraw the student under the following conditions:

- A. Telephone or written contact (letter home) with the parent has been unsuccessful.
- B. Social Worker was sent to the home and was unsuccessful in making contact.
- C. If the student has an Individualized Education Plan or has a 504 Plan, the Principal must contact the Exceptional Student Education Department prior to withdrawing the student.

5.509 Learnfare Program

The Learnfare Program is primarily related to student attendance for families who are eligible to receive Temporary Cash Assistance (TCA), S.414.1251, F.S., requires the Department of Children and Families (DCF) to reduce the amount of TCA for families with students who are identified as habitual truants or dropouts. Implementation procedures require DCF to provide a list of TCA-eligible children to the Northwest Regional Data Center monthly. Each school district will download the list and identify students who are truants or dropouts. The school district's response is then shared with DCF who takes the appropriate action. In response, DCF reviews the case record to make certain determinations. If good cause does not exist, the parent of a student who is a habitual truant or a dropout receives notice of possible reduction of the benefit amount.

DCF procedures include a fair hearing process. If a sanction is imposed to the benefit amount, the student may be reinstated when certain criteria is met.

5.510 Early Warning System for Attendance

A school that serves any students in Kindergarten through Grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators;

- a. Attendance below 90 percent regardless of whether absence is excused, or a result of out-of-school suspension;
- b. One or more suspensions, whether in-school or out-of-school;
- c. Course failure in English Language Arts or mathematics during any grading period; and
- d. A Level one (1) score on the statewide standardized assessments in English Language Arts or mathematics.

5.600 Virtual Instruction Programs

See Section 9.0 - Virtual Instruction Programs

6.0 HIGH SCHOOL (GRADE 9-12)

Student Progression Plan

TABLE OF CONTENTS

6.100 ADMISSION

6.101 Admissions Data

6.1011 Evidence of Birth

6.1012 Evidence of Immunization

6.1013 Evidence of Medical Exam

6.1014 Evidence of Residence

6.1015 McKinney-Vento Homeless Assistance

6.1016 Exceptional Student Education (ESE): *Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)*

6.102 Middle School Student

6.103 Home Education Student

6.1031 Admission to Ninth Grade/Transfer Credits

6.1032 Admission to Extracurricular Activities

6.1033 ESE: Home School Education Participation in Activities

6.104 Withdrawal

6.105 Middle School Student: Non-continuous Attendance

6.106 High School Student: Non-continuous Attendance

6.107 High School Student: Adult School Enrollment

6.108 ESE: High School Re-Enrollment

6.109 Enrollment: Expulsion/Charges

6.110 Expelled Student

6.111 District Placement Committee

6.112 Procedures for Student Transfer

6.113 School Choice Options

6.114 Hope Scholarship Program

6.115 Foreign Exchange Students

6.116 Interstate Compact on Educational Opportunity for Military Children

6.117 Drop/Add Course Requirements

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

6.119 Classroom Transfers

6.200 PROGRAM OF STUDY

6.201 Required Program

6.202 Course Content

6.203 Character Education

6.204 Section 504 Accommodation Plan/Services

6.205 Exceptional Student Education Eligibility

- 6.2051 English Language Learners (ESOL)
- 6.206 Statewide Assessment Program
 - 6.2061 Assessment Waiver for Certain Students with Disabilities
- 6.207 MTSS (Multi-Tiered System of Supports) –Tier I Tier II and Tier III Supports
 - 6.2071 Reading
 - 6.2072 Mathematics
- 6.208 ESE: Mastery of Courses
- 6.209 ESE: Allowable Accommodations
- 6.210 Extended School Year (ESY) Services
- 6.211 ESE: Assessment Exemption
- 6.212 Experimental Program Changes
- 6.213 Number of Periods of Daily Attendance
- 6.214 Equal Opportunity
- 6.215 ESE Services for English Language Learners (ELL)
- 6.216 Physical Education
 - 6.217 Health Education
 - 6.2171 Exemption
- 6.218 Course Recovery
- 6.300 GRADE PLACEMENT, GRADES 9 - 12
 - 6.301 Regular Students
 - 6.302 Twice Retained Students
- 6.400 COMPLETION
 - 6.401 Graduation Requirements - Standard Diploma
 - 6.402 Accelerated Graduation Option – (ACCEL) (18 credit minimum)
 - 6.4021 ACCEL 18 Credit Standard Diploma
 - 6.4022 CTE Pathway 18 Credit Standard Diploma
 - 6.4023 Accelerated Graduation Option Guidelines
 - 6.4024 Credit Accelerated Program (CAP)
 - 6.403 Course Credit Requirement
 - 6.4031 Mastery of Student Performance Standards: Regular
 - 6.4032 Mastery of Student Performance Standards: ESE
 - 6.4033 ESE: Progress Report
 - 6.4034 Absenteeism
 - 6.4035 Semester Credit
 - 6.4036 Semester Exams
 - 6.4037 Full Year Credit
 - 6.4038 Administrative Credit
 - 6.4039 Waivers
 - 6.404 Course Credit Limitations
 - 6.4041 Regular Students

- 6.4042 Exceptional Students
- 6.4043 Forgiveness
- 6.405 Course Credit Restrictions
 - 6.4051 Remedial/Vocational/Level I Courses
 - 6.4052 Performing Fine Arts
 - 6.4053 Practical Arts
 - 6.4054 Elective Credits
 - 6.4055 Transferred Credit
 - 6.4056 Transfer Credits Outside Santa Rosa County
- 6.406 Grade Point Average
 - 6.4061 Grading System
 - 6.4062 Grade Point Average
 - 6.4063 Report Cards
- 6.407 Diplomas
 - 6.4071 Standard Diploma
 - 6.4072 Special Diploma
 - 6.4073 ESE: Continuance of FAPE and Deferment of the Standard Diploma
 - 6.4074 General Education Development Diploma (GED)
 - 6.4075 Requirements for the Florida Seal of Biliteracy Program
 - 6.40766 Participation in the Graduation Ceremony
- 6.408 Certificate of Completion
 - 6.4081 Credits Earned
 - 6.4082 Credits in Area
 - 6.4083 State Assessment Requirements
 - 6.4084 GPA
 - 6.4085 Additional Year
- 6.409 Certificate of Completion
 - 6.4091 Requirement
- 6.500 ATTENDANCE, ABSENCES AND TARDINESS
 - 6.501 Attendance
 - 6.502 Absences
 - 6.5021 Notification
 - 6.5022 Test Exemption Policy
 - 6.503 Excused Absences
 - 6.5031 Completing Work
 - 6.5032 Prior Arrangement
 - 6.5033 Hospital /Homebound Services
 - 6.5034 Repeated Absences
 - 6.5035 ESE: Authorized Private Providers
 - 6.504 Unexcused Absences

- 6.5041 Habitual Truant/Truancy Procedures
- 6.5042 Intent to Terminate School Enrollment
- 6.505 Early Check-outs or Late to School Check-in
 - 6.5051 Unexcused/Excused "Late to School Check-ins/Early Check-outs"
 - 6.5052 Tardiness
- 6.506 Learnfare Program
- 6.600 MISCELLANEOUS
 - 6.601 Admission to State University System
 - 6.6011 GPA
 - 6.6012 Weighted
 - 6.6013 Specific Requirements
 - 6.6014 Talented 20 Program
 - 6.602 Class Rank
 - 6.6021 Numerical Weighted GPA
 - 6.6022 Weighted Programs
 - 6.603 Course Substitutions
 - 6.6031 ESOL Courses
 - 6.6032 Industry Certification Course Substitution
 - 6.604 Credit Alternatives
 - 6.6041 Adult Education Courses
 - 6.6042 Career and Technical Programs
 - 6.6043 Co-op Programs
 - 6.6044 Correspondence Courses
 - 6.6045 Dual Enrollment
 - 6.6046 Early Admissions
 - 6.6047 Florida Virtual School
 - 6.6048 Middle School Students Earning Credit
 - 6.605 Dropout Prevention Programs
 - 6.6051 Courses
 - 6.6052 Reporting
 - 6.606 Extracurricular Activities
 - 6.6061 Required GPA
 - 6.6062 Requirements
 - 6.6063 Student Athlete Eligibility Requirements
 - 6.607 Florida Bright Futures Scholarship Program
 - 6.6071 The Florida Gold Seal Vocational Scholars Award
 - 6.6072 The Florida Gold Seal CAPE Scholars
 - 6.608 Miscellaneous Curriculum Items
 - 6.6081 Reading I & II
 - 6.6082 African American History

6.100 ADMISSION

6.101 Admissions Data

In order to be admitted to Florida schools, a student must provide the following data:

6.1011 Evidence of Birth

Provide evidence of date of birth in accordance with s.1003.21, F.S.

6.1012 Evidence of Immunization

Provide evidence of immunization against communicable diseases as required by s.1003.22, F.S.

6.1013 Evidence of Medical Exam (Also referred to as a Physical Exam or Florida Physical)

Provide evidence of a medical examination completed within the last 12 months in accordance with s.1003.12, F.S.

In-State Transfer: Students transferring from another public or private school in the State of Florida shall be given 30 days to provide the district with proper record of an up-to-date immunization and a record of medical exam (on file as an initial entry health exam; not required to have been completed within 12 months). Failure to provide proper documents will result in exclusion from school until records are presented. A new medical exam will be required if one is not received as part of the student record.

Out-of-State Transfers: A temporary exemption for a period not to exceed 30 school days will be given to permit a student who transfers from out-of-state to attend class until his/her medical exam can be obtained or brought up-to-date. After 30 days, the student will be excluded from school until a medical exam (completed within the last 12 months) is presented to the school.

6.1014 Evidence of Residence

Provide evidence of residence at an address within the attendance area of the school to which admission is requested **or** a request for transfer approved by the school board.

6.1015 McKinney-Vento Homeless Assistance

Appropriate exceptions and accommodations will be made to minimize the barriers related to student assignment for students identified as eligible for services through the 1) Department of Children and Families or 2) under Section 722(d)(2) of The Federal McKinney-Vento Homeless Assistance Act and related Florida Statutes. The Superintendent shall recommend, and the Board adopt Homeless Education Program Manual. The Federal Programs Coordinator ~~Director~~ serves as the district's McKinney-Vento Liaison and may be contacted for further information.

6.1016 Exceptional Student Education (ESE-Family Empowerment Scholarship for Students with Unique Abilities (FES-UA))

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

- (a) An Individual Educational Plan (IEP) has been written in accordance with rules of the State Board of Education; or

(b) A Doctor's Diagnosis that meets the criteria in statute. NOTE: Students with disabilities include K-12 students who are documented as having an intellectual disability; a speech impairment; a language impairment; a hearing impairment, including deafness; a visual impairment, including blindness; a dual sensory impairment; an orthopedic impairment; another health impairment; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; a traumatic brain injury; a developmental delay; or autism spectrum disorder.

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

Pursuant to Section 1002.394(3), F.S., a student meeting the FES-UA eligibility requirements may choose to attend another public school in the student's school district or in an adjacent school district. In this case, the district FES-UA Representative (name and contact information found on the School Choice website) must be contacted to discuss available public school options. Public school availability is determined by the school district and is based upon the following:

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

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

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

Verification of ESE program will be done by ESE Admin as well as affiliated program facilitator to determine appropriate services and/or supports in requested school.

Verification submitted to designated Level Director for final approval of public school.

6.102 Middle School Student

A student who has met the eligibility criteria for promotion from middle school to high school through regular attendance and progression shall be admitted to the 9th grade.

6.103 Home Education Student

6.1031 Admission to Ninth Grade/Transfer Credits

Home Education students entering the 9th grade must meet the following criteria:

- Students may not enter the 9th grade any sooner than their peer group.
- Evidence of three years of middle school work substantiated by record from public or private schools, and/or home education programs having the proper transcripts, portfolios and/or evaluations.

Transfer Credit for Home School Education Students

In compliance with state Administrative Rule 6A-1.09941, The State Uniform Transfer of High School Credits, and to accommodate home education students' needs for appropriate high school graduation credit, the Santa Rosa County School District (SRCSD) adopts the following policy to establish uniform procedures for students transferring from home school to the Santa Rosa County School District in Grades 10-12.

1. A student who is entering a Santa Rosa County District high school with appropriate documentation of satisfactory completion of a home school program may be **provisionally** placed in the regular program for these grades based on the home

school documentation. This **provisional** placement must be validated by the end of the first grading period. If a student has a minimum grade point average of 2.0 at the end of the first grading period, further validation of credit will not be necessary, and the student shall be issued the listed credits as appropriate. (See Appendices.)

2. The total number of academic credits possible is 14.5 for Grades 9 - 11.
3. Elective credits within the Santa Rosa County School District receiving school will be required in order for the student to complete graduation requirements.
4. For credits issued, a "P" for PASS is the grade of record. A grade of "P" for PASS is not calculated in the student's GPA for class rank.
5. For credits earned within the Santa Rosa County School District receiving school, the grade in class is the grade of record.
6. A student with a home education academic history and who is seeking to enter a Santa Rosa County District School as a senior must be in full-time attendance.
7. In the event a home education student does not have a 2.0 GPA at the end of the first complete nine week grading period, the Principal of the receiving school, along with the teacher(s) and parent, shall validate the student's status by evaluating the portfolio for demonstrated proficiencies.

To further establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools the procedures shall be as follows:

1. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection two (2) of this rule.

2. Validation of credits shall be based on performance in classes at the receiving school.

A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined below:

- (a) Portfolio evaluation by the Superintendent or designee.
- (b) Written recommendation by a Florida certified teacher selected by the parent and approved by the Principal;
- (c) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- (d) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- (e) Demonstrated proficiencies on the **FSA**/FAST ELA Assessment; or

- (f) Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least 90 days from date of transfer to prepare for assessments outlined in paragraph (3)(d) and 3(e) of this rule if required.

6.1032 Admission to Extracurricular Activities

Home school education and charter school 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 **School Choice Plan**. For a home educated student to be eligible to participate, the following conditions must be met:

- A. The student must meet the requirements of the home education program described below:
 - 1. Notifies the Superintendent of the intent to establish and maintain a home education program within 30 days of the student's withdrawal from a traditional school program.
 - 2. Maintain a portfolio of records and materials.
 - 3. Provides for an annual educational evaluation to be filed with the district school board office.
- B. The parents/guardians of the home education or charter school student must certify to the Principal that the student meets the minimum grade point average as prescribed in Article 9.2.2.1.1 of the FHSAA bylaws and has passed each class for which enrolled for each grading period to coincide with the school's grading periods.
- C. The home education or charter school student must meet the same standards of acceptance, behavior and performance required of other students participating in the extra-curricular activity.
- D. The student must register with the school with their intent to participate as representative of the school prior to the beginning date of the season for the activity in which participation is requested.
- E. The student must certify by a physical examination by a licensed physician on the "Santa Rosa County School's Athletic Participation Screening Form" their fitness to participate in the athletic extracurricular activities. Additional concussion baseline data should be included as a portion of the physical examination. Proof of medical insurance must also be certified on this form by the parent.
- F. A home education or charter school student will not be eligible to participate in interscholastic activities at a district school if the student is under discipline sanctions from any other public, private, or parochial school, in or out of the State of Florida.
- G. A senior who withdraws to be home educated and re-enrolls in Santa Rosa County District Schools, must do so at the Santa Rosa Adult High School. However, in situations involving exceptional students, the IEP Team may convene to determine grade placement.

6.1033 ESE: Home School Education Participation In Activities

ESE Home School Education students are eligible to participate in the activities and procedures as stated in Section 6.132 as their non-disabled peers but are not eligible for ESE Services.

6.104 Withdrawal

- A. A student between the ages of 16 and 18 who chooses to terminate his/ her education must officially withdraw and complete a “Declaration of Intent to Terminate School Enrollment” form, which will acknowledge that this action is likely to reduce the student’s earning potential and which must be signed by the parent and student. Such action, unless recognized by the school board as a hardship condition, will cause the student to lose his/her driving privilege. s.232.07, F.S. The student must also participate in an exit interview and complete a survey as a part of the exit interview.
- B. Administrative Withdrawal - if a student has accumulated 15 consecutive unexcused absences and is not under the jurisdiction of the truancy court system, the school Principal may withdraw the student under the following conditions:
 - 1. Telephone or written contact (letter home) with the parent has been unsuccessful.
 - 2. A social worker was sent to the home and was unsuccessful in making contact.
 - 3. If the student has an Individualized Education Plan or has a 504 Plan, the Principal must contact the Exceptional Student Education Department prior to withdrawing the student.
 - 4. If the student is between the ages of 16 and 18, the student must complete the “Declaration of Intent to Terminate School Enrollment” form, participate in an exit interview and complete a survey as a part of the exit interview. See Section 6.5042.

6.105 Middle School Student: Non-continuous Attendance

A student who has met the eligibility criteria for promotion from middle school to high school and does not have continuous school attendance may be (1) admitted to the 9th grade, or (2) referred to the District Placement Committee.

6.106 High School Student: Non-continuous Attendance

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

6.107 High School Student: Adult School Enrollment

A high school student who has withdrawn from a regular high school program and enrolls in an adult school program shall not be permitted to return to a regular high school program. Any request by such a student to return to the regular high school program shall be referred to the District Placement Committee, which shall determine the placement of the student.

6.108 ESE: High School Re-Enrollment

Any exceptional student who was enrolled in an adult program, withdraws from this program, and applies for re-enrollment to a regular high school shall be referred to the IEP Team for an immediate placement review.

6.109 Enrollment: Expulsion/Charges

Any student enrolling in any Santa Rosa County District School shall, at the time of enrollment, indicate on the enrollment form any previous school expulsion, or alternative placement in lieu of expulsion, arrests resulting in a charge where the student was adjudicated guilty or where adjudication was withheld, or any juvenile justice actions.

If a student requesting admission has been given alternative placement in lieu of expulsion from any non-district school, the Director of High Schools should be contacted to determine appropriate placement within the district, prior to enrollment of the student in a Santa Rosa County District School.

6.110 Expelled Student

A student who has been expelled from any non-district school shall not be allowed to enroll in any Santa Rosa County District School. A request for a waiver of this policy shall be referred to the District Placement Committee, which shall recommend placement or non-placement of the student to the school board. In accordance with Florida Statute, the board will either honor the final order of expulsion as recommended by the Superintendent, in which case the student shall not be admitted to a district school, or will waive the final order of expulsion as recommended by the Superintendent, in which case the student shall be admitted to a district school. A student with an active Individual Education Plan who has been expelled from any non-district school or who has been given an expulsion with continued education services or alternative placement in lieu of expulsion from any non-district school, who is seeking to enroll in Santa Rosa County District Schools shall be referred to the Director of Exceptional Education for an immediate placement review.

6.111 District Placement Committee

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

- A. The Director of High Schools, Chairperson
- B. The Director of Middle Schools
- C. The Director of Workforce Education
- D. The Principal of the Adult School
- E. The Principal of the High School
- F. The Director of Continuous Improvement

6.112 Procedures for Student Transfer

See the Santa Rosa County School Choice Plan for more information.

<https://sites.santarosa.k12.fl.us/SchoolChoice/SchoolChoicePlan.pdf>

6.113 School Choice Options

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

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 and are contingent upon state funding.

6.115 Foreign Exchange Students

All foreign exchange students must be sponsored by a program approved by the Council on Standards for International Educational Travel (CSIET) and which has a local community representative. Annually, each Santa Rosa County School District high school may enroll up to five (5) foreign exchange students who provide documentary evidence of these eligibility requirements:

- Student has not already earned a high school diploma or its equivalent, i.e., has not already completed the requirements for secondary education in his/her home county.
- Student has achieved adequate oral and written proficiency in the English language in order to perform successfully in an English speaking educational environment.
- Sponsoring organization assumes responsibility for student's health, safety and legal obligation, and host and legal obligation, and host family resides within the designated attendance area of the school in which the student enrolls.
- ~~The high school Principal may select up to two (2) foreign exchange students for enrollment or may choose not to enroll any foreign exchange students during any school year.~~
- A student shall be enrolled for a semester or a complete year (two (2) semesters).

Prior to acceptance, all foreign exchange students will provide the Assistant Superintendent for Curriculum, Instruction and Assessment, evidence of English language proficiency scores from a current version of the Secondary Language English Proficiency (SLEP) test or the English Language Test for International Students (ELTiS). The Assistant Superintendent for Instruction will verify English language proficiency to the high school requested before a foreign exchange student can be admitted.

In addition to verification of English language proficiency, prior to acceptance, all foreign exchange students will supply the school with the following documents:

- Birth certificate or other documentation to certify age of student. The student is required to be at least 15 years of age but has not attained the age of 18 ½ years of age at the time of enrollment.
- Evidence of English language proficiency scores from a current version of the Secondary Language English Proficiency (SLEP) test or the English Language Test for International Students (ELTiS).
- Valid transcript translated into English, including criteria for translating foreign grades into American standards and verification that student has not received a diploma or completed secondary education requirements in his home country.

- Student application with verification of insurance, health records, residence of host family and all legal requirements for enrollment. The student must have gained legal entry into the United States with a J-1 Exchange Visa.

Foreign Exchange Students will not be classified as diploma seeking students. Generally, foreign exchange students will be classified as juniors and placed in classes which will provide exposure to American history and literature.

- They will be expected to conduct themselves in accordance with the Santa Rosa County School District *Code of Student Conduct* and with all standards required of any student enrolled in a district school. They will be treated as regular students regarding attendance, academic standards, responsibilities and rights and discipline. Repeated violation of any standards may result in the foreign exchange student's withdrawal from the school.
- They may be eligible to represent the school they attend in interscholastic activities, provided they meet all appropriate Florida High School Athletic Association's requirements and provided they have not participated in the activity on a professional level. Any student who has accepted remuneration, gift, or donation for participation in a sport is ineligible to participate in that sport at the high school level.
- They must have sufficient knowledge of the English language to enable effective communication, to use instructional materials and textbooks printed in English, and to function in the regular curriculum without special professional assistance.

6.116 Interstate Compact on Educational Opportunity for Military Children

See Section 1 of this document for details.

6.117 Drop/Add Course Requirements

Students officially registered for specific course offerings are expected to remain in those courses throughout the entirety of the semester. Schools may adopt a drop/add policy that addresses courses taught on their campus. Students desiring to drop a course taught on campus in order to add a substitute course taught in a virtual program are required to do so in the first 10 days of the semester.

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

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

6.119 Classroom Transfers

Parent Request for his/her child to be transferred from an out-of-field classroom teacher to an in-field classroom teacher.

1. The parent may submit to the school Principal a letter detailing their request for transfer to an in-field teacher.
2. The Principal will approve or deny the request within two (2) weeks of receiving the request. If a request for transfer is denied, the school must notify the parent and specify the reasons for the denial.

3. If the denial is due to lack of staff or class-size considerations, the parent will be made aware of the district reassignment process.

Parent Request for his/her child to be transferred to another classroom teacher.

1. The Parent should request a conference with the current teacher to discuss concerns and to seek a resolution.
2. If the above is not successful, the parent should request a conference with the teacher and a school administrator to seek resolution.
3. If the above does not resolve the issues/concerns, the parent may submit to the school Principal a letter detailing their continued concerns and the specific remedy sought.
4. The Principal will approve or deny the schedule change request within two (2) weeks of receiving the request and this decision will be provided to the parent in writing.
5. Parents who wish to appeal this decision may appeal to the grade level director at the district level.

6.200 PROGRAM OF STUDY

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

6.201 Required Program

The required program of study for high school grades will be courses selected from the *Florida Course Code Directory* and the Articulation Agreements with post-secondary institutions.

6.202 Course Content

The content of each course for which credit towards high school graduation is granted shall be congruent with the appropriate Florida Course Description adopted by the Florida Board of Education and the Student Performance Standards adopted by the Santa Rosa County School Board. Where appropriate, some academic programs may utilize outcome-based strategies (i.e. summer session, online credit).

- A. Standards to *measure* student achievement serve as guides to best practices for local curriculum designers to help schools implement school improvement strategies to raise student achievement.
- B. The benchmarked standards describe what students should know and be able to do at Grades K–12 in the subjects of physical education, language arts, mathematics, science, and social studies and at four (4) progression levels (Grades Pre K-2, 3-5, 6-8, 9-12) in the arts and foreign language. Public schools shall provide appropriate instruction to assist students in the achievement of these standards. The following publications are hereby incorporated by reference and made a part of this plan.
 1. State Academic Standards—English/ Language Arts 2022
 2. State Academic Standards – Mathematics 2022
 3. State Academic Standards -Science, 2008
 4. State Academic Standards -Social Studies, 2014
 5. State Academic Standards –Foreign Language, 2010
 6. State Academic Standards—Arts, 2010 and

7. State Academic Standards -Physical Education, 2014

- C. Copies of the publications containing the established State Academic Standards may be obtained from the Division of Public Schools, Department of Education, 325 W. Gaines St., Tallahassee, Florida 32399-0400 or visit <https://www.cpalms.org/public/search/Standard>
- D. Each district school board shall incorporate the established State Academic Standards and ESE State Academic Standards Access Points contained herein into the district *Student Progression Plan*.
- E. The established State Academic Standards shall serve as the basis for statewide assessment.

6.203 Character Education

Instruction in character education that stresses such qualities as patriotism, responsibility, citizenship, kindness, respect, honesty, self-control, tolerance and cooperation will be integrated into various curriculum areas.

6.204 Section 504 Accommodation Plan/Services

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

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

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

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

6.205 Exceptional Student Education Eligibility

Students meeting Florida Department of Education eligibility criteria for one or more Exceptional Student Education program and requiring specially designed instruction and/or related services shall be admitted through an eligibility staffing. An appropriate individualized program of study will be developed in the student's Individual Education Plan (IEP).

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

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

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

6.2051 English Language Learners (ESOL)

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

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

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

The following admissions process will be followed:

- Enroll any student who has not received a diploma or completed secondary education requirements in his home country and do not ask about their immigration status.
- Students should be placed by age or transcripts. A school or district ELL Committee may be held for this purpose if placement is not clear.
- Each English Language Learner shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential. Appropriate programming includes enrollment in programs other than ESOL funded programs. Such programs shall seek to develop each student's English language proficiency and academic potential as required by 6A-6.0904, F.A.C.
- Each English Language Learner shall be placed in a highly qualified ESOL Endorsed/Certified teacher's classroom, when feasible.
- The ESOL School Liaison shall be notified immediately so appropriate screening may be completed within the timeline set forth in the Meta Consent Decree.
- Enrollment should not be delayed because of lack of transcripts.
- Residency may be established using alternative documents.
- Make initial course placement decisions based on available information at time of enrollment.
- Students should be enrolled within five school days of their first attempt to enroll.
- English Language Learners shall be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily though ESOL or home language. Rule 6A-6.0904
- Contact the district ESOL department and High School director if additional guidance is needed.

Rule 6A-1.09941, F.A.C., establishes uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools effective August 20, 2017. The rule increases consistency in the credit 188 transfer process and fulfills the State Board's responsibility to prescribe "procedures relating to the acceptance of transfer work and credit for students" as required by s. 1003.25, F.S. The rule cited above specifies that credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. The rule does not require that the transferring school be accredited for the credits to be accepted at face value. Assessment requirements for transfer students under s.1003.4282, F.S., must be satisfied. If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school, the student does not possess an official transcript, or the student is a home education student, credits shall be validated through performance during the first grading period. A student transferring into a school shall be placed at the appropriate sequential course level; to receive credit, a student should have a minimum grade point

average of 2.0 at the end of the student's first grading period. Alternative validation procedures are also specified in Rule 6A1.09941, F.A.C.)

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

New immigrant 6th – 12th grade students placed in Intensive Reading classes.

- Enroll all 6th – 12th grade ESOL students in Intensive Reading class who were born in a foreign country and have recently arrived in the United States.
- Exception: If an immigrant student scores a level 3 on the Reading domain of the WIDA screener and other data suggest that the student has foundational literacy skills, then the school may place the student in a more appropriate course. ESOL Liaisons will help identify these students and provide the WIDA screener data.

Please note that if the ELL student meets the definition of McKinney-Vento (homeless), including but not limited to the following circumstances: natural disaster or no legal guardian, the student must be enrolled immediately. Understanding that each situation is unique, please contact the Federal Programs Director in order to make the best decision for the student. The ELL Committee, which may be composed of the principal or designee, teacher(s) familiar with the ELL student, the school counselor, and the ESOL School Liaison, shall make recommendations concerning the appropriate placement, promotion and retention of English Language Learner students. Parent/guardian must be invited to any ELL Committee Meeting concerning their child. Please contact the ESOL Program Facilitator in translation or interpretation services are needed.

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

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

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

- Telephone calls and record requests to previous school
- When appropriate grade band placement is unclear, a District ELL Committee will convene. The District ELL Committee includes Grade Level Directors, Federal Programs Director, or Coordinator and ESOL Program Facilitator.

The Santa Rosa County District School's 3-year ELL Plan may be accessed under ESOL at <https://santarosaschools.org/en-US/esol>

B. Assessment and Retention, and MTSS

Assessment

- **All ELLs** are expected to participate in state assessments regardless of the Date Entered U.S. School (DEUSS) or number of years in the ESOL Program (FDOE DPS Memo 2018-146) unless approved by the Federal Programs Director or Coordinator and the Assessment Coordinator.
- All ELLs coded LY at the beginning of the state testing window are required to take WIDA ACCESS for ELLs each year to measure English proficiency.
- Allowable state testing accommodations for ELLs coded LY and LF are defined in 6A-6.09091, F.A.C., Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners.
- All students present for both survey 2 and 3 will take the statewide standardized assessments.

Retention Considerations

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

C. Grading

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

Grading Guidelines for ELL Students

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

- If the ELL student is attempting appropriate assignments and assessments for the student's English Language proficiency level and showing progress while still in the process of learning the English language, a grade no lower than D shall be assigned unless evidence is documented of factors unrelated to the student's English proficiency.
 - Adapt the curriculum by reducing the language demands of instruction without compromising the content of instruction.
 - Provide comprehensible instruction to ELL students through the use of ESOL instructional strategies, supplementary materials, and native language assistance (Heritage Language Dictionary and / or Heritage Language Content Area Glossaries) and apply accommodations such as extended time as outlined in the student's ELL Plan.
 - Document the use of ESOL appropriate instructional strategies in teacher lesson plans and/or FOCUS. Document parent contacts made for each ELL student. Examples of ESOL strategies are provided to each assigned classroom teacher with the ELL Plan, now available through the Ellevation platform.
 - Explain grading criteria and expectations to students and parents. Provide examples of model assignments or anchor papers meeting performance expectations as needed.

Course Failures

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

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

- English Language Learners who, by the end of grade 12 fail to meet the 10th grade statewide assessment, shall be provided appropriate programming as specified in Rule 6A-6.0909, F.A.C.

D. MTSS and English Language Learners

MTSS interventions are appropriate for English Language Learners for issues unrelated to English proficiency. In such cases, MTSS interventions should be occurring concurrently with the classroom ESOL services provided by the highly qualified ESOL Endorsed/Certified teacher. Time on each tier may need to be extended based on the rate of skill acquisition and English language acquisition. Delaying the MTSS process with an ESOL student for concerns unrelated to English proficiency would potentially deprive the student of extra support needed. Each case should be viewed individually with collaboration between the ESOL School Liaison and MTSS team to determine the best support for the student.

E. Alternative Assessment Pathways

Students who have been enrolled in an ESOL program **for less than two school years** and have met all requirements for the standard high school diploma except for passage of any assessment requirements for graduation as specified by 1003.4282 or 1008.22 F.S. or alternate assessment is eligible for a standard high school diploma if the student scores 70% or higher on the following assessment: Progress Learning 10 Grade ELA Assessment

6.206 Statewide Assessment Program

Students must participate in the English Language Arts ~~FSA~~FAST assessment. The passing of the 10th grade ELA ~~FSA~~FAST is required for graduation. Passing the Algebra I EOC (End-of-Course) exam is a graduation requirement. The Algebra 1 EOC counts 30% of the final grade and students will need to score Level 3 or higher to graduate.

6A-1.09422 Statewide, Standardized Assessment Program Requirements

English Language Arts Assessment

Students and adults who have not yet earned their required passing score on the English Language Arts ~~FSA~~FAST assessment may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score on the Evidence-Based Reading and Writing (EBRW) section of the SAT or a comparative passing average score of the ACT English and ACT Reading subject tests or a comparative passing score on the CLT Verbal Reasoning and Grammar/Writing sections. For eligible students, the comparative passing scale score shall be a score equal to or greater than 480 on the 200 to 800 scale for the SAT EBRW section; or an average score of 18 or higher on the 1 to 36 scale for the ACT English and ACT Reading subject tests; or a sum of 36 on the CLT Verbal Reasoning and Grammar/Writing sections. If the average of the two ACT subject test scores results in a decimal of 0.5, the score is rounded up to the next whole number. Additionally, the scores for the English and Reading subject tests on the ACT are not required to come from the same test administration.

Algebra I EOC Assessment

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, the CLT Quantitative Reasoning section or on the Geometry EOC assessment. For eligible students, the comparative passing scale score shall be a score equal to or greater than 430 on the 160 to 760 scale for the PSAT/NMSQT Math section, 420 on the 200 to 800 scale for the SAT Math section, ~~or~~ equal to or greater than 16 on the 1 to 36 scale for the ACT Math section, a score of 11 on the CLT Quantitative Reasoning section, or an Achievement Level of 3 or higher on the statewide, standardized Geometry EOC assessment.

State End-of-Course (EOC) assessments for a subject shall be administered in addition to the comprehensive assessments required under 1008.22(3)1 F.S. All State EOC assessments are weighted 30% of the final grade. In all general education high school courses that do not administer a state ~~FSA/FAST~~/EOC assessment, high school students will take a semester exam which counts 20% of the semester average. (Dual Enrollment final exams will be weighted in accordance with College department requirements.) Because State End-of-Course (EOC) assessments and semester exams are weighted in the finals grade, a student who does not participate in a State End-of-Course (EOC) assessment or semester exam will earn a grade of zero (0) for the assessment. Students who do not sit for the EOC assessments will be afforded the opportunity to take them during later EOC assessment dates.

6.2061 Waiver for Statewide, Standardized Assessment Results for Students with Disabilities

Students with a disability and a current IEP may be considered for a waiver from passing the Statewide, Standardized, State Assessment. To be considered for a statewide, standardized assessment results waiver, the following criteria must be met:

- A. The student must be identified as a student with a disability, as defined in Section 1007.02(2), Florida Statutes;
- B. The student must have an Individual Educational Plan (IEP);
- C. The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once. (This applies to students participating in the Florida Standards Assessment (~~FSA~~/FAST) as well as the Florida ~~Standards~~ Alternate Assessment (FSAA));
- D. In accordance with s. 1008.22(3)(c)2., F.S., the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities;
- E. The following evidence can be utilized to determine that the results of a statewide standardized assessment are not an accurate measure of the student's abilities:

- Classroom work samples
 - Course grades
 - Teacher observations
 - Relevant classroom data derived from formative assessments
 - Intensive remediation activities on the required course standards
 - Higher-level, related coursework (honors advanced placement, etc.)
- F. The student must be progressing towards meeting the states 24 credit/course and/or the 18 credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option (s.1008.22(3)(c) 2.F.S.), as long as they meet all other graduation requirements under the ACCEL option. Students must meet the 2.0 cumulative Grade Point Average (GPA) requirement and any other district requirements for graduation with a standard diploma.

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

Specific levels of performance in English Language Arts (ELA), science, mathematics, and social studies will be expected for students at all grade levels. Various measures will be used to determine proficiency including the levels of performance on statewide assessments, as defined by the Commissioner of Education. Additional diagnostic information (such as progress monitoring assessments) and classroom performance may also be used as criteria to determine a need for remediation and/or interventions. If below level performance is documented in ELA, and/or math, the student may be required to receive remediation/interventions within an intensive program. Remediation will be provided for students based on state/progress monitoring assessment results from the current or previous year.

Remediation/Progress Monitoring

Students must demonstrate proficiency in reading, writing, science and mathematics, as determined by state levels of proficiency on state assessments and local levels of proficiency on local assessments. Any student who does not meet the specified grade level performance in reading and/or mathematics as defined by the Santa Rosa County School District Assessment Plan or statewide assessments at selected grade levels, must be provided additional diagnostic assessments to determine the nature of the student’s difficulty and area(s) of academic need and strategies for providing academic supports to improve the student’s performance [1008.25 (4)(a)]. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by an educational plan. “Satisfactory performance” is defined by the state as level 3 and above on state assessments. District satisfactory performance is based upon norm-referenced cut scores. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary [1008.25 (4)(c)].

For grades 9 and 10 English Language Arts, a coordinated screening and progress monitoring system (CSPM) or FAST must be administered at the beginning, middle, and end of the school year. The end-of-year administration of the CSPM or FAST must be a comprehensive progress

monitoring assessment administered accordance with the schooling requirements under s. 1008.22(7)(c). CSPM or FAST printable results are to be made available through a web-based option to parents and students within 2 weeks for CSPM or FAST state assessments and within 1 week for any district-required local assessment administration(s).

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

Students identified as needing intensive remediation or struggling in the area(s) of academics, behavior, and/or attendance must be provided with an academic Progress Monitoring Plan (PMP), a Behavior Monitoring Plan (BMP), and/or a Truancy Monitoring Plan (TMP) developed in consultation with the student's parent or legal guardian.

The PMP will document assistance provided to support the student in making progress toward district and state expectations for proficiency in reading and/or mathematics as well as meeting district goals in the areas of behavior and attendance. It may include one or more of the following intervention strategies as considered appropriate: tutorial programs, dropout prevention programs, summer session, Saturday sessions, modified curriculum, enrollment in intensive classes, test prep instruction/assessment and other remedial activities as determined by the school district. Schools shall provide for the frequent monitoring of the student's progress in meeting desired levels of performance.

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 may be included in the Progress Monitoring Plan (PMP) process, if they do not demonstrate proficiency specifically in English Language Arts (ELA) and/or mathematics in all grade levels, as determined by state levels of proficiency on state assessments and local levels of proficiency on local assessments. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary [1008.25 (4)(c)].

Intensive courses are for elective credit only and will not satisfy the mathematics or English requirement for graduation and may not be in lieu of English and math credits required for graduation.

Students who are new to the State of Florida and are entering Grades 9 ~~11~~ and 10 must take state required assessments. Following registration in the Santa Rosa County School District, these students' transcripts will be reviewed. Based on assessment scores as well as their grades in reading, writing, mathematics, and science, a determination will be made as to whether any remediation will be necessary. Students in Grade 9 and above with no state assessment scores should be administered a grade-level fluency screen and a placement assessment to determine if they have reading difficulties. Students scoring one grade level below on the indicator and whose standardized tests are below the 75th percentile will be considered for reading intervention. Students entering the 11th and 12th grade and are new to the state ~~in Grade 12~~ are not required to take the Grade 10 FSA/FAST ELA if they are able to document approved concordant scores on the CLT, SAT or ACT to fulfill graduation requirements. A transfer student (another state, private school, or home education program) whose transcript shows a credit in Algebra I, Geometry, Biology or U. S. History will be accepted at face value (awarded credit). However, the Algebra I course requires successfully passing of a state assessment for graduation purposes. ~~In order to graduate, a~~ transfer student may meet the Algebra I assessment requirement by passing must have passed an out-of-state subject comparable Algebra I EOC assessment; or passed an out-of-state mathematics assessment; or the student may choose to take the Algebra I EOC. ~~Beginning with students who entered Grade 9 in the 2018-19 school year, students and adults who have not yet earned their required passing score on the Algebra 1 EOC assessment, may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score on the Math section of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the SAT or the ACT. For eligible students, the comparative passing scale score shall be a score equal to or greater than four hundred and thirty (430) on the 160 to 760 scale for the PSAT/NMSQT Math section, four hundred and twenty (420) on the 200 to 800 scale for the SAT Math section or equal to or greater than sixteen (16) on the 1 to 36 scale for the ACT Math section, or equal to or greater than 499 on the 425 to 575 scale for the Geometry EOC assessment.~~

Students who do not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan (PMP), the student may be retained.

A student will meet the graduation requirement for reading as soon as they pass either the Grade 10 FSA/FAST ELA or meet the concordant score. Exceptions to this are as follows:

- 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. Students presenting

ACT scores (no date restriction): Students may use ACT concordant score requirements to meet the high school graduation testing requirements in reading.

The requirements shall not apply to new students who enter the Florida public school system in Grade 12, who may either achieve a passing score on the state standards assessment or use an approved subject area concordant score to fulfill the graduation requirements. A new student entering the Florida public school system in Grade 12 is not required to take the Grade 10 FSA/FAST ELA if he or she is able to document the approved concordant scores. Students who are eligible to use a concordant score, as described above, and have attained the current ACT or SAT scores concordant with the state standards assessment passing scores shall satisfy the assessment requirement for a standard high school diploma as provided by Florida law [s. 1003.43(5)(a) (General requirements for high school graduation) and s.1003.429(6)(a) (Accelerated high school graduation options.), F.S.].

6.2071 Reading:

Each year in which a student scores at Level 1 or 2 on FSA/FAST ELA or a score that reflects performance one (1) or more years below grade level on the district determined assessment, the student must receive remediation through an intensive reading/ELA course, a course identified through state required coding by a Reading certified/endorsed teacher or a core content area remediation course with reading support the following year. In the absence of state assessments, multiple data points consisting of prior state and prior and current year progress monitoring assessments and prior year PMP tier levels will be considered. 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.

6.2072 Mathematics:

Criteria for remediation/progress monitoring plan (PMP):

Grade 9: Scoring below Level 3 on the Grade 8 Math FSA/FAST or the Algebra I EOC or scoring less than or equal to an achievement level of 2 or less than proficient on the latest district progress monitoring assessment.

Grades 10, 11, 12: Scoring below Level 3 on the Algebra I FSA/FAST EOC or scoring less than or equal to an achievement level of 2 or less than proficient on the latest district progress monitoring assessment.

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

Students entering 9th grade with Level 1 or Level 2 scores on the previous year's FSA/FAST Math or Algebra I FSA/FAST EOC must receive remediation. Remediation may be accomplished through an Algebra I CR (Credit Recovery) or Intensive Math course in addition to the regular mathematics class, through their regular mathematics class, or

through other methods such as pull-out, before school or after school tutoring, etc. Credit Recovery courses are credit bearing courses (elective) with specific content requirements defined by the State Academic Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course and/or End-of-Course assessment since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. It is important to note that Credit Recovery courses are not bound by Section 1003.436 (1) (a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Course Recovery courses should only be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

Students who meet the qualifications to use a concordant subject area score for the assessment PS requirement for graduation may not be exempt from the remediation and PMP requirements. They must continue to receive remediation within an intensive mathematics course or be provided with supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

~~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 I 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 430 on the 160 to 760 scale for the PSAT/NMSQT Math section, 420 on the 200 to 800 scale for the SAT Math section or equal to or greater than 16 on the 1 to 36 scale for the ACT Math section.~~

6.208 ESE: Mastery of Courses

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

- 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.

Career and Technical Education (CTE) curriculum allows for accommodations and modifications. 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.

6.210 ESE: Extended School Year (ESY) Services

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

6.211 Assessment of ESE Students

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

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

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

1. Does the student receive exceptional student education (ESE) services as identified through a current IEP, and has the student been enrolled in the appropriate and aligned courses using alternate achievement standards for two (2) consecutive full-time equivalent reporting periods prior to the assessment? *Rule 6A-1.0943(5)(c)1, F.A.C.*
2. Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, does the student require modifications to the general education curriculum standards? *Rule 6A-1.0943(5)(c)4, F.A.C.*
3. Even after documented evidence of accessing various supplementary instructional materials, does the student require modifications to the general education curriculum standards? *Rule 6A-1.0943(5)(c)5, F.A.C.*
4. Even with documented evidence of the provision and use of assistive technology, does the student require modifications to the general education curriculum standards? *Rule 6A-1.0943(5)(c)6, F.A.C.*
5. Was the assessment instrument used to measure the student’s global level of cognitive functioning selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities and distractibility)? *Rule 6A-1.0943(5)(c)10, F.A.*
6. Does the student have a most significant cognitive disability, defined as a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired or traumatic brain injury or syndrome that is verified by either:
 - a. A statistically significant below-average global cognitive score that falls within the first percentile rank (i.e., a standard, the full-scale score of 67 or under); or
 - b. An evaluation process with procedures to identify students with the most significant cognitive disability when a global, full-scale intelligent quotient score is unattainable. This procedure must be approved by the Florida Department of Education and documented in the district’s ESE Policies and Procedures, as required by Section 1003.57, Florida Statutes (F.S.).
 - c. In the extraordinary circumstances when a global, full-scale intelligence quotient score is unattainable a school district will comply as follows:

More specifically, in the event when a student cannot be directly assessed, the student who has a suspected most significant cognitive disability for whom assessment via the Florida Standards Alternate Assessment may be appropriate as defined in subparagraph 6A-1.0943 (1)(f)1., F.A.C., will be identified through the following detailed procedure:

1. Factors that will be used to determine that a direct assessment of cognitive functioning is not achievable include the following: educationally relevant medical findings, the student’s primary

mode of communication and language competency, the student's motor abilities, and the student's ability to engage meaningfully with the examiner and with testing materials. Once a direct assessment of cognitive functioning is attempted and it is determined that one of these factors prevents the evaluator from administering the assessment in a standardized manner, the attempt would be deemed unsuccessful.

2. When the direct assessment of a student's cognitive functioning is deemed not achievable, the evaluator will obtain and/or conduct the following: an observation of the student in the student's typical learning environment, a comprehensive social/developmental/medical history, a standardized measure of development to include parent and teacher input (this would typically be the DP-4), and a standardized assessment of adaptive behavior to include parent and teacher input.
3. The Santa Rosa County ESE (Exceptional Student Education) Department will work in collaboration with the Student Services Department to ensure understanding of steps 1 and 2 should the attempt to formally assess a student's cognitive functioning be deemed not achievable. Training for steps 1 and 2 will be provided to the Student Services Department by the ESE Department at the beginning of each academic year as well as when new employees are hired. In addition, follow-up training will be provided once a semester for School Psychologists and on an as-needed basis when updates from the Department of Education are released. Finally, a district team, which will consist of at least one member of the ESE Department and one member of the Student Services Department (preferably a School Psychologist), will be established to review student data and ensure compliance with steps 1 and 2. This team will generally meet monthly or as the need arises. *Rule 6A-1.0943(5)(c)11, F.A.C.*

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

1. Does the student receive specially designed instruction which provides unique instruction and intervention supports that is determined, designed and delivered through a team approach, ensuring access to core instruction through the adaptation of content, methodology or delivery of instruction and is exhibiting very limited to no progress in the general education curriculum standards? *Rule 6A-1.0943(5)(c)2, F.A.C*
2. Does the student receive support through systematic, explicit and interactive small-group instruction focused on foundational skills in addition to instruction in the general education curriculum standards? *Rule 6A-1.0943(5)(c)3, F.A.C.*
3. Even with direct instruction in all core academic areas (i.e., English language arts, mathematics, social studies and science), is the student exhibiting limited or no progress on the general education curriculum standards and requires modifications? *Rule 6A-1.0943(5)(c)7, F.A.C.*

4. Was the student available and present for grade-level general education curriculum standards instruction for at least 70 percent of the prior school year? (Not applicable for transfer students.) *Rule 6A-1.0943(5)(c)8, F.A.C.*
5. Was the student instructed by a certified teacher for at least 80 percent of the prior school year? (Not applicable for transfer students.) *Rule 6A-1.0943(5)(c)9, F.A.C.*

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

1. Is the student identified as a student with a specific learning disability or as gifted? *Rule 6A-1.0943(5)(d)1, F.A.C.*
2. Is the student identified only as a student eligible for services as a student who is deaf or hard of hearing or has a visual impairment, a dual sensory impairment, an emotional or behavioral disability, a language impairment, a speech impairment or an orthopedic impairment? *Rule 6A-1.0943(5)(d)2, F.A.C.*
3. Has the student scored a level 2 or above on a previous statewide, general education curriculum standardized assessment administered according to Section 1008.22(3)(a) and (b), F.S.? *Rule 6A-1.0943(5)(d)3, F.A.C.*

Note: If there is medical documentation that the student experienced a traumatic brain injury or other health-related complication that caused a severe cognitive impairment after the student scored a level 2 or above on the general education curriculum standardized assessment, select "No".

6.212 Experimental Program Changes

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

6.213 Number of Periods of Daily Attendance

All students shall be required to be in attendance at school for six (6) periods daily on a traditional six (6) period schedule, except for approval from the High School Director or as specified in alternative programs of study contained in this Plan or special scheduling designs approved by the Santa Rosa County School Board and the Florida Department of Education. Seniors may be scheduled in accordance with graduation requirements. Failure to comply with attendance expectations and academic progress may result in a senior returning to the traditional 6 period schedule.

6.214 Equal Opportunity

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

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.

6.215 ESE Services for English Language Learners (ELL)

Students whose native language is other than English and who are identified as limited English proficient shall be provided instruction and services in accordance with the Santa Rosa County District ELL Plan for English Language Learners (ELL). “The IEP for an ELL student who is found to be making adequate progress must be coordinated with the goals of and reflected in the student’s ELL plan.” If an ELL student has an IEP, this is reflected on the student’s ELL plan.

6.216 Physical Education

Every student should have the opportunity to participate in and benefit from a quality physical education program. Santa Rosa County School District’s high school physical education program adheres to the State Academic Standards and reflects state and local requirements for the high school course of study.

The high school physical education program of study will reflect the following outcomes:

Every effort will be made to ensure that all high school physical education courses are taught by certified physical education teachers.

All students will meet the one credit graduation requirement in physical education; at least one-half credit will include assessment, improvement, and maintenance of personal fitness. Any other physical education course may satisfy the remaining half credit but should continue to build upon the personal fitness course through assessment, improvement, maintenance of personal fitness, and must include the integration of health. District policy will prohibit the use of physical activity and the withholding of physical activity as an act of punishment.

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 (2) full seasons satisfies the one-credit requirement in physical education.

An interscholastic sport is defined to include all sports approved by the Florida High School Athletic Association (FHSAA). Completion of one (1) semester with a grade of “C” or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity (such as eurhythmics, dance corps, or flag corps), with regular practice and performance in marching band activities satisfies a one-half credit requirement in physical education or performing arts. This one-half credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an Individual Educational Plan (IEP) or 504 Plan. Completion of two (2) years in a Reserve

Officer Training Corps (R.O.T.C.) class a significant component of which is drills, shall satisfy the one (1) credit requirement in physical education and the one (1) credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement for adaptive physical education under an Individual Education Plan (IEP) or 504 Plan.

The following course codes will be entered to indicate waivers for the P.E. requirement:

Course #/Title	Course waived	Requirement for waiver
1500480 JROTC/PE/PF Waiver	Satisfies HOPE credit or Personal Fitness/PE AND a Fine Art credit. Can be entered even if student has met some of these course requirements	Completion of 2 years in an ROTC class
1500440 Marching Band PE Waiver	Satisfies ½ credit PE. Cannot be used to satisfy ½ credit Personal Fitness or Fine Art.	Completion of 1 semester with a grade of C or better in a marching band or dance class
1500410 Completion of Interscholastic Sports Season 1	Satisfies 1 credit of HOPE or Personal Fitness/PE	Participation in an interscholastic sport at the JV or Varsity level for 2 full seasons
1500420 Completion of Interscholastic Sports Season 2		

Students must meet eligibility requirements associated with the physical education waivers. Principals may exempt a student from physical education only after meeting with the student’s parents and/or guardians, consulting with physical education staff, and receiving written verification that the exemption is necessary for validated medical reasons. Schools may not require that students complete the one (1) credit physical education requirement in the 9th grade.

6.217 Health Education

Health education that addresses concepts of community health, consumer health, environmental health, and family life, including: Injury prevention and safety, internet safety, nutrition, personal health, prevention and control of disease, substance use and abuse, prevention of child sexual abuse, exploitation, and human trafficking. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including: self-awareness and self-management, responsible decision-making, resiliency, relationship skills and conflict resolution, understanding and respecting other viewpoints and backgrounds. For grades 9 through 12, developing leadership skills, interpersonal skills,

organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

6.2171 Exemption

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption. The home page must include a link for a student's parent to access and review the instructional materials, as defined in s. 1006.29(2), used to teach the curriculum.

6.218 Course Recovery

Upon completion of each quarter, all students with a grade of D or F in math, science, social studies or English will be offered an opportunity to attend online course recovery classes scheduled during designated time of the day or during the summer session. The maximum grade possible in a recovered course will be a 75. Students scoring below 60 on the final exam will be required to retake the recovery course for possible credit/recovery. Students must meet all eligibility requirements as defined by the school Principal. Students with excessive absences (10 or more in a semester) who pass the semester but fail the semester exam and receives a 59 or lower average will retake the semester exam test as a form of course recovery. The teacher will submit a grade change form for the new semester exam grade upon completion of the semester exam retake. Student's maximum score will not exceed a 75.

6.300 GRADE PLACEMENT, GRADES 9-12

6.301 Regular Students

Students' graduation requirements are dictated by their cohort year, which is the year they enter the 9th grade.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

6.302 Twice Retained Students

Students that are two (2) grade levels behind their peers will be evaluated for placement in an alternative program. These programs may include but are not limited to Santa Rosa High School and the Learning Academy of Santa Rosa.

6.400 COMPLETION

6.401 Graduation Requirements

E. A student entering Grade 9 in the 2020-21, 2021-22, 2022-23 or 2023-24 school year should earn:

Standard Diploma Graduation Requirements	
English	4 Credits English Language Arts (ELA) *ELA I, II, III, IV *ELA Honors, AP, AICE & Dual Enrollment courses may satisfy this requirement.
Mathematics	4 Credits in Mathematics 1 Credit in Algebra I 1 Credit in Geometry Industry certifications that lead to college credit may substitute for up to 2 math credits (except for Algebra I and Geometry)
Science	3 Credits in Science (1 Credit in Biology, 2 of which must have a laboratory component) Industry certifications that lead to college credit may substitute for up to 1 science credit (except for Biology)
Social Studies	3 Credits in Social Studies 1 Credit in World History 1 Credit in U.S. History .5 Credit in U.S. Government .5 Credit in Economics
Foreign Languages	Not required for graduation. Minimum 2 years of the same language for admission into most universities.
Fine & Performing Arts, Speech/Debate, <u>Career and Technical Education</u>, or Practical Arts	1 Credit in Fine and Performing Arts, Speech/Debate, or <u>Career and Technical Education</u>, or <u>Practical Arts</u>
Physical Education	1 Credit in Physical Education to include integration of Health
Electives	8 Credits *Beginning in 2023-24, students entering 9th grade will be required to earn one half credit in Personal Financial Literacy. This will change the Elective requirement to 7.5. <u>A student entering grade 9 before the 2023-2024 school year must earn eight (8) credits in electives.</u> <u>A student entering grade 9 in the 2023-2024 school year or thereafter must earn seven and one-half (7.5) credits in electives.</u>

<u>Financial Literacy</u>	<u>Beginning with students entering grade 9 in the 2023-2024 school year, each student must earn one-half (.5) credit in personal financial literacy and money management</u>
TOTAL	24 Credits
State Assessments	Students must earn a passing score on the Grade 10 ELA assessment (or CLT/ACT/SAT concordant score). Student must earn a passing score on the Algebra I EOC or Geometry EOC (or PSAT, CLT, ACT or SAT concordant score).
Grade Point Average	Cumulative GPA or 2.0 on a 4.0 scale (unweighted)

**Diploma Designations & ACCEL 18-Credit Option & CTE
Pathway 18-Credit Option**

<p>Scholar Designation</p>	<p>In addition to meeting the standard high school diploma requirements: Earn 1 Credit in Algebra II or an equally rigorous course Earn 1 Credit in Statistics or an equally rigorous math course Pass the Geometry EOC Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam) Earn 1 Credit in Physics or Chemistry Earn 1 Credit in a course equally rigorous to Chemistry or Physics Pass the U.S. History EOC (or earn minimum score required to earn college credit on AP or AICE exam) Earn at least 1 Credit in AP, D.E. or AICE course Earn 2 Credits in the same foreign language</p>
<p>Merit Industry Scholar Designation</p>	<p>In addition to meeting the standard high school diploma requirements: Attain 1 or more industry certifications from the list established.</p>
<p><u>Florida Seal of Fine Arts (beginning with the 2024-2025 school year)</u></p>	<p><u>In addition to meeting the standard high school diploma requirements: successfully complete at least three year-long courses in dance, music, theatre, or the visual arts with a grade of “A” or higher in each course or earn three sequential course credits in such courses with a grade of “A” or higher in each course; and meet a minimum of two of the following requirements:</u></p> <ol style="list-style-type: none"> <u>1. Successfully complete a fine arts International Baccalaureate, advanced placement, dual enrollment or honors course in the subjects listed in the paragraph above with a grade of “B” or higher.</u> <u>2. Participate in a district or statewide organization’s juried event as a selected student participant for 2 or more years.</u> <u>3. Record at least 25 volunteer hours of arts-related community service in his or her community and presents a comprehensive presentation on his or her experiences.</u> <u>4. Meet the requirements of a portfolio-based program identifying the student as an exemplary practitioner of the fine arts.</u> <u>5. Receive district, state or national recognition for the creation and submission of an original work of art. The term “work of art”</u>

	<u>means a musical or theatrical composition, visual artwork, or choreographed routine or performance.</u>
ACCEL Program (18 credits minimum)	Meet all requirements for a standard high school diploma with the following exceptions: *Physical Education is not required *3 elective credits only <u>(2.5 for Students Entering Grade 9 in 2023-2024 and thereafter)</u>
Career and Technical Education (CTE) Pathway– s. 1003.4282(11), F.S. (18 credits minimum)	Meet all requirements for a standard high school diploma with the following exceptions: *Physical Education is not required *Fine and Performing/Practical Art met through CTE course(s) As required under s. 1008.25, F.S., a student must• Complete 2 credits in CTE (the courses must result in a program completion and an industry certification); and • Complete two credits in work-based learning programs (a student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement).

- A. Grade Point Average: Students must have an overall cumulative GPA of 2.0 or above on a 4.0 scale for courses required for graduation.
- B. Algebra I or equivalent option: A passing score of both Algebra 1A (1 credit) and Algebra 1B (1 credit) will be the equivalent to Algebra I graduation requirement. Students must still pass the Algebra I assessment to meet graduation requirements.
- C. American Government: American Government is to include the study of the Constitution of the United States, as well as the study of Florida Government including the Florida constitution, the three (3) branches of state government and municipal and county governments.
- D. All general requirements for general education students also apply to **exceptional students** who may earn credits in exceptional, basic or vocational courses. While enrolled in an exceptional student course, the student may earn elective credit toward a standard diploma.
- E. For ESE students with disabilities, the diploma option must be formally addressed on the IEP beginning in the student's 8th grade year or during the school year of the student's 14th birthday, whichever occurs first. The identified performance standards are expected to be mastered by the student. Documentation of mastery and/or remediation of student performance standards are the joint responsibility of all Individual Education Program (IEP) team members. According to New Rule 6A-1.09963, Beginning in 2014-2015, students with disabilities (SWDs) entering grade 9 may attain a standard diploma and earn standard diploma designations by meeting the requirements in Sections 1003.4282(1)-(8) or 1002.3105(5) or 1003.4282(10) and 1003.4285 Florida Statutes (F.S.).

Students entering Grade 9 and Forward should earn:

24 – Credit Standard Diploma

18 – Credit Standard Diploma (ACCEL)

18--Credit Standard Diploma (CTE Pathway)

Students with Significant Cognitive Disabilities can earn a 24 Credit Standard Diploma through Access Points

Courses and the Florida Standards Alternative Assessment (FSAA), demonstrating proficiency by earning a Level 3 or 4 in reading and math.

Students Entering Grade 9 in the 2014-2015 and Forward	Standard Diploma through Access Courses
English/Language Arts	4 Credits ACCESS English Language Arts ACCESS English 1 ACCESS English 2 ACCESS English 3 ACCESS English 4
Mathematics	4 Credits of ACCESS Mathematics ACCESS Algebra 1A ACCESS Algebra 1B* ACCESS Informal Geometry * ACCESS Geometry* ACCESS Liberal Arts Math *Must have credit in ACCESS Algebra & ACCESS Geometry
Science	3 Credits of ACCESS Science ACCESS Integrate Science I ACCESS Biology I* ACCESS Chemistry I ACCESS Earth Space Science *Must have credit in ACCESS Biology I
Social Studies	3 Credits of ACCESS Social Studies ACCESS World History ACCESS U.S. History* ACCESS Economics ACCESS U.S. Government *Must have credit in ACCESS U.S. History
Fine and Performing Arts	1 Credit of Fine and Performing Arts Speech and Debate or Career and Technical Education
Physical Education	1 Credit of Physical Education
Elective Credits	8 Credits of Electives
On-line Course	1 Credit of On-line Course

In accordance with FL Statute 6A-1.09963, High School Graduation Requirements for Students with Disabilities, eligible Career and Technical Education (CTE) courses may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra IA and Access Algebra IB and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit, with the exception of Access United States History.

The district Workforce Education Department will review eligible course substitutions for approval. The Transition Individual Education Plan (TIEP) team consisting of a guidance counselor, CTE representative, parent, student, ESE instructor, ESE liaison and any other representative deemed necessary, will define course substitution on an individual basis for students on ACCESS diploma track. The CTE course must support the student's post-secondary goals as described in the student's TIEP.

M. Student must have passing scores on the Grade 10 FAST ELA or scores on a standardized test that are concordant with the passing scores on the state standards assessment (CLT, ACT or SAT).

6.402 Accelerated Graduation Options

6.4021 ACCEL 18 Credit Standard Diploma

- A. Physical Education credit is not required.
- B. Three (3) elective credits only. (2.5 for Students Entering Grade 9 in 2023-2024 and thereafter)
- C. ~~An online course is not required.~~ All other 9th grade cohort graduation requirements for a standard diploma must be met. (per s.1003.4282(3)(a-e))
- D. At the beginning of each school year, the school district will notify parents of students in or entering high school of the opportunity and benefits of advanced placement, Advanced International Certificate of Education, dual enrollment, Santa Rosa Online and Florida Virtual courses and options for early or accelerated high school graduation under s. 1003.4281 and 1003.429.
- E. Students with disabilities who choose to pursue the ACCEL graduation option may be eligible for a waiver of statewide, standardized assessment results under s. 1008.22(3)(c)2., F.S., as long as they meet all other requirements in the ACCEL options.
- F. Students must complete all requirements by the end of the Summer Session of their graduation year.
- G. Students may be reassigned to the traditional 24 credit program if they do not score Level 3 or higher (Pass) on the various assessments required for cohort graduation or have not completed all the requirements necessary for graduation. If at the end of each grading period, a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the student and parent of the following:
 - The requirements that the student is not currently meeting.
 - The specific performance necessary in Grade 11 for the student to meet the accelerated graduation requirements.
 - The right of the student to change to the 4-year program set forth in s.1003.428 or s.1003.43, as applicable.
- H. Students who have selected the 18-credit accelerated graduation option shall be classified as follows: first year 9th grade, second year 10th grade, third year 12th grade.

6.4022 CTE Pathway 18 Credit Standard Diploma

- A. Physical Education credit is not required
- B. Performing Fine Art/Practical Art is met through CTE course(s)
- C. All other graduation requirements for a standard diploma must be met.
- D. Two (2) credits in CTE (which must result in program completion and an industry certification) and two (2) credits in work-based learning programs (may substitute up to two (2) credits, including .5 credits in financial literacy to fulfill this requirement.)

6.4023 Accelerated Graduation Option Guidelines

- I. A. Students who select the 24 Credit Standard Diploma option may graduate earlier than their peer group. Those students must complete all credits and requirements required by the state and district. They will be able to participate in the graduation ceremony that occurs immediately after fulfilling all requirements.
- J. B. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student’s cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student’s cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.
- L. C If eligible for a Florida Bright Futures Scholarship Program award under ss.1009.53-1009.538, a student who graduates from high school midyear may receive an initial award in the spring term following the student’s graduation.
- M. D. If a student chooses the 18-credit option, in order to participate (walk) in the current graduation ceremony, the student must be within one (1) core credit of completing the required 18 credits.

6.403 Course Credit Requirement

6.4031 Mastery of Student Performance Standards: Regular

Mastery of student performance standards for general education students must be demonstrated for each course enrolled prior to credit being awarded. Demonstrated mastery can be determined by one or more of the following: checklists, class assignment, teacher observation, performance evaluation, production evaluation, passing a post-assessment at the end a course recovery session, passing a subject area End-of-Course assessment or the passing of a comprehensive semester examination covering the performance standards of the semester unit of instruction of a course for which credit is awarded.

6.4032 ESE: Mastery of Student Performance Standards: ESE

Mastery of student performance standards for exceptional students shall be made through a formal review of the student’s IEP as specified in 6A-6.311, FAC. Assessment requirements shall be indicated on the student’s IEP. Credits may be earned by exceptional students in basic and vocational courses in which accommodations are made;

however, exceptional students are to master general education course content to the same extent required of non-disabled students.

6.4033 ESE: Progress Report

Exceptional students' progress toward IEP goals and objectives will be reported at a minimum, once per grading period.

6.4034 Absenteeism

Absenteeism equal to ten (10) or more absences during a semester unit of instruction or five (5) or more absences during a quarter unit of instruction requires the demonstration of mastery of the course for all students, except those students enrolled in competency-based dropout prevention programs as follows:

1. Meeting the class requirements of the semester of instruction and earning a teacher-assigned passing grade.
2. Passing a comprehensive semester examination covering the performance standards of the semester unit of instruction at the 60 percent level or above. The length, design, and degree of difficulty of such an exam is to be comparable to the semester/quarter exam required of any other student taking the exam for the same course.
3. Demonstrating proficiency (Level 3) on a standardized End-of-Course assessment (EOC) will demonstrate a mastery of course standards.
 - Any student who scores below 60 percent on the semester/quarter exam will be awarded a course average of 59 or their actual average, whichever is lower.

Any parent/guardian requesting a waiver of this policy must submit their request in writing to the school Principal along with a detailed explanation for the request. The school Principal will evaluate each request and make a determination as to whether or not the waiver will be granted.

Course Average Flow Chart*

(* Does not apply to courses requiring a state End-of-Course (EOC) exam.)

- | | | |
|---|-----|----------------------|
| 1. Excessive absences? | Yes | No → Actual Average |
| | ↓ | |
| 2. Pass Exam? | No | Yes → Actual Average |
| | ↓ | |
| 3. Principal Grants Waiver? | No | Yes → Actual Average |
| 4. Student receives 59 or Actual Average, whichever is lower . | | |

6.4035 Semester Credit

Semester credit will be awarded on a one-half credit earned system. A student in a full credit (1.0) course will receive one-half credit (0.5) if the student fully completes either the first or second semester of the course but fails the other semester and the averaging of the grades obtained in each semester/quarter would not result in a passing grade. One (1) full credit equals a minimum of 135 hours of instruction in a course containing student performance standards, unless a waiver has been granted by the Department of Education for less time. Districts may offer courses of more than 135 hours for credit.

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.

6.4037 Full Year Credit

Full credit (1.0) will be awarded in a full credit course if the student successfully completes either the first or second semester of the course but fails to successfully complete the other semester and the averaging of the grades of each semester results in a passing grade, except under the provisions of Section 6.403.

6.4038 Administrative Credit

Administrative credit may be granted to a student for a semester unit of instruction if the student is administratively transferred from one course to another course provided the student successfully meets the standards for awarding credit during the semester for which credit is granted.

6.4039 Waivers

Waivers of any required course may be approved by the school board for any student upon the written statement from a licensed practicing physician certifying that the course will be physically or mentally harmful to the student.

6.4040 Credit Acceleration Program (CAP)

A student may earn high school credit in Algebra 1, Geometry, U.S. History or Biology 1 if the student passes the corresponding statewide, standardized EOC assessment without the requirement of enrolling in or completing the course. A student can earn high school credit in courses required for high school graduation through the passage of an AP examination or a College Level Examination Program (CLEP). If a student attains a passing score on an AP examination or CLEP, then the school district is required to award course credit to the student who is not enrolled in or who has not completed the course.

s. 1003.4295, F.S.

6.404 Course Credit Limitations**6.4041 Regular Students**

Regular students may earn credit for a required or elective course only one time.

6.4042 Exceptional Students

Exceptional students may earn more than one (1) credit in a course listed as an exceptional student education course provided the course code directory indicates that the course may be repeated for credit.

6.4043 Forgiveness

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

A. The original course and grade will remain on the student's record.

- B. The grade may be replaced by a grade of “C” or higher, or
- C. A student who received a “D” or “F” (“C,” “D” or “F” in middle school) in semester unit of instruction of a course may repeat the semester unit in a regular term. For a required course, a student shall be limited to replacing the grade with a “C” or higher. The semester unit repeated may be from the original course, or a comparable course. For an elective course, a student shall be limited to replacing a course grade with a “C” or higher or its equivalent earned subsequently in another course.
- D. Students shall have all courses, except those courses which have been forgiven by the district’s forgiveness policy, used in calculation of their Grade Point Average (GPA).
- E. A student attending a virtual remediation program or summer session to replace a previously earned grade (course recovery) need only attend for the time that it takes to master the Student Performance standards and demonstrate proficiency (pass) on the final post-assessment.
- F. Class rank will be determined by utilization of a weighted_alpha (letter) grading scale.

6.405 Course Credit Restrictions

6.4051 Remedial/Vocational/Level I Courses

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

- A. More than a total of nine (9) elective credits in remedial programs as provided for in s.236.0841, F.S. and Compensatory or Remedial Programs as provided in s.236.088 F.S. and, s.1003.43, F.S.
- B. More than one-half credit in Exploratory Vocational Courses as defined in s.1000.01, F.S.
- C. More than three (3) credits in Practical Arts Home Economics as defined in s.1001.21, F.S.
- D. Level I Fundamental courses may not be used towards high school graduation unless the student’s assessment indicates that it is appropriate. Written assessment of the need must be included in the student’s Individual Education Plan (IEP) (s.1003.43 (7)(d)).

6.4052 Performing Fine Arts

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

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

One credit in fine or performing arts, speech and debate, or career and technical education. A practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination satisfies the one credit requirement in fine or performing arts, speech and debate, or career and technical education. Eligible practical arts courses are identified in the *Florida Course Code Directory*. (s. 1003.428(2)(3)(e), F.S.)

6.4054 Elective Credits

Elective credits shall be selected from any course listed in the *Florida Course Code Directory* except:

- A. Study Hall.
- B. Any course identified as noncredit (NC).
- C. Adult Basic Education courses.
- D. GED Preparation courses.

6.4055 Transferred Credit

- A. **Transcript** credit properly authenticated by school authority.
- B. **State and regionally accredited school or institution** credit shall be accepted at face value; however, such credit may be subject to validation if deemed necessary.
- C. **Out-of-State school** credit shall be evaluated in terms of the requirements of the school district and/or state by which credit was awarded.
- D. **Private school** credit shall be accepted at face value if the school is listed in the *Florida Education Directory* and is accredited by one of the agencies listed in that document.
- E. **Non-accredited public or private school** credit shall be evaluated by the Principal or designee. Semester exams, administered by the receiving school, may be used to determine credit to be awarded in specific courses.
- F. **Home education study** credit shall be awarded at face value for those students registered in a state approved home education program.

For students not registered in a state approved home education program, credit shall be awarded on passing semester exams administered by the receiving school, in all courses for which credit is to be awarded. Such exams shall be administered after the student is enrolled in and attending a Santa Rosa County District School during a regular school term. Grades will be awarded based on scores received on the exams.

- G. Students transferring for their senior year to or from a school which has different graduation requirements will be expected to meet all graduation requirements with regards to required course credits of his/her present school, however, the Principal may waive elective credit(s) provided that the student takes and passes the maximum number of credits in his/her senior year. Any course credit(s) failed must be made up through the available educational options. Students enrolling in high school in a year other than their senior year will be required to fulfill all requirements for graduation at that high school. The Principal may exercise discretion if in his/her opinion it is not possible for a student to obtain all required courses for graduation. This will be on an individual basis with the Principal's authorization.
- H. The district shall seek to document the prior schooling experience of English Language Learners (ELL) by means of school records, transcripts and other evidence of educational experiences, and take such experiences into account in planning and providing appropriate instruction to such students. The school district shall award equal credit for courses taken in another country or a language other than English as

they would the same courses taken in the United States or taken in English. (6A-6.0902)

6.4056 Transfer Credits Outside Santa Rosa

Transfer credit from school systems that use a grading scale different from Santa Rosa County shall be evaluated in the following manner:

1. For Grade Point Average (GPA) determination, the Alpha grade received will be utilized.

Example: A student who transfers into a Santa Rosa County District School from a system that uses a 30+ (30 point plus) grading scale and that student earned a B (93). In terms of GPA and class rankings, the student would receive a grade point value of 3.0 to be used in the calculation.

6.406 Grade Point Average (GPA)

6.4061 Grading System

Santa Rosa County high school students will receive grades based on the following scales: Beginning 7/1/01

<u>Percentage</u>	<u>G P A</u>	<u>Value</u>	<u>Definition</u>
A	90-100	4	Outstanding Progress
B	80 –89	3	Above Average Progress
C	70 –79	2	Average Progress
D	60 –69	1	Lowest Acceptable Progress
F	0 – 59	0	Failure

6.4062 Grade Point Average

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

6.4063 Report Cards

Report cards will be issued at the end of each quarter. Grade assessment will be assigned using the standards approved by the school board (6.4051). Additional information may be provided to include but not be limited to attendance, tardies, GPA, class ranking, conduct and comments.

An ELL student’s grade should reflect daily instructional accommodations and modifications, as well as testing accommodations and modifications. Grades must realistically reflect the ELL student’s academic achievement and should not penalize the student for not yet being proficient in English.

6.407 Diplomas

6.4071 Standard Diploma:

- A. The student meets all the graduation requirements (minimum) as stipulated in Section 6.401 of this *Student Progression Plan*. (s. 1003.4282, F.S.)

- ~~Scholar Diploma Designation~~ must in addition to Standard Diploma requirements:
 - a. ~~Earn one (1) credit in Algebra II or an equally rigorous course and Statistics (or equally rigorous course. Pass the Geometry statewide, standardized assessment.~~
 - b. ~~Pass the statewide, standardized Biology I EOC assessment (Level 3). However, a student enrolled in an AP, IB, or AICE Biology course who takes the respective AP, IB or AICE Biology assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2), F.S. meets this requirement without having to take the statewide, standardized Biology I EOC assessment.~~
 - c. ~~Earn one (1) credit in Chemistry or Physics and 1 equally rigorous course to Chemistry or Physics.~~
 - d. ~~Pass the U.S. History EOC (Level 3). However, a student enrolled in an AP, IB, or AICE course that includes U.S. History topics who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2), F.S. meets this requirement without having to take the statewide, standardized United States History EOC assessment.~~
 - e. ~~Earn two (2) credits in the same foreign language.~~
 - f. ~~Earn one (1) AP, IB, AICE or dual enrollment credit.~~
- ~~Merit Diploma Designation~~ must in addition to the Standard Diploma requirements:
 - a. ~~Students pursuing a merit designation must attain one or more industry certifications from the established listing. (per s. 1003.492, F.S.)~~
 - b. ~~Passes the GED Predictor Test, the GED Test, and the required state assessments.~~
 - c. ~~ESE students may continue working toward a standard diploma until age 22.~~

6.4072 Standard Diploma (ESE)

Students who have been properly identified as students with a disability (SWD) are eligible to earn a diploma based on the graduation pathway identified in the student's IEP. ESE students may continue working toward a standard diploma until age 22.

6.4073 ESE: Continuance of FAPE and Deferral of the Standard Diploma

In accordance with IDEA and its provisions embedded in provisions of a Free Appropriate Public Education (FAPE), and additional obligations to provide services to those students with disabilities who have not received their standard diploma, Santa Rosa County Schools will provide free and appropriate education for students through the last instructional day of the school year for all students in the district in which the student turns **twenty-two (22)**; provided that the student was twenty-one (21) years old

on the first instructional day of school for all students in the district. Please be reminded that this extension works in conjunction with a decision to defer the receipt of the standard high school diploma.

I. Qualifications for Deferment

A. Criteria

- 1) ~~Student's IEP requires special education, transition planning, transition services or related services through the age of 21.~~ The student must have an IEP that "prescribes special education, transition planning, transition services, or related services through 21" (age 22 in SRC).
- 2) ~~After student defers,~~ They must be enrolled in accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation, or internship or pre-apprenticeship program in order to continue to receive Free and Appropriate Public Education (FAPE) (s. 1003.4282(10)(9c), F.S.).

II. School District Responsibilities for Students Who Defer

A. Obligations as Specified by Rule 6A-1.09963(6), F.A.C.

- 1) The District must ensure the following, prior to acknowledging a deferment status:
 - Notify student of options to defer beginning at age 14, or to be in place and operational on first day of high school. A discussion including a review of the benefits of deferring the standard high school diploma will be documented in the IEP. by January 30 of senior year and/or year they have met all graduation requirements, review the benefits of deferring with the parent and the student, including continuation of educational and related services.
 - Describe to the parent and the student, in writing, all services and programs available.
 - Prior to the beginning of the school year the student is expected to graduate, there must be a signed statement by the parent, guardian, or the student, if the student has reached the age of majority and rights have transferred to the student, that states the process for deferment is understood and identifies whether the student will defer the receipt of his or her standard high school diploma (Rule 6A- 1.09963, Florida Administrative Code, F.A.C.).
 - The IEP team must note the deferral decision on the IEP and the courses of study selected for post-secondary access to FAPE . IEP meetings for students requesting deferment to attend Locklin Technical College's 12+ program must include a Locklin Technical College ESE instructor. Students

attending a District 18-22 Transition Program should also have a designated representative as well.

- During the year in which the student is expected to meet graduation requirements- School districts must inform the parent and the student 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). (Rule 6A- 1.09963, Florida Administrative Code, F.A.C.).
- Provide a document that notes the decision for the parent, or the student if over 18 and the rights have been transferred, to sign that is separate from the IEP (this will be captured in a **Prior Written Notice**).
- Inform all parents that the deadline for acceptance for deferral is **May 15** and that failure to defer releases the school district of the obligation to provide FAPE; the failure to attend the graduation ceremony does NOT constitute a deferral.
- Ensure that the names of the students who are deferring are submitted to the data entry staff of assigned schools so that appropriate staff may enter deferment status into the district's student information system.
- Student information will reside with student's home school until student completes the designated program of studies, internship, and work experience program and/or terminates deferment status.
- District may permit student to participate in graduation ceremony with his/her designated cohort.

III. The Termination of Deferment

A. Annual Obligations

- 1) The student is not required to defer every year; the deferral applies until the student is no longer age eligible for FAPE or elects to accept the standard diploma.

B. Request of Standard Diploma

- 1) Students can request their diploma whenever they choose; this decision must be based on the understanding that the district is released of the obligation to provide FAPE once the student receives the standard diploma.
- 2) An IEP meeting must be held to demonstrate completion and/or termination of FAPE; a **Summary of Performance** must be completed in the IEP meeting outlining goal/objectives obtained.
- 3) A Prior Written Notice must be completed to acknowledge removal of FAPE, removal of ESE services, as well as date the standard diploma was received.

6.4074 General Education Development Diploma (GED)

Please refer to **7.2012 GED® Preparatory Classes, GED® Testing, and Underage Waiver Process** in the Adult Education Programs section of this document.

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. **OR**

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

Examination	Score or Performance Level
SAT Subject Test	600 or higher
College Level Examination Program (CLEP) Level 1 Language Exam	Spanish 50-62 French 50-58 German 50-59
International Baccalaureate Language Exam	4 or higher
Advanced Placement Language Exam	3 or higher
Advanced International Certificate of Education Subject Test	A, B, C, D, or E
American Sign Language Proficiency Interview (ASLPI)	3 or higher
Sign Language Proficiency Interview: American Sign Language (SLPI:ASL)	Intermediate Plus or higher
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	Intermediate Mid or higher
ACTFL Oral Proficiency Interview (OPI)	Intermediate Mid or higher

Standards-based Measurement of Proficiency for Grade 7-Adult (STAMP4S)	Intermediate Mid or higher
ACTFL Latin Interpretive Reading Assessment (ALIRA)	I-2 or higher

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) ~~FSA~~/FAST. OR

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

Examination	Score or Performance Level
SAT Subject Test	700 or higher
College Level Examination Program (CLEP) Level 2 Language Exam	Spanish 63 or higher French 59 or higher German 60 or higher
International Baccalaureate Language Exam	5 or higher
Advanced Placement Language Exam	4 or higher
Advanced International Certificate of Education Subject Test	A, B, C, D
American Sign Language Proficiency Interview (ASLPI)	3 or higher
Sign Language Proficiency Interview: American Sign Language (SLPI:ASL)	Advanced Plus or higher
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	Advanced Low or higher
ACTFL Oral Proficiency Interview (OPI)	Advanced Low or higher
Standards-based Measurement of Proficiency for Grade 7-Adult (STAMP4S)	Advanced Low or higher
ACTFL Latin Interpretive Reading Assessment (ALIRA)	I-5 or higher

- 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~~ **C (1) b** 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.

6.4076 Participation in Graduation Ceremony

- A. Meets all the graduation requirements (minimum) as stipulated in Section 6.401 of the *Student Progression Plan*; or
- B. Meets A above except for passing FAST ELA/Alg 1 EOC scores; or
- C. Is no more than two (2) credits from completing all requirements (on 24 credit option plan), including GPA as stipulated in Section 6.401 of the *Student Progression Plan*.
- C. If a student has selected the 18 credit ACCEL option, these students may participate in the graduation ceremony if they are within one (1) core credit of the required 18.
- E. Students alternatively placed for no less than one calendar year and/or expelled during the second semester in which their graduation ceremony is scheduled will be prohibited from participating in the graduation ceremony at the school from which the student was alternatively placed/expelled. Students who are recommended for early termination of their alternative placement during the second semester of their Senior year, may be granted permission (by both Principal and Grade Level Director) to participate in the graduation ceremony at the school from which they were alternatively placed.
- F. Any student who has been charged with a felony act, (per accompanying documentation from state attorney's office), will be prohibited from participating in the graduation ceremony if in the opinion of the school administrator, the student's participation would have an adverse impact on the ceremony.

6.408 Certificate of Completion

6.4081 Credits Earned

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

6.4082 Credits in Area

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

6.4083 FSA/FAST ELA Algebra I State Assessment Requirements

Does not pass the FSA/FAST ELA/Algebra I State Assessment Requirements; **AND/OR**

6.4084 GPA

Does not earn the required cumulative 2.0 GPA.

6.4085 Additional Year

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

6.409 Certificate of Completion**6.4091 Requirement**

Students with disabilities (SWD) that have not declared intent to receive a standard diploma, will pursue the graduation pathway toward a certificate of completion.

6.500 ATTENDANCE, ABSENCES AND TARDINESS**6.501 Attendance**

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

6.502 Absences**6.5021 Notification**

Any student who has been absent from school shall bring a note from one of his/her parents or guardians stating the cause of absence. A Principal may choose to accept notification in person or by telephone in lieu of a note. Failure to properly notify the school, or the inability of the school to reach the parent to establish the reason for the absence, within three (3) days, shall result in an unexcused absence.

6.5022 Test Exemption Policy

Santa Rosa County District high schools do not allow any exemptions for semester or final exams.

6.503 Excused Absences

Excused absences shall be granted for personal illness, illness or death of a member of the immediate family, medical or dental appointments, religious holidays and religious instruction of the specific faith of the student upon the approval of the Principal, court dates, special emergencies, 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.

6.5031 Completing Work

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

- A. All make-up work assigned during the absence shall be completed within three (3) days after the student returns to school unless given an extension of time by the teacher.
- B. Tests announced prior to the absence can be given on the student's first day back to school.
- C. Assignments given prior to a pre-arranged absence should be turned in the first day the student returns to school.
- D. Tests which have been announced prior to a pre-arranged absence will be made up at the discretion of the teacher.
- E. If the teacher finds it necessary to provide an alternate test or assignment for student who has been absent, the test or assignment shall be comparable in length, design and degree of difficulty of the test or assignment given to the other students in the given class for which the student was absent.

6.5032 Prior Arrangement

- A. A student who desires to be absent for reasons not given under Section 6.5031 may make a prior arrangement request to the school Principal by bringing a written request from his/her parent/guardian. Based on a student's attendance history, the Principal reserves the right to refuse requested absences.
- B. Pre-arranged absence requests must be made at least five (5) days prior to the date of the absence except in the case of an emergency.
- C. Students shall make pre-arrangement for their school work to be done and due the day the student returns to school. Work done in the pre-arranged time allotted will be for full credit.

6.5033 Hospital/Homebound Services

The possibility of hospital or homebound services should be explored when it is anticipated that a student will be absent from school for at least 15 school days, or the equivalent, while under a physician's care because of severe, prolonged or chronic illness. A parent, teacher, social worker, guidance counselor, physician and others may initiate the process as soon as it is anticipated that the student will be absent as indicated by the physician for three (3) weeks or more. There is no established waiting period that must be met when considering initiating the process.

6.5034 Repeated Absences

When a student is absent repeatedly or for a prolonged period of time due to an illness or injury, the Principal or designee may require documentation from a physician or health care provider. If the requested documentation is not provided, the absence will be unexcused.

6.5035 ESE: Authorized Private Providers

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

6.504 Unexcused Absences

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

6.5041 Habitual Truant/Truancy Procedures

"Habitual truant" means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent and is subject to compulsory school attendance under s. 1003.21(1)(2) and is not exempt under s. 1003.21(3), F.S. or s. 1003.24, F.S. or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s. 1003.26, F.S. and s. 1003.27(3), F.S. without resultant successful remediation of the truancy problem before being dealt with as a child in need of services.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or ten (10) unexcused absences, or absences for which the reasons are unknown, within a 90 calendar day period, the student's primary teacher shall report to the school Principal or his or her designee that the student may be exhibiting a pattern of nonattendance. s. 1003.26, F.S.

- A. The Principal shall, unless there is clear evidence that the absences are not a pattern of non-attendance, refer the case to the school's Multi-Tiered Supports Team/MTSS team (also referred to as a child study team) to determine if early patterns of truancy are developing. s. 1003.26, F.S.
- B. The parent shall be invited to an attendance meeting(s) to identify possible solutions. s. 1003.26, F.S.
- C. The parent/guardian shall be informed of the requirement of compulsory attendance laws, ~~truancy pick-up program~~ and the Department of Motor Vehicles sanctions.
- D. If an initial meeting does not resolve the problem, the Multi-Tiered Supports Team/MTSS shall implement interventions that best address the problem. The interventions may include but need not be limited to:
 1. frequent communication between the teacher and the family;

2. changes in the learning environment;
3. mentoring;
4. student counseling;
5. tutoring, including peer tutoring;
6. placement into different classes;
7. evaluation for alternative education programs;
8. attendance contracts or a Truancy Monitoring Plan (TMP),
9. referral to other agencies for family services; or
10. other interventions, including, but not limited to, a truancy petition pursuant to *s. 984.151*, F.S.
11. reporting to the Department of Highway Safety and Motor Vehicles all students between the ages of 14 and 18 who:
 - Accumulate 15 unexcused absences within 90 calendar days; or
 - Have withdrawn from school with a withdrawal code calculated in the dropout rate.

- E. The MTSS (Multi-Tiered Supports Team) shall be diligent in facilitating intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve the nonattendance behavior are exhausted. *s. 1003.26*, F.S.
1. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he/she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. *s. 1003.26(1)(e)*, F.S.
 2. If the board's final determination is that the strategies of the Multi-Tiered Supports Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for noncompliance with compulsory school attendance. *s.1003.26(1)(e)*, F.S.
 3. If nonattendance continues after the implementation of intervention strategies, the Principal may request that the Superintendent (or his designee) file a truancy court petition. If a truancy court petition is filed, the parents of the student will receive a summons to appear in circuit court pursuant to *F.S. 984.151*, and the parents may be subject to continued court jurisdiction, fines, probation or jail.
- F. If the district school Superintendent chooses not to file a truancy petition, the Superintendent or designee shall file a CINS petition, defined in *s. 984.15*, F.S. The school representative, a parent, law enforcement, a court, or the DJJ shall initiate a referral to a CINS provider or a case staffing committee established pursuant to *s. 984.12*, F.S., and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family (*s. 1003.27(3)*, F.S.). Prior to the filing of the CINS petition, reasonable time

must be allowed to complete interventions to remedy conditions contributing to the truant behavior and must comply with the requirements of s. 1003.26, F.S.

- 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.

6.5042 Intent to Terminate School Enrollment

A student between the ages of 16 and 18 who chooses to terminate his/her education must officially withdraw and complete a “Declaration of Intent to Terminate School Enrollment” form, which will acknowledge that this action is likely to reduce the student’s earning potential, and which must be signed by the parent and student. The school must notify the student’s parents of receipt of the student’s declaration of intent to terminate school enrollment. The student must participate in an exit interview with the student’s guidance counselor or other school personnel for determination of the reasons for the student’s decision to terminate school enrollment and to discuss actions and opportunities to continue the student’s education in a different environment. The student must complete a survey as a part of the exit interview that will provide data on student reasons for terminating enrollment and actions taken by schools to keep the student enrolled. Such action, unless recognized by the school board as a hardship condition, will cause the student to lose his/her driving privilege.

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.

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

6.5051 Unexcused/Excused “Late to School Check-ins/Early Check-outs”

Unexcused

Missing the bus
Oversleeping
Skipping
Excessive illness without doctor’s verification
Repeated Late Check-ins/Early Check-outs
Other avoidable events
Non-pre-approved absences

Excused

Personal Illness
Doctor/Dentist appointment
Special event approved by administration
Other unavoidable events ([i.e., hazardous weather conditions](#))
Treatment of autism spectrum disorder by a licensed healthcare provider or behavior analyst pursuant to s393.17, F.S.
Death of an immediate family member
Religious holiday/instruction
Court dates
Pre-arranged absences

6.5052 Tardiness

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.

6.506 Learnfare Program

The Learnfare Program is primarily related to student attendance for families who are eligible to receive Temporary Cash Assistance (TCA), s. 414.1251, F.S., requires the Department of Children and Families (DCF) to reduce the amount of TCA for families with students who are identified as habitual truants or dropouts. Implementation procedures require DCF to provide a list of TCA-eligible children to the Northwest Regional Data Center monthly. Each school district will download the list and identify students who are truants or dropouts. The school district’s response is then shared with DCF who takes the appropriate action. In response, DCF reviews the case record to make certain determinations. If good cause does not exist, the parent of a student who is a habitual truant or a dropout receives notice of possible reduction of the benefit amount. DCF procedures include a fair hearing process. If a sanction is imposed to the benefit amount, the student may be reinstated when certain criteria is met.

6.600 MISCELLANEOUS

6.601 Admission to the State University System

6.6011 GPA

Grade Point Averages (GPA) are recalculated by the member of the state university system to which the individual student has applied on the basis of academic courses only.

6.6012 Weighted

Additional weights, as provided by Florida Board of Education Rule 6C-6.002(3)(a), are granted to courses labeled as Honors (as identified in the Florida Course Code Directory), Advanced Placement, Dual Enrollment, Advanced International Certification of Education (AICE), International Baccalaureate. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited. All dual enrollment courses will be weighted the same. The district may continue to weight honors courses but must do so at the same degree they do for AP, DE, AICE, and IB.

6.6013 Florida Civic Literacy Exam (FCLE)

According to section 1003.4282(3)(d), F.S., Beginning with the 2021–2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25(5). Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25(5).

The list of courses which require FCLE participation are listed below.

- 2106310 – United States Government
- 2106320 – United States Government Honors
- 2106410 – Humane Letters 1 History
- 2106460 – American Political Systems Honors
- 2106800 – Florida’s Pre-International Baccalaureate United States Government
- 2106420 – Advanced Placement United States Government and Politics
- 2106325 – CLEP American Government
- POSX041 – American Government 1
- AMHX020 – Introductory Survey Since 1877

6.6014 Talented 20 Program

Talented 20 Program identifies the top 20% of each Florida public high school graduating class having completed the 18 credits required for State University System admission. These students shall be guaranteed admission to one of the identified state universities, though not necessarily the university of applicant’s choice.

6.602 CLASS RANK

6.6021 Weighted GPA

The district’s Alpha Weighted GPA system, in conjunction with each school’s course catalog will be used for class rank computations. All grades earned and credits attempted will be included. Class ranking will be based upon an alpha (letter) grading scale.

6.6022 Weighted Programs

Courses from the following programs will be weighted:

- A. Advanced Placement
- B. Dual enrollment courses as specified in a school's course catalog
- C. Advanced International Certificate of Education (Pre-AICE and AICE)
- D. International Baccalaureate (by transfer)
- E. 3rd/4th levels of foreign language courses
- F. Honor Courses and Level 3 courses as assigned in the FLDOE Course Code Directory
- G. Level 3 Career and Technical Education courses requiring an industry certification or state licensure. The following list of courses will be weighted:

Accounting Applications 1-3

Advanced Manufacturing Technology 2 - 4

Advanced Manufacturing Technology Capstone

Aerospace Technologies 1-3

Agri-science Foundations 1

Applied Engineering Technology 1

Automotive Maintenance and Light Repair 1-6

Biotechnology 1-3

Building Construction Technologies 3

Business and Entrepreneurial Principles

Business Management and Law

Business Ownership

Computer and Network Security Fundamentals

Cyber Security Essentials

Operational Cybersecurity

Database Security

Computer Systems & Information Foundations

Computer Systems & Information Essentials

Computer Systems, & Information Technology Network Systems, Configuration

Computer Systems, & Information Technology Network Systems Design & Admin

Computer Systems, & Information Technology Cyber Security Essentials

Computer Systems, & Information Technology Cyber Security - Physical

Culinary Arts 3-4

Digital Design 1-~~5~~7

Electricity 3-8

Emergency Medical Responder 3

Foundations of Curriculum and Instruction

Foundations of Robotics 1

Foundations of Web Design

Hospitality and Tourism Marketing Management
Hospitality and Tourism Entrepreneurship
Introduction to Engineering Design
~~Practical Nursing Foundations 1A~~
~~Practical Nursing Foundations 1B~~
~~Practical Nursing Foundations 2A~~
Principles of Engineering
Health Science Anatomy and Physiology
Health Science Foundations
Nursing Assistant 3
Personal Finance
Public Service Leadership
Project Management and Experiential Learning in Public Service
Public Service Research
Software & Application Security
T.V. Production Technology 3 – 8
Welding Technology Fundamentals 1-4
Welding Technology Fundamentals Capstone

H. All dual enrollment career education courses will receive weighted credit calculated in the same manner as all other dual enrollment courses and advanced placement courses when grade point averages are calculated.

6.603 Course Substitution

6.6031 ESOL Courses

ESOL courses must represent the English credit to be earned for graduation requirements for student identified as English Language Learners and duly enrolled in such courses. However, English Language Learners may also be enrolled in other English courses for elective credit only.

6.6032 Industry Certification Course Substitution

In accordance with Florida Statute 1003.4282, ~~requirements for a standard high school diploma (2012-2013 9th grade cohort)~~, industry certifications that lead to college credit may be substituted for up to two (2) mathematics credits and one (1) science credit. Students must earn an industry certification with an existing statewide articulation agreement to the associate in science or associate in applied science degree level offered in a Florida College System.

The industry certification substitution cannot replace Algebra I, Geometry, or Biology, but may be applied toward the balance of the two other unspecified mathematics credits and one unspecified equally rigorous science credit required for high school graduation. One qualifying industry certification attainment equates to one substitution credit. Students should contact their high school counselor to determine if an industry certification they have earned is eligible for course substitution.

6.604 Credit Alternatives

6.6041 Adult Education Courses

A student enrolled in a regular high school program may make application to enroll in an adult education course or courses provided the application has the written endorsement of the home school Principal or designee and the approval of the Principal or designee of Santa Rosa Adult School.

6.6042 Career and Technical Programs

- A. Career and technical programs are available on a part-time basis at Locklin Technical College 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 earn elective or equally rigorous academic credits (as specified by the Florida Department of Education) 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. Enrollment is limited to space available in the program.
Requests for part-time students to deviate from the number of courses allowed for an academic year will be reviewed on an individual basis. For a request to be granted, both the district grade level director and the post-secondary institution must endorse the request.
- B. 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.
- C. Both secondary and dual enrollment students must maintain a 70% average in each course and attend 70% of the scheduled hours for the semester for continued enrollment in the program at the District's Technical College.

6.6043 Co-op Programs

A Co-op Program must provide for a minimum of 120 hours instruction during the regular school year. Semester and half credits are to be awarded on the basis of a minimum of 60 hours of instruction during the regular school year and 120 hours of training during the summer term. The number of co-op credits awarded shall be determined by the Curriculum Framework of the program. If the student is under 18 years of age, child labor laws must be followed. Florida Child Labor Law Chapter 450, Part I, Florida Statutes.

6.6044 Correspondence Courses

- A. A correspondence course to be substituted for a specific graduation requirement must be an acceptable equivalent to a course listed in the *Florida Course Code Directory*.
- B. Credit to be awarded must be supported by appropriate documentation that assures that the correspondence course meets the Student Performance Standards of the course equivalent listed in the *Florida Course Code Directory*.

- C. One credit per year, but no more than two total credits, from correspondence courses will be accepted for meeting graduation requirements.

6.6045 Dual Enrollment

- A. Any student in Grades 6 -12 who meets the eligibility criteria as stipulated in the articulation agreement between the Santa Rosa County School Board and the post-secondary institution presenting the course(s) will be eligible to participate in dual enrollment programs.
- B. Dual enrollment courses to be substituted for specific high school courses required for graduation must be acceptable substitutes which meet or exceed the requirements of the Curriculum Framework and Student Performance Standards of the high school course and must be taken in a normal subject area progression.
- C. The course number and title used by the post-secondary institution must be used to schedule the student in the school district's records and be reported by the district to the Florida Department of Education.
- D. Career and Technical Dual Enrollment is available to students who meet eligibility requirements. See Section 8.303 for eligibility requirements.
- E. Instructional material assigned for use within dual enrollment courses shall be made available to these students free of charge. Students enrolled in post-secondary instruction not to be used for credit towards a high school diploma shall be required to assume the cost of instructional materials.
- F. The Dual Enrollment Articulation Agreements will serve as a means for students to increase the depth of study and shorten the time necessary for a student to complete the requirements associated with a degree or post-secondary credential. This agreement was developed by an articulation committee established by the Superintendent of Schools and the president of the local college and shall address the following items:
- Ratification;
 - Courses and programs available for dual enrollment students;
 - Instructional responsibilities regarding student screening prior to enrollment;
 - Responsibility for providing student transportation; and
 - Conversion of college credits to high school credits.
- G. During the traditional academic year, college campus part-time academic dual enrollment participation may be permitted if said courses are not offered or available as dual enrollment courses on the high school campus. The total courses taken on the high school campus and the college campus may not exceed two (2) courses (plus any companion labs) each semester for students in grades 6 -10, four (4) courses (plus any companion labs) each semester during the junior year, and may not exceed five (5) courses (plus any companion labs) each semester during the senior year, and no more than two (2)

courses (plus any companion labs) during any summer semester. The total number of college credit hours shall not exceed eighteen (18) in any fall or spring semester or eight (8) in any summer semester. In addition to the above-mentioned student eligibility requirements, students wishing to become a full-time early admission dual enrollment student must have attained junior status (Fall Semester) and be enrolled in a Santa Rosa County high school or another public high school for one (1) semester prior to admission in the early admission dual enrollment program. A full-time dual enrollment student will enroll in four (4) off-campus dual enrollment courses each semester. See Section 6.6046 Early Admissions (Full-time student).

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.

- H. A student who qualifies as full-time as indicated by G above, and is involved with an extracurricular activity, may enroll in a co-curricular course taking place on campus if it is connected to the extracurricular activity.
- I. If a dual enrollment course is offered at the high school and at the college, part-time dual enrollment students will enroll in the dual enrollment course on the high school campus unless the high school campus class is considered at capacity. Capacity will usually be defined to be at maximum 30 students, but may vary by course.
- J. Pensacola State College dual enrollment students seeking the Associate in Arts or an Associate in Science degree must complete the core General Education Communications requirement (ENC 1101) and core General Education Mathematics requirement prior to completion of the second term of dual enrollment. Exceptions may be granted to students who are seeking advanced placement credits in English and Mathematics.
- K. Students receiving a grade of W in any course within the college's fall semester will lose their dual enrollment program eligibility for courses on the college campus for the following semester. Student's receiving a grade of W in any course within the college's spring semester will lose their dual enrollment program eligibility for courses on the college campus for the following semester.
- L. Students receiving a D+, D, or F in the fall semester will lose dual enrollment program eligibility for courses taking place on the college campus for the following spring semester. Students receiving a D+, D, or F in the spring semester will lose dual enrollment program eligibility for courses taking place on the college campus for the following semester.
- M. All course grades received from post-secondary institutions will be in the form of an alpha (letter) grade. When these grades are posted numerically on the student's high school transcript, the following numerical conversion will occur:

A 95 C 75

B+	88	D+	68
B	85	D	65
C+	78	F	55

6.6046 Early Admissions

The Santa Rosa County School Board shall, in cooperation with applicable post-secondary institutions, provide for a program of early admission to qualified students. Early admission is a form of dual enrollment through which eligible secondary students enroll in a post-secondary institution on a full-time basis in courses creditable toward the high school diploma and the associate or baccalaureate degree. A student who meets the conditions of early admission may be excused from attendance for all of his/her remaining high school program. Such programs shall meet the following conditions:

- A. Acceptance of the student by a post-secondary institution authorized by Florida law or accredited by the Southern Association of Colleges and Schools after the student has completed the equivalent of two (2) school years of instruction above Grade 9.
- B. When the above stated condition has been met, the student may be awarded a diploma of graduation with his regular class, or at a time convenient to the Principal, provided that:
 - 1. The student has completed two college semesters with a normal class load (12 hours) or the equivalent and has maintained at least a “C” average or equivalent; and the student has earned sufficient college credits to fulfill the graduation requirements as specified by the Santa Rosa County School Board.
 - 2. The student is dually enrolled in both high school and college, and the college course numbers and titles are reflected in the student’s school record.

6.6047 Florida Virtual School

- A. Students have full access to the Florida Virtual School (FLVS) and all credits are accepted by the school district at the value agreed upon in the affiliation agreement.
- B. Students are responsible for any equipment (hardware or software) required when participating in a course off the school site.

6.6048 Middle School Students Earning Credit

- A. Any course included in the 9-12 grade sections of the Florida Course Code Directory may be taught at a lower grade level and the 9-12 course number and title shall be entered in the student’s cumulative record.
- B. Courses taken below the 9th grade level may be used to satisfy high school graduation requirements or Florida Bright Futures Scholarship Program requirements.
- C. Credit shall be earned simultaneously if required for promotion from the appropriate pre-ninth grade course(s).

6.605 Dropout Prevention Programs

6.6051 Courses

Students participating in district dropout prevention programs as prescribed in s. 1003.53 F.S. should be enrolled in courses listed in the basic or vocational sections of the *Florida Course Code Directory*.

6.6052 Reporting

Schools are to report student membership data using the appropriate course numbers.

6.606 Extracurricular Activities

6.6061 Requirements

Interscholastic extracurricular student activities are those organized between or among schools which are carried on outside the curriculum. These activities include displays of talent which may include, but are not limited to, sports; music festivals; and speech, debate, art, drama, foreign language, and club competitions. S. 1006.15, F.S.

In order to be eligible for participation in interscholastic and intra scholastic extracurricular activities, such as athletics, a student must satisfy any applicable Florida Statutory requirements, and meet and fulfill the eligibility criteria, and the criteria set forth in the Code of Student Conduct.

“Eligible to participate” is defined as including participation in try-outs, off-season conditioning and workouts, in-season practices, and contests. It does not mean the student must be placed on a team.

The sponsor or coach of each individual extracurricular activity may institute more stringent policies. In this instance, the policies shall be published in the student handbook or activity’s policy manual.

6.6062 Required GPA

To be eligible to participate in interscholastic extracurricular activities, a student must maintain the grade point average listed:

- A. Student in Grade 9;
 - 1. to be eligible in the fall semester of 9th grade, must have been regularly promoted, the previous year, from Grade 8
 - 2. to be eligible in the spring semester of the 9th grade year, a student must have a 2.0 GPA on a 4.0 scale.
- B. A student in Grade 10;
 - 1. Must have a cumulative 2.0 GPA on a 4.0 scale, or;
 - 2. have earned a 2.0 GPA in course taken during the current spring semester and sign an academic performance contract with their school and they enroll in and attend summer school as necessary.
- C. A Student in Grades 11 and 12;
 - 1. Must have a cumulative 2.0 GPA on a 4.0 scale.

The sponsor or coach of each individual extracurricular activity may institute more stringent policies. In this instance the policies shall be published in the student handbook or activity's policy manual.

6.6063 Student Athlete Eligibility Requirements

Florida High School Athletic Association (FHSAA) Requirements

All high schools in the Santa Rosa County School District are members of the Florida High School Athletic Association (FHSAA). Interscholastic athletic eligibility is determined according to the FHSAA Handbook Operational Bylaws. Additional information regarding FHSAA bylaws can be found at: <http://www.fhsaa.org>

A. Student athletes are eligible to participate:

- 1) at the school in which he/she first enrolls each school year;
- 2) at the school to which the student has transferred with approval from the School Board

A student who transfers to a school during the school year may seek to immediately join an existing team if the roster has not reached the maximum size and the coach for the activity determines that the student has the requisite skill and ability to participate.

B. Exceptions:

A student may not participate in a sport if the student participated in that same sport at another school during the same school year, unless the student is:

- 1) a dependent child of active duty military personnel whose move resulted from military orders;
- 2) a child who has relocated due to a foster care placement in a different school zone;
- 3) a child who moved due to a court ordered change in custody due to separation, divorce, or the serious illness or death of a custodial parent; and/or
- 4) authorized for good cause in Board policy. The following exemptions may be granted:
 - a. Reassigned by District School Board or Charter School Board, as long as reassignment is not for athletic or disciplinary reasons and is not requested by the student or his/her parent/guardian.
 - b. Transfer, approved by the Grade Level Director, to a new school within the first ten (10) days of the semester ie: acceptance to a previously applied for magnet program, academy, charter school or private school.
 - c. Undue hardship

The FHSAA does not have the authority to make eligibility rulings on student transfers. The School District has a Student Athlete Eligibility for Good Cause Committee consisting of the High School Director, Middle School Director, Athletic Director from a school that is not related to the eligibility ruling as well as an Administrator from a school that is unrelated to the eligibility ruling.

6.607 Florida Bright Futures Scholarship Program

Participation in the Florida Bright Futures Scholarship Program is defined by s. 240.40201, F.S., s. 240.40109, F.S. The rules, policies, and procedures are available at the Bright Futures website SAPBFMAIN - Florida Student Scholarship & Grant Programs (floridastudentfinancialaidsg.org)

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

- Complete 30 service hours, 100 paid work hours, or the combination of 100 total 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, 100 paid work hours, or the combination of 100 total hours.

6.608 Miscellaneous Curriculum Items

6.6081 Intensive Reading 1 and Intensive Reading 2

Intensive Reading 1 (and Intensive Reading 2) are designated as one semester (0.5) credit courses for students scoring ~~FSA~~/FAST ELA Level 1.

6.6082 Required Instruction

Schools will incorporate instruction in accordance with s.1003.42, F.S.

~~6.6086 Voluntary Service Credit~~

~~The school board may award a maximum of one-half credit in social studies and one-half elective credit for student completion of non-paid voluntary community or school service work. Students must complete a minimum of 75 hours of service in either category.~~

6.609 Remediation Reporting Requirement

6.6091 Parent Notification

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

Students in Grade 12 who at the end of each semester have less than a 2.0 cumulative GPA will be identified and their parent/guardian will be notified that the student is at risk of not meeting the GPA required for high school graduation.

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

6.6092 Assistance

This statute also requires that an explanation of existing policies that will assist the student in meeting the 2.0 GPA required for graduation be provided to the parent(s) or guardian(s).

6.6093 Student List Dissemination - District

The district data processing department will provide, by school, cumulative Grade Point Averages (GPA) for all students in Grades 9-12.

6.6094 Student List Dissemination - School

Each district high school shall be responsible for the dissemination of the information required by F.S.1003.43 as reflected herein.

6.6095 Annual Report

All district school boards shall report assessment results using the state management information system. Assessment results for the statewide, standardized ELA and Mathematics assessments and all statewide, standardized EOC assessments must be made available no later than June 30, except for results for the grade 3 statewide, standardized ELA assessment, which must be made available no later than May 31. Results for the statewide, standardized ELA and Mathematics assessments must be available no later than May 31.

In accordance with F.S.1008.25(10), each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in English Language Arts, science, social studies, and mathematics. The district school board must report to the parent the student's results on each statewide, standardized assessment and the coordinated screening and progress monitoring system. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and response to intensive interventions provided. Progress reporting must be provided to the parent in writing in a format adopted by the district school board and must be accessible through secure, web-based options.

Each district school board must annually publish on the district website the following information on the prior school year:

1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment.
3. By grade, the number and percentage of all students retained in kindergarten through grade 10.
4. Information on the total number of students who were promoted for good cause, by each category of good cause.
5. Any revisions to the district school board's policies and procedures on student retention and promotion from the prior year.

In accordance with F.S.1008.25(10), beginning with the 2001-02 school year, each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior year:

- A. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
- B. By grade, the number and percentage of all students in Grades 3 through 10 performing at Levels 1 and 2 on FAST ELA.
- C. By grade, the number and percentage of all students retained in Grades 3 through 10.
- D. Information on the total number of students who were promoted for good cause, but each category of good cause as specified in paragraph (6)(d).
- E. Any revisions to the district school board's policy on student retention and promotion from the prior year.

6.610 STUDY HALL

6.6101 Study Hall/Virtual Lab Credit

Study hall and/or virtual lab may be scheduled for students on a non-credit basis.

6.6102 Funding

FTE funding will not be earned for students enrolled and in attendance for study hall or virtual lab.

6.6103 Other Duties

Students enrolled in study hall may not be reassigned to other school duties or activities.

6.700 VIRTUAL INSTRUCTION PROGRAMS - See Section 9.0

~~Beginning with students entering Grade 9 in the 2011-2012 school year at least one course within the 24 credits required for graduation must be completed through online learning. However, a high school level online course taken during Grades 6 through 8 fulfills this requirement. A student who is enrolled in a full-time or part-time virtual instruction program also meets this requirement.~~

State statute, s. 1002.37 authorizes that public school students receiving full-time instruction in Kindergarten through Grade 12 by the Florida Virtual School or another virtual provider must take all statewide assessments required. Public school students receiving part-time instruction by the Florida Virtual School or another virtual provider in courses requiring statewide End-of-Course assessments must take all statewide End-of-Course assessments required. All statewide assessments must be taken within the school district in which the student resides. A school district must provide the student with access to the district's testing facilities.

7.0 ADULT EDUCATION PROGRAMS

Student Progression Plan

TABLE OF CONTENTS

7.100 ADMISSIONS

- 7.101 Definition of an Adult Student**
- 7.102 Age Requirement**
- 7.103 Registration and Fees**
- 7.104 Attendance and Withdrawal Procedures**
- 7.105 Notification of Alternate Placement and Expulsion**

7.200 PROGRAMS OF STUDY (SANTA ROSA ADULT SCHOOL)

- 7.201 Adult General Education**
 - 7.2011 Adult Basic Education (ABE)**
 - 7.2012 GED® Preparatory Classes, GED® Testing, and Underage Waiver Process**
 - 7.2013 Adult Skill Building (ASB)**
 - 7.2014 Adult English for Speakers of Other Languages (Adult ESOL)**
 - 7.2015 Adult High School (AHS)**
 - 7.20151 Co-enrolled Adult High School**
 - 7.20152 Transfer of Credits**
 - 7.20153 Diploma/Completion Options**
 - 7.2016 Integrated Education and Training (IET)**
- 7.202 Equal Access**
- 7.203 Adult Students with Disabilities**
- 7.204 Students Failing to Make Adequate Academic Progress**
- 7.205 Adult Discipline**

7.300 DROPOUT PREVENTION PROGRAM (SANTA ROSA HIGH SCHOOL)

- 7.301 Enrollment in Santa Rosa High School**
- 7.302 Student Participation**
- 7.303 Student Membership Data**
- 7.304 Grade Classifications**
- 7.305 Students Failing to Make Adequate Academic Progress**

****See section 6.0 High School (Grade 9-12) for additional information****

7.100 ADMISSIONS

7.101 Definition of an Adult Student

According to Florida Statute, Section 1004.02, an adult student is a student who is beyond the compulsory school age and who has legally left elementary or secondary school.

7.102 Age Requirement

Students entering an adult program in Santa Rosa County must be a minimum of 16 years of age.

7.103 Registration and Fees

All adult education programs (excluding co-enrolled) are required to charge the following tuition rates per s.1009.22, F.S. \$30.00 block tuition rate for each term in a program year. Residency determinations are not made in any adult education program and therefore, there are no out-of-state fees associated with adult education. Terms are defined as fall, spring, or summer semester enrollment. Additional fees may include:

- Convenience fee for credit card use - \$0.85
- Student identification card replacement - \$3.00 (initial issue is free)
- Campus Parking Pass - \$5.00
- Parking Citation - \$20.00
- Test Administration Fees
 - \$20.00 for the ~~Test of Adult Basic Education (TABE)~~, CASAS ~~Goals, or CASAS Life and Work~~ for individuals who wish to test for purposes other than enrollment in AGE programs.
 - \$6.00 per section for proctored GED Ready for individuals not currently enrolled in AGE programs.
- Students enrolled in select Adult High School credit courses or Integrated Education and Training (IET) programs may be required to purchase course textbooks.

7.104 Attendance and Withdrawal Procedures

Attendance and Withdrawal Policy for Adult Education

- Enrollment Threshold – Students enrolled in adult education programs must meet the minimum of 12 hours of attendance (including placement and intake) in a program before they can be counted for enrollment completion.
- Withdrawal Procedure – Students enrolled in adult education programs who miss six (6) consecutive classes will be withdrawn from the class. The reported withdrawal date will be the day after the last date of attendance.
- Students who have been reported to Department of Motor Vehicles (DMV) who wish to obtain documentation from SRAS part-time classes to reinstate a license must attend at least 50% of each assigned class for six (6) consecutive weeks when classes are scheduled. The full-time requirement is 30 consecutive days of attendance.

*Students between the ages of 14 and 18 who meet the following criteria will be reported to the Department of Highway Safety and Motor Vehicles: Accumulate 15 unexcused absences within 90 calendar days; or have withdrawn from school with a withdrawal code calculated in the dropout rate (which includes W26 – Withdraw to Enter Adult Ed).

7.105 Notification of Alternate Placement and Expulsion

Any student enrolling in any Santa Rosa County school shall, at the time of enrollment, indicate on the enrollment form any previous school expulsion, or alternative placement in lieu of expulsion, arrests resulting in a charge where the student was adjudicated guilty or where adjudication was withheld, or any juvenile justice actions.

If a student requesting admission has been given alternative placement in lieu of expulsion from any non-district school, the Director of High Schools should be contacted to determine appropriate placement within the district prior to enrollment of the student in a Santa Rosa County District School.

7.200 PROGRAMS OF STUDY (SANTA ROSA ADULT SCHOOL)

7.201 Adult General Education

Adult general education programs are authorized by s. 1004.93, F.S., and defined as comprehensive instructional programs designed to improve the employability of the state's workforce through Adult Basic Education (ABE), Adult High School (AHS), Adult English for Speakers of Other Languages (Adult ESOL), Academic Skills Building (ASB), and instruction for adults with disabilities in s. 1004.02(3), F.S. All adult general education programs, except co-enrolled, will be assessed tuition. (See Section 7.103)

7.2011 Adult Basic Education (ABE)

Adult Basic Education (ABE) is a basic skills program for students with academic skills below the 9th grade level which includes reading, mathematics, language arts, Adult English for Speakers of Other Languages (Adult ESOL), and remediation courses. The purpose of the program is to prepare students to improve skills in order to earn a high school equivalency diploma/GED[®] or enter a technical program.

7.2012 GED[®] Preparatory Classes, GED[®] Testing, and Underage Waiver Process

GED[®] Preparatory Classes prepare adults at a 9th grade level or above to successfully pass the complete battery of the GED[®] subject area tests. After successfully passing all four subtests, the student earns a state of Florida high school diploma. GED[®] preparation courses are offered in each of the four subtest subjects: (1) Reasoning through Language Arts (2) Social Studies (3) Science, and (4) Mathematical Reasoning. Students begin the enrollment process by contacting Santa Rosa ~~High~~ Adult School regarding placement testing process. Enrollment in GED[®] Preparatory Classes is not a requirement for GED[®] testing.

GED[®] Testing: Prospective GED[®] test candidates will register and pay for the test by going on the website www.ged.com. Prospective testers must meet the following criteria:

- A. Be at least 18 years of age at the time of application, OR
- B. According to GED Testing Service® for 16 and 17-year-old applicants to take the GED® examination, under extraordinary circumstances, requirements for the GED® Underage Waiver must be met. See below GED® Underage Waiver Process.

Underage Waiver Process – Pending In accordance with State Board of Education Rule 6A-6.0201

- 1) Individuals may apply for an underage GED® waiver by submitting an underage waiver packet consisting of the following documentation:
 - A current and completed “Florida GED® Testing Program Underage Waiver Form”, and
 - Proof of Santa Rosa County residence, and
 - A letter from the parent or guardian approving and stating extenuating circumstances for taking the GED® test, and
 - A letter from the student stating extenuating circumstances for taking the GED® test.
 - Proof of withdrawal from last school of attendance. *Not required if currently enrolled at SRAS, and
 - Complete a required exit interview with school or district staff. *Not required if currently enrolled at SRAS, and
 - Meet one of the two sets of conditions set forth in section 2 below.

Completed Underage GED® Waiver will be submitted from SRAS staff to the Director of Workforce Education to obtain Superintendent approval and to be forwarded to GED® Testing Service. GED Testing Service will notify candidates via their GED.com account when the waiver has been approved. At this point candidates can complete their online GED registration and GED tests can be scheduled.

- 2) A waiver will be granted by following the above process, submitting required documentation, and meeting one of the following two sets of conditions (A or B):
 - A. Enroll in an appropriate course with Santa Rosa Adult School (Adult Basic Education (ABE) or GED® Preparation. Tuition is \$30.00 per semester). Within this course students must:
 - a. Complete a minimum of 12 seat hours, and
 - b. Be recommended by their instructor as ready to take the appropriate section of the GED Ready®. The GED Ready® is provided to enrolled and instructor recommended students free of charge, and
 - c. Achieve a passing score (145) on the section of the GED Ready® that corresponds with the GED® preparation course in which the student is enrolled.

- B. Obtain a minimum passing score of one hundred and forty-five (145) on each of the four (4) sub-tests of the GED Ready®: Reasoning through Language Arts, Mathematical Reasoning, Science and Social Studies. These scores must:
- a. Be dated within one (1) calendar year from the date the request for an underage waiver is submitted to the school district.
 - b. The GED Ready® sub-tests must be taken in a proctored environment. It is recommended that these tests be proctored during regularly scheduled tests at Santa Rosa Adult School (SRAS). The fee for each sub-test taken at SRAS is \$6.00. Tests proctored outside of SRAS, must be submitted by the proctor directly to SRAS and will be evaluated for legitimacy.
- 3) Individuals wishing to appeal a denial of their request of an underage GED® waiver may submit their appeal in writing to the Director of Workforce Education. The request must state the specific reason (s) for the appeal. The underage GED® waiver appeals committee will convene to review the written appeal, the underage waiver packet, and supporting documentation. The committee will consist of the Director of Workforce Education, the Principal of Santa Rosa Adult School, the Assistant Principal of Santa Rosa Adult School, and another district level administrator selected based on availability. After this process the individual will be notified of the committee's decision regarding their appeal.
- 4) The following are the current individuals to contact regarding the underage waiver process and approval.
- Kelly Barnes
Assistant Principal
Santa Rosa Adult School
barneskl@santarosa.k12.fl.us
850-983-5710, 3CX ex.1105
 - Larry Heringer
Principal
Santa Rosa Adult School
heringerl@santarosa.k12.fl.us
850-983-5710, 3CX ex.1063
 - Charlin Knight
Director Workforce Education
Santa Rosa County District Schools
knightc@santarosa.k12.fl.us
850-983-5150, 3CX ex.1023

7.2013 Academic Skills Building (ASB)

The ASB Program is a non-credit program designed to develop the literacy and math skills necessary for students to be successful workers, citizens, and family members. Dependent on program enrollment, ASB may be offered in conjunction with Adult Basic Education, GED® Preparatory, and Adult ESOL classes. Students may already have a high school diploma (by passing the GED® or by graduating from a K-12 High School or Adult High School) and have a goal of preparing for postsecondary education and employment. Students must score within the Educational Functioning Levels (EFL) 5 and 6 of the ASB course as measured by FDOE-approved assessments.

7.2014 Adult English for Speakers of Other Languages (Adult ESOL)

This non-credit instructional program/course is designed to provide adult English language learners with the knowledge and skills needed to communicate effectively in English and improve their ability to enter the state's workforce and/or postsecondary education. Dependent on program enrollment, Adult ESOL may be offered in conjunction with Adult Basic Education (ABE), Academic Skills Building (ASB), and GED® Preparatory classes.

7.2015 Adult High School (AHS)

The AHS curriculum framework is correlated to the Florida Standards, and courses offered are the same as those offered in the K-12 school system, as found in the ~~2022-2023~~ Course Code Directory **for the current school year** (~~Section 3 and secondary numbers identified in Section 5~~). The FDOE AHS curriculum frameworks, per s. 1003.41 F.S., provide a minimum set of standards to be used by all facilitators delivering AHS education programs. AHS education includes both adult high school diploma programs and co-enrollment courses of study. Students in the AHS program must meet all state and local graduation requirements for a standard high school diploma per s. 1003.4282, F.S.)

7.20151 Co-enrolled Adult High School

A co-enrolled student is one who is currently enrolled in a high school program as a K-12 student (have not withdrawn from K-12) and is simultaneously taking high school core credit courses in an adult high school program per s. 1011.80 (10), F.S. Appropriate documentation, as specified by Santa Rosa Adult School, shall be obtained prior to enrollment. Co-enrolled students may take up to two (2) courses per academic year with permission from their home high school Principal or designee. These courses must be taken for credit recovery or dropout prevention and may only be core curriculum courses as defined by the state. Students that are at risk of not graduating with their 9th grade cohort may enroll in the co-enrollment program.

Co-enrolled students must not have a pattern of excessive absenteeism or habitual truancy or a history of disruptive behavior in school. Students enrolled

in the co-enrollment program are exempt from the payment of adult education tuition.

7.20152 Transfer of Credit Guidelines

Rule 6A-1.09941, F.A.C., establishes uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools effective August 20, 2017. The rule increases consistency in the credit transfer process and fulfills the State Board's responsibility to prescribe "procedures relating to the acceptance of transfer work and credit for students" as required by s. 1003.25, F.S. The rule cited above specifies that credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. The rule does not require that the transferring school be accredited for the credits to be accepted at face value. Assessment requirements for transfer students under s.1003.4282, F.S., must be satisfied. If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school, the student does not possess an official transcript, or the student is a home education student, credits shall be validated through performance during the first grading period. A student transferring into a school shall be placed at the appropriate sequential course level; to receive credit, a student should have a minimum grade point average of 2.0 at the end of the student's first grading period. Alternative validation procedures are also specified in Rule 6A1.09941, F.A.C.)

7.20153 Diploma/Completion Options

- **Adult High School Standard Diploma**
Meet state credit requirements. Meet state GPA requirements. Pass State of Florida required assessments. Credits may be earned by demonstration of competencies (competency-based) and passage of required state exams.
- **Certificate of Completion**
Meet state credit requirements. Has not met state GPA requirements; or has not passed state required assessments.
*Note: Per s.1003.433(2)(b), F.S., upon receipt of a certificate of completion, students must be allowed to take the College Placement Test and be admitted to developmental education or credit courses at a Florida College System institution, as appropriate.

7.2016 Integrated Education and Training (IET)

Integrated Education and Training (IET) has emerged as an approach to help individuals acquire key basic skills while pursuing occupational or industry-specific training. Under an IET model, participants receive simultaneous instruction in basic skills such as math,

reading, or spoken English, with embedded workforce preparation for a specific occupation or industry, and general employability skills.

Santa Rosa Adult School currently offers IET programs in high demand career fields, call the school for more information: ServSafe Food Handler, ServSafe Management, Custodial Technician, and Paraprofessional, and Welding.

7.202 Equal Access

Equal Access

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

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

7.203 Adult Students with Disabilities

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's 504 plan or other educational plans to meet individual needs and ensure equal access. Adult education students with disabilities must self-identify, present documentation, request reasonable accommodations if needed, and develop a plan with their service provider. Accommodations received in adult education may differ from those received in secondary education. Accommodation changes the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodation requested and provided will be maintained in a confidential file.

7.204 Students Failing to Make Adequate Academic Progress

Students who fail to make adequate academic progress at SRAS or are not realizing their full potential may be placed on an academic contract where they receive academic counseling sessions and academic monitoring from the teachers, the recruiting and retention specialist attempts student contact regarding attendance concerns, and data is examined to determine if further intervention is necessary. After many options have been explored, the student may be recommended for withdrawal from the program.

7.205 Adult Discipline

Administration reserves the right to remove any student from the program and/or campus at any time when doing so would restore a safe, productive, and orderly learning environment. Refer to the current Santa Rosa Adult School Student Handbook for full policy.

7.300 DROPOUT PREVENTION PROGRAM (SANTA ROSA HIGH SCHOOL)

Santa Rosa High School (SRHS) offers a standard K-12 high school diploma for students 16-21 years of age. The SRHS program is a dropout prevention program designed to help meet the needs of at-risk students. Santa Rosa High School students participate in a competency-based, block-scheduled program and work within the guidelines of course syllabi. SRHS students must be at least 16 years of age and not enrolled in any other secondary high school program. In conjunction with meeting state graduation requirements, to receive a SRHS diploma, student must complete the Senior Life Skills (Personal Finance) class and attend SRHS for at least one 9-week grading period. Other credits required for graduation may be transferred from other accredited institutions. Refer to the High School Section 6.0 of the *Student Progression Plan* for further requirements and information.

7.301 Enrollment in Santa Rosa High School

Santa Rosa High School is an educational alternative program designed for students who are unmotivated or unsuccessful in the traditional school setting. Students are identified as potentially dropping out of school based on being retained, high absenteeism, and failing grades. Enrollment windows are open quarterly, pending space availability. Fourth quarter enrollment is limited to students who have the potential to meet all graduation requirements within the current school year. Interest lists are maintained to notify when spaces are available. Enrollment priority, based on school capacity, is given to returning SRHS students, cohort seniors or those beyond their cohort (under the age of 22), with a goal of earning a standard high school diploma.

7.302 Student Participation

Students participating in district dropout prevention programs as prescribed in s. 1003.53 F.S., should be enrolled in courses listed in the basic or vocational sections of the *Florida Course Code Directory*.

7.303 Student Membership Data

Schools are to report student membership data using the appropriate course numbers.

7.304 Grade Classification

Students are to be classified from one grade to the next higher grade in accordance with the minimum credits indicated in the table below. Grade level classifications will be evaluated upon entry to SRHS, at the end of each semester, and at the end of summer.

Credits needed to be classified at the grade level listed:

	24 Credit Option	18 Credit Option
Grade 9	0-4	0-4
Grade 10	5-10	5-9
Grade 11	11-16	10-13
Grade 12	17+	14+
Graduation	24 required credits	18 required credits

7.305 Students Failing to Make Adequate Academic Progress

Students who fail to make adequate academic progress at SRHS or are not realizing their full potential may be recommended for an alternate placement. Various efforts are made to

encourage students to improve their performance before a change of placement is considered; i.e., students may be placed on an academic contract where they receive academic monitoring from teachers and certified school counselors, the ~~parent and family engagement specialist~~ **Title 1 Mentor** makes calls home regarding attendance concerns (for students under 18), the student may be placed on a Progress Monitoring Plan, Truancy Monitoring Plan, and/or Behavior Monitoring Plan. After these options have been explored, and the student continues to show a lack of interest/motivation towards completion of credits in the daytime high school program, the student may be recommended for placement in another program, such as the ABE/GED® program, Adult High School (AHS), or an alternative placement.

8.0 CAREER AND TECHNICAL EDUCATION FOR ADULTS

Student Progression Plan

TABLE OF CONTENTS

8.100 ENTRANCE REQUIREMENTS AND ADMISSIONS

- 8.101 Basic Skills Readiness Test**
 - 8.1011 Basic Skills Exemptions**
- 8.102 Basic Skills Deficiency**
- 8.103 Age Requirements**
- 8.104 Enrollment Date**
- 8.105 Adults with Disabilities**
- 8.106 Ability to Benefit**
- 8.107 English Language Learners (ELLs)**
- 8.108 Denial of Admission**
- 8.109 Proof of Residency**

8.200 COMPLETION OR WITHDRAWAL FROM A PROGRAM

- 8.201 Exit Interview**
- 8.202 Administrative Withdrawal**
- 8.203 Follow-up Survey**
- 8.204 Certificate of Completion**

8.300 PROGRAMS OF STUDY

- 8.301 Continuing Education**
- 8.302 Career and Technical Programs**
- 8.303 Career and Technical Dual Enrollment**
 - 8.3031 Practical Arts Courses that meet the Arts High School Graduation Requirement and Equally Rigorous Credit**
 - 8.3032 Post-Secondary Readiness**

8.400 TUITION, FEES, FINANCIAL ASSISTANCE AND REFUNDS

- 8.401 Payment of Tuition and Fee**
- 8.402 Federal Financial Aid**
 - 8.4021 Free Application for Federal Student Aid (FAFSA)**
 - ~~**8.4022 Federal Supplemental Educational Opportunity Grant (FSEOG)**~~
 - 8.4023 Florida Student Assistance Grant-Career Education (FSAG-CE) and Florida Work Experience Program (FWEP)**
 - 8.40234 Attendance Requirement for Pell Grant**
 - 8.40245 Disbursement of Pell Grant Checks**
- 8.403 Bright Futures Scholarships**
- 8.404 Florida Prepaid**

- 8.405 Veteran's Affairs
- 8.406 Workforce Innovation and Opportunities Investment Act (WIOA)
- 8.407 Vocational Rehabilitation (VR)
- 8.500 ATTENDANCE FOR ADULT STUDENTS
- 8.600 REFUNDS
- 8.700 ACADEMIC SKILLS BUILDING (ASB)
- 8.800 POLICY FOR DROPPING/ADDING CTE PROGRAMS
 - 8.801 Procedure for Adding Programs
 - 8.802 Deletion of a Program
- 8.900 TRANSFER OF CREDIT
 - 8.901 Credits from Another School
 - 8.902 Transfer Between Programs
 - 8.903 Additional Hours Credit
 - 8.904 Foreign Transcripts
- 8.110 EQUITY COMPLIANCE

8.100 ENTRANCE REQUIREMENTS AND ADMISSIONS

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

8.101 Basic Skills Readiness Test

Adult students who enroll in Locklin Technical College programs must take (or meet exemptions criteria) a basic skills readiness test as designated by the Department of Education. The basic skills readiness test is used to assess a student's mastery of basic skills. Fees for basic skills readiness testing may be found in the Locklin Technical College Curriculum Guide and Student Handbook online at www.LocklinTech.com. Basic skills must be achieved before an adult student can receive a certificate as a program completer. Students are expected to test within six (6) weeks of their enrollment date.

8.1011 Basic Skills Exemptions

Students who meet one of the following criteria will be exempt from taking the basic skills readiness test:

- A student who possesses a college degree at the associate level in applied science or higher.
- A student who demonstrates readiness for public post-secondary education pursuant to s.1008.30, F.S. and applicable rules by the State Board of Education.
- A student who passes a state or national industry certification or licensure exam that is identified in State Board of Education rules and aligned to the career education program in which the student is enrolled.
- Is exempt from meeting the required basic skills mastery level per local policy.
- The total program length as indicated in the curriculum frameworks is less than 450 clock hours.

8.102 Basic Skills Deficiency

Adult students not scoring the required score on the basic skills readiness test may continue in their program but are recommended to enroll in Academic Skills Building (ASB) courses to improve their basic skills scores on the basic skills readiness test. Students are expected to test within six (6) weeks and remediate and retest within nine (9) weeks of their enrollment date. Fees for basic skills readiness re-testing may be found in the Locklin Technical College Curriculum Guide and Student Handbook online at www.LocklinTech.com. Please note there is a \$30.00 fee per semester to enroll in any Adult Basic Education course, including [ASB courses](#). [Applied Academics for Adult Students](#).

8.103 Age Requirements

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

8.104 Enrollment Date

Locklin Technical College accepts applications for admission on an open entry basis, except for the Practical Nursing program which admits students in the fall of each year. Registration and start dates are based on space available in the program.

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 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 basic skills readiness test exit criteria may request a waiver. Specific procedures for ADA accommodations and basic skills readiness test waiver are available through Locklin Technical College Exceptional Student Services office.

8.106 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 Technical College'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.

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 Technical College Program.

8.108 Denial of Admission

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

- Falsification of application or registration forms.

- Previous disciplinary actions or misconduct at Locklin Technical College or other educational institutions.
- Any student charged and/or convicted of a crime may be denied admission or administratively withdrawn if such charge or conviction is deemed to put student, faculty, or staff at risk.

Students are 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. Expunged records do not have to be revealed.

8.109 Proof of Residency

A Florida “resident for tuition purposes” is a person who has, or a dependent person whose parent or legal guardian has, established and maintained legal residency in Florida for at least twelve (12) consecutive months preceding the first day of classes of the term for which Florida residency is sought (FL Statutes 1009.21). Students applying to a Florida post-secondary institution must provide two (2) forms of documentation that show proof of residency. Examples of documents that can be used include the following: Florida voter’s registration, Florida driver’s license, Florida identification card, Florida homestead exemption, Florida occupational license, or a transcript from a Florida school dated no later than the prior school year. Non-resident potential students should contact Student Services staff for more information.

8.110 Personalized Education Plan (PEP) Participants

Personalized Education Plan (PEP) participants that apply to Locklin Technical College must meet the requirements for Ability to Benefit. These requirements are set forth in the Student Progression Plan under Section 8.106.

8.200 COMPLETION OR WITHDRAWAL FROM A PROGRAM

8.201 Exit Interview

Program completers are required to complete an exit interview form, complete an interview, including a resume, with the career specialist 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 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 Technical College Curriculum Guide and Student Handbook.
- Violation of the attendance policy as defined in the Locklin Technical College Curriculum Guide and Student Handbook.

8.203 Follow-up Survey

A follow-up survey is conducted each school year on adult students who have completed a program or who withdraw with marketable skills.

8.204 Certificate of Completion

An adult student will be eligible to receive a full program completion certificate after: mastering all program competencies as required by Florida Department of Education; participating in an exit interview with Locklin Technical College's Career Specialist; demonstrating mastery of basic skills or meet exemption criteria for the basic skills readiness test; and satisfying all financial obligations to the school (fees, books, equipment, tools, etc.). A copy of the certificate will be kept in the student's file in the Student Services office.

Please note: Enrollment and completion of healthcare programs is not a guarantee of obtaining Florida Department of Health licensure as a Licensed Practical Nurse or Certified Nursing Assistant. It is understood by the applicant that program performance, state testing, and other criteria, including, but not limited to, those disqualifying offenses listed in SS. 435.04, FLA. STAT., may prevent or limit the applicant's ability to participate in the required training or meet other requirements for such state licensure

8.300 PROGRAMS OF STUDY

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 Technical College.

8.302 Career and Technical Programs

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

8.303 Career and Technical Dual Enrollment

Florida Statute 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.

Students enrolled in grades 6-12, who meet the eligibility requirements as outlined in the Career Education Dual Enrollment Articulation between the Santa Rosa County School District and Locklin Technical College are eligible to enroll in post-secondary programs leading to industry certification, as listed in the CAPE Post-secondary Industry Certification Funding List pursuant to section(s.) 1008.44, Florida Statutes (F.S.). In addition, students may enroll in Career Early Admissions, a form of Career Education Dual Enrollment through which eligible secondary students enroll full-time in an eligible program of study at Locklin Technical College. 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.

In addition, students must meet the required scores or meet exemption criteria set by the FLDOE in Rule6A-10.0315 to demonstrate post-secondary readiness 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 participating in dual enrollment are exempt from the payment of registration, tuition, and laboratory fees.
- Both secondary and dual enrollment students must maintain a 70% average in each course and attend 70% of the scheduled hours for the semester for continued enrollment in the program at the District's Technical College.

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

8.3031 Practical Arts Courses That Meet the Arts High School Graduation Requirement and Equally Rigorous Credit

For the secondary CTE courses that have been identified as satisfying the fine or performing arts high school graduation requirements (s.1003.4282(3)(e), Florida Statutes), the equivalent postsecondary CTE course will also satisfy that requirement. CTE secondary courses may be identified in the Florida Course Code Directory as being Equally Rigorous and count as a high school science or math credit (Student Progression Plan Section 6.401).

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.

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.

8.400 TUITION, FEES, FINANCIAL ASSISTANCE AND REFUNDS

8.401 Payment of Tuition and Fees

Adult students are required to pay tuition and fees prior to program start date. Students receiving financial aid may be granted a tuition and fees deferment. Tuition and fees information is outlined in Locklin Technical College's current Curriculum Guide and Student Handbook available at www.LocklinTech.com and in Student Services. Tuition and fees are assessed each semester and may be prorated based on the student's date of enrollment. Students must register prior to the beginning of each year. Adult student enrollment will terminate on the last day of the program of enrollment. Additional program related costs may include lab fees, industry

certification testing, uniforms, background checks and drug testing. Students who do not verify Florida residency will be assessed non-resident course fees.

8.402 Federal Financial Aid

Federal Financial Aid is designed to assist adult students who are in need of monetary assistance for career and technical training. A financial aid counselor is available to assist students.

8.4022 Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal Supplemental Educational Opportunity Grant (FSEOG) assists Pell Grant students with exceptional financial need.

8.4023 Florida Student Assistance Grant-Career Education (FSAG-CE)

Florida Student Assistance Grant-Career Education (FSAG-CE) and may be awarded to eligible students pending state budget approval. The Financial Aid Counselor will have more information on these programs after school begins.

8.4024 Attendance Requirement for Pell Grant

Attendance directly affects whether or not a student receives a Pell disbursement each semester. Minimum attendance hours must be met in order to earn tuition assistance. Adult students earn their Pell Grant award through continuous enrollment without interruption.

8.4025 Disbursement of Pell Grant Checks

Disbursement dates for Pell Grant checks are scheduled based on a student's scheduled attendance hours. Checks not picked up within 30 days may be cancelled and payment forfeited. The amount and disbursement date of student financial aid is contingent on the actual number of hours (in-class time) a student has attended. Disbursements are made according to the defined payment periods for each program and the individual needs of each student.

8.403 Bright Futures Scholarships

Bright Futures Scholarships are accepted as tuition payment.

8.404 Florida Prepaid

Florida Pre-paid is accepted as tuition payment.

8.405 Veteran's Affairs

Veteran's information funding is available and most programs are approved for veterans to receive benefits for full or part-time enrollment. Satisfactory progress requires the student to maintain an average grade of "C" or better in each course and acceptable performance in a program and to complete their studies within an approved amount of time in order to continue benefits. VA students who, for any reason, miss more than 20% of the total scheduled hours in a calendar month are considered to be in violation of the attendance policy. A VA student is expected to maintain acceptable performance so that he/she will complete the program within the number of training hours approved by the state approving agency.

8.406 Workforce Innovation and Opportunities Act (WIOA)

Workforce Innovation and Opportunities Act (WIOA) funding assists individuals who are economically disadvantaged and displaced.

8.407 Vocational Rehabilitation (VR)

Vocational Rehabilitation (VR) provides assistance to those applicants demonstrating physical and possible financial need for vocational retraining. Once eligibility for this program is established, a variety of services are available which may include funding for training, formal or vocational counseling, and placement assistance. Successful return to employment is the goal for all rehabilitation clients served by this program.

8.500 ATTENDANCE FOR ADULT STUDENTS

Attendance for adult students is recorded as excused or unexcused. Students may be withdrawn after missing six (6) consecutive days or exhibiting a pattern of absences. 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 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 Technical College 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 or 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.

8.700 Academic Skills Building (ASB) Courses

ASB 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 basic skills readiness test scores may concurrently enroll in their program of choice and ASB remediation courses to

improve basic skills. Cost to attend ASB for both Florida residents and non-Florida residents is \$30 per semester.

8.800 POLICY FOR DROPPING/ADDING CTE PROGRAMS

8.801 Procedure for Adding Programs

Locklin Technical College follows the state, local, and Council on Occupational Education (COE) policies in regard to adding or dropping programs. The need for a program is identified by labor market surveys, business/industry needs, or request of the advisory committee. The program request is approved by the Director of Workforce Education. Notification is sent to the accrediting agency, Council on Occupational Education. Updates on all programs are reported annually to the Department of Education and COE.

8.802 Deletion of a Program

A program may be deleted by the by following the same guideline as adding programs when it has been determined that the program is an unnecessary duplication or is not meeting the needs of the labor market.

8.900 TRANSFER OF CREDIT

8.901 Credits from Another School

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

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 Additional Hours Credit

Students entering Career and Technical Education certificate programs may be eligible to receive additional hour's 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 hour's 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 hour's 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>
Air Conditioning, Refrigeration and Heating Technology	Articulates to	Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R) 1
Automotive Maintenance and Light Repair	Articulates to	<u>Master</u> Automotive Service Technology I
Computer Systems & Information Technology	Articulates to	Computer Systems & Information Technology
Culinary Arts	Articulates to	Professional Culinary Arts & Hospitality
Electricity	Articulates to	Electricity
Welding Technology Fundamentals	Articulates to	Welding Technology

8.904 Foreign Transcripts

Students with foreign transcripts are responsible for obtaining their own translation/evaluation which must be completed by an approved outside agency. Students should note that a translation of their foreign transcript alone is not sufficient; their educational records must be evaluated and certified “as being the equivalent to a secondary and/or postsecondary education in the United States”.

8.110 EQUITY COMPLIANCE

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

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.

9.0 VIRTUAL INSTRUCTION PROGRAMS

Student Progression Plan

TABLE OF CONTENTS

9.100 ELIGIBILITY

9.101 Full-time Open Enrollment

9.102 Full-time Enrollment

9.1021 Santa Rosa Online, a franchise of Florida Virtual School

9.1022 Stride K12, Inc. (formerly known as Fuel Education)

9.103 Part-time Enrollment

9.1031 Elementary School

9.1032 Middle School

9.1033 High School

9.104 Hybrid Enrollment

9.105 Grace Period Deadline

9.106 Participation in Extracurricular Activities

9.107 Off Campus Virtual

9.200 PROGRAMS OF STUDY

9.300 VIRTUAL OPTIONS

9.301 Florida Virtual School

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

9.303 Edgenuity Credit Recovery

9.400 STATE ASSESSMENTS

9.401 Progress Monitoring

9.500 GRADUATION

9.501 Semester/Segment Credit

9.502 Diploma

9.600 HOME EDUCATION

9.601 Eligibility

9.602 Admission

9.603 Programs of Study

9.604 State Assessments

9.605 Graduation

9.700 EXCEPTIONAL STUDENT EDUCATION (ESE)/SECTION 504 PLANS

9.701 Eligibility

9.702 Admission

9.703 Accommodations

9.704 Assessment

9.800 ATTENDANCE AND TRUANCY

9.100 ELIGIBILITY

Santa Rosa County students enrolled in Grades ~~KG~~6-12 may participate in part-time or full-time virtual learning opportunities. See Sections 4.100, 5.100, 6.100 of the *Student Progression Plan* for general admissions policies. ^(OB)

9.101 Full-time Open Enrollment

Open enrollment for full-time virtual learning opportunities will take place from April 15 through July 31 prior to the start of the school year, with late registration continuing through the end of the first two (2) weeks of the school year if space is available. Parents of students interested in participating in a full-time virtual instruction program must contact Santa Rosa ~~Blended~~ Academy at 850-981-7860 no later than the conclusion of the open enrollment period.

Open Enrollment for full-time students in a virtual instruction program will not be available for the second semester. However, consideration will be given to Santa Rosa County students in Grades ~~KG~~ 6 -12 who meet the following requirements and request a transfer from their brick-and-mortar school to Santa Rosa Online Academy at the beginning of the second semester and who enroll in our full-time program as a franchise of Florida Virtual School (see Section 9.1021):

2.75 cumulative GPA or higher;

Passing/proficient level on previous year's/most current state testing data;

Fewer than 10 absences (excused and unexcused) in the first semester; and

School counselor approval

9.102 Full-time Enrollment

Santa Rosa County Students who satisfy the admissions policies as outlined in Sections 4.100, 5.100 and/or 6.100 of the Student Progression Plan may enroll as a full-time student in Santa Rosa Online Academy through its partnerships with Florida Virtual School (Grades ~~KG~~ 6-12) or ~~Stride K12, Inc. (formerly known as Fuel Education) (Grades KG-12)~~. Santa Rosa Online students have 10 school days for the drop/add period to make schedule changes. Santa Rosa Online Academy is the public virtual school for the Santa Rosa School District. It follows the board approved school district calendar.

9.1021 Santa Rosa Online, a franchise of Florida Virtual School

Santa Rosa County students who satisfy the admissions policies as outlined in Sections 4.100, 5.100 and/or 6.100 of the Student Progression Plan may enroll as a full-time student in Santa Rosa Online through its partnership with Florida Virtual School (Grades ~~KG~~ 6-12). Full-time students in Santa Rosa Online Academy, through its partnership with Florida Virtual School, are considered public education students and will be subject to the same promotion and/or graduation requirements as that of a student in a brick-and-mortar school. Unless courses are not available through Santa Rosa Online, full-time students in this program must take their courses through Santa Rosa Online rather than directly through Florida Virtual School.

9.1022 ~~Stride K12, Inc. (formerly known as Fuel Education)~~

~~Pursuant to F. S. 1002.455, Santa Rosa County students who satisfy the admissions policies as outlined in Sections 4.100, 5.100 and/or 6.100 of the *Student Progression Plan*~~

may enroll as a full-time student in Santa Rosa Online through its partnership with Stride K12, Inc. (formerly known as Fuel Education) (Grades KG-12). Full-time students in Santa Rosa Online, through its partnership with Stride K-12, Inc., are considered public education students and will be subject to the same promotion and/or graduation requirements as that of a student in a brick-and-mortar school.

9.103 Part-time Enrollment

9.1031 Elementary School

As a part of the school day, students in Grades KG-5 may take one (1) virtual courses through Santa Rosa Online, provided that the student has school counselor approval for the course, the student has completed the pre-requisite courses, and the school has student stations available.

Students who scored a Level 4 or 5 on the previous school year's FAST ELA or Mathematics assessment will have the opportunity to take online accelerated courses through Santa Rosa Online during the school year.

Elementary school students may take online enrichment courses during the summer (art, music, technology and Spanish).

9.1032 Middle School

As a part of the school day, students in Grades 6-8 may take a hybrid schedule with two (2) courses through Santa Rosa Online, provided that the student has school counselor approval for the courses, the student has completed the pre-requisite courses, and the school has student stations available. Above and beyond the six (6) courses taken during the school day and/or during the summer, students may take one (1) additional online course provided that the student has school counselor approval.

9.1033 High School

As a part of the school day, students in Grades 9-12 may take one or more courses through Santa Rosa Online, the district franchise of Florida Virtual School, or other virtual providers as outlined in Section 9.300, provided that the student has school counselor approval for the course, the student has completed the pre-requisite courses, and the school has student stations available. Above and beyond the six (6) courses taken during the school day and/or during the summer, students may take an additional online course or courses provided that the student has school counselor approval.

The following schedule is recommended for a high school student wishing to take a combination of brick and mortar classes and online classes during the school day:

9th Grade: Five (5) classes at the brick and mortar school, one (1) online class.

10th Grade: Four (4) classes at the brick and mortar school, two (2) online classes.

11th Grade: Three (3) classes at the brick and mortar school, three (3) online classes.

12th Grade: One (1) class at the brick and mortar school, five (5) online classes.

Additionally, students who opt to take a virtual class via a hybrid schedule must have a minimum of 3.0 unweighted GPA.

9.104 Hybrid Enrollment

Students requesting to participate in a hybrid schedule are taking two or more virtual courses as part of their six required courses. Parents of hybrid students should contact their student's brick-and-mortar counselor no later than ten days after the semester begins. Students are expected to finish their virtual courses in accordance with the board approved district calendar. Transportation to and from school is the responsibility of the parent depending on the time of day the student will need to enter or exit his or her brick-and-mortar school. Please refer to 9.107 Off Campus Virtual. **Ninth (9th) graders may take 1 course. Tenth (10th) graders may take 2 courses. Eleventh (11th) and twelfth (12th) graders may take 3 or more courses. Hybrid students MUST sign a contract acknowledging deadlines and cut-off dates for their courses.**

9.105 Grace Period Deadline

Students who take one or more virtual classes on a part-time or full-time basis must complete assignments according to the pace chart for each virtual class during the 28-day grace period. Students who fail to maintain pace will be at risk of being withdrawn from the class or classes at the conclusion of the 28-day grace period. A full-time student who remains in the full-time program past the 28-day grace period must remain in the program until the end of the semester or transfer to Home Education to finish the course credit unless the student moves out of district or withdraws to go to private school.

9.106 Participation in Extracurricular Activities

Students enrolled in a full-time virtual program may participate in any interscholastic extracurricular activity (ROTC, Band, Chorus, and Drama) at the public school to which the student would be assigned according to district school board attendance area policies, pursuant to district or inter-district controlled open enrollment policies. Students may not participate in an extracurricular club or activity that operates as an extension of a brick-and-mortar class that the virtual student does not attend.

9.107 Off-Campus Virtual

Students who opt to take a virtual class off-campus must have a minimum of 3.0 GPA. Each (9) nine weeks students are expected to be on pace. Students who are not on pace at each nine (9) weeks will be enrolled in their on-campus virtual lab class during that same time period. This option is only available during 1st or 6th period. A student enrolled in 1st semester who is not on pace, will be required to take 2nd semester face-to-face at their brick-and-mortar school.

9.200 PROGRAMS OF STUDY

See Section 4.200 (Elementary School), 5.200 (Middle School), and/or 6.200 (High School) of the Student Progression Plan for general information regarding programs of study for the appropriate school grade level.

9.300 VIRTUAL OPTIONS

9.301 Florida Virtual School

Through its partnership with Florida Virtual School (www.flvs.net), Santa Rosa Online offers online courses to part-time and full-time students in Grades ~~KG~~ 6-12. Full-time students taking

FLVS classes through Santa Rosa Online must complete these classes during the calendar school year.

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

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

9.303 Edgenuity Credit Recovery

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

9.400 STATE ASSESSMENTS

Pursuant to s. 1008.22, public education students receiving full-time instruction in Santa Rosa Online Academy, through its partnerships with its virtual providers, are required to take the appropriate state assessments according to their enrolled grade. **All state assessments will take place at Santa Rosa Online, on Locklin Technical College campus or another district designated location.** Parents of full-time Santa Rosa Online Academy students are required to provide transportation to all assessments. Full-time Santa Rosa Online Academy students who fail to take an assessment will not be permitted to enroll in SROA the following school year. Students receiving part-time instruction through one of our virtual providers are required to take state assessments through their school of enrollment in Santa Rosa County. It is recommended that students communicate the need for an assessment with their counselor.

9.401 Progress Monitoring

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

Public school students receiving full-time instruction in ~~kindergarten through grade~~ **grades 6 through** 12 by the Florida Virtual School must take all statewide assessments required pursuant to s. 1008.22 and participate in the coordinated screening and progress monitoring system (CSPM) or FAST under s. 1008.25(8). Unless an alternative testing site is mutually agreed to by the Florida Virtual School and the school district or as contracted under s. 1008.24, all industry certification examinations, national assessments, progress monitoring under s.1008.25(8), and statewide assessments must be taken at the school to which the student would be assigned according to district school board attendance areas. A school district must provide the student with access to the school's testing facilities and the date and time of the administration of progress monitoring and each examination or assessment. Each student enrolled in a virtual instruction program or virtual charter school must: Take statewide assessments pursuant to s. 1008.22 and participate in the coordinated screening and progress monitoring system (CSPM) or FAST under s. 1008.25(8). The district's testing facilities must be made available to the student.

9.500 GRADUATION

See Sections 6.400 of the *Student Progression Plan* for general information regarding graduation from high school. **Seniors must complete ALL coursework and exams by the last day of senior exams to graduate.**

9.501 Semester/Segment Credit

Semester credit (referred to as segment credit in the online world) will be awarded on a one-half credit earned basis for students who earn a 60 or higher in the online segment of a course.

9.502 Diploma

Full-time public education students enrolled in Santa Rosa Online Academy will be awarded a Santa Rosa Online Academy diploma if students meet ~~if students meet~~ all graduation requirements as stipulated in Section 6.400 of the *Student Progression Plan*. Diplomas will not be awarded to home education students. (See Section 9.600 of the *Student Progression Plan*, see section 10.302)

9.600 HOME EDUCATION

9.601 Eligibility

Home education students in Grades KG - 12 may take one or more online courses through the partnership of Santa Rosa Online and Florida Virtual School ~~during the calendar school year or~~ directly through Florida Virtual School, which operates year-round. ~~Home education students are not eligible to participate in Stride K12, Inc. (formerly known as Fuel Education).~~

9.602 Admission

A student not enrolled as a public education student in a district brick and mortar school, Santa Rosa Online Academy, or a private school in Santa Rosa County must register as a home education student by filing an intent to **establish and maintain a home education program** ~~home school~~ with **Santa Rosa Blended Academy** ~~the Office of Alternative Academics Programs~~. Home education students may take courses through Florida Virtual School. If a home education student is considering enrolling or re-enrolling in a public school, he or she must complete the current semester/segment in his or her online courses in order to receive credit for them.

9.603 Programs of Study

Since home education students are considered non-diploma seeking students in the school district, decisions regarding programs of study fall under the purview of the custodial parent or guardian and in compliance with the regulations associated with home education.

9.604 State Assessments

Home education students are not required to take state assessments but do have the option of doing so. Students taking an EOC course through FLVS will have to take the EOC in order to obtain a credit since FLVS is a public school. 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 1st of the school year in order for ~~The~~ **Santa Rosa** Blended Academy to make adequate arrangements for testing.

9.605 Graduation

Students electing to participate in [a home education program](#) as their school choice will not receive a diploma from Santa Rosa County School District.

9.700 EXCEPTIONAL STUDENT EDUCATION (ESE)/SECTION 504 PLANS

9.701 Eligibility

Students with IEPs/504 Plans who meet the requirements outlined in Section 9.100 of the *Student Progression Plan* are eligible to take online classes.

9.702 Admission

An IEP/504 Plan team, including parents, the school counselor, the Santa Rosa Online Academy counselor, and an ESE liaison, will meet to determine ESE/504 services appropriate to meet the individual student's needs, giving careful consideration to the appropriateness of an online program as the best choice for a particular student's educational success.

9.703 Accommodations

Many accommodations designated on an IEP/504 Plan occur naturally in an online program (i.e., one-to-one instruction, extra time to complete assignments/tests, flexible schedule, breaking long assignments into shorter sections). However, certain accommodations/modifications may not be allowed (i.e., modification to curriculum, reduced expectations for mastery, adjusted reading level) because of the nature of the online curriculum.

9.704 Assessment

Unless otherwise stipulated in the IEP or 504 Plan, students receiving ESE and/or 504 services are required to take the appropriate state assessments according to their enrolled grade level.

9.800 ATTENDANCE AND TRUANCY

Students enrolled in virtual schools and programs are required to meet compulsory attendance. S. 1002.45, F.S. specifies that students must meet compulsory attendance requirements. S. 100327, F.S., requires that the parent be responsible for regular attendance in school. This means attendance must be taken for virtual students, and these students have the same guidelines related to truancy as do students in brick and mortar schools. Attendance is determined by the pacing chart and its correlation with assignments posted for a given week. Additionally, taking attendance is mandatory and must be recorded on a regular and ongoing basis. Santa Rosa Online examines participation metrics such as student login data, lessons, assignments, projects and assessments completed, email and phone logs, and student participation in discussion-based assessments, live lessons, discussion boards, blogs, virtual school field trips, etc. Virtual schools must maintain auditable attendance records and provide attendance information to school districts for state required reporting.

10.0 HOME EDUCATION STUDENT PROGRESSION PLAN

TABLE OF CONTENTS

10.100 DEFINITION OF HOME EDUCATION

- 10.101 Definition of Home Education**
- 10.102 Establishing a Home Education Program**
 - 10.1021 Notice of Intent**
 - 10.1022 Portfolio**
 - 10.1023 Portfolio Review**
 - 10.1024 Annual Evaluation**
 - 10.1025 Portfolio Retention**
 - 10.1026 Letter of Termination**

10.200 ENROLLING INTO HOME EDUCATION

- 10.201 Withdrawal from Public School**
- 10.202 Intent to Home Educate**
- 10.203 Proof of Residency**
- 10.204 Submission of Intent Form**
- 10.205 Acceptance of Intent to Home Educate**
- 10.206 Home Education Records**
- 10.207 Withdrawal from Home Education**

10.300 CURRICULA OF STUDENTS IN HOME EDUCATION

- 10.301 Course of Study**
- 10.302 Diploma**
- 10.303 Virtual School and Students in Home Education**

10.400 ESE SERVICES AND HOME SCHOOL STUDENTS

- 10.401 Students with Suspected Disability**
- 10.402 IEP (Individualized Education Plan)**
- 10.403 IEP and ESE Services**

10.500 ATTENDANCE AND TRUANCY

10.600 EXTRACURRICULAR ACTIVITIES AND STUDENTS IN HOME EDUCATION

- 10.601 Elementary Students**
- 10.602 Secondary Students**
- 10.603 Home School Eligibility for Athletics**
 - 10.6031 Registration in Home Education**
 - 10.6032 Participation**
 - 10.6033 EL7 Form**
 - 10.6034 EL7V Form**
 - 10.6035 County Registration**
 - 10.6036 GPA Requirements**
 - 10.6037 Residence Zoned School**
 - 10.6038 Courses**

- 10.604 Part A – Florida Virtual School/District Virtual School
- 10.605 Part B – Dual Enrollment
- 10.606 Part C – Other Locations and Services
 - 10.6061 Correspondence Schools
 - 10.6062 Online Services
 - 10.6063 Private Schools
- 10.700 MAINTAINING A HOME EDUCATION PORTFOLIO
 - 10.701 Home School Portfolio
 - 10.702 Definition of Portfolio
 - 10.703 Inspection of Portfolio
 - 10.704 Portfolio Reviews- Attendance Concerns
 - 10.705 Failure to Maintain a Portfolio
- 10.800 ANNUAL EVALUATIONS OF HOME SCHOOL STUDENTS
 - 10.801 Submission of Evaluations
 - 10.802 Annual Evaluation Requirement Options
 - 10.8021 Evaluation by Florida Certified Teacher
 - 10.8022 Nationally-Normed Achievement Test
 - 10.8023 State Student Assessment Test
 - 10.8024 Psychological Evaluation
 - 10.8025 Measurement Tool Approved by District
 - 10.803 Virtual School Transcript
 - 10.804 Failure to Submit a Timely Annual Evaluation
 - 10.805 Failure to Demonstrate Educational Progress
- 10.900 RETURNING/ENROLLING INTO A PUBLIC SCHOOL FROM HOME SCHOOL
 - 10.901 Parent/Guardian Responsibility to Home School Department
 - 10.902 Parent/Guardian Responsibility to Receiving School
 - 10.9021 Requirements for Receiving School
 - 10.9022 Grade Placement Criteria
 - 10.903 Returning to Public School from a Home Education Program
 - 10.9031 Grades 7-12 Requesting Course Credits
 - 10.9032 Home Education Course Credits
 - 10.9033 Alternative Validation Procedures
 - 10.9034 Earning a Diploma
 - 10.904 Students Completing High School in a Home Education Program
 - 10.9041 Diploma Options
 - 10.905 Transfer of High School Credits
 - 10.906 Request for High School Credit

10.100 DEFINITION OF HOME EDUCATION

10.101 Definition of Home Education

Section 1002.01, F.S., defines home education as the sequentially progressive instruction of a student, directed by his or her parent or guardian, in order to satisfy the requirement for compulsory education as defined in Section 1002.20, F.S. Current law does **not** prescribe a curriculum or course of study for home education programs.

10.102 Establishing Home Education Program

As required by Section 1002.41, F.S., to establish a home education program and maintain compliance with the statute, a parent must complete the following actions:

10.1021 Notice of Intent

As required by s. 1002.41, F.S., to establish a home education program, a parent or guardian must submit a written notice of intent to home educate to the Superintendent or designee.

10.1022 Portfolio

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

10.1023 Portfolio Review

The home education portfolio shall be made available for review by the Superintendent or a designee upon a 15-day notice.

10.1024 Annual Evaluation

An annual educational evaluation of the student's academic progress shall be provided to the Superintendent or designee.

10.1025 Portfolio Retention

The student's home education portfolio shall be preserved for two (2) years

10.1026 Letter of Termination

To maintain when a student has changed their school choice option or has completed the program, a notification of termination shall be submitted to the Superintendent or designee. As required by s. 1002.41, F.S., to maintain compliance, a parent or guardian must submit a Letter of Termination and an annual evaluation to the district, upon completion of the home education program.

10.200 ENROLLING INTO HOME EDUCATION

10.201 Withdrawal from Public School

Parent/guardian withdraws student from current school and advises school of intent to home educate.

10.202 Intent to Home Educate

This form is available through the ~~Alternative Academic Program Home Education~~ website, <https://www.santarosa.k12.fl.us/hep/> <https://santarosaschools.org/en-us/home-education-2edb26df>

10.203 Proof of Residency

Proof of Residency is only required when the home education student utilizes a district service such as Dual Enrollment, FLVS Flex, or extracurriculars at the zoned public school. This would be a document or **photocopy** showing your name and your home address in Santa Rosa County. Examples include utility bills, bank statements, insurance policies, pay stubs, or government documents. (Post office boxes are not sufficient) A driver's license is NOT acceptable.

10.204 Submission of Intent Form

Parent/guardian submits "Intent to Establish a Home Education Program" form to the Santa Rosa Blended Academy.

10.205 Acceptance of Intent to Home School

Upon acceptance of "Intent to Establish a Home Education Program" form, the Santa Rosa Blended Academy advises student's previous school and student is transferred into home education department.

10.206 Home Education Records

Santa Rosa Blended Academy maintains a student's home education file; the student's cumulative file remains at the previous school.

10.207 Withdrawal from Home Education

If a parent/guardian withdraws a student from a Santa Rosa County School and notifies the school they are home educating the student **yet does not submit** the "Intent to Establish a Home Education Program" form to Santa Rosa Blended Academy, the following applies: After three (3) school days of non-attendance or non-submission, Santa Rosa Blended Academy will attempt to contact the parent by phone and/or registered letter.

A. **If the parent/guardian is reached**, the intent to educate the student will be determined. Parent/guardian will be advised of truancy laws and policies. If the parent or guardian does **not** submit the "Intent to Establish a Home Education Program" form to Santa Rosa Blended Academy office or return to the traditional school within two (2) school days, **Santa Rosa Blended Academy will advise the previous school to change the withdrawal code.**

B. **If the parent/guardian cannot be reached, Santa Rosa Blended Academy will inform the previous school to change the withdrawal code.**

Santa Rosa Blended Academy will initiate truancy procedures for items "A" and "B" by either advising the previous school or by filing a social worker referral.

C. A senior who withdraws to be home educated and re-enrolls in Santa Rosa County District Schools must do so at the Santa Rosa Adult High School. However, in situations involving exceptional education students, the IEP Team may convene to determine grade placement.

10.300 CURRICULA OF STUDENTS IN HOME EDUCATION

10.301 Course of Study

Florida law does **not** prescribe a curriculum or course of study for home education programs. **It is the sole responsibility of the parent/guardian to:**

- a. Select appropriate educational materials,
- b. Maintain a comprehensive portfolio (See Section 10.700), *and*

- c. Provide timely annual evaluation results in accordance with Florida Statutes to the home education office (See Section 10.800).

10.302 Diploma

Home education students, whether or not they take online classes, **do not receive diplomas** from the Santa Rosa County School District.

10.303 Virtual School and Students in Home Education

See Section 9.600

10.400 ESE SERVICES AND HOME EDUCATION STUDENTS

10.401 Students with Suspected Disability

The Santa Rosa County School District will provide evaluations for home education students whose parents/guardians suspect their child may have a disability. This service is provided through ~~the Child Find office located at the Douglas A. Dillon Administrative Center. ???~~ contacting the school counselor at the Home Education Office.

10.402 IEP (Individual Education Plan)

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

10.403 IEP and ESE Services

Home education students with IEPs are not provided ESE services by the Santa Rosa County School District. This includes gifted support. The home education parent/guardian assumes **complete** responsibility for the education of the student. This includes all accommodations and services the school district would provide if the student were enrolled in a public school.

10.500 ATTENDANCE AND TRUANCY

Students enrolled in virtual schools and home education programs are required to meet compulsory attendance. S. 1002.45, F.S. specifies that students must meet compulsory attendance requirements. S. 1003.27, F.S. requires that the parent be responsible for regular attendance in school. This means attendance must be taken for virtual students, and these students have the same guidelines regarding truancy as students in brick-and-mortar schools. Additionally, taking attendance is mandatory and must be recorded on a regular and ongoing basis. Although the parent or learning coach may log attendance on a daily or hourly basis using their individual accounts, the online teachers and virtual school administrators are responsible for student attendance records and for monitoring and reporting attendance. They do this by examining participation metrics such as student login data, lessons, assignments, projects and assessments completed, email and phone logs, and student participation in discussion-based assessments, live lessons, discussion boards, blogs, virtual school field trips, etc. Virtual schools must maintain auditable attendance records and provide attendance information to school districts for state required reporting.

S.1003.26, F.S., identifies that the School Superintendent is the person responsible for the promotion and enforcement of "regular school attendance" of all school-age students in the district and for supporting the school attendance efforts of local law enforcement agencies.

“Regular school attendance,” as defined in s. 1003.01(13), F.S., is attendance in one of the following: a public school; a parochial, religious or denominational school; a private school; or a **home education** or private tutoring program, provided the program meets state requirements. Policies and procedures for home education require the reporting of home education students with patterns of non-attendance to the district Superintendent as necessary to implement provisions required in s. 1003.26(1)(f)1, F.S. The parent and guardian must also be referred to a home education review committee composed of members pursuant to s. 1003.26(1)(f)1, F.S. If a student who has been found to exhibit a pattern on non-attendance in the public-school system enrolls in a home education program, the district School Superintendent must provide the parent or guardian with a copy of the home education law, s.1002.41, F.S., and the accountability requirements of s.1003.26(1)(f)1, F.S. The parent and guardian must also be referred to a home education review committee composed of members pursuant to s.1003.26(1)(f)1, F.S.

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

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

If the parent of a student who has been found to exhibit a pattern of non-attendance and who has been enrolled in home education fails to provide a portfolio for review by the committee, the committee must notify the Superintendent of Schools who must then terminate the home education program and require the parent to enroll the student in an attendance option provided under s.1003.01(13)(a),(b),(c), or (e),F.S., within three (3) days. Failure of the parent or guardian to enroll a student in an attendance option after termination of a home education program constitutes noncompliance with the compulsory attendance requirement and may result in criminal prosecution of the parent under s.1003.27(2), F.S., s.1003.26(2), F.S., states the parent or guardian shall not be eligible to re-enroll the child for 180 calendar days.

If a student subject to compulsory school attendance 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, 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).

The district School Superintendent must provide the Department of Highway Safety and Motor Vehicles the legal name, sex, date of birth, and social security number of each minor student who has been reported under this paragraph and who fails to otherwise satisfy the requirements of s.322.091. The Department of Highway Safety and Motor Vehicles may not issue a driver's license or learner's driver's license and shall suspend any previously issued driver's license or learner's driver's license of, any such minor student, pursuant to the provisions of s.322.091.

10.600 EXTRACURRICULAR ACTIVITIES AND STUDENTS IN HOME EDUCATION

10.601 Elementary Students

Students in Grades K-5 enrolled with the district as home education students are not eligible to participate in extra-curricular interscholastic activities at the student's school of residence as established by the school district's attendance zones.

Home education students shall be afforded the same opportunity as public-school students to participate in any extracurricular interscholastic activity associated with their zoned school. The terms extracurricular interscholastic activity and extracurricular activity are interchangeable for this purpose.

10.602 Secondary Students

Students in Grades 6-12 enrolled with the district as home education students are eligible to participate in extra-curricular interscholastic activities at the student's school of residence as established by the school district's attendance zones. In order for a secondary home-educated student to be eligible to participate, each of the following requirements must be met:

- A. The student must meet all requirements of the home education program as described in Section 10.100.
- B. The parents/guardians of the home education student must certify to the Principal that the student meets the minimum Grade Point Average (GPA) as prescribed in Article 9.2.2.1.1 FHSAA bylaws and has passed each class for which he or she is enrolled for each grading period to coincide with the school's grading periods.
- C. The home education student must meet the same standards of acceptance, behavior, and performance required of other students participating in the extracurricular activity.
- D. The home education student must register with the school with his or her intent to participate as a representative of the school prior to the beginning date of the season for the activity in which participation is requested.
- E. The home education student must certify, by a physical examination performed by a physician and recorded on the "Santa Rosa County School's Athletic Participation Screening Form," their fitness to participate in the extracurricular activity. Proof of medical insurance must also be certified on this form.
- F. A home education student will not be eligible to participate in interscholastic activities at a district school if the student is under discipline sanctions from any other public, private, or parochial school, in or out of the State of Florida.
- G. Home education students shall be afforded the same opportunity as public-school students to participate in any interscholastic extracurricular activity associated with their zoned

school. The terms extracurricular interscholastic activity and extracurricular activity are interchangeable for this purpose.

10.603 Home School Eligibility for Athletics

10.6031 Registration in Home Education

Students must be registered with the home education office of the district in which they reside.

10.6032 Participation

Students may only participate at the school they would attend if they were enrolled in a public school.

10.6033 EL7 Form

The student must complete and submit a separate registration form (EL7 Form) to the zoned school's athletic director by the established deadline.

10.6034 EL7V Form

The Verification Form (EL7V) must be completed and signed by the district's home education director and dated the current school year.

10.6035 County Registration

The original date of the registration with the county is prior to the first day of school for the current school.

10.6036 GPA Requirements

If the student is a first semester 6th or 9th grader OR if in Grades 6-8, the previous semester's GPA should be > 2.0 OR for Grades 9-12, the cumulative GPA should be > 2.0.

10.6037 Residence Zoned School

The school must be the public school the student is zoned to attend.

10.6038 Courses

- A. Based on current courses in Section B of the EL7 For, if >50% are being taught *solely* by the parent, **the student is eligible - submit EL13S Form or**
- B. Based on current courses in Section B of the EL7 Form, if <50% is from a single public or FHSAA private school, the student is eligible (*If not, the student is only eligible at that public or FHSSA private school- submit EL 13S Form*) **or**
- C. Based on current courses in Section B of the EL7 Form, if <50% is from Florida Virtual School or a School District Virtual School, if the student is eligible (*If not, see Part B below*) **or**
- D. Based on current courses in Section B of the EL7 Form, if <50% is through dual enrollment at a college or university, the student is eligible (*If not, see Part C below*) **or**
- E. Based on current courses in Section B of the EL7 Form. if <50% is from all other locations or services, the student is eligible. (*If not, see Part D below*)
- F. If items B, C, D, and E above are all correct, **the student is eligible- submit EL13S Form.**

10.604 Part A – Florida Virtual School/District Virtual School

1. If the form indicates 100% FLVS or District VS, the student must be enrolled in FLVS FT (FLVS Full- Time) through Connections Academy. If so, the student is eligible as a FLVS-FT Public Program student. Submit EL13S Form.
2. If the number is greater than or equal to 50%, the parent must submit the FLVS “Cumulative Academic Report.”
From the report:
 - A. “A” **must** indicate “home schooled...” followed by the name of the county in which the student resides.
 - B. “B” **may** indicate Florida Virtual School or the District Virtual School name.
 - C. “C” will list the courses the student has requested or is currently enrolled.

The second column, “Virtual School Name,” **must** indicate “FLVS” in a majority of the courses. If so, then the student is eligible, Submit the EL13S Form. If not, the school must call the FHSAA.

10.605 Part B – Dual Enrollment

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

10.606 Part C – Other Locations and Services

If the parents are using one of the following services 50% or more of the time for the education of their child(ren), they must identify the location of the service and provided the service meets the criteria listed below, the student is eligible. Submit the EL13S Form; otherwise the student is not eligible.

10.6061 Correspondence Schools

A correspondence school is one in which the school sends material to the parent for the student to study, and the material is submitted back to the school for evaluation. This is an acceptable service provided the correspondence school **is located out-of-state**, with the exception of *Abeka Academy*.

10.6062 Online Services

An online service is one in which the student completes his/her studies via a computer, and the studies are evaluated based on the work completed via the computer. This is an acceptable service, provided the online service **is located out-of-state**, with the exception of Florida Virtual School (see Part B).

10.6063 Private Schools

Private schools registered with the Florida Department of Education, including “umbrella” schools are acceptable provided less than 50% of the courses are being taken through a single one of these schools. To check to see if the private school is registered with the Florida Department of Education, you will need to know the county in which the school is located (it may not necessarily be in the county in which the student resides, or even in a neighboring county), and you can look the school up at:

www.floridaschoolchoice.org/Information/PrivateSchoolDirectory/.

10.700 MAINTAINING A HOME SCHOOL PORTFOLIO

10.701 Home School Portfolio

The parent/guardian of the home education student must maintain a portfolio for each school year.

10.702 Definition of Portfolio

A portfolio is a log of educational activities made contemporaneously with the instruction. It must designate by title any reading materials. It must also contain samples of writings, worksheets/workbooks/assignments or creative materials representative of each subject of study used or developed by the student.

10.703 Inspection of Portfolio

Portfolios are to be kept by the parent/guardian for at least two (2) years. The portfolio shall be made available for inspection by the Superintendent or the Superintendent's agent upon a 15-day written notice to the parent/guardian.

10.704 Portfolio Reviews- Attendance Concerns

Parents/guardians of students who have exhibited a pattern of non-attendance in a traditional school shall submit a portfolio to be reviewed by the home education review committee every 30 days until the committee deems the program is in compliance with Section 1003.26, F.S.

10.705 Failure to Maintain a Portfolio

Failure to provide the portfolio, as described in 10.702, will result in notification of the Superintendent and the student's termination from the home education program. The parent/guardian will be required to enroll the student into either a public, parochial, religious, or denominational school, or a private school (See Section 1002.41, F.S. for specific criteria) within three (3) days of termination or will be out of compliance with the compulsory attendance laws of the State of Florida which may result in criminal prosecution of the parent under Section 1003.27(2), F.S.

10.800 ANNUAL EVALUATIONS OF HOME SCHOOL STUDENTS

10.801 Submission of Evaluations

Annual evaluations are submitted by the parent/guardian to Santa Rosa Blended Academy. Annual evaluations are due on or before the anniversary month of enrollment into home education.

10.802 Annual Evaluation Requirement Options

A parent/guardian has five (5) options available to satisfy the annual evaluation requirement. These are listed below:

10.8021 Evaluation by Florida-Certified Teacher

A Florida-certified teacher, chosen by the parent/guardian, may evaluate the child's progress based upon a review of the portfolio and discussion with the child.

10.8022 Nationally-Normed Achievement Test

The student may take any nationally-normed student achievement test administered by a certified teacher; or

10.8023 State Student Assessment Test

The student may take a state student assessment test used by the school district and administered by a Florida-certified teacher at a location under testing conditions approved by the school district; or

10.8024 Psychological Evaluation

The student may be evaluated by a psychologist holding a valid, active license pursuant to the provisions of Section 490.003(7) or (8), F.S.; or

10.8025 Measurement Tool Approved by District

The student may be evaluated with any other valid measurement tool, as mutually agreed upon by the School Superintendent of the district in which the student resides and the student's parent/ guardian.

10.803 School Transcript

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

10.804 Failure to Submit a Timely Annual Evaluation

Failure to submit a timely annual evaluation places the student's home education program into non-compliance. Timely is defined as within 30 days of the anniversary date of enrollment into home education. After notice has been provided to the parent/guardian, the Superintendent may terminate the home education program for being out of compliance. Upon termination, the parent/guardian has three (3) days to enroll the student into their zoned school or be in violation of Florida's compulsory attendance laws which may result in criminal prosecution of the parent under Section 1003.27(2), F.S.

10.805 Failure to Demonstrate Educational Progress

The district School Superintendent or designee shall review and accept the results of the annual educational evaluation of the student in a home education program. If the student does not demonstrate educational progress at a level commensurate with her or his ability, the district School Superintendent shall notify the parent, in writing, that such progress has not been achieved. The parent shall have one (1) year from the date of receipt of the written notification to provide remedial instruction to the student. At the end of the one (1) year probationary period, the student shall be re-evaluated as specified in Section 10.800. Continuation in a home education program shall be contingent upon the student demonstrating educational progress commensurate with her or his ability at the end of the probationary period.

10.900 Returning/Enrolling into a Public School from Home School

10.901 Parent/Guardian Responsibility to Home School Department

The parent/guardian shall submit a written notice of termination to the Santa Rosa Blended Academy. This form is obtained through the home school department.

10.902 Parent/Guardian Responsibility to Receiving School

Upon submission of the written notice of termination to the Santa Rosa Blended Academy, the parent/guardian shall enroll the student into the receiving school.

10.9021 Requirements for Receiving School

The parent/guardian shall provide the receiving school a copy of the most recent annual evaluation if the student has completed a full year of home education.

10.9022 Grade Placement Criteria

The school Principal is solely responsible for making appropriate grade placement of the student based on the following:

- A. Age and maturity;
- B. Academic skills and abilities based upon the results of standardized tests or diagnostic assessments administered by the school's personnel;
- C. Previous records in public and private schools; and
- D. Evidence of work and achievements while in home education.

In no instance shall the placement be based solely on the recommendation of the home educator.

*If returning to public school during the student's 6th grade year, see 10.930 below.

10.903 Returning to Public School from a Home Education Program

10.9031 Grades 7-12 -Requesting Course Credits

Santa Rosa Online and Florida Virtual School and other regionally accredited school course credits will be accepted at face value and granted upon entering public school.

10.9032 Home Education Course Credits

Home education course credits shall be validated by performance in classes at the receiving public school. A student shall be placed at the appropriate sequential grade level and should earn a minimum of a "C" at the end of the first grading period for the course(s) in which he/she is requesting credit. Students who do not meet this requirement shall have credits validated using the alternative validation procedures.

10.9033 Alternative Validation Procedures

- A. Portfolio evaluation by the home education designee, along with district portfolio, evaluators shall examine and determine mastery of all state curriculum frameworks and standards. If the portfolio(s) meet all state and district guidelines, course credit(s) will be awarded; or
- B. Written recommendation by a Florida "General Education" certified teacher selected by the parent and approved by Superintendent's home school designee; or
- C. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools; or
- D. Demonstrated proficiencies on nationally normed standardized subject area assessments; or demonstrated proficiencies on district subject area exams; or
- E. Demonstrated proficiencies on FAST/EOC; or
- F. Written review of the criteria utilized for a given subject provided by the former school. Students will be provided at least 90 days from the date of transfer to prepare for assessments outlined in (D) and (E) above.

10.9034 Earning a Diploma

Student must be enrolled at least the entire final semester of his/her senior year to be able to earn a diploma from the high school and graduate with his/her class. Students will be required to complete all graduation requirements prior to receiving a high school diploma.

10.904 Students Completing High School in a Home Education Program

10.9041 Diploma Options

- A. When a home education student has completed high school work, the student may register to take the General Education Diploma (GED) at Santa Rosa Adult High School or any other facility at which the GED program is offered. The GED will be awarded if a passing score is earned. Parent submits "Notification of Termination of a Home Education Program" to Santa Rosa Blended Academy upon completion of GED®.
- B. Home education students will not receive a diploma from the School District of Santa Rosa County. A diploma seeking student must enroll in their zoned brick-and-mortar school and meet all credit and assessment requirements by January of their graduation cohort year (refer to section 6.400).
- C. Home education students may choose to graduate from a regionally accredited correspondence program. The Florida Department of Education home school website is located at www.fldoe.org.
- D. Home education students may complete their home education high school program through a portfolio evaluation by a Florida-certified teacher or standardized test score taken while in 12th grade. However, a diploma from the State of Florida is not awarded.

10.905 6A-1.09941 State Uniform Transfer of High School Credits

- A. Credits and grades earned and offered for acceptance shall be based on performance during the first grading period as outlined in Section 10.9033.
- B. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum Grade Point Average (GPA) of 2.0 **at the end of the first grading period** for the course(s) he/she is requesting credit.

Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in previous section.

10.906 Request for High School Credit

Specific Authority 1003.25(3) FS- Law Implemented 1003.25(3) Florida School Code-History – New 8-28-2000. Formerly 6-1.099, Amended 9-22-2003.

Parent(s) shall provide the Superintendent's home education designee with the portfolio and a request for high school credit form for each course they wish to have evaluated for credit.

- The portfolio shall consist of a log which is made contemporaneously with the instruction, a list which designates by title any reading material used, and samples of any writing, worksheets, workbooks, and creative materials used or developed by the student.
- The alternative education/home education designee shall, in consultation with the Director of High Schools and district portfolio evaluators, review the Florida course description and determine that it matches a course listed in the State Course Code Directory. The portfolio shall be examined to verify that proof of mastery of all state curriculum frameworks and State Academic Standards of the listed course are included therein. If the portfolio meets all state and district guidelines, credit will be awarded.
- The evaluation/validation team may recommend the student take the final exam for the course in which he/she is requesting credit if enough evidence is not present in the portfolio to recommend granting credit. The exam shall be administered to the student within ninety (90) days of enrolling in the school. Upon passing the exam, credit for the course will be awarded.
- To receive any type of diploma from a district school, home education students shall attend that school for a minimum of one semester, which includes the last semester, beginning in January, prior to graduation, and meet all state graduation requirements. Upon enrollment in the district assigned school, the portfolio(s) shall be reviewed and evaluated for credit.

SANTA ROSA COUNTY DISTRICT SCHOOLS

STUDENT
PROGRESSION
PLAN
2024-2025

SCHOOL BOARD OF SANTA ROSA COUNTY

DR. KAREN R. BARBER,
SUPERINTENDENT OF SCHOOLS

STATE STATUTE 1008.25 STUDENT PROGRESSION 2003 EDITION

- (1) Each district school board shall establish a comprehensive program for student progression which shall be based upon an evaluation of each student's performance including how well he/she masters the performance standards approved by the state board.
- (2) The district program for student progression shall be based upon local goals and objectives that are compatible with the state's plan for education. Pertinent factors considered by the teachers before recommending that a student progress from one grade to another shall be prescribed by the District School Board in its rules.
- (3) Each district comprehensive program for student progression shall reflect an effort to identify students at each grade level in Grades 9 through 12 who have attained a Grade Point Average (GPA) lower than required for graduation. The program shall further include provisions for assisting such students to achieve the appropriate cumulative Grade Point Average (GPA) required for graduation pursuant to s.1003.43, F.S.

FOREWORD

The Santa Rosa County School District is dedicated to the total and continuous development of each student. The purpose of the instructional program in Santa Rosa County District Schools is to provide appropriate instruction and selected services to enable the students to perform academically at their expected level or higher. In recognition of the wide range of students' abilities, motivation, interests, and development, this **STUDENT PROGRESSION PLAN** for Santa Rosa County District Schools establishes procedures that are to be implemented to provide each student with the opportunity to succeed in school.

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

Every student shall participate in the district's standardized testing program unless otherwise exempt under criteria established by the Commissioner of Education.

The progression of students through Santa Rosa County District Schools is based upon an evaluation of each student's achievement in terms of appropriate instructional goals. Decisions regarding pupil promotion, retention, and placement are primarily the responsibility of the individual school's professional staff within the provisions of Florida law; however, the final decision regarding grade placement is the responsibility of the Principal. Procedures are to be established to provide ample opportunities for the student, the parent, and other interested patrons to understand the promotion and placement requirements of the district and to achieve cooperation and acceptance of the requirements. This **PLAN** and procedures of implementation contained in this **PLAN** are to reflect clearly that promotion in Santa Rosa County District Schools is based on student achievement and is not an automatic process.

All student records are confidential. When a parent, eligible student, or any other person authorized by the parent or eligible student, requests the right to review or inspect the education records of the student, that person shall have access only to that information which relates to the specified student when records contain information on more than one child.

Refer to the Student Records Handbook for further information.

UNLAWFUL DISCRIMINATION PROHIBITED

- (1) Santa Rosa County District Schools do not discriminate on the basis of race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin or genetic information in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. 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.
- (2) The school board shall comply with the Americans with Disabilities Act of 1990 (ADA). This law makes 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
- (3) The Superintendent shall develop complaint procedures aligned with School Board Policy 2.80, to be followed by anyone alleging unlawful discrimination.
- (4) The school board shall 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. No student shall 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.

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

Florida is a participating state in this ICEOMC, therefore, Santa Rosa County District Schools adhere as much as possible to the guidelines of the compact. The purpose of the compact is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents by:

- facilitating timely enrollment;
- facilitating student placement;
- facilitating qualification and eligibility for enrollment in educational programs, extracurricular athletics and social activities;
- facilitating on-time graduation;
- providing for adoption and enforcement of administrative rules implementing the compact;
- providing for the uniform collection and sharing of information between states;
- promoting coordination between the compact and other compacts affecting military children; and
- promoting flexibility and cooperation between the educational system, parents, and students.

APPLICABILITY:

The compact applies to active duty armed forces personnel, personnel or veterans who are medically discharged or retired for a period of one year, and personnel who die on active duty or because of injuries sustained on active duty for a period of one year after death. Local education agencies (LEA) must abide by compact terms. The terms of the compact are binding only on member states.

RECORDS, ENROLLMENT AND ELIGIBILITY:

The compact requires a student's former school to issue temporary transcripts in the event that it cannot furnish official transcripts timely. Pending receipt of official transcripts, the student's receiving school must accept the temporary transcripts for enrollment and placement purposes. Compact states must give the student 30 days to obtain required immunizations. Students must be allowed to continue their enrollment at the grade level they were enrolled in at the former school. Likewise, a student who has completed a grade level in the former state must be allowed to enroll in the next highest-grade level in the receiving state, regardless of age. The compact requires an LEA to honor temporary guardianships executed to enroll the child in school due to a student's parent being deployed out of state or country. Further, it prohibits an LEA from charging tuition to a student who is placed in the care of a person who lives outside of the LEA's jurisdiction. Such students must be allowed to remain at the original school. LEAs must also allow a transitioning military child to participate in extracurricular activities, regardless of when the child enrolled in the school.

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 and/or proficiency of each student toward achieving the Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) and Florida's Next Generation Sunshine State Standards (NGSSS).
- 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 K–10 to measure English Language Arts (reading and writing), and mathematics; Grades 5-8 to measure science; and end of course exams to measure civics, US History, Biology, Algebra and Geometry. The testing program must include:

- a standard statewide assessment program that measures and reports student proficiency levels in 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 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.
- 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.
- those students seeking an adult high school diploma must meet the same testing requirements that a regular high school student must meet.
- 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 \$8,443. For more information regarding the district and individual school's financial reports please go to our district website at <https://santarosaschools.org/>

TABLE OF CONTENTS

- 2.100 Mid-year promotion procedures with eligibility requirements**
 - 2.101 Elementary School**
 - 2.102 Middle School**
 - 2.103 High School**
- 2.200 Full year promotion procedures with eligibility requirements**
 - 2.201 Elementary School**
 - 2.202 Middle School**
 - 2.203 High School**
- 2.300 Subject Matter Acceleration Procedures and eligibility requirements**
 - 2.301 Elementary School**
 - 2.302 Middle School**
 - 2.303 High School**
 - 2.304 Parent Requests for Acceleration Options- All Levels**
- 2.400 Early Graduation**

2.100 MID-YEAR PROMOTION PROCEDURES WITH ELIGIBILITY REQUIREMENTS

Definition - Promotion of a student from one grade to a higher grade at the end of the first semester as indicated by the school board approved school calendar.

2.101 Elementary School

For retained 3rd grade to 4th grade promotions, see Section 4.3235.

- A. The following procedure must be followed to consider a student for mid-year promotion to the next highest-grade level:
 - 1. The parent/guardian must make a written request for their child to be considered for mid-year promotion by December 1.
 - 2. The parent/guardian must provide a portfolio of assessment results, transcripts, and other evidence to justify the mid-year promotion.
 - 3. The parent/guardian must meet with the Principal to review the request and the student's eligibility for promotion.
- B. Eligibility: The following minimum requirements to be considered eligible for mid-year promotion must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.
 - 1. Assessment Results: Level 4 on the state standardized assessment instrument in ELA and Math for Grades 3-5, evidence of superior performance on current year FAST assessments in ELA and Math for Grades K-2.
 - 2. Grade Point Average (GPA) of all courses: 90 (Grades 3-5) or Above Grade Level Performance on current year assessments (K-2) for the current year.
 - 3. Attendance: 90% attendance rate for the current year.
 - 4. Behavior: No "N"s or "U"s (Needs Improvement or Unsatisfactory) in conduct for the current or previous year.
 - 5. Teacher Recommendation: A positive recommendation from the student's current and previous grade level teachers.
 - 6. Guidance Counselor Recommendation: A positive recommendation from the student's current guidance counselor.

2.102 Middle School

- A. The following procedure must be followed to consider a student for mid-year promotion to the next highest-grade level:
 - 1. The parent/guardian must make a written request for their child to be considered for mid-year promotion by December 1.
 - 2. The parent/guardian must provide a portfolio of assessment results, transcripts, and other evidence to justify the mid-year promotion.
 - 3. The parent/guardian must meet with the Principal to review the request and the student's eligibility for promotion.
 - 4. If the request is granted based upon eligibility at the parent's request, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.
- B. Eligibility: The following minimum requirements to be considered eligible for mid-year Promotion must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.
 - 1. Assessment Results: Mid-Level 3 on the state standardized assessment instrument in ELA and Math (previous year).

2. Grade average in the course(s) requesting acceleration in: 85% for the current and previous years. Students who are in an advanced course of the content the request is being made for will be awarded five (5) extra percentage points.
 3. Attendance: 90% attendance rate for the current and previous years.
 4. For each grade level, the parent requesting promotion of the student must show proficiency by taking the courses(s) and earning a passing grade or by showing proficiency by passing with a minimum of 85% on each of the core content area End-of-Course (EOC) exams.
 5. Behavior: No "N"s or "U"s (Needs Improvement or Unsatisfactory) in conduct for the current or previous year.
 6. Teacher Recommendation: A positive recommendation from all of the student's current and previous grade level teachers.
 7. Guidance Counselor Recommendation: A positive recommendation from the student's current and previous year's guidance counselor.
- C. If a student is promoted to a grade level that prohibits him/her from obtaining all the Middle School Promotion Requirements (see Section 5.3051), a letter will be placed in the student's cumulative file indicating the reason due to the Academically Challenging Curriculum to Enhance Learning (ACCEL) options as granted by Florida State Statute.

2.103 High School

- A. Promotion at the high school level will be based exclusively on the number of credits earned by the student in accordance with Section 6.301.
- B. Mid-year promotions will be considered and will occur at end of each semester and at the end of the summer break.

2.200 FULL YEAR PROMOTION PROCEDURES WITH ELIGIBILITY REQUIREMENTS

Definition - Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows.

2.201 Elementary School

Also refer to Section 4.319.

- A. The following procedure must be followed to consider a student for full year promotion to the next highest-grade level:
 1. The parent/guardian must make a written request for their child to be considered for full year promotion by May 1.
 2. The parent/guardian must provide a portfolio of assessment results, transcripts, and other evidence to justify the full year promotion.
 3. The parent/guardian must meet with the Principal to review the request and the student's eligibility for promotion.
- B. Eligibility: The following minimum requirements to be considered eligible for mid-year promotion must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.
 1. Assessment Results: Level 5 on the state standardized assessment instrument in ELA and Math for Grades 3-5, or evidence of overall superior performance on current year FAST assessments in ELA and Math for Grades K-2.

2. Numeric Grade Point Average of all courses: 95 (3-5) or Superior (K-2) for the current and previous two (2) years.
3. Attendance: 90% attendance rate for the current and previous two (2) years.
4. Behavior: No "N"s or "U"s (Needs Improvement or Unsatisfactory) in conduct for the current or previous year.
5. Teacher Recommendation: A positive recommendation from the student's current and previous grade level teachers.
6. Guidance Counselor Recommendation: A positive recommendation from the student's current guidance counselor.

2.202 Middle School

- A. Procedures: The following procedure must be followed to consider a student for full year promotion to the next highest-grade level:
 1. The parent/guardian must make a written request for their child to be considered for full year promotion by May 1.
 2. The parent/guardian must provide a portfolio of assessment results, transcripts, and other evidence to justify the promotion.
 3. The parent/guardian must meet with the Principal to review the request and the student's eligibility for promotion.
 4. If the request is granted based upon eligibility at the parent's request, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.
- B. Eligibility: The following minimum requirements to be considered eligible for full year promotion must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.
 1. Assessment Results: Mid-Level 3 on the state standardized assessment instrument in ELA and Math (previous year).
 2. Grade Average in the course(s) requesting acceleration in: 85% for the current and previous years. Students who are in an advanced course of the content the request is being made for will be awarded five (5) extra percentage points.
 3. Attendance: 90% attendance rate for the current and previous years.
 4. For each grade level the parent requests promotion of, the student must show proficiency by taking the courses(s) and earning a passing grade or by showing proficiency by passing with a minimum of 85% on each of the core content area End-of-Course (EOC) exams.
 5. Behavior: No "N"s or "U"s (Needs Improvement or Unsatisfactory) in conduct for the current or previous year.
 6. Teacher Recommendation: A positive recommendation from all the student's current and previous grade level teachers.
 7. Guidance Counselor Recommendation: A positive recommendation from the student's current and previous year's guidance counselor.
- C. If a student is promoted to a grade level that prohibits him/her from obtaining all of the middle school promotion requirements (see Section 5.3051), a letter will be placed in the student's cumulative file indicating the reason due to the Academically Challenging Curriculum to Enhance Learning (ACCEL) options as granted by Florida State Statute.

2.203 High School

- A. Promotion at the high school level will be based exclusively on the number of credits earned by the student in accordance with Section 6.301.
- B. Full year promotions will be considered and will occur at the end of each semester and at the end of the summer break.

2.300 SUBJECT MATTER ACCELERATION PROCEDURES AND ELIGIBILITY REQUIREMENTS

2.301 Elementary School

- A. Procedures: The following procedure must be followed to consider a student for subject matter acceleration, on campus or virtual, to the next higher grade level:
 - 1. The parent/guardian must make a written request for their child to be considered for subject matter acceleration.
 - 2. The parent/guardian must meet with the Principal to review the request and the student's eligibility for acceleration.
 - 3. If the request is granted based upon eligibility at the parent's request, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.
- B. Eligibility: The following minimum requirements to be considered eligible for subject matter acceleration must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.
 - 1. Assessment Results: Level 4 on the state standardized assessment instrument) or evidence of overall superior performance on current year FAST assessments in Reading and Math for Grades K-2.
 - 2. Grade Point Average (GPA) of all courses: 3.50 or superior for the current and previous year.
 - 3. Attendance: 90% attendance rate for the current and previous two (2) years.
 - 4. Behavior: No "N"s or "U"s (Needs Improvement or Unsatisfactory) in conduct for the current or previous year.
 - 5. Teacher Recommendation: A positive recommendation from all the student's current grade level teachers.

2.302 Middle School

- A. Procedures: The following procedure must be followed to consider a student for subject matter acceleration, on campus or virtual, to the next higher grade level:
 - 1. The parent/guardian must make a written request for their child to be considered for subject matter acceleration prior to the end of the first nine (9) weeks.
 - 2. The parent/guardian must meet with the Principal to review the request and the student's eligibility for acceleration.
 - 3. If the request is granted based upon eligibility at the parent's request, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.
- B. Eligibility: The following minimum requirements to be considered eligible for subject matter acceleration must be met. Any exception to the eligibility requirements must be discussed with the Grade Level Director.
 - 1. Assessment results: Mid-Level 3 or higher on the state standardized assessment in ELA and Math (previous year).

2. Grade average for the course(s) requesting acceleration in 85% for the current year. Students who are in an advanced content course of the same content requesting acceleration in will be awarded five (5) additional percentage points.
3. Attendance: 90% attendance rate for the current year.
4. Behavior: No “N”s or “U”s (Needs Improvement or Unsatisfactory) in conduct for the current or previous year.
5. Teacher Recommendation: A positive recommendation from all the student’s current and previous grade level teachers.
6. End-of-Course (EOC) exam: 85% or higher is required on the End-of-Course (EOC) exam for the course(s) requesting acceleration.

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 EOC exam as indicated in each school’s Curriculum Guide.
 2. GPA: As indicated in each school’s Curriculum Guide.
 3. Attendance: None.
 4. Conduct: None.
 5. Teacher recommendations: Previous year content teacher.
 6. Guidance Counselor recommendation: Assigned counselor if applicable.
- B. Dual Enrollment and Early Admissions
 1. Assessment Results: Passing scores on FAST ELA, Civics EOC exam, Algebra I EOC exam, Biology EOC exam, Geometry EOC exam, and U.S. History EOC exam. College ready scores in Math, Reading, and English on the PERT test, ACT, or SAT as indicated in the articulation agreement between the Santa Rosa County School Board and the post-secondary institution.
 2. GPA: As indicated in the articulation agreement between the Santa Rosa County School Board and the post-secondary institution.
 3. Guidance Counselor recommendation: Assigned counselor if applicable.
 4. Other provisions: All as indicated in Section 6.6045 and Section 6.6046.
- C. Virtual Instruction at a Higher Grade Level
 1. Assessment Results: None.
 2. GPA: None.
 3. Attendance: None.
 4. Conduct: None.
 5. Teacher recommendations: None, but pre-requisite courses should be considered.
 6. Guidance Counselor recommendation: Guidance Counselor approval necessary.

2.304 Parent Requests for Acceleration Options - All Levels

- A. Procedures: The following procedure must be followed to consider a student for subject-matter acceleration when the eligibility requirements are not met:
 1. The parent/guardian must make a written request for their child to be considered for subject-matter acceleration.

2. The parent/guardian must meet with the Principal to review the request and the student's eligibility for acceleration.
3. The parent/guardian must provide a portfolio of assessment results, transcripts, and other evidence to justify the Acceleration Option.
4. If the request is granted based upon eligibility at the parent's request, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.

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 with a minimum 2.0 GPA, and passing all the required state assessments, a student will be eligible to graduate from high school, regardless of the number of semesters of attendance.

Graduation ceremonies will be scheduled at the end the second semester each year. Early graduates may take part in these ceremonies as scheduled. Students alternatively placed/expelled during the second semester in which their graduation ceremony is scheduled will be prohibited from participating in the graduation ceremony at the school from which the student was alternatively placed/expelled.

TABLE OF CONTENTS

- 3.100 ADMISSIONS**
- 3.101 Pre-Kindergarten Programs**
 - 3.102 Admission: Criteria**
 - 3.103 Admission: Age**
 - 3.104 Admission: Data**
 - 3.1041 Evidence of Birth**
 - 3.1042 Evidence of Immunization**
 - 3.1043 Evidence of Medical Exam**
 - 3.1044 McKinney-Vento Homeless Assistance**
 - 3.105 Admission: Transfer Students**
- 3.200 PROGRAM OF STUDY**
 - 3.201 Curriculum**
 - 3.202 Experiences and Activities**
 - 3.203 Exceptional Student Education (ESE)**
 - 3.204 Exceptional Student Education (ESE): IEP**
 - 3.205 ESE/Progress Report**
 - 3.206 Equal Access**
- 3.300 PLACEMENT**
 - 3.301 Placement of Head Start/Early Head Start**
 - 3.302 Voluntary Pre-Kindergarten**
 - 3.303 Exceptional Student Education (ESE)**
 - 3.304 Dual-Enrolled Placement**
- 3.400 INTEGRATED SERVICES FOR HEAD START AND EARLY HEAD START/VPK/ESE**
 - 3.401 Health**
 - 3.402 Safety**
 - 3.403 Nutrition**
 - 3.404 Social Emotional Development/ESE**
 - 3.405 Parent Involvement**
 - 3.406 Education**
- 3.500 SCREENING/ASSESSMENT**
 - 3.501 Assessment Instruments: Early Head Start/Head Start/VPK**
 - 3.502 Assessment Instruments: ESE**
- 3.600 COMPLETION**
 - 3.601 Head Start: Transition to Kindergarten**
 - 3.602 ESE: Transition to Kindergarten**
 - 3.603 ESE: Special Considerations**
 - 3.604 ESE: The Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)**
- 3.700 ESE ATTENDANCE**
 - 3.701 Attendance**
 - 3.702 ESE: Authorized Private Providers**
- 3.800 Early Literacy Intervention**

3.100 ADMISSION

3.101 Pre-Kindergarten Programs

Pre-Kindergarten Programs in Santa Rosa County District Schools include Early Head Start/Head Start, Voluntary Pre-Kindergarten (VPK), Pre-K Blended Inclusion, and Pre-K Exceptional Student Education (ESE) ages 3-5. These programs serve children from age two (2) to age five (5).

3.102 Admission: Criteria

Students entering Pre-Kindergarten under the Santa Rosa County District Schools must meet criteria designated for each program. Early Head Start and Head Start applicants must apply and meet the eligibility criteria which include age, residence and income as defined by the Federal Income Guidelines. The Head Start and Early Head Start Programs are allowed to serve up to 10% of our funded enrollment as over-income families. It is however, the program's goal to serve students and families most in need of the services. At least 10% of our funded enrollment must have a documented disability as defined by an Individualized Educational Plan (IEP) or Individualized Family Support Plan (IFSP). Early Head Start and Head Start Eligibility criteria points are calculated and entered into the ChildPlus Database for a ranked waiting list. As vacancies occur throughout the academic school year they will be filled from the ranked waiting list.

3.103 Admission: Age

Students entering Pre-Kindergarten must meet the age requirements of the specific program.

3.104 Admission: Data

In order to be admitted to a Florida school, a student must provide the following data:

3.1041 Evidence of Birth

Provide evidence of date of birth in accordance with s.1003.21, F.S.

3.1042 Evidence of Immunization

Provide evidence of immunization against communicable diseases as required by s.1003.22, F.S. Immunization records are entered into ChildPlus for Monitoring.

3.1043 Evidence of Medical Exam

Provide evidence of a medical examination completed within the last twelve months from the date of entry into school in accordance with s.1003.22, F.S. Physical Exams/Well Baby checkups are entered into ChildPlus for monitoring.

3.1044 McKinney-Vento Homeless Assistance

Appropriate exceptions and accommodations will be made to minimize the barriers related to student assignment for students identified as eligible for services through the (1) Department of Children and Families or under s. 722(d), (2) of The Federal McKinney-Vento Homeless Assistance Act and related Florida Statutes. The Federal Programs Coordinator serves as the district's McKinney-Vento Liaison and may be contacted for further information.

3.105 Admission: Transfer Students

ESE Students transferring from an out-of-state school must meet the entrance criteria for Santa Rosa County District Schools' Pre-Kindergarten Programs or have a current Individual Family Support Plan (IFSP) or Individual Education Plan (IEP) for an Exceptional Student Education Program.

3.200 PROGRAM OF STUDY

3.201 Curriculum

The program of study for Pre-Kindergarten is based on curricula that provides developmentally appropriate instruction and teaching strategies individualized for the age and needs of the student. Research-based curricula and developmentally appropriate resources provide opportunities for student learning in all areas of development. Parent involvement and diversity are key elements of the curricula.

3.202 Experiences and Activities

Santa Rosa County's Early Head Start/Head Start Programs and Voluntary Pre-Kindergarten Program provide students with developmentally appropriate activities and experiences that enhance their cognitive, physical, social and emotional growth. Students develop concepts about themselves, others, and the world around them through observations, experimentation and discovery. Daily activities are planned to provide teacher-directed and child-initiated experiences in small, individual and large group settings.

Readiness goals for student learning are written to align with the Head Start Child Developmental Early Learning Framework, Florida Early Learning Standards and the Santa Rosa County District Schools' expectations. These goals are in the areas of approaches to learning, cognitive and general knowledge, language and literacy, physical health and development, and social and emotional development. Expectations for students are that they will be ready for Kindergarten and for a lifetime of learning.

3.203 Exceptional Student Education (ESE)

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

Student's ages 3-5 requiring special services within the ESE and/or regular Pre-Kindergarten Program must meet Santa Rosa County School District's eligibility (Part B) requirements for ESE and obtain an Individualized Education Plan (IEP). An appropriate program of study will be determined at the student's eligibility meeting and will be included in the student's IEP. Pre-Kindergarten ESE students who have an IFSP must have an IEP developed by their third birthday as determined by Indicator 12 in the state performance plan.

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

- Autism Spectrum Disorder (ASD)
- Deaf or Hard of Hearing (DHH)
- Developmentally Delayed, for (Age 9)
- Dual-Sensory Impaired (def-blind) (DSI)
- Intellectual Disabilities (InD)
- Emotional/Behavioral Disabilities (EBD)
- Hospital/Homebound (HH)
- Language Impaired (LI)
- Occupational Therapy (OT)
- Orthopedically Impaired (OI)
- Other Health Impaired (OHI)

- Speech Impaired (SI)
- Traumatic Brain Injury (TBI)
- Visually Impaired (VI)

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

3.204 Exceptional Student Education (ESE): IEP

The IEP/IFSP for each exceptional student must indicate the strengths and needs of the child, parent's concerns, goal and objectives that will meet these needs and a reporting timeline. It will also establish the amount of time and services the child will receive.

3.205 ESE/Progress Report

An exceptional student's progress toward IEP goals and objectives will be reported each quarter.

3.206 Equal Access

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

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.

3.300 PLACEMENT

3.301 Placement of Head Start/Early Head Start

Placement of Head Start/Early Head Start students in the Pre-Kindergarten Program is selected by the eligibility ranked waiting list in ChildPlus.

3.302 Voluntary Pre-Kindergarten

Placement in the Voluntary Pre-Kindergarten (VPK) Program is determined by age and proof of residence defined by the State of Florida. School districts in the State of Florida are mandated to offer a 300 instructional hour summer VPK Program.

3.303 Exceptional Student Education (ESE)

Placement of ESE students in Pre-Kindergarten Programs will be determined by the Individual Education Planning Team and in compliance with the IEP/IFSP providing services in the least restrictive environment with their non-disabled peers as determined by Indicator 6 in the state Performance Plan. Pre-K Blended Inclusion classes will be a consideration as a least restrictive environment for students who have an IEP, as well as students who are participants of the VPK program. Placement of ESE students in the PreK Blended Inclusion classes is determined by eligibility and a ranking system.

3.304 Dual-Enrolled Placement

Placement of ESE students in Head Start (dual-enrolled) is determined by eligibility and a point system ranking in ChildPlus.

3.400 INTEGRATED SERVICES FOR HEAD START AND EARLY HEAD START/VPK/ESE

In a spirit of cooperation and mutual support, parents, teachers, staff, administrators and the community work together to create an appropriate, challenging, supportive environment where each and every child learns, grows and feels valued as an integral member of the school

community. Working in a spirit of collaboration, the Santa Rosa County Early Head Start/Head Start Program faculty, staff, administration, parents and community strive to create a climate of support and collaboration in their efforts to:

- Identify and meet each child's needs.
- Identify and access appropriate resources.
- Respect individual differences.
- Build on strength.
- Celebrate successes.
- Value each child's unique contribution.

3.401 Health

The health and developmental services for the Head Start/Early Head Start/VPK/ESE programs strive to meet the following goals:

- Provide an ongoing resource of comprehensive health services including; medical, dental, social/emotional and nutrition for all Pre-Kindergarten students.
- Provide an environment to meet the diverse needs of our students and their families. Every effort is made to effectively utilize resources to accommodate students with disabilities or special needs.
- Promote preventive health services and early intervention.

3.402 Safety

Child health and safety measures are practiced daily in all the Santa Rosa County District Pre-Kindergarten Programs. Every effort is made to assure a safe and healthy environment for the children, staff, and public by utilizing various methods, approaches, policies and procedures.

3.403 Nutrition

Nutrition plays an important role for both students and their families within Santa Rosa County District Schools' Pre-Kindergarten programs. The nutrition service area strives to assist families in meeting each student's nutritional needs and establish good eating habits that nurture healthy development while promoting life-long well-being. The district's contracted food service provider, Chartwells, provides all school meals. The nutritional staff of Chartwells works diligently to plan and prepare nutritious menus that meet current USDA guidelines, ensure food safety and sanitation. Nutritious meals are served daily to students, school staff and any visiting parent/guardian. The nutritional staff and the Florida Extension Office provide nutrition education to students, teachers, staff and parents.

3.404 Social Emotional Development

The goal of Social/Emotional Development is to bring about a greater degree of social competence in children. Social competence includes the child's everyday effectiveness in dealing with both present environment and later responsibilities in school and life. Social competence takes into account the interrelatedness of cognitive and intellectual development, physical and mental health, nutritional needs, and other factors that enable a developmental approach to helping children achieve social competence.

The Early Head Start/Head Start Program of Santa Rosa County believes in a strong prevention program that educates staff, parents and children. It allows them to practice new skills and receive support and guidance from staff, and community agencies. Child-centered, developmentally appropriate, hands-on classroom activities are provided to promote healthy self-concepts that can become the basis for lifelong healthy habits.

Identification and referral procedures are a part of the program. Social/Emotional services are provided for all students.

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.

3.406 Education

The Santa Rosa County School District's Pre-Kindergarten Programs believes in a strong prevention program that nurtures and educates students and families. The program allows students and families to learn new skills and receive support and guidance from staff and community agencies. Students learn best through active learning experiences that have a purpose and are meaningful to them. Teachers assess and make observations to plan for and guide students based on their individual needs. Parent input is crucial in planning for student success. Classroom environments are nurturing where students learn how to get along with others, solve problems, and acquire the academic skills needed for school success.

3.500 SCREENING/ASSESSMENT

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

Developmental screenings and assessment procedures are listed below:

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

3.502 Assessment Instruments: ESE

Students in the Exceptional Student Education (ESE) program are assessed using the COR Diagnostic three times a year to inform the state Child Outcome Summary (COS) process. Upon entrance and exit of a program, the Florida Department of Education requires the administration of the Child Outcome Summary (COS) to monitor the student's progress throughout the program.

3.600 COMPLETION

3.601 Head Start: Transition to Kindergarten

Students in Pre-Kindergarten who attain the age requirement for Kindergarten will automatically transition to the Kindergarten program.

3.602 ESE: Transition to Kindergarten

Recommendations regarding the transition of students in the ESE Pre-Kindergarten Program will be the responsibility of the IEP Team. Consideration for an additional year shall be for the purpose of continued development and will not be considered retention. Transition meetings will be held for all students transitioning from ESE Pre-K to Kindergarten.

3.603 ESE: Special Considerations

If an ESE Pre-Kindergarten student spends part of the day in a Kindergarten program, the placement does not constitute a year of Kindergarten attendance.

3.604 ESE: Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)

Pre-K students receiving district services through an IEP who are claimed for FTE funding in both October and February may be eligible for the Scholarship in Kindergarten.

3.700 ESE: ATTENDANCE

3.701 Attendance

When a student in Pre-K ESE has been absent repeatedly, the Principal or designee may ask the parent/guardian to provide verification for reason of absence. Students absent for more than 30 days will become inactive in the system and will need to re-register to attend.

3.702 ESE: Authorized Private Providers

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

3.800 Early Literacy Intervention

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

4.0 ELEMENTARY SCHOOL (GRADES K-5)

Student Progression Plan

TABLE OF CONTENTS

4.100 ADMISSION

4.101 Age Requirement: Kindergarten

4.102 Age Requirement: First Grade

4.103 Transfer: Non-public Kindergarten

4.104 Transfer: Out-of-State

4.105 Entry Documentation Requirements

4.1051 Evidence of Birth

4.1052 Evidence of Immunization

4.1053 Evidence of Medical Exam

4.1054 Evidence of Residence

4.1055 Out of State Transfers

4.1056 McKinney-Vento Homeless Assistance

4.1057 Social Security Number

4.106 In State Transfer Documentation Requirements

4.107 Admission: Home Education

4.108 Interstate Compact on Educational Opportunity for Military Children

4.109 Enrollment: Expulsion/Charges

4.110 District Placement Committee

4.111 Student Transfers

4.112 Exceptional Student Education (ESE): The Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)

4.113 Hope Scholarship Program

4.114 School Choice

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

4.116 Classroom Transfers

4.200 PROGRAM OF STUDY

4.201 Required Program of Study

4.2011 Elementary Physical Education

4.2012 Elementary Recess

4.2013 Health Education

4.202 MTSS (Multi-Tiered System of Supports)

4.2021 Early Warning System

4.203 Section 504 Accommodation Plans/Services

4.204 Exceptional Student Education (ESE): Eligibility

4.205 ESE: Mastery of Course Content

4.206 ESE: Allowable Accommodations

4.207 Gifted Education: Make-Up Work

4.208 Equal Access

4.209 English Language Learners

4.210 Elementary Reading Deficiency and Required Parental Notifications

4.211 MATHEMATICS DEFICIENCY AND PARENTAL NOTIFICATION

- 4.300 GRADE PLACEMENT, GRADES AND GRADING**
 - 4.301 Criteria**
 - 4.302 Screening**
 - 4.303 Further Assessment**
 - 4.304 Determined by Principal**
 - 4.305 Out-of-State Students**
 - 4.306 First Grade**
 - 4.307 Transfer: Probationary Basis**
- 4.308 Transfer: Final**
 - 4.309 Transfer: Home Education**
 - 4.3091 Placement/Age**
 - 4.3092 Placement Variable**
 - 4.3093 Temporary Placement**
 - 4.310 Responsibility of Principal**
 - 4.311 Promotion: K-5 Students**
 - 4.312 Promotion: ESE Students**
 - 4.313 Schedule of Completion**
 - 4.314 Report Cards: Grading System**
 - 4.315 Report Cards: Reflect Level of Achievement**
 - 4.316 Report Cards: Issuing Schedule**
 - 4.317 ESE: Progress Reports**
 - 4.318 State Adopted Standards**
 - 4.319 Accelerated Grade Placement**
 - 4.320 Principal as Final Administrative Authority**
 - 4.321 Retained: Reassigned**
 - 4.322 Administrative Placement**
 - 4.323 Retention**
 - 4.3231 Criteria for Retention**
 - 4.3232 Adequate Progress**
 - 4.3233 Mandatory Retention**
 - 4.3234 Good Cause Exemption from Mandatory Retention**
 - 4.3235 Mid-Year Promotion of Retained Grade 3 Students**
 - 4.3236 Mid-Year Promotion**
 - 4.324 Summer Reading Camps**
 - 4.3241 ESE: Extended School Year (ESY) Services**
 - 4.325 Assessment and Reporting**
 - 4.3251 Annual Report of Student Progress**
 - 4.3252 Reading and/or Math Deficiency**
 - 4.3253 Progress**
 - 4.3254 Statewide Assessment and Remediation**
 - 4.3255 ESE: Assessment Exemption**
 - 4.3256 Parent Notification: Academic Progress**
 - 4.3257 Below Grade Level Placement**
- 4.400 COMPLETION**

- 4.401 Mastery of Student Performance Standards
- 4.500 ATTENDANCE, ABSENCES, AND TARDINESS
 - 4.501 Attendance
 - 4.502 Absences
 - 4.503 Excused Absences
 - 4.5031 Arrangements for Excused Absences
 - 4.5032 Arrangements for Non-Listed Excused Absences
 - 4.5033 Hospital/Homebound
 - 4.5034 Repeated Absences
 - 4.5035 Student with More Than Nine (9) Absences
 - 4.5036 Head Lice/Bed Bugs
 - 4.504 Unexcused Absences
 - 4.5041 Habitual Truancy/Truancy Procedures
 - 4.505 Tardiness
 - 4.506 Late to School Check-In or Early Check-Outs
 - 4.5061 Unexcused/Excused "Late to School Check-ins/Early Check-outs"
 - 4.507 Retention Due to Excessive Absences of Any Kind
 - 4.508 Administrative Withdrawal
 - 4.509 Learnfare Program
 - 4.510 Early Warning System for Attendance
- 4.600 VIRTUAL SCHOOL

4.100 ADMISSION

Florida law requires that a child who will be six (6) years of age by February 1 of any school year must attend school regularly during the entire school term. Therefore, the child must begin school at the beginning of the school year. s.1003.21, F.S.

4.101 Age Requirement: Kindergarten

Children entering Kindergarten in Santa Rosa County District Schools for the first time must comply with s.1003.21, and (1)(a)2 F.S. regarding entry. A child must be five (5) years of age on or before September 1 of the school year.

4.102 Age Requirement: First Grade

Any child who has completed Kindergarten AND is six (6) years of age on or before September 1 will be admitted to Grade 1 at any time during the school year.

4.103 Transfer: Non-public Kindergarten

Pupils transferring from a non-public Kindergarten to the Santa Rosa County schools must meet the Florida age requirement for entry to Kindergarten.

4.104 Transfer: Out-of-State

Pupils transferring from out-of-state to a Santa Rosa County District Kindergarten or first grade must meet the age requirements for public schools in the state from which they are transferring. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school must be provided.

4.105 State of Florida Initial Entry Documentation Requirements

To be initially admitted to Florida schools, as a first-time student enrollment or as an out-of-state transferring student having never attended a Florida public or private school, a student must provide the following data:

4.1051 Evidence of Birth

Provide evidence of date of birth in accordance with s.1003.21, F.S.

4.1052 Evidence of Immunizations

Provide evidence of immunization against communicable diseases as required by s.1003.22, F.S.

4.1053 Evidence of Medical Exam (Also referred to as a Physical Exam or Florida Physical)

Provide evidence of a medical examination completed within the last 12 months in accordance with s.1003.22, F.S.

4.1054 Evidence of Residence

Provide evidence of residence at an address within the attendance area of the school to which admission is requested or a request for transfer approved by the school board.

4.1055 Out-of-State Transfers:

A temporary exemption for a period not to exceed 30 school days will be given to permit a student who transfers from out-of-state to attend class until his/her medical exam can be obtained or brought up to date. After 30 days, the student may be excluded from school until a medical exam (completed within the last 12 months) is presented to the school.

4.1056 McKinney-Vento Homeless Assistance

Appropriate exceptions and accommodations will be made to minimize the barriers related to student assignment for students identified as eligible for services through the 1) Department of Children and Families or 2) under s.722 (d) (2), F.S., of The Federal

McKinney-Vento Homeless Assistance Act and related Florida Statutes. Students identified as homeless shall be given a temporary exemption for 30 school days to comply with school entrance documentation requirements (i.e. birth certificate, immunizations, physical exam) (s. 1003.22 (2), F.S.). After 30 days, mandatory exclusion from school is required by law in Florida until acceptable immunization documentation is presented. Physical exam will also be required within the 30-day timeline. The Federal Programs Coordinator serves as the district's McKinney-Vento Liaison and may be contacted for further information.

4.1057 Social Security Number (s.1008.386, F.S.)

A student is not required to provide his or her social security number as a condition for enrollment.

4.106 In-State Transfer Documentation Requirements:

Students transferring from another public or private school in the State of Florida shall be given 30 days to provide the district with proper record of an up-to-date immunization and a record of medical exam (on file as an initial entry health exam; not required to have been completed within 12 months). Failure to provide proper documents may result in exclusion from school until records are presented. A new medical exam will be required if one is not received as part of the student record.

4.107 Admission: Home School Education

Elementary students enrolled with the district as home school education students are not eligible to participate in classes, activities or ESE Services, at the elementary school level. Contact the Director of ESE for disability or Director of Student Services for Section 504 questions.

4.108 Interstate Compact on Educational Opportunity for Military Children – Florida Statute 1000.36

See Section 1 of this document for details.

4.109 Enrollment: Expulsion/Charges

Any student enrolling in any Santa Rosa County District School shall at the time of enrollment, indicate on the enrollment form any previous school expulsion or alternative placement in lieu of expulsion; arrests resulting in a charge where the student was adjudicated guilty or where adjudication was withheld; or any juvenile justice actions. If a student requesting admission has been given **alternative placement** in lieu of expulsion from any non-district school, the Director of Elementary Schools should be contacted to determine appropriate placement within the district prior to the enrollment of the student in a Santa Rosa County District School. A student with an active Individual Education Plan (IEP) who has been expelled from any non-district school and who is seeking to enroll in a Santa Rosa County District School or alternative placement shall be referred to the Director of Exceptional Student Education (ESE) for an immediate placement review.

4.110 District Placement Committee

If a student requests admission to elementary school and the student has not been regularly enrolled in an education program, and does not have appropriate records regarding grades completed, the District Placement Committee will hear the parent's request when there is a question regarding grade level placement.

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

- A. The Director of Elementary Schools, Chairperson
- B. The Director of Middle Schools
- C. The Director of High Schools
- D. The Principal of the Elementary School
- E. The Director of Continuous Improvement

4.111 Student Transfers

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

4.112 Exceptional Student Education (ESE): Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)

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

- a) An Individual Educational Plan (IEP) has been written in accordance with rules of the State Board of Education; or
- b) A Doctor’s Diagnosis that meets the criteria in statute. NOTE: Students with disabilities include K-12 students who are documented as having an intellectual disability; a speech impairment; a language impairment; a hearing impairment, including deafness; a visual impairment, including blindness; a dual sensory impairment; an orthopedic impairment; another health impairment; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; a traumatic brain injury; a developmental delay; or autism spectrum disorder.

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

Pursuant to Section 1002.394(3), F.S., a student meeting the FES-UA eligibility requirements may choose to attend another public school in the student’s school district or in an adjacent school district. In this case, the district FES-UA Representative (name and contact information found on the School Choice website) must be contacted to discuss available public school options. Public school availability is determined by the school district and is based upon the following:

- Program availability (determined by the student’s IEP) at the requested school center.
- Parent should also complete a District Request for Student Transfer form to state the use of FES-UA within the Santa Rosa County School system.
- Document on the form the approval of the FES-UA Intent as well as alternate school choice.
- Verification of ESE program will be done by ESE Admin as well as affiliated program facilitator to determine appropriate services and/or supports in requested school.
- Verification submitted to designated Level Director for final approval of public school.

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.

4.114 School Choice

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

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

Students with parents/guardians employed by the Santa Rosa County School District are allowed to enroll in a district school within the school zoned feeder pattern of their assigned work location provided space is available.

Parent/Guardians must provide verification of employment to receiving school upon request to Transfer. Annual verification required.

4.116 Classroom Transfers

Parent Request for his/her child to be transferred from an out-of-field classroom teacher to an in-field classroom teacher.

1. The parent may submit to the school Principal a letter detailing their request for transfer to an in-field teacher.
2. The Principal will approve or deny the request within two (2) weeks of receiving the request. If a request for transfer is denied, the school must notify the parent and specify the reasons for the denial.
3. If the denial is due to lack of staff or class-size considerations, the parent will be made aware of the district reassignment process.

Parent Request for his/her child to be transferred to another classroom teacher.

1. The Parent should request a conference with the current teacher to discuss concerns and to seek a resolution.
2. If the above is not successful, the parent should request a conference with the teacher and a school administrator to seek resolution.
3. If the above does not resolve the issues/concerns, the parent may submit to the school Principal a letter detailing their continued concerns and the specific remedy sought.
4. The Principal will approve or deny the schedule change request within two (2) weeks of receiving the request and this decision will be provided to the parent in writing.
5. Parents who wish to appeal this decision may appeal to the grade level director at the district level.

4.200 PROGRAM OF STUDY

4.201 Required Program of Study

Public School Student Progression; Reporting Requirements; Required Program of Study

A. Intent -

It is the intent of the Florida Legislature that each student's progression from one grade to another to be determined, in part, upon proficiency in reading, writing, science and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

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

The program of study for elementary school students in Santa Rosa County District Schools reflects state and local expectations for elementary education. The following areas of study

are required for elementary education in each grade, K - 5:

- English Language Arts (ELA)
- Mathematics
- Science
- Social Studies

The following programs of study are special area/elective course descriptions that are part of our district's overall programs of study. These may be implemented as scheduled classes or imbedded in other subject area instruction.

- Art (may include the fine arts and/or dramatic arts)
- Character
- Computer Literacy, Problem Solving and Critical Thinking Skills
- Health (includes harmful effects of alcohol, tobacco and drug abuse; nutrition; human growth and development; and safety). Every effort shall be made to integrate health education with other subject areas.
- Music
- Self and Career Education
- Safety
- Technology Education

4.2011 Elementary Physical Education

Per state statute (1003.455), the district will provide 150 minutes of physical education weekly. Schools on six (6) plus day schedules will average 150 minutes of physical education per week.

The Elementary Physical Education Program of Study will reflect the following outcomes:

- Schools will provide physical education activities of at least a moderate level of intensity for the duration sufficient to provide significant health benefit to all students, subject to their differing capabilities.
- Schools will require fitness education and assessment to help students understand; improve and maintain their physical well-being.
- Programs will provide students of all abilities and interests with a foundation of movement experiences that will lead to active, healthy lifestyles.
- Schools will ensure instruction in and promotion of healthy eating habits and good nutrition.
- Schools will deliver safety skills instruction for various physical activities and equipment.
- District policy will prohibit the use of physical activity and the withholding of physical activity as punishment.

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.

4.2013 Elementary Health Education

Comprehensive age-appropriate and developmentally appropriate K-12 instruction on:

Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

- a) Injury prevention and safety.
- b) Internet safety.
- c) Nutrition.
- d) Personal health.
- e) Prevention and control of disease.
- f) Substance use and abuse.
- g) Prevention of child sexual abuse, exploitation, and human trafficking.

4.202 MTSS (Multi-tiered System of Supports)

4.2021 Early Warning System

A school that serves any students in Kindergarten through Grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:

- a. Attendance below 90 percent regardless of whether absence is excused, or a result of out-of-school suspension;
- b. One or more suspensions, whether in-school or out-of-school;
- c. Course failure in English Language Arts or mathematics during any grading period; and
- d. A Level one (1) score on the statewide standardized assessments in English Language Arts or mathematics or, for students in Kindergarten through Grade 3, a substantial reading deficiency under s.1008.25(5)(a) or a substantial math deficiency in Kindergarten through Grade 4 under s.1008.25(6)(a)

The system must include data on the number of students identified by the system as exhibiting two (2) or more early warning indicators, the number of students by grade level who exhibit each early warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The school MTSS team will be responsible for monitoring the data from the early warning system. When a student exhibits two (2) or more early warning indicators, the MTSS team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program. Data and information relating to a student's early warning indicators must be used to inform any intervention strategies provided to the student. Documentation of assigned interventions and progress monitoring shall be housed in the school district's student management system.

Tier I, II and Tier III Supports:

Specific levels of performance in reading, writing, science and mathematics will be expected for each student at all grade levels. Various measures will be used to determine proficiency including the levels of performance on statewide assessments, as defined by the Commissioner of Education. If below level performance is documented, the student must receive remediation within an intensive program that is different from the previous year's program. Remediation will be provided for students based on assessment results from the previous year. If prior year state assessments are not

available other state and progress monitoring assessments and prior year tier levels will be considered.

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

Kindergarten, Retained Kindergarteners, Grade 1, Grade 2

Mathematics and Reading

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

Grade 3

Reading and Math

The state selected progress monitoring tool within the first 30 days. Cut scores for PMP's will reference an equivalent percentage of students who show non-proficiency on current and/or previous progress monitoring assessments.

Grade 4

English/Language Arts less than Level 3 on FAST ELA for Grade 3. If state assessments are not available: Multiple data points consisting of prior FAST results, prior and/or current progress monitoring results and prior year PMP tier level.

Mathematics less than Level 3 on FAST Math for Grade 3. If state assessments are not available: level 1 or 2 on prior and/or current progress monitoring assessments.

Grade 5

English/Language Arts less than Level 3 on FAST ELA for Grade 4. If state assessments are not available: Multiple data points consisting of prior FAST results, prior and/or current progress monitoring results and prior year PMP tier level.

Mathematics less than Level 3 on FAST Math for Grade 4. If state assessments are not available: level 1 or 2 on prior and/or current progress monitoring assessments.

Additional diagnostic information and classroom performance may also be used as criteria to determine a need for remediation.

Allocation for Resources – District school boards shall allocate remedial and supplemental instructional resources to students, with priority given to students who are deficient in Language Arts by the end of 3rd grade and students who fail to meet

performance levels required for promotion; consistent with the district school board's plan for student progression.

Progress Monitoring Plans (PMPs) – Students must demonstrate proficiency in reading, writing, science and mathematics at each grade level, as determined by state levels of proficiency on state assessments and local levels of proficiency on local assessments. Any student who does not meet the specified grade level performance in reading and/or mathematics as defined by the Santa Rosa County School District Assessment Plan or statewide assessments at selected grade levels, must be provided additional diagnostic assessments to determine the nature of the student's difficulty and area(s) of academic need and strategies for providing academic supports to improve the student's performance [1008.25 (4)(a)]. (See criteria for each grade level listed above). A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by an educational plan. "Satisfactory performance" is defined by the state as level 3 and above on state assessments and 40% and above on STAR assessments. District satisfactory performance is based upon norm-referenced cut scores. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary [1008.25 (4)(c)].

Those students identified as needing intensive remediation or struggling in the area(s) of academics, behavior, and/or attendance must be provided with an academic Progress Monitoring Plan (PMP), a Behavior Monitoring Plan (BMP), and/or a Truancy Monitoring Plan developed in consultation with the student's parent or legal guardian. The purpose of the Progress Monitoring Plan (PMP) is to assist the student in meeting district and state expectations for proficiency in ELA and mathematics and/or to improve behavior and attendance by way of interventions. The plan(s) may include one or more of the following activities as considered appropriate by the school administration: Tier I (core supports); Tier II or Tier III interventions, strategies, and supports that may include, small group instruction within the school day; accommodations to support academic/behavioral/social emotional progress, extended day services; tutoring; scheduling of classes to focus on only a few subjects needing remediation or emphasis (ELA and/or mathematics); testing for ESE services; behavior contracts, truancy plans and other remedial activities as determined by the school district.

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 may be included in the Progress Monitoring Plan (PMP) process, if they do not demonstrate proficiency in reading and/or mathematics at each grade level, as determined by state levels of proficiency on state assessments and local levels of proficiency on local assessments. A student who has a substantial reading deficiency must be covered by a federally required student

plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary [1008.25 (4)(c)].

4.203 Section 504

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

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

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

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

4.204 Exceptional Student Education (ESE): Eligibility

Students meeting Florida Department of Education eligibility criteria, for one or more exceptional student education programs, and requiring specially designed instruction and/or related services shall be admitted through an eligibility staffing. An appropriate individualized program of study will be developed in the student’s Individual Education Plan (IEP).

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

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

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

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

4.205 ESE: Mastery of Course Content

Unless otherwise specified on the Individual Education Plan (IEP), elementary exceptional students working on established state standards are required to demonstrate mastery in the same areas of study as their non-disabled peers.

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 consider 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.

4.207 Gifted Education: Make-Up Work

Best practice dictates that gifted students should be required to complete only work which, if not completed, would affect their classroom progress. The following are guidelines to be used when making decisions regarding work missed while attending Gifted Program classes:

- A. Students attending Gifted Program classes will be excused from the daily/homework assigned during the class period(s) missed. Students will be excused from these assignments without penalty to their grades, loss of other scheduled activities, or loss of any classroom privileges. Assignments made prior to the day students attend the Gifted Program class are to be turned in the next scheduled class time.
- B. Mastery of standard curriculum objectives may be determined by oral review, teacher observations, quizzes, modified assignments, and/or a few selected problems.
- C. Time spent in the Gifted Program class is governed by State Regulations (6A-6.0331); therefore, students are not to miss any of the scheduled time for Gifted Program services.

4.208 Equal Access

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

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

4.209 English Language Learners

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

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

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

The following admissions process will be followed:

- Enroll any student and do not ask about their immigration status.
- Students should be placed by age or transcripts. A school or district ELL Committee may be held for this purpose if placement is not clear.
- Each English Language Learner shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential. Appropriate programming includes enrollment in programs other than ESOL funded programs. Such programs shall seek to develop each student's English language proficiency and academic potential as required by 6A-6.0904, F.A.C.
- Each English Language Learner shall be placed in a highly qualified ESOL Endorsed/Certified teacher's classroom, when feasible.
- The ESOL School Liaison shall be notified immediately so appropriate screening may be completed within the timeline set forth in the Meta Consent Decree.
- Enrollment should not be delayed because of lack of transcripts.
- Residency may be established using alternative documents.
- Make initial course placement decisions based on available information at time of enrollment.
- Students should be enrolled within five school days of their first attempt to enroll.
- Contact the district ESOL department and Grade Level director if additional guidance is needed.

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

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

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

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

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

- Age appropriateness

- Parent input
- Review of records/assessments
- Comprehensive parent/guardian/student interview
- Academic records available, with consideration that other grade levels and grading systems may differ from the ones in the United States
- Telephone calls and record requests to previous school
- When appropriate grade band placement is unclear, a District ELL Committee will convene. The District ELL Committee includes Grade Level Directors, Federal Programs Director, or Coordinator and ESOL Program Facilitator.

The Santa Rosa County District School's 3-year ELL Plan may be accessed under ESOL at <https://santarosaschools.org/en-US/esol>

B. Assessment and Retention

Assessment

- All ELLs are expected to participate in state assessments regardless of the Date Entered U.S. School (DEUSS) or number of years in the ESOL Program (FDOE DPS Memo 2018-146) unless approved by the Federal Programs Director or Coordinator and the Assessment Coordinator.
- All ELLs coded LY at the beginning of the state testing window are required to take WIDA ACCESS for ELLs each year to measure English proficiency.
- Allowable state testing accommodations for ELLs coded LY and LF are defined in 6A-6.09091, F.A.C., Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners.
- All students enrolled during survey 3 will take the statewide standardized assessments.

Retention Considerations

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

Grading Guidelines for ELL Students

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

(Heritage Language Dictionary and / or Heritage Language Content Area Glossaries) and apply accommodations such as extended time as outlined in the student's ELL Plan.

- Document the use of ESOL appropriate instructional strategies in teacher lesson plans and/or FOCUS.
- Document parent contacts made for each ELL student. Examples of ESOL strategies are provided to each assigned classroom teacher with the ELL Plan, now available through the Ellevation platform.
- Explain grading criteria and expectations to students and parents. Provide examples of model assignments or anchor papers meeting performance expectations as needed.

Course Failures

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

C. MTSS and English Language Learners

MTSS interventions are appropriate for English Language Learners for issues unrelated to English proficiency. In such cases, MTSS interventions should be occurring concurrently with the classroom ESOL services provided by the highly qualified ESOL Endorsed/Certified teacher. Time on each tier may need to be extended based on the rate of skill acquisition and English language acquisition. Delaying the MTSS process with an ESOL student for concerns unrelated to English proficiency would potentially deprive the student of extra support needed. Each case should be viewed individually with collaboration between the ESOL School Liaison and MTSS team to determine the best support for the student.

4.210 Elementary Reading Deficiency and Required Parental Notifications

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading, or the characteristics of dyslexia, based upon screening, diagnostic, progress monitoring or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic and multisensory reading interventions, that are grounded in the science of

reading, immediately following identification of the reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia. A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify them with a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation conducted pursuant to s.1003.57, F.S., is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under Chapter 490, F.S., which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an Individualized Education Plan (IEP) or an individualized Progress Monitoring Plan (PMP), or both, as necessary pursuant to s.1008.25(4)©, F.S.

For reading, the individualized progress monitoring plan shall include at a MINIMUM:

1. The student's specific, identified reading deficiency.
2. Goals and benchmarks for student growth in reading.
3. A description of the specific measures that will be used to evaluate and monitor the student's reading progress.
4. For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.
5. Strategies, resources and materials that will be provided to the student's parent to support the student to make reading progress.
6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading development. (s. 1008.25(4)(c), F.S.)

Please note that if a student is covered by an Individual Educational Plan (IEP) ONLY, the above criteria should be documented in the IEP along with all other required documentation.

In accordance with Rule 6A-6.053(10), F.A.C., a kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met: For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S., and the student has demonstrated, through progress monitoring, formative assessments or teacher observation data, 2 minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S., and the student has demonstrated, through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or

For grade 3, the student scores:

1. Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S., and the student has demonstrated, through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
2. Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.

Pursuant to s. 1008.25, F.S., and s. 1002.411, F.S., the parent of any student who exhibits a substantial deficiency in reading or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments or teacher observations, must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies, including multisensory strategies and programming, through a read-at-home plan the parent can use in helping his or her child succeed in reading. The read-at-home plan must provide access to the resources compiled by the Department of Education.
6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. The district's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
8. The district's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.
9. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485, F.S., and information on parent training modules and other reading engagement resources available through the initiative.
10. The process to request and receive a New Worlds Reading scholarship, subject to available funds (s. 1002.411, F.S.).

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already

being implemented have not resulted in improvement. Additionally, each school district shall provide written notification to the parent of a student who is retained in grade 3 that his or her child has not met the achievement level required for promotion and the reasons the child is not eligible for good cause exemption. This notification must comply with the aforementioned notification for parent of a student with a substantial deficiency in reading and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. (s. 1008.25(4), F.S., 1008.25(5), F.S., s. 1008.25(7), F.S., s. 1002.411, F.S., and Rule 6A-6.053, F.A.C.) After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Additionally, each school district shall provide written notification to the parent of a student who is retained in grade 3 that his or her child has not met the achievement level required for promotion and the reasons the child is not eligible for good cause exemption. This notification must comply with the aforementioned notification for parent of a student with a substantial deficiency in reading and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. (s. 1008.25(4), F.S., 1008.25(5), F.S., s. 1008.25(7), F.S., s. 1002.411, F.S., and Rule 6A-6.053, F.A.C.)

Intensive Reading Instruction: Students must be assessed in reading proficiency using locally determined assessments before the end of Grades K-5. Students in Kindergarten will be assessed at the beginning of each school year using state-wide assessment. Students with a substantial deficiency in reading must be given intensive reading instruction immediately following the identification.

Intensive instruction must be provided for students in Grades K-5 who are deficient in reading proficiency. Intensive instruction must:

- be standards-aligned;
- includes accommodations for students with a disability, students with an IEP, and students who are English language learners;
- provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring;
- occurs in addition to core instruction and Tier 2 interventions.
- Students deficient in reading proficiency at the end of Grades K-5 must have their reading proficiency monitored and reassessed following the intensive instruction.

4.211 MATHEMATICS DEFICIENCY AND PARENTAL NOTIFICATION

- A. Any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics, or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must:

1. Immediately following the identification of the mathematics deficiency, be provided systematic and explicit mathematics instruction to address his or her specific deficiencies through either:
 - a. Daily targeted small group mathematics intervention based on student need; or
 - b. Supplemental, evidence-based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or a trained tutor.
2. The performance of a student receiving mathematics instruction under subparagraph 1. must be monitored, and instruction must be adjusted based on the student's need.
3. The department shall provide a list of state examined and approved mathematics intervention programs, curricula, and high-quality supplemental materials that may be used to improve a student's mathematics deficiencies. In addition, the department shall work, at a minimum, with the Florida Center for Mathematics and Science Education Research established in s. 1004.86 to disseminate information to school districts and teachers on effective evidence-based explicit mathematics instructional practices, strategies, and interventions.
4. A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan under paragraph (4)(b) is developed to identify the student as having a substantial mathematics deficiency and initiate intensive mathematics interventions. In addition, a school may not wait until an evaluation conducted pursuant to s. 1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyscalculia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.
5. The mathematics proficiency of a student receiving additional mathematics supports must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized Mathematics assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 4 has a substantial deficiency in mathematics.
- B. A Voluntary Prekindergarten Education Program student who exhibits a substantial deficiency in early math skills based upon the results of the administration of the final coordinated screening and progress monitoring under subsection (8) shall be referred to the local school district and may be eligible to receive intensive mathematics interventions before participating in kindergarten. (Pending State Board of Education approval in August 2024.)
- C. The parent of a student who exhibits a substantial deficiency in mathematics, as described in paragraph (a), must be notified in writing of the following:
 1. That his or her child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.
 2. A description of the current services that are provided to the child.
 3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency.

4. Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child succeed in mathematics. The home-based plan must provide access to the resources identified in paragraph 3 (e).

After the initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

- D. The Department of Education, in collaboration with the Florida Center for Mathematics and Science Education Research established in s. 1004.86, shall compile resources that each school district must incorporate into a home-based plan provided to the parent of a student who is identified as having a substantial mathematics deficiency pursuant to paragraph (a). The resources must be made available in an electronic format that is accessible online and must include the following:
 1. Developmentally appropriate, evidence-based strategies and programming, including links to video training modules and opportunities to sign up for family-guided home mathematics activities delivered periodically via text and e-mail, which a parent can use to help improve his or her child's mathematics skills.
 2. An overview of the types of assessments used to identify mathematics deficiencies and what those assessments measure or do not measure, the frequency with which the assessments are administered, and the requirements for interventions and supports that districts must provide to a student who does not make adequate academic progress.
 3. An overview of the process for initiating and conducting evaluations for exceptional education eligibility. The overview must include an explanation that a diagnosis of a medical condition alone is not sufficient to establish exceptional education eligibility but may be used to document how that condition relates to the student's eligibility determination and may be disclosed in an eligible student's individual education plan when necessary to inform school personnel responsible for implementing the plan.
 4. Characteristics of conditions associated with learning disorders, including dyslexia, dysgraphia, dyscalculia, and developmental aphasia.
 5. A list of resources that support informed parent involvement in decision-making processes for a student who has difficulty in learning.

4.300 GRADE PLACEMENT, GRADES AND GRADING

4.301 Criteria

Grade placement in Santa Rosa County District Schools is based on the careful evaluation of each pupil's achievement in terms of his/her appropriate instructional goals. The basis for making the determination should reflect teacher judgment based on the following: progress tests, daily observation, classroom assignments, standardized tests, student products and all other objective data available. The primary responsibility for determining each pupil's level of performance and ability to function academically, socially and emotionally at each level is that of the classroom teacher, subject to the review and approval of the Principal. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

4.302 Screening

All Kindergarten students shall be screened by their teachers within nine weeks of entering school using screening instruments and procedures that are state approved. All students in Grades 1-3 who are new to the district shall be screened during the first eight (8) weeks of school following their initial enrollment. Each school will adopt screening instruments and procedures appropriate to the individual school.

4.303 Further Assessment

After screening, students needing further assessment will be referred for additional evaluation to insure appropriate instructional placement.

4.304 Determined by Principal

The grade placement of a student transferring from any school will be determined by the Principal of the receiving school with the involvement of appropriate personnel.

4.305 Out-of-State Students

The grade placement of transfer students from out-of-state public or non-public schools will be determined by the Principal of the receiving school after admission requirements in Section 4.100 are met.

4.306 First Grade

Students entering first grade in Santa Rosa County District Schools for the first time must comply with s.1003.21, F.S. Completion of Kindergarten is a state requirement for a student entering first grade. Students not able to meet this requirement will be placed in Kindergarten.

4.307 Transfer: Probationary Basis

Transfer students shall be assigned to a grade on a probationary basis until transfer records are validated showing official evidence of the actual grade placement. The student's academic performance on the Santa Rosa County District selected standardized tests and classroom performance may be considered in making the final decision for placement of the student.

4.308 Transfer: Final

Final determination of the transfer student's grade placement shall be made as soon as possible after the student's records have been received. In the event the records are not obtained, the placement will be made based upon results from an appropriate screening and assessment.

4.309 Transfer: Home Education

The Principal is responsible for making an appropriate grade placement of a student entering Santa Rosa County District Schools from a home education program that has followed all requirements for registration, documentation, and evaluation required of such programs.

4.3091 Placement/Age

Students who are five (5) or six (6) years of age shall be placed in accordance with the requirements outlined in s.1003.21 and s.232.04, F.S.

4.3092 Placement Variable

In addition to these requirements, placement shall be based on at least the following variables:

- age and maturity
- results of screening instruments
- academic skills and abilities
- previous record in public or private schools
- evidence of work while in home education
-

4.3093 Temporary Placement

Students may be temporarily placed pending screening.

4.310 Responsibility of Principal

School personnel shall utilize all available resources to achieve parent understanding and cooperation regarding a student's grade placement. However, in situations involving exceptional students, the IEP Team may convene to determine grade placement. The final decision is the responsibility of the Principal.

4.311 Promotion: K-5 Students

Promotion of students from one (1) grade to the next in Santa Rosa County District Schools is based upon evaluation of each student's achievement in terms of appropriate goals for that student. Every effort should be made to assure that students develop sufficient skills and behaviors for success in school. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Student Performance

If a student has been identified as needing intensive remediation, additional diagnostic assessments to determine the nature of the student's difficulty and area(s) of academic need will be provided for the student. If a student is not remediated, he/she may be retained.

4.312 Promotion: ESE Students

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

4.313 Schedule of Completion

A student should complete the primary grades (K-3) in no more than five years and Grades 4 and 5 in two (2) years. Any student who appears to be having difficulty meeting promotion requirements should be monitored carefully by the professional staff, to be certain that the student does not require additional services.

4.314 Report Cards: Grading System

Policies relating to the content and issuance of student report cards shall be set forth in the Student Progression Plan. Statutory Authority: s.1003.33 F.S.

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.

Mid-term grade reports will be issued by each teacher in Grades 1– 5 on the dates reflected on the district's calendar. Teachers will follow appropriate procedures to ensure that mid-term reports adequately reflect student progress.

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

Kindergarten Report Card

The Kindergarten report card is a standards-based report card reflecting the most critical skills needed for success in Kindergarten. All state standards are taught per course descriptions but not all of these standards are represented on the progress report. However, overall mastery of the most critical skills listed on the standards-based report card represents collective success

and demonstrate success for grade advancement to 1st grade. The scale for performance on the Kindergarten report card is as follows:

- E = Exceeds Expectations– Student meets or exceeds proficiency of the targeted benchmarks with independence, accuracy, and quality
- S = Satisfactory – Student performs at a satisfactory level and is developing proficiency toward targeted standards but requires additional support
- N = Needs Improvement– Student performs below proficiency of the targeted standards even with additional support

Report Cards:

Grades 1st through 6th grade will utilize the same scale for reporting progress to parents. This information is reported each nine (9) weeks but more frequent communication of progress will occur through weekly communications to parents and through work products coming home for parent review. Parents will also have access to a grading portal that will allow for grade monitoring of student performance between grade reporting periods.

Number grades will be assigned using the following scale:

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

Physical education, art, and music will receive E, S, N, U, or I grades.

E = Excellent

S = Satisfactory

N = Not Mastered

U = Unsatisfactory

I = Incomplete

Appropriate procedures should be followed by teachers to continuously, carefully, and adequately 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.

4.315 Report Cards: Reflect Level of Achievement

Elementary report card grades in ELA and mathematics must clearly reflect the student's level of achievement. Parents must be able to assume that students earning satisfactory grades in the regular program are achieving within the range appropriate or acceptable for their grade or the course in which they are enrolled. Remedial programs, while scaffolded to support the student, should be rigorous and reflect challenging content and nearing grade level expectations. Instruction for a small portion of the day may be below grade level, but this coursework should not be reflective of overall expected grade level performance unless students are working on Access Points Course Expectations (ESE Alternate Assessment Students only). Parents must receive accurate and timely information regarding their child's academic progress and must be informed of ways they can help their child to succeed in school. An ELL student's grade should reflect daily instructional accommodations and modifications, as well as testing accommodations and modifications. Grades must realistically reflect the ELL student's

academic achievement and should not penalize the student for not yet being proficient in English.

4.316 Report Cards: Issuing Schedule

Report cards are issued each nine-week period for Grades K-6. The first progress report of the year for Kindergarten will be given to parents at a scheduled parent conference. For all grades, in order to earn a grade for the report card, the student must be enrolled in a school for two-thirds of the grading period. Specifically, with a 45 day grading period, the student must be enrolled for 30 days.

In terms of promotion or retention of students, a grade period reflecting no grade will not unduly influence the decision of the teacher on the yearly average in each academic subject. When the ungraded period is the final grading period of the school year, no decision concerning promotion or retention will be made until the regular school year has ended. The final report card will not be released prior to the conclusion of the regular school year.

4.317 ESE: Progress Reports

Exceptional students' progress toward IEP goals and objectives will be reported to parents at the end of each nine (9) week grading period.

4.318 State Adopted Standards

- A. Standards to measure student achievement serve as guides to determine best practices for local curriculum designers in helping schools implement school improvement strategies to raise student performance. These standards explain what students should know and be able to do in the subjects of the arts, health/physical education, foreign languages, ELA (reading and writing), mathematics, science and social studies. Public schools shall provide appropriate instruction to assist students in the achievement of these standards. State Academic Standards can be found on the Florida Department of Education Website or by going to www.cpalms.org.
- B. Each district school board shall incorporate the established State Academic Standards into the district Student Progression Plan.
- C. The established State Academic Standards shall serve as the basis for statewide assessment.

4.319 Accelerated Grade Placement

The promotion of a student from one (1) grade to a higher grade at any time during a school year should be made on the basis of exceptionally high achievement by the student, recommendation for consideration by school staff, and evidence that the student will benefit from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effects of the decision should be considered. The Principal has the responsibility for making such assignments. A student will not be accelerated without parental consent. The student's cumulative record should be noted to indicate "accelerated grade placement." Also refer to Section 2 of the Student Progression Plan – Academically Challenging Curriculum to Enhance Learning (ACCEL).

4.320 Principal as Final Administrative Authority

The Principal has the final administrative authority for the grade and class placement of elementary school students.

4.321 Retained: Reassigned

Any pupil who has been retained may be assigned any time during the first reporting period of the next school year to the next higher grade upon recommendation of the teacher and approval of the Principal, if it has been determined that the standards have been met and the

student will benefit from instruction at the next higher grade level. A mid-year promotion can occur at any time prior to the end of the first semester. (See Section 4.3235) No promotion will be granted after the last day of the first semester.

In considering a student for retention at parent request, the district would need documents with clear and compelling evidence of a need for the student to spend time in the same grade level in order for the student to gain emotional, cognitive, or physical maturity. Documentation in terms of coursework grades, test scores, or a medical evaluation to support this decision would need to be provided. If the student is a student with a disability, reviewing information on the periodic reporting on the progress the student is making attaining the annual IEP goals may be used as another data source.

4.322 Administrative Placement

A student who has not met the student performance standards and who may not benefit from special assignment to the same grade may be administratively assigned by the Principal to the next higher grade. In all cases, the student's cumulative record shall indicate the grade assigned by "administrative placement." A properly documented Progress Monitoring Plan (PMP) must be in the cumulative folder.

Parents should be notified that their child is being administratively placed in the next higher grade. A copy of this notification should be placed in the student's cumulative record. It is preferred that this notification occur in a parent conference.

4.323 Retention

Students who do not satisfactorily achieve established standards for the grades to which they are assigned may be assigned to the same grade for the next school year. These students are to be provided instruction designed to continue their progress toward mastery of required standards in an intensive program that is different from the previous year's program and that takes into account the student's learning style. A retained student must be provided 90 minutes of uninterrupted reading instruction daily, using research-based materials, with additional time for intensive intervention. The Principal has the final administrative responsibility for a student's grade placement. Students retained twice must receive an additional 90 minutes of intensive reading instruction, totaling 180 minutes. Every effort will be made with students that are twice retained to offer grade level and above grade level instruction with the goal of achieving mid-year promotion to the next grade. State guidelines are in place for 3rd grade s. 1008.25(7), F.S.) and school will set frameworks for other grade level decisions based on the needs of the students and the accomplishment of grade level expectations (with support).

4.3231 Criteria for Retention

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

- A. The student's performance on the district/state progress monitoring assessment results or if the student scores a Level I on the FAST ELA test.
- B. The student's performance score on a research-based retention instrument (e.g. Light's Retention Scale) indicates possible retention,
- C. The student's progress on teacher made assessments is below grade level,
- D. The student's report card grades indicate a lack of progress,
- E. The student's status regarding exceptional student education screening and placement has been considered,

- F. The student's Progress Monitoring Plan (PMP) documents that three (3) or more indicators have been utilized to measure adequate progress in Language Arts (to include reading and writing skills progress monitoring),
- G. The student's Progress Monitoring Plan (PMP) documents remediation strategies have been provided through the implementation of the plan,
- H. It is the strong belief of the team, after studying all data and considering the input of the parent that the retention will serve a long-term benefit for the student and the retention will be used as a method to remediate the student deficits; not simply repeat the year because of a lack of skill mastery.

Promotion and retention of an ESE student is a decision based on the student's individual needs, as determined by the IEP goals and objectives. When considering promotion and retention the following factors should be considered:

- impact on the student's opportunities to be included in general education
- developmental/maturational appropriateness
- social/behavior skills
- communication skills
- physical maturity
- attendance
- academic skills
- chronological age

No promotion or retention decision may be made for any individual student classified as ELL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. A formal retention recommendation regarding an ELL should be made through action of an ELL committee. Parent conferences regarding possible retention will be initiated during the second semester of the school year. Parents should be made aware of their child's possible retention status early in the second semester.

The child's report card should reflect below grade level performance and lack of adequate progress in reading, writing, and/or in mathematics. Documentation of the student's progress will be maintained in the student's permanent record.

The final recommendation for retention and the supporting data will be submitted to the Principal before the last day of school. All parent conferences should be completed prior to the teacher's recommendation for retention. When it is recommended that a student should be retained in the current grade level, the Principal makes the final decision regarding retention.

All requests for exempting a student from the district's retention policies will be submitted to the school board by the Principal. The local school board may exempt a student from mandatory retention for "good cause."

4.3232 Adequate Progress

Section 1008.25, F.S., provides certain requirements for school district student progression plans. The intent is to base promotion, in part, on proficiency in reading, writing, science and mathematics. School districts must:

- establish standards for evaluating how well students master the established state standards.
- establish expected levels of performance for student progression at each grade, as defined by the Commissioner, for students in reading, writing, science and mathematics based on achievement of the appropriate established state standards/benchmarks, with acceptable levels of performance on the FAST at grade levels 3 - 5 and on the FAST in Kindergarten through Grade 2, below which a student must receive remediation or be retained.
- provide remediation through a Progress Monitoring Plan (PMP), focusing on diagnosed needs until the student is remediated.

To meet state requirements for adequate progress, the district's Progress Monitoring Plan (PMP) must be implemented with identified low performing students. This plan is a document developed along with a child's parents to assist the student in meeting the expectations of proficiency. When a student fails to attain the specified district or state levels of performance for student progression on district or state assessments, the district has three (3) options:

1. Remediate before the beginning of the next school year and promote;
2. Promote and remediate during the following school year with more intensive intervention;
3. Retain and remediate with a program and strategies specified in a revised Progress Monitoring Plan (PMP).

4.3233 Mandatory Retention

Any student who exhibits a substantial deficiency in reading skills, as determined by the statewide assessment at Grade 3, is subject to mandatory retention. In order to be promoted, students must meet one of the Good Cause Exemptions from Mandatory Retention.

Intensive Reading Acceleration Course

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

1. Uninterrupted reading instruction grounded in the science of reading for the majority of student contact time each day and opportunities to master the grade 4 state academic standards in other core subject areas through content-rich texts.
2. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback.
3. Targeted small group instruction.
4. Reduced teacher-student ratios.
5. The use of explicit, systematic and multisensory reading interventions grounded in the science of reading, including intensive language, phonics and vocabulary instruction, and use of a speech-language therapist, if necessary, that have

proven results in accelerating student reading achievement within the same school year.

6. A read-at-home plan.

The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instruction may include visual information and strategies which improve background knowledge and experiential knowledge, add context and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. (s. 1008.25(8), F.S.)

4.3234 Requirements for Promotion to Grade 4

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. 1008.22, F.S., for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the grade 3 statewide, standardized English Language Arts assessment required under s. 1008.22, F.S., the student must be retained.

The district school board may only exempt students from mandatory retention for "good cause." Good Cause Exemptions shall be limited to the following:

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

Alternative Assessments for Promotion to Grade 4:

A student who scores Level 1 on the grade 3 statewide, standardized English Language Arts assessment may be promoted to grade 4 if the student demonstrates an acceptable level of performance on an approved alternative standardized reading assessment. The Department of Education shall review and approve the use of alternative standardized reading assessments to be used as a good cause exemption for promotion to grade 4 and will provide a list of approved alternative assessments to districts. The approval of an alternative standardized reading assessment must be based on whether the assessment meets the following criteria:

The earliest the alternative assessment may be administered for student promotion purposes is following administration of the grade 3 statewide, standardized English Language Arts assessment. The standardized reading assessment may be administered two (2) times if there are at least thirty (30) days between administrations and different test forms are administered. STAR Reading is the alternative assessment utilized for reassessment in Santa Rosa County. 50th percentile is the minimum score required to pass this alternative assessment.

Student Portfolios for Promotion to Grade 4:

To promote a student using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the B.E.S.T. English Language Arts Standards in reading is equal to at least a Level 2 performance on the grade 3 statewide, standardized English Language Arts assessment. Such evidence shall be an organized collection of the student's mastery of the B.E.S.T. English Language Arts Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first. The portfolio must meet the following criteria:

1. Be selected by the student's teacher
2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom.
3. Include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment have been met. Evidence is to include multiple choice items and passages that are approximately fifty percent literary text and fifty percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. English Language Arts Standards.
4. Be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. For each standard, there must be at least 3 examples of mastery as demonstrated by a grade of seventy (70) percent or above on each example; and
5. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

To request a good cause exemption, documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress monitoring plan, individual educational plan. If applicable, report card or student portfolio. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the school district superintendent. The school district superintendent shall accept or reject the school principal's recommendation in writing. (s.1008.25(6), F.S., and Rule 6A-1.094221, F.A.C.)

4.3235 Mid-year Promotion of Retained Grade 3 Students

Each school district shall implement a policy for the mid-year promotion of a student retained in grade 3 who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments and portfolio reviews, in accordance with State Board of Education Rules. Such mid-year promotions of retained grade 3 students should occur during the first semester of the academic year. To be eligible for mid-year promotion, a student must demonstrate that he or she:

1. Is a successful and independent reader as demonstrated by reading at or above grade level;
2. Has progressed sufficiently to master appropriate 4th grade reading skills; and
3. Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.

The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has mastery of grade 3 reading skills as presented in state academic standards in English Language Arts. Evidence is as follows:

1. Satisfactory performance as demonstrated by scoring Level 2 or above on beginning of the year administration of the statewide, standardized coordinated screening and progress monitoring system in Grade 3 English Language Arts pursuant to s. 1008.25(9)(b)2., F.S.;
2. Satisfactory performance on locally selected standardized assessment(s) measuring state academic standards in English Language Arts pursuant to s. 1003.41, F.S.;
3. Satisfactory performance on a state approved alternative assessment as delineated in paragraph (1)(b) of Rule 6A-1.094221, F.A.C., and described in Section D of this TAP; or
4. Successful completion of portfolio elements that meet all of the following requirements:
 - a. Be selected by the school district;
 - b. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - c. Include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment under s. 1008.22, F.S., have

been met. Evidence is to include grade level passages that are approximately fifty (50) percent literary text and fifty (50) percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. ELA standards.

- d. Be an organized collection of evidence of the student's mastery of the B.E.S.T. ELA standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment under s. 1008.22, F.S. For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark and;
- e. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The criteria for students promoted after November 1 must provide a reasonable expectation that the student has met the requirements outlined in Rule 6A-1.094222, F.A.C., and that the student's progress is sufficient to master appropriate grade 4 level reading skills equivalent to the level necessary for the month in which the transition to grade 4 occurs.

A retained third grade student is eligible for mid-year promotion if the student scores Level 2 or above on PM1 of the Grade 3 FAST ELA Reading and there is evidence the student is progressing sufficiently to master appropriate fourth grade reading skills. The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year and, if necessary, for additional school years. (s. 1008.25(8), F.S., Rule 6A-1.094221, F.A.C., and Rule 6A-1.094222, F.A.C.)

4.3236 Mid-Year Promotion

A mid-year promotion can occur in any other elementary grade as well as 3rd grade. The Principal, upon recommendation by the student's teacher, shall review with the teacher and one other appropriate staff member the following:

- a. Student's grades if appropriate or progress toward standards, if more appropriate
- b. Student's portfolio
- c. Student's latest score reports on district benchmark assessments
- d. Student's attendance record

4.324 Summer Reading Camps

Retained third grade students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include participation in the school district's summer reading camp, which must incorporate evidence-based, explicit, systematic and multisensory reading instruction grounded in the science of reading, in phonemic awareness, phonics, fluency, vocabulary, comprehension and other strategies prescribed by the school district. Third grade students participating in the school district's summer reading camp must be provided

with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, F.S., and the teacher must also be certified or endorsed in reading. (s. 1008.25(8), F.S.

4.3241 ESE: Extended School Year (ESY) Services

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

4.325 Assessment and Reporting

4.3251 Annual Report of Student Progress

All district school boards shall report assessment results using the state management information system. Assessment results for the statewide, standardized ELA and Mathematics assessments and all statewide, standardized EOC assessments must be made available no later than June 30, except for results for the grade 3 statewide, standardized ELA assessment, which must be made available no later than May 31. Results for the statewide, standardized ELA and Mathematics assessments must be available no later than May 31.

In accordance with F.S.1008.25(10), each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in English Language Arts, science, social studies, and mathematics. The district school board must report to the parent the student's results on each statewide, standardized assessment and the coordinated screening and progress monitoring system. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and response to intensive interventions provided. Progress reporting must be provided to the parent in writing in a format adopted by the district school board and must be accessible through secure, web-based options.

Each district school board must annually publish on the district website the following information on the prior school year:

1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment.
3. By grade, the number and percentage of all students retained in kindergarten through grade 10.
4. Information on the total number of students who were promoted for good cause, by each category of good cause.
5. Any revisions to the district school board's policies and procedures on student retention and promotion from the prior year.
- 6.

4.3252 Reading and/or Math Deficiency

Students must be assessed in reading and math at the beginning of Grades PreK – 5. Based on the results of these assessments or based on teacher recommendation, students who are substantially deficient in reading and/or math skills must be given intensive reading and/or math instruction following the identification of the deficiency. The student’s reading and math proficiency must be reassessed at the beginning of the following grade and, if the deficiency is still present, additional intensive reading and/or math instruction must be given until the deficiency has been remediated.

4.3253 Progress

Parents will be notified of their child’s progress toward achieving state and district expectations for proficiency in ELA, science and mathematics each nine weeks when report cards for students are sent home. Parents of students in Grades 1–5 will receive mid-term reports of their child’s progress during the fifth week of each nine (9) week grading period.

4.3254 Statewide Assessment and Remediation

- A. Each student must participate in the statewide assessment tests required by F.S. 1008.22. In the absence of state assessments, other criteria such as prior year progress monitoring results, prior year course averages and prior tier levels will be considered. Each student who does not meet specific levels of performance, as determined by the district school board in ELA and mathematics for each grade level, or who does not meet specific levels of performance, as determined by the state performance expectations, on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student’s difficulty and areas of academic need and strategies for providing academic supports to improve the student’s performance [1008.25 (4)(a)].
- B. The school in which the student is enrolled must develop, in consultation with the student’s parent, and implement a Progress Monitoring Plan (PMP) designed to assist the student in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in math and/or reading, the Progress Monitoring Plan (PMP) shall identify the student’s specific areas of deficiency in math and/or reading (phonemic awareness, phonics, oral language, fluency, comprehension and vocabulary); the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. Schools shall also provide frequent monitoring of the student’s progress in meeting the desired levels of performance. District school boards shall assist schools and teachers in implementing research-based reading activities that have been shown to be successful in teaching reading to low-performing students.
- C. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in ELA and/or mathematics or as defined by the school district in the absence of state assessments must continue to be provided with remedial or supplemental

instruction until the expectations are met, or the student graduates from high school or the student is not subject to compulsory school attendance.

4.3255 Assessment of ESE Students

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

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

- A. Does the student receive exceptional student education (ESE) services as identified through a current IEP, and has the student been enrolled in the appropriate and aligned courses using alternate achievement standards for two (2) consecutive full-time equivalent reporting periods prior to the assessment? Rule 6A-1.0943(5)(c)1, F.A.C.
- B. Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, does the student require modifications to the general education curriculum standards? Rule 6A-1.0943(5)(c)4, F.A.C.
- C. Even after documented evidence of accessing various supplementary instructional materials, does the student require modifications to the general education curriculum standards? Rule 6A-1.0943(5)(c)5, F.A.C.
- D. Even with documented evidence of the provision and use of assistive technology, does the student require modifications to the general education curriculum standards? Rule 6A-1.0943(5)(c)6, F.A.C.
- E. Was the assessment instrument used to measure the student’s global level of cognitive functioning selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities and distractibility)? Rule 6A-1.0943(5)(c)10, F.A.
- F. Does the student have a most significant cognitive disability, defined as a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired or traumatic brain injury or syndrome that is verified by either:
 - 1. A statistically significant below-average global cognitive score that falls within the first percentile rank (i.e., a standard, the full-scale score of 67 or under); or
 - 2. An evaluation process with procedures to identify students with the most significant cognitive disability when a global, full-scale intelligent quotient score is unattainable. This procedure must be approved by the Florida Department of Education and documented in the district’s ESE Policies and Procedures, as required by Section 1003.57, Florida Statutes (F.S.).
- G. In the extraordinary circumstances when a global, full-scale intelligence quotient score is unattainable a school district will comply as follows:

1. More specifically, in the event when a student cannot be directly assessed, the student who has a suspected most significant cognitive disability for whom assessment via the Florida Standards Alternate Assessment may be appropriate as defined in subparagraph 6A-1.0943 (1)(f)1., F.A.C., will be identified through the following detailed procedure:
 2. Factors that will be used to determine that a direct assessment of cognitive functioning is not achievable include the following: educationally relevant medical findings, the student's primary mode of communication and language competency, the student's motor abilities, and the student's ability to engage meaningfully with the examiner and with testing materials. Once a direct assessment of cognitive functioning is attempted and it is determined that one of these factors prevents the evaluator from administering the assessment in a standardized manner, the attempt would be deemed unsuccessful.
 3. When the direct assessment of a student's cognitive functioning is deemed not achievable, the evaluator will obtain and/or conduct the following: an observation of the student in the student's typical learning environment, a comprehensive social/developmental/medical history, a standardized measure of development to include parent and teacher input (this would typically be the DP-4), and a standardized assessment of adaptive behavior to include parent and teacher input.
- H. The Santa Rosa County ESE (Exceptional Student Education) Department will work in collaboration with the Student Services Department to ensure understanding of steps 1 and 2 should the attempt to formally assess a student's cognitive functioning be deemed not achievable. A District Team will review student data and ensure compliance with steps 1 and 2 Rule 6A-1.0943(5)(c)11, F.A.C.
- I. For students who are currently on General Standards considering the possibility of moving to Access Point Standards, the following requirements are necessary when answering "yes" to the questions embedded in the IEP process. A student is not eligible to participate in the statewide, alternate assessment if any response under Additional Requirements is No or Cannot Be Determined.
1. Does the student receive specially designed instruction which provides unique instruction and intervention supports that is determined, designed and delivered through a team approach, ensuring access to core instruction through the adaptation of content, methodology or delivery of instruction and is exhibiting very limited to no progress in the general education curriculum standards? Rule 6A-1.0943(5)(c)2, F.A.C
 2. Does the student receive support through systematic, explicit and interactive small-group instruction focused on foundational skills in addition to instruction in the general education curriculum standards? Rule 6A-1.0943(5)(c)3, F.A.C.
 3. Even with direct instruction in all core academic areas (i.e., English language arts, mathematics, social studies and science), is the student exhibiting limited or no progress on the general education curriculum standards and requires modifications? Rule 6A-1.0943(5)(c)7, F.A.C.

4. Was the student available and present for grade-level general education curriculum standards instruction for at least 70 percent of the prior school year? (Not applicable for transfer students.) Rule 6A-1.0943(5)(c)8, F.A.C.
 5. Was the student instructed by a certified teacher for at least 80 percent of the prior school year? (Not applicable for transfer students.) Rule 6A-1.0943(5)(c)9, F.A.C.
- J. **Exclusionary Criteria:** A student is not eligible to participate in the statewide, alternate assessment if any response under Exclusionary Criteria is Yes or Cannot Be Determined, unless the student transferred from out-of-state and is receiving comparable services that include instruction and/or assessment in alternate standards until an initial evaluation is complete
1. Is the student identified as a student with a specific learning disability or as gifted? Rule 6A-1.0943(5)(d)1, F.A.C.
 2. Is the student identified only as a student eligible for services as a student who is deaf or hard of hearing or has a visual impairment, a dual sensory impairment, an emotional or behavioral disability, a language impairment, a speech impairment or an orthopedic impairment? Rule 6A-1.0943(5)(d)2, F.A.C.
 3. Has the student scored a level 2 or above on a previous statewide, general education curriculum standardized assessment administered according to Section 1008.22(3)(a) and (b), F.S.? Rule 6A-1.0943(5)(d)3, F.A.C.
 4. Note: If there is medical documentation that the student experienced a traumatic brain injury or other health-related complication that caused a severe cognitive impairment after the student scored a level 2 or above on the general education curriculum standardized assessment, select "No".
- K. If the decision of the IEP Team is to assess the student through alternate assessment, the parents of the student must sign written consent that their child's achievement will be based on Access Points and this decision must be documented on the IEP.

4.3256 Parent Notification: Academic Progress

Principals are to establish procedures for teachers to notify parents when it is apparent that a student is not able to achieve at the minimum level expected for the grade level and, in cooperation with the parents, attempt to provide special help for the student. Students who still have not made satisfactory progress in the basic skills should be evaluated for services, through the Multi-Tiered System of Supports (MTSS/RTI) process. Parents of students who are in danger of receiving a failing grade will be notified by the end of the fifth (5th) week of each nine (9) week grading period.

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

4.3257 Below Grade Level Placement

For students in Grades 1-5, the regular reporting of academic progress (report card) will reflect when a student is working at a skill level below that of the assigned grade placement.

4.400 COMPLETION

4.401 Mastery of Student Performance Standards

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

4.500 ATTENDANCE, ABSENCES AND TARDINESS

4.501 Attendance

Students have the right to attend classes, be informed of school rules regarding absenteeism and request make-up assignments immediately upon returning to school. Principals are to establish procedures for teachers to maintain consistent and accurate attendance records in both a primary and secondary form.

4.502 Absences

Any student who has been absent from school will be marked unexcused until he/she brings a note from one of his/her parents or guardians stating the cause for the absence. A Principal may choose to accept notification in person or by telephone in lieu of a note. Failure of proper notification within three days shall result in an unexcused absence.

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, court dates, special emergencies, treatment of autism spectrum disorder by a licensed healthcare practitioner or behavior analyst certified pursuant to s.393.17, F.S. and for school sponsored activities. Other reasons absences may be excused are outlined in Section 4.5032.

4.5031 Arrangements for Excused Absences

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

- A. All make-up work assigned during the absence shall be completed within three (3) days after the student returns to school, unless the student is given an extension of time by the teacher.
- B. Tests announced prior to the absence may be given on the student's first day back to school.
- C. Tests which have been announced prior to a pre-arranged absence will be made up at the discretion of the teacher.
- D. Assignments given prior to a pre-arranged absence should be turned in the first day a student returns to school.
- E. Assignments provided to student's suspended out-of-school are due upon the student's return to school.

4.5032 Arrangements for Non-Listed Excused Absences

A student who desires to be absent for reasons not listed under Excused Absences may make a prior arrangement request to the school Principal by bringing a written request from his/her parent or guardian. Based on a student's attendance history, the Principal reserves the right to refuse requested absences.

- A. Pre-arranged absence requests must be made five (5) days prior to the date of the absence, except in the case of an emergency.

- B. Students shall make prior arrangements for their school work to be done. It is due the day the student returns to school. Work done in the pre-arranged time allotted will be granted full credit.

4.5033 Hospital/Homebound

The possibility of hospital or homebound services should be explored when it is anticipated that a student will be absent from school for at least 15 school days, or the equivalent, while under a physician’s care because of severe, prolonged or chronic illness. A parent, teacher, social worker, guidance counselor, physician and others may initiate the process as soon as it is anticipated that the student will be absent as indicated by the physician for three (3) weeks or more. There is not established waiting period that must be met when considering initiating the process.

4.5034 Repeated Absences

When a student is absent repeatedly or for a prolonged period of time due to an illness or injury, the Principal or designee may ask the parent/guardian to provide verification that the student is under the care of a physician for the condition.

4.5035 Student with More Than Nine (9) Absences

When a student has more than nine (9) absences, the Principal may require documentation from a physician or health care provider. If the requested documentation from a physician or health care provider is not submitted, the absence will be unexcused.

4.5036 Head Lice/Bed Bugs

A student who has been sent home with head lice and/or nits or bed bugs should return to school, free of head lice and/or nits or bed bugs, within two (2) calendar days in order to be excused. For each occurrence of head lice, absences beyond two (2) calendar days will be marked unexcused.

4.504 Unexcused Absences

Unexcused absences (not limited to the following):

- Lack of appropriate notification and/or documentation by the parent to the school site,
- Elective activities such as shopping trips, vacations, and pleasure trips,
- Truancy (skipping class),
- Missing the bus,
- Oversleeping,
- Excessive illness without doctor verification,
- Suspension or dismissal from school, or
- Other avoidable absences.
- An accumulation of three (3) unexcused “late to school” and/or “early check-outs”. (Section 4.506)

4.5041 Habitual Truancy/Truancy Procedures

“Habitual truant” means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student’s parent and is subject to compulsory school attendance under s.1003.21(1)(2) and is not exempt under s.1003.21 (3) or s.1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s.1003.26 and s.1003.27 (3), without resultant successful

remediation of the truancy problem before being dealt with as a child in need of services.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or ten (10) unexcused absences, or absences for which the reasons are unknown, within a 90 calendar day period, the student's primary teacher shall report to the school Principal or his or her designee that the student may be exhibiting a pattern of nonattendance. s.1003.26, F.S.

- A. The Principal shall, unless there is clear evidence that the absences are due to a pattern of nonattendance, refer the case to the school's Multi-Tiered System of Supports (MTSS) team (also referred to as a child study team) to determine if early patterns of truancy are developing. s.1003.26, F.S.
- B. The parent shall be invited to an attendance meeting(s) to identify possible solutions. s.1003.26, F.S.
- C. If an initial meeting does not resolve the problem, the Multi-Tiered System of Supports (MTSS) Team shall implement interventions that best address the problem. The interventions may include but need not be limited to:
 1. frequent communication between the teacher and family,
 2. changes in the learning environment,
 3. mentoring,
 4. student counseling,
 5. tutoring, including peer tutoring,
 6. placement into different classes,
 7. evaluation for alternative education programs,
 8. attendance contracts or a Truancy Intervention Plan (TIP),
 9. referral to other agencies for family services, or
 10. other interventions, including but not limited to a truancy petition pursuant to s.984.151, F.S.
- D. The Multi-Tiered System of Supports (MTSS) Team shall be diligent in facilitating intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve the nonattendance behavior are exhausted. s.1003.26(1)(d), F.S.
 1. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. s.1003.26(1)(e), F.S.
 2. If the Board's final determination is that the strategies of the Multi-Tiered System of Supports (MTSS) Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non-compliance with compulsory school attendance. s.1003.26(1)(e), F.S.
 3. If nonattendance continues after the implementation of intervention strategies, the Principal may request that the Superintendent (or his designee) file a truancy court petition. If a truancy court petition is filed, the parents of the student will

receive a summons to appear in circuit court pursuant to F.S. 984.151, and the parents may be subject to continued court jurisdiction, fines, probation or jail.

- E. If the district school Superintendent chooses not to file a truancy petition, the Superintendent or designee shall file a CINS petition, defined in s.984.15, F.S. The school representative, a parent, law enforcement, a court, or the DJJ shall initiate a referral to a CINS provider or a case staffing committee established pursuant to s.984.12, F.S., and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family (s.1003.27(3), F.S.). Prior to the filing of the CINS petition, reasonable time must be allowed to complete interventions to remedy conditions contributing to the truant behavior and must comply with the requirements of s.1003.26, F.S.
- 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.

Parents will be informed in writing of Section 4.507 – Possible Retention Due to Excessive Absences of Any Kind.

4.505 Tardiness

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

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.”

It is required that the parent or designated adult sign the student out unless prior arrangements have 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/Section 504 Plan indicating a modified/shortened school day will not be marked absent.

4.5061 Unexcused/Excused Absences

Unexcused (not limited to the following) are:
Missing the bus

Oversleeping
Skipping
Excessive illness without doctor's verification
Repeated Late Check-ins/Early Check-outs
Other avoidable events
Non-pre-approved absences
Excused (not limited to the following) are:
Personal Illness
Doctor/Dentist appointment
Special event approved by administration
Other unavoidable events
Treatment of autism spectrum disorder by a licensed healthcare provider or behavior analyst pursuant to s393.17, F.S.
Death of an immediate family member
Religious holiday/instruction
Court dates
Pre-arranged absences

ESE: Authorized Private Providers

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

4.507 Retention Due to Excessive Absences of Any Kind

After review by the Principal and other appropriate school staff, at each school, the Principal has the authority to retain students who have been absent 20 or more days, whether excused and/or unexcused.

The Principal has the final authority for the grade placement of each student.

4.508 Administrative Withdrawal

If a student has accumulated 15 consecutive unexcused absences and is not under the jurisdiction of the truancy court system, the school Principal may withdraw the student under the following conditions:

- A. Telephone or written contact (letter home) with the parent has been unsuccessful.
- B. A Social Worker was sent to the home and was unsuccessful in making contact.
- C. If the student has an Individualized Education Plan or has a 504 Plan, the Principal must contact the Exceptional Student Education Department prior to withdrawing the student.

4.509 Learnfare Program

The Learnfare Program is primarily related to student attendance for families who are eligible to receive Temporary Cash Assistance (TCA), S.414.1251, F.S., requires the Department of Children and Families (DCF) to reduce the amount of TCA for families with students who are identified as habitual truants or dropouts. Implementation procedures require DCF to provide a list of TCA-eligible children to the Northwest Regional Data Center monthly. Each school district will download the list and identify students who are truants or dropouts. The school district's response is then shared with DCF who takes the appropriate action. In response, DCF reviews the case record to make certain determinations. If good cause does not exist, the parent of a

student who is a habitual truant or a dropout receives notice of possible reduction of the benefit amount. DCF procedures include a fair hearing process. If a sanction is imposed to the benefit amount, the student may be reinstated when certain criteria is met.

4.510 Early Warning System for Attendance

A school that serves any students in Kindergarten through Grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators;

- a. Attendance below 90 percent regardless of whether absence is excused, or a result of out-of-school suspension;
- b. One or more suspensions, whether in-school or out-of-school;
- c. Course failure in English Language Arts or mathematics during any grading period; and
- d. A Level one (1) score on the statewide standardized assessments in English Language Arts or mathematics or, for students in Kindergarten through Grade 3, a substantial reading deficiency under s.1008.25(5)(a).

4.600 VIRTUAL INSTRUCTION PROGRAMS - See Section 9.0.

Santa Rosa County students enrolled in Grades KG-12 may participate in part-time or full-time virtual learning opportunities, including students enrolled in dropout prevention and academic intervention programs, Department of Juvenile Justice education programs, core-curricular courses to meet class size requirements, or Florida College System institutions.

TABLE OF CONTENTS**5.100 ADMISSION****5.101 Admission: Documents Required****5.1011 Evidence of Birth****5.1012 Evidence of Immunization****5.1013 Evidence of Medical Exam****5.1014 Evidence of Residence****5.1015 McKinney-Vento Homeless Assistance****5.102 Admission: Out-of-State Transfers****5.1021 Letter of Transcript****5.103 Admission: From Santa Rosa County Elementary Schools****5.104 Admission: Home School Education****5.105 Expelled/Alternatively Placed Student****5.106 Enrollment Disclosure: Expulsion or Alternative Placement/Charges****5.107 Withdrawal: Between Ages of 16 and 18****5.108 District Placement Committee****5.109 Student Transfer****5.110 Exceptional Student Education (ESE): Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)****5.111 Hope Scholarship Program****5.112 Interstate Compact on Educational Opportunity for Military Children****5.113 Twice Retained Students****5.114 Students with Parents/Guardians Employed by the Santa Rosa County School District****5.115 Classroom Transfers****5.200 PROGRAM OF STUDY****5.201 Mathematics****5.202 English/Language Arts****5.203 Science****5.204 Social Studies****5.205 Physical Education****5.2051 Medical Exemption****5.2052 Academic Exemption****5.206 Health Education****5.2061 Exemption****5.207 Critical Thinking Skills/Computer Literacy****5.208 Additional Instructional Topics****5.2081 Career and Education Planning****5.2082 Character Education****5.209 Electives****5.210 State Standards****5.211 EOC: End-of-Course Exams****5.212 Assessment of ESE Students**

- 5.213 High School Courses
- 5.214 Section 504
- 5.215 ESE: Eligibility
- 5.216 ESE: Mastery of Course Content
- 5.217 ESE: Course Length/Time Requirements
- 5.218 ESE: Allowable Accommodations
- 5.219 Equal Access
- 5.220 English Language Learners
- 5.221 Student Schedules
 - 5.2211 Academically Challenging or Accelerated Curriculum (ACCEL)
 - 5.2212 Middle School Math Acceleration
- 5.222 Student Schedule Final Decision
- 5.300 GRADE PLACEMENT
 - 5.301 Transfer Students
 - 5.302 Home Education Students
 - 5.303 Grade Placement Final Decision
 - 5.304 Grades and Grading
 - 5.3041 Grading Scale
 - 5.3042 Appropriate Procedures
 - 5.3043 Advised of Grading Criteria
 - 5.3044 Semester Exams
 - 5.3045 Report Card
 - 5.3046 Skill Level Below Assigned Grade Placement
 - 5.3047 Notification of Potential Failure of Course
 - 5.3048 Notification of Decline in Performance
 - 5.3049 Mid-term Reports/Parent Internet Viewer
 - 5.305 Promotion of Students, Grades 6 – 8
 - 5.3051 Promotion Criteria
 - 5.3052 Intensive Reading/Math Remediation
 - 5.3053 Failure to Meet Performance Levels
 - 5.3054 Required Attendance
 - 5.3055 Retention
 - 5.3056 ESE: Promotion and Retention
 - 5.3057 Completion Schedule
 - 5.3058 ESE/ELL Grade Replacement
 - 5.306 Course Recovery
 - 5.3061 Summer School
 - 5.3062 Completion after Three (3) Years
 - 5.307 Statewide Assessment and Remediation
 - 5.3071 Reading, Mathematics
 - 5.3072 MTSS (Multi-Tiered System of Supports) – Tier II and Tier III Supports
 - 5.3073 Progress Monitoring Plan (PMP) Not Needed
 - 5.3074 Other Objective Measures
 - 5.3075 Parent Notification

- 5.3076 ESE: Extended School Year (ESY) Services
 - 5.308 Annual Report of Student Progress
 - 5.400 COMPLETION
 - 5.401 Completion of Middle School
 - 5.500 ATTENDANCE, ABSENCES, AND TARDINESS
 - 5.501 Attendance
 - 5.502 Absences
 - 5.5021 Notifying the School
 - 5.5022 Make-up Work
 - 5.5023 Gifted Education: Make-up Work
 - 5.5024 Absenteeism Requiring Semester Exam
 - 5.503 Excused Absences
 - 5.5031 Pre-Arranged Absences
 - 5.5032 Repeated Absences
 - 5.5033 Head Lice/ Bed Bugs
 - 5.5034 Section 504
 - 5.504 Unexcused Absences
 - 5.5041 Habitual Truant/Truancy Procedures
 - 5.5042 Zeroes
 - 5.5043 Suspended Students
 - 5.505 Hospital/Homebound
 - 5.506 Tardiness
 - 5.507 Late to School Check-In or Early Check-Outs
 - 5.5071 Unexcused/Excused "Late to School Check-ins/Early Check-outs"
 - 5.508 Administrative Withdrawal
 - 5.509 Learnfare Program
 - 5.510 Early Warning System for Attendance
 - 5.600 VIRTUAL SCHOOL
- See Section 9.0

5.100 ADMISSION

5.101 Admission: Documents Required

To be initially admitted to Florida schools, as a first-time student enrollment or as an out-of-state transferring student having never attended a Florida public or private school, a student must provide the following data:

5.1011 Evidence of Birth

Provide evidence of date of birth in accordance with s.1003.21(4), F.S.

5.1012 Evidence of Immunization

Provide evidence of immunization against communicable diseases as required by s.1003.22, F.S.

5.1013 Evidence of Medical Exam (Also referred to as a Physical Exam or Florida Physical)

Evidence of a medical examination completed within the last 12 months in accordance with s.1003.12, F.S.

In-State Transfer: Students transferring from another public or private school in the State of Florida shall be given 30 days to provide the district with proper record of an up-to-date immunization and a record of medical exam (on file as an initial entry health exam; not required to have been completed within 12 months). Failure to provide proper documents will result in exclusion from school until records are presented. A new medical exam will be required if one is not received as part of the student record.

Out-of-State Transfer: A temporary exemption for a period not to exceed 30 school days will be given to permit a student who transfers from out-of-state to attend class until his/her medical exam can be obtained or brought up to date. After 30 days, the student will be excluded from school until a medical exam (completed within the last 12 months) is presented to the school.

5.1014 Evidence of Residence

Provide evidence of residence at an address within the attendance area of the school to which admission is requested or a request for reassignment approved by the school board.

5.1015 McKinney-Vento Homeless Assistance

Appropriate exceptions and accommodations will be made to minimize the barriers related to student assignment for students identified as eligible for services through the 1) Department of Children and Families or, 2) under s.722(d)(2), F.S., of The Federal McKinney-Vento Homeless Assistance Act and related Florida Statutes. Students identified as homeless shall be given a temporary exemption for 30 school days to comply with school entrance documentation requirements (i.e. birth certificate, immunizations, physical exam) (s. 1003.22 (2), F.S.). After 30 days, mandatory exclusion from school is required by law in Florida until acceptable immunization documentation is presented. Physical exam will also be required within the 30-day timeline. The Federal Programs Coordinator serves as the district's McKinney-Vento Liaison and may be contacted for further information.

5.102 Admission: Out-of-State Transfers

Students transferring from an out-of-state school must provide the following additional data:

5.1021 Letter of Transcript

Provide an official letter of transcript from a proper school authority which shows record of attendance, academic information and grade placement of student.

5.103 Admission: From Santa Rosa County Elementary Schools

Students who have completed elementary school in a Santa Rosa County public school will move to the middle school based on the district’s feeder school pattern and the zone in which the family resides.

5.104 Admission: Home School Education

Refer to Section 10.0 - Home School Education

5.105 Expelled/Alternatively Placed Student

A student who has been expelled without educational services from any non-district school shall not be allowed to enroll in any Santa Rosa County middle school. A request for a waiver of this policy shall be referred to the Director of Middle Schools who shall recommend placement or non-placement of the student to the Superintendent. In accordance with Florida Statute, the school board will either honor the final order of expulsion as recommended by the Superintendent in which case the student shall not be admitted to a district school or will waive the final order of expulsion as recommended by the Superintendent in which case the student shall be admitted to the district school.

If a student requesting admission has been given expulsion with continued educational services or alternative placement in lieu of expulsion from any non-district school, the Director of Middle Schools should be contacted to determine appropriate placement within the district prior to the enrollment of the student in a Santa Rosa County District School.

A student with an active Individual Education Plan or a 504 Accommodation Plan who has been expelled from any non-district school, or who has been given an expulsion with continued education services or alternative placement in lieu of expulsion from any non-district school, who is seeking to enroll in Santa Rosa County District Schools shall be referred to the Director of Exceptional Education for an immediate placement review.

5.106 Enrollment Disclosure: Expulsion/Alternative Placement or Charges/DJJ Disclosure Statement Per Florida Statute 1006.07

District school board duties relating to student discipline and school safety require each student at the time of initial registration for school in the school district to note previous school expulsions, arrests resulting in a charge, and juvenile justice actions the student has had prior to request for enrollment.

Any student enrolling in any Santa Rosa County school shall, at the time of enrollment, indicate on the enrollment form any previous school expulsion, expulsion with continued education services or alternative placement in lieu of expulsion; arrests resulting in a charge where the student was adjudicated guilty or where adjudication was withheld; or any juvenile justice actions.

5.107 Withdrawal: Between Ages of 16 and 18

If a student between the ages of 16 and 18 desires to terminate his/her education, a guidance counselor, or other school personnel will conduct an exit interview with the student to determine the reason for the student’s decision, what actions could be taken to keep the student in school and to inform the student of opportunities to continue his/her education in a different environment. If the student chooses to terminate his/her education, he/she must officially withdraw and complete a “Declaration of Intent to Terminate School Enrollment” form, which will acknowledge that this action is likely to reduce his/her earning potential and must be signed by the parent and student. The student must complete a survey to provide data

on student's reason for terminating enrollment and actions taken by schools to keep student enrolled s.1003.21, F.S. Such action, unless recognized by the school board as a hardship condition, will cause the student to lose his/her driving privilege. S.322.061, F.S.

5.108 District Placement Committee

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

- A. The Director of Middle Schools, Chairperson
- B. The Director of Elementary Schools
- C. The Director of High Schools
- D. The Principal of the Middle School
- E. The Director of Continuous Improvement

If a student requests admission to middle school and the student has not been regularly enrolled in an education program and does not have appropriate records regarding grades completed, the District Placement Committee will hear the parent's request when there is question regarding grade level placement.

5.109 Student Transfer

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

5.110 Exceptional Student Education (ESE): Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)

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

- a) An Individual Educational Plan (IEP) has been written in accordance with rules of the State Board of Education; or
- b) A Doctor's Diagnosis that meets the criteria in statute. NOTE: Students with disabilities include K-12 students who are documented as having an intellectual disability; a speech impairment; a language impairment; a hearing impairment, including deafness; a visual impairment, including blindness; a dual sensory impairment; an orthopedic impairment; another health impairment; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; a traumatic brain injury; a developmental delay; or autism spectrum disorder.

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

- Pursuant to Section 1002.394(3), F.S., a student meeting the FES-UA eligibility requirements may choose to attend another public school in the student's school district or in an adjacent school district. In this case, the district FES-UA Representative (name and contact information found on the School Choice website) must be contacted to discuss available public school options. Public school availability is determined by the school district and is based upon the following:
 - Program availability (determined by the student's IEP) at the requested school center.
 - Parent should also complete a District Request for Student Transfer form to state the use of FES-UA within the Santa Rosa County School system.
 - Document on the form the approval of the FES-UA Intent as well as alternate school choice.

- Verification of ESE program will be done by ESE Admin as well as affiliated program facilitator to determine appropriate services and/or supports in requested school.
- Verification submitted to designated Level Director for final approval of public school

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.

5.112 Interstate Compact on Educational Opportunity for Military Children

See Section 1 of this document for further details.

5.113 Twice Retained Students

Students that are two (2) grade levels behind their peers will be evaluated for placement in an alternative program. These programs may include but are not limited to Virtual Programs and Charter Schools.

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

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

5.115 Classroom Transfers

Parent Request for his/her child to be transferred from an out-of-field classroom teacher to an in-field classroom teacher.

1. The parent may submit to the school Principal a letter detailing their request for transfer to an in-field teacher.
2. The Principal will approve or deny the request within two (2) weeks of receiving the request. If a request for transfer is denied, the school must notify the parent and specify the reasons for the denial.
3. If the denial is due to lack of staff or class-size considerations, the parent will be made aware of the district reassignment process.

Parent Request for his/her child to be transferred to another classroom teacher.

1. The parent should request a conference with the current teacher to discuss concerns and to seek resolution.
2. If the above is not successful, the parent should request a conference with the teacher and a school administrator to seek resolution.
3. If the above does not resolve the issues/concerns, the parent may submit to the school Principal a letter detailing their continued concerns and the specific remedy sought.
4. The Principal will approve or deny the schedule change request within two (2) weeks of receiving the request and this decision will be provided to the parent in writing.
5. Parents who wish to appeal this decision may appeal to the grade level director at the district level.

5.200 PROGRAM OF STUDY

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

5.201 Mathematics

Three (3) middle school or higher courses in mathematics. Algebra I and/or Algebra I Honors, Geometry and/or Geometry Honors will be offered for high school credit.

5.202 English/Language Arts

Three (3) middle school or higher courses in English (Language Arts). These courses shall emphasize literature, composition and technical text.

5.203 Science

Three (3) middle school or higher courses in science which shall include instruction in life science, earth science and physical science.

5.204 Social Studies

Three (3) middle school or higher courses in social studies which shall include the study of the United States and World History. One (1) course must include Civics Education.

5.205 Physical Education

Every student should have the opportunity to participate in and benefit from a quality Physical Education Program. Santa Rosa County School District's physical education program adheres to the state adopted standards and reflects state and local requirements for middle school education. The required program of study for middle school students in the Santa Rosa County School District mandates that physical education classes will be staffed by certified physical education teachers.

The middle school physical education program of study will reflect the following outcomes:

- Every middle school student will take a minimum of one (1) class period per day for one (1) semester of physical education for each year he/she is enrolled in a middle school.
- All middle schools will schedule daily physical education classes into the school's master schedule.
- Classes will provide physical activities that require at least a moderate intensity level for a duration sufficient to provide a significant health benefit to students, subject to their differing capabilities.
- All participants in the physical education classes will undergo pre/post fitness assessments. Such assessments will be utilized to help students understand their present level of fitness, improve their personal fitness levels through good nutrition and physical activity and maintain their physical well-being throughout daily life.
- Students will be exposed to a variety of motor skills experiences and physical activities designed to enhance the physical, mental, social, emotional and academic development of every student.
- Students will be supported in the development of and receive instruction in cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle.
- Students will be encouraged to maintain regular amounts of appropriate physical activity now and be taught why they should continue these activities throughout life.
- Each student will receive instructions in how to develop healthy eating habits and what foods constitute good nutrition.

- The middle school curriculum will further refine and develop all skills previously learned at the elementary level.
- District policy will prohibit the use of physical activity and the withholding of physical activity as punishment.

5.2051 Medical Exemption

Principals may exempt a student from physical education only after meeting with the student's parents and/or guardians, consulting with the physical education staff and receiving written verification that the exemption is necessary for validated medical reasons.

5.2052 Academic Exemption

A Principal may exempt a student from the physical education requirement for the following reasons:

- If academic courses required in Florida Statute and/or the requirements of the student's IEP do not leave a class period available during a middle school year for enrollment in physical education.
- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school each year that:
- The parent requests that the student enroll in another course from among those courses offered as options by the school; or
- The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

5.206 Health Education

Health education that addresses concepts of community health, consumer health, environmental health, and family life, including: Injury prevention and safety, internet safety, nutrition, personal health, prevention and control of disease, substance use and abuse, prevention of child sexual abuse, exploitation, and human trafficking. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including: self-awareness and self-management, responsible decision-making, resiliency, relationship skills and conflict resolution, understanding and respecting other viewpoints and backgrounds.

5.2061 Exemption

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns. Each school

district shall, on the district's website homepage, notify parents of this right and the process to request an exemption. The home page must include a link for a student's parent to access and review the instructional materials, as defined in s. [1006.29](#)(2), used to teach the curriculum.

5.207 Critical Thinking Skills/Computer Literacy

Instruction in the following areas will be provided through specific courses and/or by integration into other courses:

- A. Critical Thinking Skills
- B. Computer Literacy

5.208 Additional Instructional Topics

Instruction in topics required in s.1003.42, F.S., will be integrated into appropriate middle school curriculum areas as a part of the district's K-12 sequencing of curriculum.

5.2081 Career and Education Planning

One (1) course in career and education planning to be completed in the 6th, 7th or 8th grade, which may be a stand-alone course or instruction integrated into an existing course or courses.

5.2082 Character Education

Character education instruction that stresses qualities such as patriotism, responsibility, citizenship, kindness, respect, honesty, self-control, tolerance and cooperation will be integrated into the following curriculum areas and programs:

- A. Code of Student Conduct Review
- B. PBIS (Positive Behavior Intervention and Supports)
- C. Bullying prevention curriculum/activities
- D. Dating Violence prevention curriculum/activities
- E. Patriot Week activities
- F. LST (Life Skills Training)
- G. Civics
- H. Schoolwide behavior expectations

5.209 Electives

A series of learning opportunities shall be provided for student development through experiences to be selected from, but not limited to the following: art, music, foreign languages, career education courses and health.

5.210 State Standards

The courses offered in Grades 6 – 8 will conform with Florida Statutes that relate to the established stated standards adopted by the Florida Board of Education.

- A. Standards to measure student achievement serve as guides to determine best practices for local curriculum designers in helping schools implement school improvement strategies to raise student performance. These standards explain what students should know and be able to do in the subjects of the arts, health/physical education, foreign languages, language arts, mathematics, science and social studies. Public schools shall provide appropriate instruction to assist students in the achievement of these standards. Copies of the publications containing the established State Academic Standards may be obtained from the Division of Public Schools, Department of Education, 325 W. Gaines Street, Tallahassee, FL 32399-0400 or at www.fldoe.org.

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

5.211 EOC: End-of-Course Exams *

****EOC grades/credit will be awarded as outlined in this section OR according to the current legislation (as interpreted by FLDOE) at the end of the year when grades/credits are awarded.***

Middle grades students enrolled in Algebra I, Geometry, or Biology I or any other course with a mandated EOC must take the statewide, standardized EOC assessment for those courses and shall not take the corresponding subject and grade-level statewide, standardized assessment.

1. EOC Implementation and 9th grade Cohort Groups (Algebra1, Geometry, and Biology)
 - a. End-of-Course (EOC) exams will count 30% of the course's final grade.
 - b. The EOC scores returned will be converted to a numeric value that will be averaged to assign a final course grade as follows:
 - c. 1st semester average (.35) + 2nd semester average (.35) + EOC grade (.30).
2. For courses requiring an EOC, credit will not be awarded and the course will not count towards Grade Point Average (GPA) or class rank calculations until the final grade calculation is complete.
3. Civics End-of-Course Exam

The Civics EOC exam will count as 30% of the final course grade.

 - a. The EOC scores returned will be converted to a numeric value that will be averaged to assign a final course grade as follows:

1st semester average (.35) + 2nd semester average (.35) + EOC grade (.30).
 - b. A student transferring into middle grades after the beginning of the second term is not required to meet this requirement if three (3) social studies courses have already been completed or two (2) year-long courses that included Civics was completed.

5.212 Assessment of ESE Students

Each student must participate in the statewide standardized assessment program based on state standards without accommodations, unless determined otherwise by the IEP team. Should the IEP team determine the need for appropriate accommodations they should be afforded in accordance with allowable test accommodations as stated in the test administration manual. The IEP team will use the following questions to guide the decision making process on whether a student qualifies for the Florida Alternate Assessment (FAA). Each question is required to have documented evidence embedded within the IEP to qualify for marking "yes".

1. Does the student receive exceptional student education (ESE) services as identified through a current IEP, and has the student been enrolled in the appropriate and aligned courses using alternate achievement standards for two (2) consecutive full-time equivalent reporting periods prior to the assessment? Rule 6A-1.0943(5)(c)1, F.A.C.
2. Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, does the student require modifications to the general education curriculum standards? Rule 6A-1.0943(5)(c)4, F.A.C.
3. Even after documented evidence of accessing various supplementary instructional materials, does the student require modifications to the general education curriculum standards? Rule 6A-1.0943(5)(c)5, F.A.C.

4. .Even with documented evidence of the provision and use of assistive technology, does the student require modifications to the general education curriculum standards? Rule 6A-1.0943(5)(c)6, F.A.C.
5. Was the assessment instrument used to measure the student’s global level of cognitive functioning selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities and distractibility)? Rule 6A-1.0943(5)(c)10, F.A.
6. Does the student have a most significant cognitive disability, defined as a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired or traumatic brain injury or syndrome that is verified by either:
 - A statistically significant below-average global cognitive score that falls within the first percentile rank (i.e., a standard, the full-scale score of 67 or under); or
 - An evaluation process with procedures to identify students with the most significant cognitive disability when a global, full-scale intelligent quotient score is unattainable. This procedure must be approved by the Florida Department of Education and documented in the district’s ESE Policies and Procedures, as required by Section 1003.57, Florida Statutes (F.S.).

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

More specifically, in the event when a student cannot be directly assessed, the student who has a suspected most significant cognitive disability for whom assessment via the Florida Alternate Assessment may be appropriate as defined in subparagraph 6A-1.0943 (1)(f)1., F.A.C., will be identified through the following detailed procedure:
 Factors that will be used to determine that a direct assessment of cognitive functioning is not achievable include the following: educationally relevant medical findings, the student’s primary mode of communication and language competency, the student’s motor abilities, and the student’s ability to engage meaningfully with the examiner and with testing materials. Once a direct assessment of cognitive functioning is attempted and it is determined that one of these factors prevents the evaluator from administering the assessment in a standardized manner, the attempt would be deemed unsuccessful.

When the direct assessment of a student’s cognitive functioning is deemed not achievable, the evaluator will obtain and/or conduct the following: an observation of the student in the student's typical learning environment, a comprehensive social/developmental/medical history, a standardized measure of development to include parent and teacher input (this would typically be the DP-4), and a standardized assessment of adaptive behavior to include parent and teacher input.

The Santa Rosa County ESE (Exceptional Student Education) Department will work in collaboration with the Student Services Department to ensure understanding of steps 1 and 2 should the attempt to formally assess a student’s cognitive functioning be deemed not achievable. A District Team will review student data and ensure compliance with steps 1 and 2. Rule 6A-1.0943(5)(c)11, F.A.C.

For students who are currently on General Standards considering the possibility of moving to Access Point Standards, the following requirements are necessary when answering “yes” to the

questions embedded in the IEP process. A student is not eligible to participate in the statewide, alternate assessment if any response under Additional Requirements is No or Cannot Be Determined.

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

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

1. Is the student identified as a student with a specific learning disability or as gifted? Rule 6A-1.0943(5)(d)1, F.A.C.
2. Is the student identified only as a student eligible for services as a student who is deaf or hard of hearing or has a visual impairment, a dual sensory impairment, an emotional or behavioral disability, a language impairment, a speech impairment, or an orthopedic impairment? Rule 6A-1.0943(5)(d)2, F.A.C.
3. Has the student scored a level 2 or above on a previous statewide, general education curriculum standardized assessment administered according to Section 1008.22(3)(a) and (b), F.S.? Rule 6A-1.0943(5)(d)3, F.A.C.

Note: If there is medical documentation that the student experienced a traumatic brain injury or other health-related complication that caused a severe cognitive impairment after the student scored a level 2 or above on the general education curriculum standardized assessment, select "No".

5.213 High School Courses

When a high school level course, such as Algebra I or Algebra I Honors, Geometry, Foreign Language, Career Education or Biology is taken during the middle school years, a student will earn high school credit in accordance with the policies outlined in the high school section of the Student Progression Plan. This includes the inclusion of the credit in the high school graduation requirements, and the inclusion of the grade in the calculation of the Grade Point Average (GPA) for high school graduation purposes. A student in the middle grades who takes any high

school course for high school credit and earns a grade of “C”, “D” or “F” or the equivalent of a grade of “C”, “D” or “F”, may replace the grade with a grade of “C” or higher, earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced shall be included in the calculation of the cumulative grade point average required for graduation.

Career and Technical Dual Enrollment is available to students who meet eligibility requirements. See Section 8.303 for eligibility requirements.

5.214 Section 504

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

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

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

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

5.215 ESE: Eligibility

Students meeting Florida Department of Education eligibility criteria for one or more Exceptional Student Education programs and requiring specially designed instruction and/or related services shall be admitted through an eligibility staffing. An appropriate individualized program of study will be developed in the student’s Individual Education Plan (IEP). An eligible exceptional student may qualify for services enrolled in one or more of the following programs:

- Autism Spectrum Disorder (ASD)
- Deaf or Hard of Hearing (DHH)
- Developmentally Delayed (Age 9)
- Dual-Sensory Impaired (DSI)

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

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

5.216 ESE: Mastery of Course Content

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

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.

5.217 ESE: Course Length/Time Requirements

Course length or time requirements for each area (academic, vocational, elective) for middle school ESE students may be adjusted if specified and documented in the student's Individual Education Plan (IEP).

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.

5.219 Equal Access

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

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.

5.220 English Language Learners

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

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

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

The following admissions process will be followed:

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

shall seek to develop each student's English language proficiency and academic potential as required by 6A-6.0904, F.A.C.

- Each English Language Learner shall be placed in a highly qualified ESOL Endorsed/Certified teacher's classroom, when feasible.
- The ESOL School Liaison shall be notified immediately so appropriate screening may be completed within the timeline set forth in the Meta Consent Decree.
- Enrollment should not be delayed because of lack of transcripts.
- Residency may be established using alternative documents.
- Make initial course placement decisions based on available information at time of enrollment.
- Students should be enrolled within five school days of their first attempt to enroll.
- Contact the district ESOL department and Grade Level director if additional guidance is needed.

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

- New immigrant 6th – 12th grade students placed in Intensive Reading classes.
- Enroll all 6th – 12th grade ESOL students in Intensive Reading class who were born in a foreign country and have recently arrived in the United States.
- Exception: If an immigrant student scores a level 3 on the Reading domain of the WIDA screener and other data suggest that the student has foundational literacy skills, then the school may place the student in a more appropriate course. ESOL Liaisons will help identify these students and provide the WIDA screener data.

Please note that if the ELL student meets the definition of McKinney-Vento (homeless), including but not limited to the following circumstances: natural disaster or no legal guardian, the student must be enrolled immediately. Understanding that each situation is unique, please contact the Federal Programs Director in order to make the best decision for the student. The ELL Committee, which may be composed of the principal or designee, teacher(s) familiar with the ELL student, the school counselor, and the ESOL School Liaison, shall make recommendations concerning the appropriate placement, promotion and retention of English Language Learner students. Parent/guardian must be invited to any ELL Committee Meeting concerning their child. Please contact the ESOL Program Facilitator in translation or interpretation services are needed.

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

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

- Age appropriateness
- Parent input

- Review of records/assessments
- Comprehensive parent/guardian/student interview
- Academic records available, with consideration that other grade levels and grading systems may differ from the ones in the United States
- Telephone calls and record requests to previous school
- When appropriate grade band placement is unclear, a District ELL Committee will convene. The District ELL Committee includes Grade Level Directors, Federal Programs Director, or Coordinator and ESOL Program Facilitator.

The Santa Rosa County District School's 3-year ELL Plan may be accessed under ESOL at <https://santarosaschools.org/en-US/esol>

B. Assessment and Retention

Assessment

- All ELLs are expected to participate in state assessments regardless of the Date Entered U.S. School (DEUSS) or number of years in the ESOL Program (FDOE DPS Memo 2018-146) unless approved by the Federal Programs Director or Coordinator and the Assessment Coordinator
- All ELLs coded LY at the beginning of the state testing window are required to take WIDA ACCESS for ELLs each year to measure English proficiency.
- Allowable state testing accommodations for ELLs coded LY and LF are defined in 6A-6.09091, F.A.C., Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners.
- All students present for both survey 2 and 3 will take the statewide standardized assessments.

Retention Considerations

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

Grading Guidelines for ELL Students

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

(Heritage Language Dictionary and / or Heritage Language Content Area Glossaries) and apply accommodations such as extended time as outlined in the student's ELL Plan.

- Document the use of ESOL appropriate instructional strategies in teacher lesson plans and/or FOCUS. Document parent contacts made for each ELL student. Examples of ESOL strategies are provided to each assigned classroom teacher with the ELL Plan, now available through the Ellevation platform.
- Explain grading criteria and expectations to students and parents. Provide examples of model assignments or anchor papers meeting performance expectations as needed.

Course Failures

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

D. MTSS and English Language Learners

MTSS interventions are appropriate for English Language Learners for issues unrelated to English proficiency. In such cases, MTSS interventions should be occurring concurrently with the classroom ESOL services provided by the highly qualified ESOL Endorsed/Certified teacher. Time on each tier may need to be extended based on the rate of skill acquisition and English language acquisition. Delaying the MTSS process with an ESOL student for concerns unrelated to English proficiency would potentially deprive the student of extra support needed. Each case should be viewed individually with collaboration between the ESOL School and MTSS team to determine the best support for the student.

5.221 Student Schedules

Students will be placed in advanced classes based upon the following criteria. Placement in an advanced class is dependent upon available student stations.

5.2211 Academically Challenging or Accelerated Curriculum (ACCEL)

Students can participate in ACCEL options that provide academically challenging curriculum or accelerated instruction to eligible students. See Section 2.0 for detailed information on Accelerated Curriculum.

ADVANCED COURSE ELIGIBILITY:

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

1. Assessment Results: Mid-Level 3 on the state standardized assessment instrument in Reading and Math (previous year);
2. Grade average for the course(s) requesting acceleration or advanced placement is 85% or higher for the previous year.
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.

5.2212 Middle School Math Acceleration

Eligible students can 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 Accelerated Math
2. 6th Grade Accelerated Math to Algebra I
3. 7th Grade Regular Math to Algebra I

Eligible students must meet four (4) criteria:

1. A passing score on the district Math Acceleration Diagnostic Test
 2. An achievement level of three (3) or above on the Florida Standards Assessment (FAST) for their current grade.
 3. A final course grade of 85 or above for their current course.
 4. Completion of summer coursework by July 14th 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.

5.222 Student Schedule Final Decision

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 FAST scores should be administered a grade-level fluency screen or a district selected diagnostic assessment, if available, to determine if they have reading difficulties. Students scoring below the 90th percent on the grade-level fluency screen and whose standardized tests are below the 75th percentile will be considered for reading intervention.

5.302 Home Education Students

See Section 10.0 - Home School Education

5.303 Grade Placement Final Decision

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. Schools may enroll students in programs such as ZAP (Zeros Aren't Permitted) to increase student engagement, understanding of learning goals and maintain high academic standards.

5.3044 Semester Exams

For each student who enrolls in a middle school course, 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 made available for parent access via the district's student system (Focus) 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). An ELL student's grade should reflect daily instructional accommodations and modifications, as well as testing accommodations and modifications. Grades must realistically reflect the ELL student's academic achievement and should not penalize the student for not yet being proficient in English.

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.

5.3047 Notification of Potential Failure of Course

Parents must be notified periodically when it is apparent that a student may fail in any course. The school should request an acknowledgment of such notification.

5.3048 Notification of Decline in Performance

Each middle school shall develop a plan for communication with parent/guardian regarding an apparent decline in a student's academic performance that is likely to result in a decrease of more than a letter grade for the grading period. This should also include notification of a marked change in a student's work habits.

5.3049 Mid-term Reports/Parent Internet Viewer

Mid-term grade reports will be issued by each teacher on the dates reflected on the district's calendar. Some schools will have grades available through the Focus Parent Portal. Those schools will provide parents with directions to access the child's grades. In this case a mid-term report will only be sent if requested by the parent.

5.305 Promotion of Students, 6 – 8

5.3051 Promotion Criteria

A student must successfully complete the following academic courses for promotion from 8th grade:

1. Three (3) middle school or higher courses in English (Language Arts),
2. Three (3) middle school or higher courses in Mathematics,
3. Three (3) middle school or higher courses in Social Studies,
4. One (1) course must include Civics Education.
5. Three (3) middle school or higher courses in Science.
6. One (1) class period equivalent for one (1) semester for each year enrolled in middle school of Physical Education.

A student will be expected to successfully complete an English, mathematics, social studies and science year-long course in each grade level in order to stay on course to complete middle school in three (3) years. The course may be year-long, or the equivalent at schools on an alternate schedule.

A student must successfully complete three (3) of the required core courses each year to be promoted to the next grade level classification. Any required course not completed successfully must be taken over or successful completion of a “course recovery program” may be utilized to fulfill the course requirement. Successful completion of middle school is expected prior to entering high school.

Students and parents will be notified of options available for course recovery should a student fail to successfully complete a required course.

Any student who fails two (2) or more core subjects will be retained in their current grade unless the student successfully completes a course recovery program or summer school program, if available. The maximum number of subjects a student can be enrolled in for course recovery for summer school is two (2).

A student must also successfully complete one of the state-approved courses in career and education planning.

5.3052 Intensive Reading/Math Remediation

Each year in which a student scores at Level 1 or 2 on FAST 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.

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

5.3053 Failure to Meet Performance Levels

Students who fail to meet the proficiency level in ELA and/or mathematics on the state assessment as defined by the district must receive remediation in the area(s) lacking proficiency and/or be retained within an intensive program that takes into account the student’s learning styles and a program that is different from the previous year’s program. When a student has been retained two (2) or more years, appropriate alternative placement will be determined based on the student’s academic needs and programs and/or courses available to best serve the student and assist in continued academic progress in conjunction with Florida Statutes.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. There should not be placement of a student to the next grade without regard to the student’s proficiency.

5.3054 Required Attendance

A student in Grades 6 – 8 is required to be in attendance 162 days per year in the 180-day school year. If a student accrues more than 19 absences within a school year, the student will be referred to the Multi-Tiered System of Supports (MTSS) Team or the academic review committee at the school to determine whether the student shall be promoted.

5.3055 Retention

Any student who fails two (2) or more core subjects will be retained in their current grade unless the student successfully completes a course recovery program or summer school program, if available. The maximum number of subjects a student can be enrolled in for course recovery for summer school is two (2).

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

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

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

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

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

5.3056 ESE: Promotion and Retention

An Individual Education Plan (IEP) for each exceptional student must indicate established State Academic Standards expected to be mastered by the student. Documentation of mastery and/or remediation of these standards is the joint responsibility of all of the student's service providers.

5.3057 Completion Schedule

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

5.3058 ESE/ELL Grade Replacement

In situations involving ESE students, the IEP Team may convene to determine if student has met the mastery of goals and benchmarks established in the student's Individualized Education Plan (IEP). The Principal has the final administrative responsibility for the promotion of students. Grade placement of English Language Learners (ELL) must be determined by the school's ELL committee and Principal.

5.306 Course Recovery

Course recovery opportunities will be made available to students who are failing, or have failed, a course required for middle school completion. Opportunities may be before, after or during school, on Saturday, or during summer, as availability and funding permits. Notification will be provided when a student is eligible to participate in a course recovery opportunity offered by the school. The maximum grade possible for a recovered quarter will be a 70. Students with excessive absences (10 or more in a semester) who pass the semester but fail the semester exam and receives a 59 or lower average will retake the semester exam test as a form of course recovery. The teacher will submit a grade change form for the new semester exam grade upon completion of the semester exam retake. Student's maximum score on the retake will not exceed a 70.

A student may also recover a course that was failed by enrolling and successfully completing the course outside of the regular school day and at home through the Florida Virtual School.

5.3061 Summer School

Students who have not successfully completed a required core course in which the student was enrolled will be permitted to attend summer school, if available, as an opportunity for course recovery. The maximum number of subjects in which a student can be enrolled in summer school provided by the district is two (2).

5.3062 Completion after Three (3) Years

If a student has completed three (3) years at middle school and lacks no more than two (2) courses meeting the middle school requirements, then the student will be permitted to attend summer school, if available, as an opportunity to complete the middle school course requirements.

5.307 Statewide Assessment and Remediation

Each student must participate in the statewide assessment tests required by F.S. 1008.22. In the absence of state assessments, other criteria such as prior year progress monitoring results, prior year course averages and prior tier levels will be considered. Each student who does not meet specific levels of performance, as determined by the district school board in ELA and/or mathematics for each grade level, or who does not meet specific levels of performance, as determined by the state performance expectations, on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature

of the student's difficulty and areas of academic need and strategies for providing academic supports to improve the student's performance [1008.25 (4)(a)].

For grades 6 through 8 English Language Arts and Mathematics, a coordinated screening and progress monitoring system (CSPM) or FAST must be administered at the beginning, middle, and end of the school year. The end-of-year administration of the CSPM or FAST must be a comprehensive progress monitoring assessment administered accordance with the schooling requirements under s. 1008.22(7)(c). CSPM or FAST printable results are to be made available through a web-based option to parents and students within 2 weeks for CSPM or FAST state assessments and within 1 week for any district-required local assessment administration(s). Remediation is an effort to help a student become proficient in content and/or skills for which a lack of proficiency has been identified. Remediation may occur within the regular course, in an intensive class, in before/after school programs, in small group pull-out during the day and other such settings.

The results of the State Assessment Program are the primary source for criteria to determine a need for remediation. In the absence of state assessment results, additional diagnostic information (such as progress monitoring assessments) and classroom performance may also be used as criteria to determine a need for remediation. State assessment results below Level 3 on the criterion-referenced test Florida Assessment of Student Thinking (FAST) are indicators. The assessment results from the previous year are used to determine the need for remediation for the present grade level. For example, a student in Grade 6 who scored in Level 1 or 2 on Florida Assessment of Student Thinking (FAST) in Grade 5 the previous year would meet criteria for remediation.

5.3071 English/Language Arts and Mathematics

English/Language Arts

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

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

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

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

Mathematics

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

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

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

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

5.3072 MTSS (Multi-tiered System of Supports)

Early Warning System

A school that serves any students in Kindergarten through Grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:

- a. Attendance below 90 percent regardless of whether absence is excused, or a result of out-of-school suspension;

- b. One or more suspensions, whether in-school or out-of-school;
- c. Course failure in English Language Arts or mathematics during any grading period; and
- d. A Level one (1) score on the statewide standardized assessments in English Language Arts or mathematics.

The system must include data on the number of students identified by the system as exhibiting two (2) or more early warning indicators, the number of students by grade level who exhibit each early warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The school MTSS team will be responsible for monitoring the data from the early warning system. When a student exhibits two (2) or more early warning indicators, the MTSS team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program. Data and information relating to a student's early warning indicators must be used to inform any intervention strategies provided to the student. Documentation of assigned interventions and progress monitoring will be housed in the school district's student management system.

Tier I, II and Tier III Supports:

Specific levels of performance in English Language Arts, (ELA), science, mathematics, and social studies will be expected for students at all grade levels. Various measures will be used to determine proficiency including the levels of performance on statewide assessments, as defined by the Commissioner of Education. In the absence of state assessments, additional diagnostic information and classroom performance may also be used as criteria to determine a need for remediation and/or interventions. If below level performance is documented in ELA and/or math, the student may be required to receive remediation/interventions within an intensive program. Remediation will be provided for students based on assessment results from the previous year.

Progress Monitoring Plans (PMPs)

Students identified as needing intensive remediation or struggling in the area(s) of academics, behavior, and/or attendance must be provided with an academic Progress Monitoring Plan (PMP), a Behavior Monitoring Plan (BMP), and/or a Truancy Monitoring Plan developed in consultation with the student's parent or legal guardian.

Students must demonstrate proficiency in reading, writing, science and mathematics at each grade level, as determined by state levels of proficiency on state assessments and local levels of proficiency on local assessments. Any student who does not meet the specified grade level performance in reading and/or mathematics as defined by the Santa Rosa County School District Assessment Plan or statewide assessments at selected grade levels, must be provided additional diagnostic assessments to determine the nature of the student's difficulty and area(s) of academic need and strategies for providing academic supports to improve the student's performance [1008.25 (4)(a)]. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by an educational plan. "Satisfactory performance" is defined by the state as level 3 and above on state assessments. District satisfactory performance is based upon norm-

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

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

The Progress Monitoring Plan (PMP) may be based on the student's diagnostic assessments during the year and implemented when the need is recognized during the year.

If the student has been identified as having a deficiency in math and/or reading, and a PMP is warranted, the PMP will identify the student's specific areas of deficiency in math and/or reading and will also identify the desired levels of performance in these areas. The PMP will identify the instructional and support services to be provided. The PMP will be developed in consultation with the parent. Schools shall also provide for the frequent monitoring of the student's performance in meeting the desired levels of performance. District school boards shall assist schools and teachers in implementing research-based reading activities that have been shown to be successful in teaching reading to low-performing students.

Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan (PMP), the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the Statewide Assessment Test in reading, writing, science, and mathematics, must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

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 may be included in the Progress Monitoring Plan (PMP) process, if they do not demonstrate proficiency specifically in English Language Arts (ELA) and/or mathematics in all grade levels, as determined by state levels of proficiency on state assessments and local levels of proficiency on local assessments. A student who has a substantial reading deficiency must be covered by a

federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary [1008.25 (4)(c)].

5.3073 Progress Monitoring Plan (PMP) Not Needed

Students scoring at or below the remediation criteria may not need remediation if other objective measures and diagnostic information indicate the student is performing on grade level.

5.3074 Other Objective Measures

If FAST results are not available, other objective performance indicators or diagnostic assessment may be used to determine the need for a Progress Monitoring Plan (PMP).

5.3075 Parent Notification

Parents are to be notified formally in writing that the child has failed to meet the established district/state grade level performance criteria in reading, writing, mathematics and/or science.

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

5.3076 ESE: Extended School Year (ESY) Services

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

5.308 Annual Report of Student Progress

All district school boards shall report assessment results using the state management information system. Assessment results for the statewide, standardized ELA and Mathematics assessments and all statewide, standardized EOC assessments must be made available no later than June 30, except for results for the grade 3 statewide, standardized ELA assessment, which must be made available no later than May 31. Results for the statewide, standardized ELA and Mathematics assessments must be available no later than May 31.

In accordance with F.S.1008.25(10), each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in English Language Arts, science, social studies, and mathematics. The district school board must report to the parent the student's results on each statewide, standardized assessment and the coordinated screening and progress monitoring system. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and response to intensive interventions provided. Progress reporting must be provided to the parent in writing in a format adopted by the district school board and must be accessible through secure, web-based options. Each district school board must annually publish on the district website the following information on the prior school year:

The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.

By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment.

By grade, the number and percentage of all students retained in kindergarten through grade 10.

Information on the total number of students who were promoted for good cause, by each category of good cause.

Any revisions to the district school board's policies and procedures on student retention and promotion from the prior year.

5.400 COMPLETION

5.401 Completion of Middle School

A student will have completed middle school when the guidelines established in Section 5.305, Promotion of Students, has been satisfied for Grades 6-8.

5.500 ATTENDANCE, ABSENCES, AND TARDINESS

5.501 Attendance

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

5.502 Absences

5.5021 Notifying the School

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

5.5022 Make-up Work

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

- A. All make-up work assigned during the absence shall be completed within three (3) days after the student returns to school unless given an extension of time by the teacher.
- B. Tests announced prior to the absence can be given on the student's first day back to school, or at the discretion of the teacher.
- C. Assignments given prior to an absence should be turned in the first day the student returns to school.

5.5023 Gifted Education: Make-Up Work

Best practice dictates that gifted students should be required to complete only work which, if not completed, would affect their classroom progress. The following are guidelines to be used when making decisions regarding work missed while attending Gifted Program classes:

- A. Students attending Gifted Program classes will be excused from the daily/homework assigned during the class period(s) missed. Students will be

excused from these assignments without penalty to their grades, loss of other scheduled activities, or loss of any classroom privileges. Assignments made prior to the day students attend the Gifted Program class are to be turned in the next scheduled class time.

- B. Mastery of standard curriculum objectives may be determined by oral review, teacher observations, quizzes, modified assignments, and/or a few selected problems.
- C. Time spent in the Gifted Program class is governed by State Regulations (6A-6.0331). Therefore, students are not to miss any of the scheduled time for Gifted Program services.

5.5024 Absenteeism Requiring Semester Exam

Absenteeism equal to ten (10) or more absences during a semester unit of instruction or five (5) or more absences during a quarter unit of instruction requires the demonstration of mastery of the course for all students, except those students enrolled in competency-based dropout prevention programs as follows:

- 1. Meeting the class requirements of the semester of instruction and earning a teacher-assigned passing grade.
- 2. Passing a comprehensive semester examination covering the performance standards of the semester unit of instruction at the 60 percent level or above. The length, design, and degree of difficulty of such an exam is to be comparable to the semester/quarter exam required of any other student taking the exam for the same course.
- 3. Demonstrating proficiency (Level 3) on a standardized End-of-Course assessment EOC will demonstrate a mastery of course standards.
 - The semester exam will be weighted at 30% for the semester in which absenteeism meets the above guidelines. Any student who scores below 60 percent on the semester/quarter exam will be awarded a course average of 59 or their actual average, whichever is lower.

Any parent/guardian requesting a waiver of this policy must submit their request in writing to the school Principal along with a detailed explanation for the request. The school Principal will evaluate each request and make a determination as to whether or not the waiver will be granted. The school Principal has the sole discretion as to whether or not the waiver will be granted.

5.503 Excused Absences

Excused absences shall be granted for personal illness, illness or death of a member of the immediate family, medical or dental appointments, religious holidays and religious instruction of the specific faith of the student upon the approval of the Principal, court dates, special emergencies, 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.

5.5031 Pre-Arranged Absences

When a student desires to be absent for reasons not given under Section 5.503, he/she may make a prior request of the school Principal by bringing a written request from

his/her parent or guardian. Based on a student's attendance history, the Principal reserves the right to refuse requested absences.

- A. Pre-arranged absence requests must be made at least five (5) days prior to the date of the absence except in case of an emergency.
- B. Students shall make pre-arrangements for their school work to be done and it will be due the day the student returns to school. Work done in the pre-arranged time allotted will be given full credit.
- C. Pre-arranged absences will not prevent a student from being subject to **5.5024 Absenteeism Requiring Semester Exam**.

5.5032 Repeated Absences

When a student is absent repeatedly or for a prolonged period of time due to an illness or injury, the Principal or designee may require documentation from a physician or health care provider. If the requested documentation is not provided, the absence will be unexcused.

5.5033 Head Lice/Bed Bugs

A student who has been sent home with head lice and/or nits or bed bugs should return to school, free of head lice and/or nits or bed bugs, within two (2) calendar days in order to be excused. For each occurrence of head lice, absences beyond two (2) calendar days will be marked unexcused.

5.5034 Section 504

If a student's excessive absenteeism is related to a physical or mental impairment, the student may be eligible for services under Section 504 of the Rehabilitation Act of 1973. Parents should contact the school to request a Section 504 evaluation.

ESE: Authorized Private Providers

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

5.504 Unexcused Absences

Unexcused absences (not limited to the following):

- A. Lack of appropriate notification and/or documentation by the parent to the school site;
- B. Elective activities such as shopping trips, vacations, pleasure trips;
- C. Truancy (skipping class);
- D. Missing the school bus;
- E. Oversleeping;
- F. Excessive illness without doctor verification;
- G. Suspension or dismissal from school;
- H. Other avoidable absences.
- I. An accumulation of three (3) unexcused "late to school" and/or "early check-outs". (Section 5.507)

5.5041 Habitual Truant/Truancy Procedures

Habitual Truant - "Habitual truant" means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent and is subject to compulsory school attendance under s.1 003.21(1)(2) and is not exempt under s. 1003.21(3), F.S. or s. 1003.24, F.S. or by meeting the criteria for any

other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s.1003.26 and s.1003.27 (3), without resultant successful remediation of the truancy problem before being dealt with as a child in need of services.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or ten (10) unexcused absences, or absences for which the reasons are unknown, within a 90 calendar day period, the student's primary teacher shall report to the school Principal or his or her designee that the student may be exhibiting a pattern or nonattendance. s. 1003.26, F.S.

- A. The Principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school's Multi-Tiered System of Supports (MTSS) Team (also referred to as a child study team) to determine if early patterns of truancy are developing. s. 1003.26, F.S.
- B. The parent shall be invited to an attendance meeting(s) to identify possible solutions. s. 100.26, F.S.
- C. The parent/guardian shall be informed of the requirements of compulsory attendance laws and the Department of Highway Safety and Motor Vehicles sanctions.
- D. If an initial meeting does not resolve the problem, the Multi-Tiered System of Supports (MTSS) Team shall implement interventions that best address the problem. The interventions may include, but need not be limited to:
 1. frequent communication between the teacher and the family
 2. changes in the learning environment
 3. mentoring
 4. student counseling
 5. tutoring, including peer tutoring
 6. placement into different classes
 7. evaluation for alternative education programs
 8. attendance contract or a Truancy Intervention Plan (TIP),
 9. referral to other agencies for family services
 10. other intervention services including, but not limited to a truancy petition pursuant to s. 984.141, F.S.
 11. reporting a student between the ages of 14 and 18 with 15 or more unexcused absences in a 90 day calendar period to the Department of Highway Safety and Motor Vehicles.
- E. The Multi-Tiered System of Supports (MTSS) Team shall be diligent in facilitation intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve non-attendance behavior are exhausted. s. 1003.23(1)(d), F.S.
 1. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. s. 1003.26(1)(e), F.S.

2. If the Board's final determination is that the strategies of the Team/Multi-Tiered System of Supports (MTSS) Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for noncompliance with compulsory school attendance. s. 1003.26(1)(e), F.S.
 3. If nonattendance continues after the implementation of intervention strategies, the Principal may request that the Superintendent (or his designee) file a truancy court petition. If a truancy court petition is filed, the parents of the student will receive a summons to appear in circuit court pursuant to F.S. 984.151, and the parents may be subject to continued court jurisdiction, fines, probation or jail.
- F. If the district school Superintendent chooses not to file a truancy petition, the Superintendent or designee shall file a CINS petition, defined in s.984.15, F.S. The school representative, a parent, law enforcement, a court, or the DJJ shall initiate a referral to a CINS provider or a case staffing committee established pursuant to s. 984.12, F.S., and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family (s.1003.27(3), F.S.). Prior to the filing of the CINS petition, reasonable time must be allowed to complete interventions to remedy conditions contributing to the truant behavior and must comply with the requirements of s. 1003.26, F.S.
- 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.

5.5042 Zeroes

Zeroes will be given for class work and assignments missed during an unexcused absence and may not be made up for grading purposes unless an exception is made by the Principal or designee.

5.5043 Suspended Students

Assignments provided to students suspended out-of-school are due upon the student's return to school. Zeroes will be given for any assignments not turned in upon the student's return to school.

5.505 Hospital/Homebound

The possibility of hospital or homebound services should be explored when it is anticipated that a student will be absent from school for at least 15 school days, or the equivalent, while under a physician's care because of severe, prolonged or chronic illness. A parent, teacher, social worker, guidance counselor, physician and others may initiate the process as soon as it is anticipated that the student will be absent as indicated by the physician for three (3) weeks or more. There is not established waiting period that must be met when considering initiating the process.

5.506 Tardiness

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

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."

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.

5.5071 Unexcused/Excused Absences

Unexcused

- Missing the bus
- Oversleeping
- Skipping
- Excessive illness without doctor's verification
- Repeated Late Check-ins/Early Check-outs
- Other avoidable events
- Non-pre-approved absences

Excused

- Personal Illness
- Doctor/Dentist appointment
- Special event approved by administration
- Other unavoidable events
- Treatment of autism spectrum disorder by a licensed healthcare provider or behavior analyst pursuant to s393.17, F.S.
- Death of an immediate family member
- Religious holiday/instruction
- Court dates
- Pre-arranged absences

5.508 Administrative Withdrawal

If a student has accumulated 15 consecutive unexcused absences and is not under the jurisdiction of the truancy court system, the school Principal may withdraw the student under the following conditions:

- A. Telephone or written contact (letter home) with the parent has been unsuccessful.
- B. Social Worker was sent to the home and was unsuccessful in making contact.
- C. If the student has an Individualized Education Plan or has a 504 Plan, the Principal must contact the Exceptional Student Education Department prior to withdrawing the student.

5.509 Learnfare Program

The Learnfare Program is primarily related to student attendance for families who are eligible to receive Temporary Cash Assistance (TCA), S.414.1251, F.S., requires the Department of Children and Families (DCF) to reduce the amount of TCA for families with students who are identified as habitual truants or dropouts. Implementation procedures require DCF to provide a list of TCA-eligible children to the Northwest Regional Data Center monthly. Each school district will download the list and identify students who are truants or dropouts. The school district's response is then shared with DCF who takes the appropriate action. In response, DCF reviews the case record to make certain determinations. If good cause does not exist, the parent of a student who is a habitual truant or a dropout receives notice of possible reduction of the benefit amount. DCF procedures include a fair hearing process. If a sanction is imposed to the benefit amount, the student may be reinstated when certain criteria is met.

5.510 Early Warning System for Attendance

A school that serves any students in Kindergarten through Grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:

- A. Attendance below 90 percent regardless of whether absence is excused, or a result of out-of-school suspension;
- B. One or more suspensions, whether in-school or out-of-school;
- C. Course failure in English Language Arts or mathematics during any grading period; and
- D. A Level one (1) score on the statewide standardized assessments in English Language Arts or mathematics.

5.600 Virtual Instruction Programs

See Section 9.0 - Virtual Instruction Programs

TABLE OF CONTENTS

6.100 ADMISSION

6.101 Admissions Data

6.1011 Evidence of Birth

6.1012 Evidence of Immunization

6.1013 Evidence of Medical Exam

6.1014 Evidence of Residence

6.1015 McKinney-Vento Homeless Assistance

6.1016 Exceptional Student Education (ESE): Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)

6.102 Middle School Student

6.103 Home Education Student

6.1031 Admission to Ninth Grade/Transfer Credits

6.1032 Admission to Extracurricular Activities

6.1033 ESE: Home School Education Participation in Activities

6.104 Withdrawal

6.105 Middle School Student: Non-continuous Attendance

6.106 High School Student: Non-continuous Attendance

6.107 High School Student: Adult School Enrollment

6.108 ESE: High School Re-Enrollment

6.109 Enrollment: Expulsion/Charges

6.110 Expelled Student

6.111 District Placement Committee

6.112 Procedures for Student Transfer

6.113 School Choice Options

6.114 Hope Scholarship Program

6.115 Foreign Exchange Students

6.116 Interstate Compact on Educational Opportunity for Military Children

6.117 Drop/Add Course Requirements

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

6.119 Classroom Transfers

6.200 PROGRAM OF STUDY

6.201 Required Program

6.202 Course Content

6.203 Character Education

6.204 Section 504 Accommodation Plan/Services

6.205 Exceptional Student Education Eligibility

6.2051 English Language Learners (ESOL)

6.206 Statewide Assessment Program

6.2061 Assessment Waiver for Certain Students with Disabilities

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

- 6.2071 Reading
- 6.2072 Mathematics
- 6.208 ESE: Mastery of Courses
- 6.209 ESE: Allowable Accommodations
- 6.210 Extended School Year (ESY) Services
- 6.211 ESE: Assessment Exemption
- 6.212 Experimental Program Changes
- 6.213 Number of Periods of Daily Attendance
- 6.214 Equal Opportunity
- 6.215 ESE Services for English Language Learners (ELL)
- 6.216 Physical Education
- 6.217 Health Education
 - 6.2171 Exemption
 - 6.218 Course Recovery
- 6.300 GRADE PLACEMENT, GRADES 9 - 12
 - 6.301 Regular Students
 - 6.302 Twice Retained Students
- 6.400 COMPLETION
 - 6.401 Graduation Requirements - Standard Diploma
 - 6.402 Accelerated Graduation Option – (ACCEL) (18 credit minimum)
 - 6.4021 ACCEL 18 Credit Standard Diploma
 - 6.4022 CTE Pathway 18 Credit Standard Diploma
 - 6.4023 Accelerated Graduation Option Guidelines
 - 6.4024 Credit Accelerated Program (CAP)
 - 6.403 Course Credit Requirement
 - 6.4031 Mastery of Student Performance Standards: Regular
 - 6.4032 Mastery of Student Performance Standards: ESE
 - 6.4033 ESE: Progress Report
 - 6.4034 Absenteeism
 - 6.4035 Semester Credit
 - 6.4036 Semester Exams
 - 6.4037 Full Year Credit
 - 6.4038 Administrative Credit
 - 6.4039 Waivers
 - 6.404 Course Credit Limitations
 - 6.4041 Regular Students
 - 6.4042 Exceptional Students
 - 6.4043 Forgiveness
 - 6.405 Course Credit Restrictions
 - 6.4051 Remedial/Vocational/Level I Courses
 - 6.4052 Performing Fine Arts
 - 6.4053 Practical Arts
 - 6.4054 Elective Credits
 - 6.4055 Transferred Credit

- 6.4056 Transfer Credits Outside Santa Rosa County
- 6.406 Grade Point Average
 - 6.4061 Grading System
 - 6.4062 Grade Point Average
 - 6.4063 Report Cards
- 6.407 Diplomas
 - 6.4071 Standard Diploma
 - 6.4072 Special Diploma
 - 6.4073 ESE: Continuance of FAPE and Deferment of the Standard Diploma
 - 6.4074 General Education Development Diploma (GED)
 - 6.4075 Requirements for the Florida Seal of Biliteracy Program
 - 6.40766 Participation in the Graduation Ceremony
- 6.408 Certificate of Completion
 - 6.4081 Credits Earned
 - 6.4082 Credits in Area
 - 6.4083 State Assessment Requirements
 - 6.4084 GPA
 - 6.4085 Additional Year
- 6.409 Certificate of Completion
 - 6.4091 Requirement
- 6.500 ATTENDANCE, ABSENCES AND TARDINESS
 - 6.501 Attendance
 - 6.502 Absences
 - 6.5021 Notification
 - 6.5022 Test Exemption Policy
 - 6.503 Excused Absences
 - 6.5031 Completing Work
 - 6.5032 Prior Arrangement
 - 6.5033 Hospital /Homebound Services
 - 6.5034 Repeated Absences
 - 6.5035 ESE: Authorized Private Providers
 - 6.504 Unexcused Absences
 - 6.5041 Habitual Truant/Truancy Procedures
 - 6.5042 Intent to Terminate School Enrollment
 - 6.505 Early Check-outs or Late to School Check-in
 - 6.5051 Unexcused/Excused "Late to School Check-ins/Early Check-outs"
 - 6.5052 Tardiness
 - 6.506 Learnfare Program
- 6.600 MISCELLANEOUS
 - 6.601 Admission to State University System
 - 6.6011 GPA
 - 6.6012 Weighted
 - 6.6013 Specific Requirements
 - 6.6014 Talented 20 Program

- 6.602 Class Rank**
 - 6.6021 Numerical Weighted GPA**
 - 6.6022 Weighted Programs**
- 6.603 Course Substitutions**
 - 6.6031 ESOL Courses**
 - 6.6032 Industry Certification Course Substitution**
- 6.604 Credit Alternatives**
 - 6.6041 Adult Education Courses**
 - 6.6042 Career and Technical Programs**
 - 6.6043 Co-op Programs**
 - 6.6044 Correspondence Courses**
 - 6.6045 Dual Enrollment**
 - 6.6046 Early Admissions**
 - 6.6047 Florida Virtual School**
 - 6.6048 Middle School Students Earning Credit**
- 6.605 Dropout Prevention Programs**
 - 6.6051 Courses**
 - 6.6052 Reporting**
- 6.606 Extracurricular Activities**
 - 6.6061 Required GPA**
 - 6.6062 Requirements**
 - 6.6063 Student Athlete Eligibility Requirements**
- 6.607 Florida Bright Futures Scholarship Program**
 - 6.6071 The Florida Gold Seal Vocational Scholars Award**
 - 6.6072 The Florida Gold Seal CAPE Scholars**
- 6.608 Miscellaneous Curriculum Items**
 - 6.6081 Reading I & II**
 - 6.6082 African American History**
 - 6.6083 Holocaust Instruction**
 - 6.6084 Hispanic and Women’s Contributions**
 - 6.6085 Contributions of Veterans**
 - 6.6086 Voluntary Service Credit**
- 6.609 Remediation Reporting Requirements**
 - 6.6091 Parent Notification**
 - 6.6092 Assistance**
 - 6.6093 Student List Dissemination-District**
 - 6.6094 Student List Dissemination-School**
 - 6.6095 Annual Report**
- 6.610 Study Hall**
 - 6.6101 Study Hall Credit**
 - 6.6102 Funding**
 - 6.6103 Other Duties**
- 6.700 VIRTUAL SCHOOL**
 - See Section 9**

6.100 ADMISSION

6.101 Admissions Data

In order to be admitted to Florida schools, a student must provide the following data:

6.1011 Evidence of Birth

Provide evidence of date of birth in accordance with s.1003.21, F.S.

6.1012 Evidence of Immunization

Provide evidence of immunization against communicable diseases as required by s.1003.22, F.S.

6.1013 Evidence of Medical Exam (Also referred to as a Physical Exam or Florida Physical)

Provide evidence of a medical examination completed within the last 12 months in accordance with s.1003.12, F.S.

In-State Transfer: Students transferring from another public or private school in the State of Florida shall be given 30 days to provide the district with proper record of an up-to-date immunization and a record of medical exam (on file as an initial entry health exam; not required to have been completed within 12 months). Failure to provide proper documents will result in exclusion from school until records are presented. A new medical exam will be required if one is not received as part of the student record.

Out-of-State Transfers: A temporary exemption for a period not to exceed 30 school days will be given to permit a student who transfers from out-of-state to attend class until his/her medical exam can be obtained or brought up-to-date. After 30 days, the student will be excluded from school until a medical exam (completed within the last 12 months) is presented to the school.

6.1014 Evidence of Residence

Provide evidence of residence at an address within the attendance area of the school to which admission is requested or a request for transfer approved by the school board.

6.1015 McKinney-Vento Homeless Assistance

Appropriate exceptions and accommodations will be made to minimize the barriers related to student assignment for students identified as eligible for services through the 1) Department of Children and Families or 2) under Section 722(d)(2) of The Federal McKinney-Vento Homeless Assistance Act and related Florida Statutes. The Superintendent shall recommend, and the Board adopt Homeless Education Program Manual. The Federal Programs Coordinator serves as the district's McKinney-Vento Liaison and may be contacted for further information.

6.1016 Exceptional Student Education (ESE Family Empowerment Scholarship for Students with Unique Abilities (FES-UA))

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

- a) An Individual Educational Plan (IEP) has been written in accordance with rules of the State Board of Education; or
- b) A Doctor's Diagnosis that meets the criteria in statute. NOTE: Students with disabilities include K-12 students who are documented as having an intellectual disability; a speech impairment; a language impairment; a hearing impairment,

including deafness; a visual impairment, including blindness; a dual sensory impairment; an orthopedic impairment; another health impairment; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; a traumatic brain injury; a developmental delay; or autism spectrum disorder.

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

Pursuant to Section 1002.394(3), F.S., a student meeting the FES-UA eligibility requirements may choose to attend another public school in the student's school district or in an adjacent school district. In this case, the district FES-UA Representative (name and contact information found on the School Choice website) must be contacted to discuss available public school options. Public school availability is determined by the school district and is based upon the following:

Program availability (determined by the student's IEP) at the requested school center. Parent should also complete a District Request for Student Transfer form to state the use of FES-UA within the Santa Rosa County School system.

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

Verification of ESE program will be done by ESE Admin as well as affiliated program facilitator to determine appropriate services and/or supports in requested school.

Verification submitted to designated Level Director for final approval of public school.

6.102 Middle School Student

A student who has met the eligibility criteria for promotion from middle school to high school through regular attendance and progression shall be admitted to the 9th grade.

6.103 Home Education Student

6.1031 Admission to Ninth Grade/Transfer Credits

Home Education students entering the 9th grade must meet the following criteria:

- Students may not enter the 9th grade any sooner than their peer group.
- Evidence of three years of middle school work substantiated by record from public or private schools, and/or home education programs having the proper transcripts, portfolios and/or evaluations.

Transfer Credit for Home School Education Students

In compliance with state Administrative Rule 6A-1.09941, The State Uniform Transfer of High School Credits, and to accommodate home education students' needs for appropriate high school graduation credit, the Santa Rosa County School District (SRCSD) adopts the following policy to establish uniform procedures for students transferring from home school to the Santa Rosa County School District in Grades 10-12.

1. A student who is entering a Santa Rosa County District high school with appropriate documentation of satisfactory completion of a home school program may be provisionally placed in the regular program for these grades based on the home school documentation. This provisional placement must be validated by the end of the first grading period. If a student has a minimum grade point average of 2.0 at the end of the first grading period, further

validation of credit will not be necessary, and the student shall be issued the listed credits as appropriate. (See Appendices.)

2. The total number of academic credits possible is 14.5 for Grades 9 - 11.
3. Elective credits within the Santa Rosa County School District receiving school will be required in order for the student to complete graduation requirements.
4. For credits issued, a "P" for PASS is the grade of record. A grade of "P" for PASS is not calculated in the student's GPA for class rank.
5. For credits earned within the Santa Rosa County School District receiving school, the grade in class is the grade of record.
6. A student with a home education academic history and who is seeking to enter a Santa Rosa County District School as a senior must be in full-time attendance.
7. In the event a home education student does not have a 2.0 GPA at the end of the first complete nine week grading period, the Principal of the receiving school, along with the teacher(s) and parent, shall validate the student's status by evaluating the portfolio for demonstrated proficiencies.

To further establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools the procedures shall be as follows:

1. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection two (2) of this rule.
2. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined below:
 - a. Portfolio evaluation by the Superintendent or designee.
 - b. Written recommendation by a Florida certified teacher selected by the parent and approved by the Principal;
 - c. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - d. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - e. Demonstrated proficiencies on the FAST ELA Assessment; or
 - f. Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least 90 days from date of transfer to prepare for assessments outlined in paragraph (3)(d) and 3(e) of this rule if required.

6.1032 Admission to Extracurricular Activities

Home school education and charter school 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 School Choice Plan. For a home educated student to be eligible to participate, the following conditions must be met:

- A. The student must meet the requirements of the home education program described below:
 1. Notifies the Superintendent of the intent to establish and maintain a home education program within 30 days of the student's withdrawal from a traditional school program.
 2. Maintain a portfolio of records and materials.
 3. Provides for an annual educational evaluation to be filed with the district school board office.
- B. The parents/guardians of the home education or charter school student must certify to the Principal that the student meets the minimum grade point average as prescribed in Article 9.2.2.1.1 of the FHSAA bylaws and has passed each class for which enrolled for each grading period to coincide with the school's grading periods.
- C. The home education or charter school student must meet the same standards of acceptance, behavior and performance required of other students participating in the extra-curricular activity.
- D. The student must register with the school with their intent to participate as representative of the school prior to the beginning date of the season for the activity in which participation is requested.
- E. The student must certify by a physical examination by a licensed physician on the "Santa Rosa County School's Athletic Participation Screening Form" their fitness to participate in athletic extracurricular activities. Additional concussion baseline data should be included as a portion of the physical examination. Proof of medical insurance must also be certified on this form by the parent.
- F. A home education or charter school student will not be eligible to participate in interscholastic activities at a district school if the student is under discipline sanctions from any other public, private, or parochial school, in or out of the State of Florida.
- G. A senior who withdraws to be home educated and re-enrolls in Santa Rosa County District Schools, must do so at the Santa Rosa Adult High School. However, in situations involving exceptional students, the IEP Team may convene to determine grade placement.

6.1033 ESE: Home School Education Participation In Activities

ESE Home School Education students are eligible to participate in the activities and procedures as stated in Section 6.132 as their non-disabled peers but are not eligible for ESE Services.

6.104 Withdrawal

- A. A student between the ages of 16 and 18 who chooses to terminate his/ her education must officially withdraw and complete a "Declaration of Intent to Terminate School Enrollment" form, which will acknowledge that this action is likely to reduce the student's earning potential and which must be signed by the parent and student. Such action, unless recognized by the school board as a hardship condition, will cause the student to lose his/her driving privilege. s.232.07, F.S. The student must also participate in an exit interview and complete a survey as a part of the exit interview.

- B. Administrative Withdrawal - if a student has accumulated 15 consecutive unexcused absences and is not under the jurisdiction of the truancy court system, the school Principal may withdraw the student under the following conditions:
1. Telephone or written contact (letter home) with the parent has been unsuccessful.
 2. A social worker was sent to the home and was unsuccessful in making contact.
 3. If the student has an Individualized Education Plan or has a 504 Plan, the Principal must contact the Exceptional Student Education Department prior to withdrawing the student.
 4. If the student is between the ages of 16 and 18, the student must complete the "Declaration of Intent to Terminate School Enrollment" form, participate in an exit interview and complete a survey as a part of the exit interview. See Section 6.5042.

6.105 Middle School Student: Non-continuous Attendance

A student who has met the eligibility criteria for promotion from middle school to high school and does not have continuous school attendance may be (1) admitted to the 9th grade, or (2) referred to the District Placement Committee.

6.106 High School Student: Non-continuous Attendance

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

6.107 High School Student: Adult School Enrollment

A high school student who has withdrawn from a regular high school program and enrolls in an adult school program shall not be permitted to return to a regular high school program. Any request by such a student to return to the regular high school program shall be referred to the District Placement Committee, which shall determine the placement of the student.

6.108 ESE: High School Re-Enrollment

Any exceptional student who was enrolled in an adult program, withdraws from this program, and applies for re-enrollment to a regular high school shall be referred to the IEP Team for an immediate placement review.

6.109 Enrollment: Expulsion/Charges

Any student enrolling in any Santa Rosa County District School shall, at the time of enrollment, indicate on the enrollment form any previous school expulsion, or alternative placement in lieu of expulsion, arrests resulting in a charge where the student was adjudicated guilty or where adjudication was withheld, or any juvenile justice actions.

If a student requesting admission has been given alternative placement in lieu of expulsion from any non-district school, the Director of High Schools should be contacted to determine appropriate placement within the district, prior to enrollment of the student in a Santa Rosa County District School.

6.110 Expelled Student

A student who has been expelled from any non-district school shall not be allowed to enroll in any Santa Rosa County District School. A request for a waiver of this policy shall be referred to the District Placement Committee, which shall recommend placement or non-placement of the student to the school board. In accordance with Florida Statute, the board will either honor the final order of expulsion as recommended by the Superintendent, in which case the student shall not be admitted to a district school, or will waive the final order of expulsion as recommended

by the Superintendent, in which case the student shall be admitted to a district school. A student with an active Individual Education Plan who has been expelled from any non-district school or who has been given an expulsion with continued education services or alternative placement in lieu of expulsion from any non-district school, who is seeking to enroll in Santa Rosa County District Schools shall be referred to the Director of Exceptional Education for an immediate placement review.

6.111 District Placement Committee

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

- A. The Director of High Schools, Chairperson
- B. The Director of Middle Schools
- C. The Director of Workforce Education
- D. The Principal of the Adult School
- E. The Principal of the High School
- F. The Director of Continuous Improvement

6.112 Procedures for Student Transfer

See the Santa Rosa County School Choice Plan for more information.

(<https://santarosaschools.org/en-US/school-choice-transfer-request>)

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

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. Scholarships are awarded on a first-come, first-served basis and are contingent upon state funding.

6.115 Foreign Exchange Students

All foreign exchange students must be sponsored by a program approved by the Council on Standards for International Educational Travel (CSIET) and which has a local community representative. Annually, each Santa Rosa County School District high school may enroll up to five (5) foreign exchange students who provide documentary evidence of these eligibility requirements:

- Student has not already earned a high school diploma or its equivalent, i.e., has not already completed the requirements for secondary education in his/her home county.
- Student has achieved adequate oral and written proficiency in the English language in order to perform successfully in an English speaking educational environment.
- Sponsoring organization assumes responsibility for student's health, safety and legal obligation, and host and legal obligation, and host family resides within the designated attendance area of the school in which the student enrolls.
- A student shall be enrolled for a semester or a complete year (two (2) semesters).

Prior to acceptance, all foreign exchange students will provide the Assistant Superintendent for Curriculum, Instruction and Assessment, evidence of English language proficiency scores from a

current version of the Secondary Language English Proficiency (SLEP) test or the English Language Test for International Students (ELTIS). The Assistant Superintendent for Instruction will verify English language proficiency to the high school requested before a foreign exchange student can be admitted.

In addition to verification of English language proficiency, prior to acceptance, all foreign exchange students will supply the school with the following documents:

- Birth certificate or other documentation to certify age of student. The student is required to be at least 15 years of age but has not attained the age of 18 ½ years of age at the time of enrollment.
- Evidence of English language proficiency scores from a current version of the Secondary Language English Proficiency (SLEP) test or the English Language Test for International Students (ELTIS).
- Valid transcript translated into English, including criteria for translating foreign grades into American standards and verification that student has not received a diploma or completed secondary education requirements in his home country.
- Student application with verification of insurance, health records, residence of host family and all legal requirements for enrollment. The student must have gained legal entry into the United States with a J-1 Exchange Visa.

Foreign Exchange Students will not be classified as diploma seeking students. Generally, foreign exchange students will be classified as juniors and placed in classes which will provide exposure to American history and literature.

- They will be expected to conduct themselves in accordance with the Santa Rosa County School District Code of Student Conduct and with all standards required of any student enrolled in a district school. They will be treated as regular students regarding attendance, academic standards, responsibilities and rights and discipline. Repeated violation of any standards may result in the foreign exchange student's withdrawal from the school.
- They may be eligible to represent the school they attend in interscholastic activities, provided they meet all appropriate Florida High School Athletic Association's requirements and provided they have not participated in the activity on a professional level. Any student who has accepted remuneration, gift, or donation for participation in a sport is ineligible to participate in that sport at the high school level.
- They must have sufficient knowledge of the English language to enable effective communication, to use instructional materials and textbooks printed in English, and to function in the regular curriculum without special professional assistance.

6.116 Interstate Compact on Educational Opportunity for Military Children

See Section 1 of this document for details.

6.117 Drop/Add Course Requirements

Students officially registered for specific course offerings are expected to remain in those courses throughout the entirety of the semester. Schools may adopt a drop/add policy that addresses courses taught on their campus. Students desiring to drop a course taught on campus in order to add a substitute course taught in a virtual program are required to do so in the first 10 days of the semester.

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

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

6.119 Classroom Transfers

Parent Request for his/her child to be transferred from an out-of-field classroom teacher to an in-field classroom teacher.

1. The parent may submit to the school Principal a letter detailing their request for transfer to an in-field teacher.
2. The Principal will approve or deny the request within two (2) weeks of receiving the request. If a request for transfer is denied, the school must notify the parent and specify the reasons for the denial.
3. If the denial is due to lack of staff or class-size considerations, the parent will be made aware of the district reassignment process.

Parent Request for his/her child to be transferred to another classroom teacher.

1. The Parent should request a conference with the current teacher to discuss concerns and to seek a resolution.
2. If the above is not successful, the parent should request a conference with the teacher and a school administrator to seek resolution.
3. If the above does not resolve the issues/concerns, the parent may submit to the school Principal a letter detailing their continued concerns and the specific remedy sought.
4. The Principal will approve or deny the schedule change request within two (2) weeks of receiving the request and this decision will be provided to the parent in writing.
5. Parents who wish to appeal this decision may appeal to the grade level director at the district level.

6.200 PROGRAM OF STUDY

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

6.201 Required Program

The required program of study for high school grades will be courses selected from the Florida *Course Code Directory* and the Articulation Agreements with post-secondary institutions.

6.202 Course Content

The content of each course for which credit towards high school graduation is granted shall be congruent with the appropriate Florida Course Description adopted by the Florida Board of Education and the Student Performance Standards adopted by the Santa Rosa County School Board. Where appropriate, some academic programs may utilize outcome-based strategies (i.e. summer session, online credit).

- A. Standards to measure student achievement serve as guides to best practices for local curriculum designers to help schools implement school improvement strategies to raise student achievement.
- B. The benchmarked standards describe what students should know and be able to do at Grades K–12 in the subjects of physical education, language arts, mathematics, science, and social studies and at four (4) progression levels (Grades Pre K-2, 3-5, 6-8, 9-12) in the arts and foreign language. Public schools shall provide appropriate instruction to assist students in the

achievement of these standards. The following publications are hereby incorporated by reference and made a part of this plan.

1. State Academic Standards—English/ Language Arts 2022
 2. State Academic Standards – Mathematics 2022
 3. State Academic Standards -Science, 2008
 4. State Academic Standards -Social Studies, 2014
 5. State Academic Standards –Foreign Language, 2010
 6. State Academic Standards—Arts, 2010 and
 7. State Academic Standards -Physical Education, 2014
- C. Copies of the publications containing the established State Academic Standards may be obtained from the Division of Public Schools, Department of Education, 325 W. Gaines St., Tallahassee, Florida 32399-0400 or visit <https://www.cpalms.org/public/search/Standard>
- D. Each district school board shall incorporate the established State Academic Standards and ESE State Academic Standards Access Points contained herein into the district Student Progression Plan.
- E. The established State Academic Standards shall serve as the basis for statewide assessment.

6.203 Character Education

Instruction in character education that stresses such qualities as patriotism, responsibility, citizenship, kindness, respect, honesty, self-control, tolerance and cooperation will be integrated into various curriculum areas.

6.204 Section 504 Accommodation Plan/Services

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

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

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

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

accommodations will be described in a document referred to as the Section 504 accommodation plan.

6.205 Exceptional Student Education Eligibility

Students meeting Florida Department of Education eligibility criteria for one or more Exceptional Student Education program and requiring specially designed instruction and/or related services shall be admitted through an eligibility staffing. An appropriate individualized program of study will be developed in the student's Individual Education Plan (IEP).

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

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

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

6.2051 English Language Learners (ESOL)

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

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

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

- Enroll any student who has not received a diploma or completed secondary education requirements in his home country and do not ask about their immigration status.
- Students should be placed by age or transcripts. A school or district ELL Committee may be held for this purpose if placement is not clear.
- Each English Language Learner shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential. Appropriate programming includes enrollment in programs other than ESOL funded programs. Such programs shall seek to develop each student’s English language proficiency and academic potential as required by 6A-6.0904, F.A.C.
- Each English Language Learner shall be placed in a highly qualified ESOL Endorsed/Certified teacher’s classroom, when feasible.
- The ESOL School Liaison shall be notified immediately so appropriate screening may be completed within the timeline set forth in the Meta Consent Decree.
- Enrollment should not be delayed because of lack of transcripts.
- Residency may be established using alternative documents.
- Make initial course placement decisions based on available information at time of enrollment.
- Students should be enrolled within five school days of their first attempt to enroll.
- English Language Learners shall be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily through ESOL or home language. Rule 6A-6.0904
- Contact the district ESOL department and High School director if additional guidance is needed.

Rule 6A-1.09941, F.A.C., establishes uniform procedures relating to the acceptance of transfer work and credit for students entering Florida’s public schools effective August 20, 2017. The rule increases consistency in the credit 188 transfer process and fulfills the State Board’s responsibility to prescribe “procedures relating to the acceptance of transfer work and credit for students” as required by s. 1003.25, F.S. The rule cited above specifies that credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school’s accreditation. The rule does not require that the transferring school be accredited for the credits to be accepted at face value. Assessment requirements for transfer students under s.1003.4282, F.S., must be satisfied. If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school, the student does not possess an official transcript, or the student is a home education student, credits shall be validated through performance during the first grading period. A student transferring into a school shall be placed at the appropriate sequential course level; to receive credit, a student should have a minimum grade point average of 2.0 at the end of the student’s first grading period. Alternative validation procedures are also specified in Rule 6A1.09941, F.A.C.)

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

New immigrant 6th – 12th grade students placed in Intensive Reading classes.

- Enroll all 6th – 12th grade ESOL students in Intensive Reading class who were born in a foreign country and have recently arrived in the United States.
- Exception: If an immigrant student scores a level 3 on the Reading domain of the WIDA screener and other data suggest that the student has foundational literacy skills, then the school may place the student in a more appropriate course. ESOL Liaisons will help identify these students and provide the WIDA screener data. Please note that if the ELL student meets the definition of McKinney-Vento (homeless), including but not limited to the following circumstances: natural disaster or no legal guardian, the student must be enrolled immediately. Understanding that each situation is unique, please contact the Federal Programs Director in order to make the best decision for the student. The ELL Committee, which may be composed of the principal or designee, teacher(s) familiar with the ELL student, the school counselor, and the ESOL School Liaison, shall make recommendations concerning the appropriate placement, promotion and retention of English Language Learner students. Parent/guardian must be invited to any ELL Committee Meeting concerning their child. Please contact the ESOL Program Facilitator in translation or interpretation services are needed.

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

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

- Age appropriateness
- Parent input
- Review of records/assessments
- Comprehensive parent/guardian/student interview
- Academic records available, with consideration that other grade levels and grading systems may differ from the ones in the United States
- Telephone calls and record requests to previous school
- When appropriate grade band placement is unclear, a District ELL Committee will convene. The District ELL Committee includes Grade Level Directors, Federal Programs Director, or Coordinator and ESOL Program Facilitator.

The Santa Rosa County District School's 3-year ELL Plan may be accessed under ESOL at <https://santarosaschools.org/en-US/esol>

B. Assessment and Retention

Assessment

- All ELLs are expected to participate in state assessments regardless of the Date Entered U.S. School (DEUSS) or number of years in the ESOL Program (FDOE DPS Memo 2018-146).
- All ELLs coded LY at the beginning of the state testing window are required to take WIDA ACCESS for ELLs each year to measure English proficiency.
- Allowable state testing accommodations for ELLs coded LY and LF are defined in 6A-6.09091, F.A.C., Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners.
- All students present for both survey 2 and 3 will take the statewide standardized assessments.

Retention Considerations

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

C. Grading

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

Grading Guidelines for ELL Students

- Teachers should not assign a student a lower grade based solely on lack of English proficiency or use a single assessment to determine the mastery of skills taught.
- If the ELL student is attempting appropriate assignments and assessments for the student's English Language proficiency level and showing progress while still in the process of learning the English language, a grade no lower than D shall be assigned unless evidence is documented of factors unrelated to the student's English proficiency.

- Adapt the curriculum by reducing the language demands of instruction without compromising the content of instruction.
- Provide comprehensible instruction to ELL students through the use of ESOL instructional strategies, supplementary materials, and native language assistance (Heritage Language Dictionary and / or Heritage Language Content Area Glossaries) and apply accommodations such as extended time as outlined in the student's ELL Plan.
- Document the use of ESOL appropriate instructional strategies in teacher lesson plans and/or FOCUS. Document parent contacts made for each ELL student. Examples of ESOL strategies are provided to each assigned classroom teacher with the ELL Plan, now available through the Ellevation platform.
- Explain grading criteria and expectations to students and parents. Provide examples of model assignments or anchor papers meeting performance expectations as needed.

Course Failures

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

- ELL students should only receive a failing grade if the contributing factor for failure is unrelated to second language acquisition. Examples of such contributing factors include documentation of limited or interrupted formal education, poor attendance, unwillingness to attempt or complete work when ESOL instruction and support have been provided.
- The classroom teacher must document the ESOL strategies to meet the needs of the ELL student. These adaptations include classroom work and assessments.
- If the ELL student does not master the content concepts after the teacher has implemented the appropriate classroom accommodations according to the student's level of English proficiency, a failing grade may be justified. Documentation is required to demonstrate why the student earned the failing grade.
- Parent notification of progress monitoring and failure must be provided in the native language, when feasible.
- An ELL student should not receive failing grades or be considered for retention if the teacher has not implemented and documented the ESOL strategies and accommodations for instruction and assessment as previously described. If the accommodations were not implemented throughout the school year, the student was not provided comprehensible instruction required by the META Consent Decree and state mandates. Consequently, the student shall not be penalized.
- English Language Learners who, by the end of grade 12 fail to meet the 10th grade statewide assessment, shall be provided appropriate programming as specified in Rule 6A-6.0909, F.A.C.

D. MTSS and English Language Learners

MTSS interventions are appropriate for English Language Learners for issues unrelated to English proficiency. In such cases, MTSS interventions should be occurring concurrently with the classroom ESOL services provided by the highly qualified ESOL Endorsed/Certified teacher. Time on each tier may need to be extended based on the rate of skill acquisition and English language acquisition. Delaying the MTSS process with an ESOL student for concerns unrelated to English proficiency would potentially deprive the student of extra support needed. Each case should be viewed individually with collaboration between the ESOL School Liaison and MTSS team to determine the best support for the student.

E. Alternative Assessment Pathways

Students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of any assessment requirements for graduation as specified by 1003.4282 or 1008.22 F.S. or alternate assessment is eligible for a standard high school diploma if the student scores 70% or higher on the following assessment: Progress Learning 10 Grade ELA Assessment.

6.206 Statewide Assessment Program

Students must participate in the English Language Arts FAST assessment. The passing of the 10th grade ELA FAST is required for graduation. Passing the Algebra I EOC (End-of-Course) exam is a graduation requirement. The Algebra 1 EOC counts 30% of the final grade and students will need to score Level 3 or higher to graduate.

6A-1.09422 Statewide, Standardized Assessment Program Requirements

English Language Arts Assessment

Students and adults who have not yet earned their required passing score on the English Language Arts FSA/FAST assessment may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score on the Evidence-Based Reading and Writing (EBRW) section of the SAT or a comparative passing average score of the ACT English and ACT Reading subject tests or a comparative passing score on the CLT Verbal Reasoning and Grammar/Writing sections. For eligible students, the comparative passing scale score shall be a score equal to or greater than 480 on the 200 to 800 scale for the SAT EBRW section; or an average score of 18 or higher on the 1 to 36 scale for the ACT English and ACT Reading subject tests; or a sum of 36 on the CLT Verbal Reasoning and Grammar/Writing sections. If the average of the two ACT subject test scores results in a decimal of 0.5, the score is rounded up to the next whole number. Additionally, the scores for the English and Reading subject tests on the ACT are not required to come from the same test administration.

Algebra I EOC Assessment

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, the ACT, the CLT Quantitative Reasoning section or on the Geometry EOC assessment. For eligible students, the comparative passing scale score shall be a score equal to or greater than 430 on the 160 to 760 scale for the PSAT/NMSQT Math section, 420 on the 200 to 800 scale for the SAT Math section, equal to or greater than 16 on the 1 to 36 scale for the ACT Math section, a score of 11 on the CLT

Quantitative Reasoning section, or an Achievement Level of 3 or higher on the statewide, standardized Geometry EOC assessment.

State End-of-Course (EOC) assessments for a subject shall be administered in addition to the comprehensive assessments required under 1008.22(3)1 F.S. All State EOC assessments are weighted 30% of the final grade. In all general education high school courses that do not administer a state FAST/EOC assessment, high school students will take a semester exam which counts 20% of the semester average. (Dual Enrollment final exams will be weighted in accordance with College department requirements.) Because State End-of-Course (EOC) assessments and semester exams are weighted in the finals grade, a student who does not participate in a State End-of-Course (EOC) assessment or semester exam will earn a grade of zero (0) for the assessment. Students who do not sit for the EOC assessments will be afforded the opportunity to take them during later EOC assessment dates.

6.2061 Waiver for Statewide, Standardized Assessment Results for Students with Disabilities

Students with a disability and a current IEP may be considered for a waiver from passing the Statewide, Standardized, State Assessment. To be considered for a statewide, standardized assessment results waiver, the following criteria must be met:

- A. The student must be identified as a student with a disability, as defined in Section 1007.02(2), Florida Statutes;
- B. The student must have an Individual Educational Plan (IEP);
- C. The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once. (This applies to students participating in the Florida Standards Assessment (FAST) as well as the Florida Alternate Assessment (FAA));
- D. In accordance with s. 1008.22(3)(c)2., F.S., the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities;
- E. The following evidence can be utilized to determine that the results of a statewide standardized assessment are not an accurate measure of the student's abilities:
 - Classroom work samples
 - Course grades
 - Teacher observations
 - Relevant classroom data derived from formative assessments
 - Intensive remediation activities on the required course standards
 - Higher-level, related coursework (honors advanced placement, etc.)
- F. The student must be progressing towards meeting the states 24 credit/course and/or the 18 credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option (s.1008.22(3)(c) 2.F.S.), as long as they meet all other graduation requirements under the ACCEL option. Students must meet the 2.0 cumulative Grade Point Average (GPA) requirement and any other district requirements for graduation with a standard diploma.

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

Specific levels of performance in English Language Arts (ELA), science, mathematics, and social studies will be expected for students at all grade levels. Various measures will be used to determine proficiency including the levels of performance on statewide assessments, as defined by the Commissioner of Education. Additional diagnostic information (such as progress monitoring assessments) and classroom performance may also be used as criteria to determine

a need for remediation and/or interventions. If below level performance is documented in ELA, and/or math, the student may be required to receive remediation/interventions within an intensive program. Remediation will be provided for students based on state/progress monitoring assessment results from the current or previous year.

Remediation/Progress Monitoring

Students must demonstrate proficiency in reading, writing, science and mathematics, as determined by state levels of proficiency on state assessments and local levels of proficiency on local assessments. Any student who does not meet the specified grade level performance in reading and/or mathematics as defined by the Santa Rosa County School District Assessment Plan or statewide assessments at selected grade levels, must be provided additional diagnostic assessments to determine the nature of the student's difficulty and area(s) of academic need and strategies for providing academic supports to improve the student's performance [1008.25 (4)(a)]. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by an educational plan. "Satisfactory performance" is defined by the state as level 3 and above on state assessments. District satisfactory performance is based upon norm-referenced cut scores. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary [1008.25 (4)(c)].

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

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

Students identified as needing intensive remediation or struggling in the area(s) of academics, behavior, and/or attendance must be provided with an academic Progress Monitoring Plan (PMP), a Behavior Monitoring Plan (BMP), and/or a Truancy Monitoring Plan (TMP) developed in consultation with the student's parent or legal guardian.

The PMP will document assistance provided to support the student in making progress toward district and state expectations for proficiency in reading and/or mathematics as well as meeting district goals in the areas of behavior and attendance. It may include one or more of the following intervention strategies as considered appropriate: tutorial programs, dropout prevention programs, summer session, Saturday sessions, modified curriculum, enrollment in intensive classes, test prep instruction/assessment and other remedial activities as determined

by the school district. Schools shall provide for the frequent monitoring of the student's progress in meeting desired levels of performance.

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 may be included in the Progress Monitoring Plan (PMP) process, if they do not demonstrate proficiency specifically in English Language Arts (ELA) and/or mathematics in all grade levels, as determined by state levels of proficiency on state assessments and local levels of proficiency on local assessments. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary [1008.25 (4)(c)].

Intensive courses are for elective credit only and will not satisfy the mathematics or English requirement for graduation and may not be in lieu of English and math credits required for graduation.

Students who are new to the State of Florida and are entering Grades 9 and 10 must take state required assessments. Following registration in the Santa Rosa County School District, these students' transcripts will be reviewed. Based on assessment scores as well as their grades in reading, writing, mathematics, and science, a determination will be made as to whether any remediation will be necessary. Students in Grade 9 and above with no state assessment scores should be administered a grade-level fluency screen and a placement assessment to determine if they have reading difficulties. Students scoring one grade level below on the indicator and whose standardized tests are below the 75th percentile will be considered for reading intervention. Students entering the 11th and 12th grade and are new to the state are not required to take the Grade 10 FAST ELA if they are able to document approved concordant scores on the CLT, SAT or ACT to fulfill graduation requirements. A transfer student (another state, private school, or home education program) whose transcript shows a credit in Algebra I, Geometry, Biology or U. S. History will be accepted at face value (awarded credit). However, the Algebra I course requires successfully passing of a state assessment for graduation purposes. A transfer student may meet the Algebra I assessment requirement by passing an out-of-state comparable Algebra I EOC assessment.

Students who do not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan (PMP), the student may be retained.

A student will meet the graduation requirement for reading as soon as they pass either the Grade 10 FAST ELA or meet the concordant score. Exceptions to this are as follows:

- The requirements shall not apply to new students who enter the Florida public school system in Grade 12, who may either achieve a passing score on the state standards assessment or use an approved subject area concordant score to fulfill the graduation

requirements. A new student entering the Florida public school system in Grade 12 is not required to take the Grade 10 FAST ELA if he or she is able to document the approved concordant scores. Students who are eligible to use a concordant score, as described above, and have attained the current ACT or SAT scores concordant with the state standards assessment passing scores shall satisfy the assessment requirement for a standard high school diploma as provided by Florida law [s. 1003.43(5)(a) (General requirements for high school graduation) and s.1003.429(6)(a) (Accelerated high school graduation options.), F.S.].

6.2071 Reading:

Each year in which a student scores at Level 1 or 2 on FAST ELA or a score that reflects performance one (1) or more years below grade level on the district determined assessment, the student must receive remediation through an intensive reading/ELA course, a course identified through state required coding by a Reading certified/endorsed teacher or a core content area remediation course with reading support the following year. In the absence of state assessments, multiple data points consisting of prior state and prior and current year progress monitoring assessments and prior year PMP tier levels will be considered. 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.

6.2072 Mathematics:

Criteria for remediation/progress monitoring plan (PMP):

Grade 9: Scoring below Level 3 on the Grade 8 Math FAST or the Algebra I EOC or scoring less than or equal to an achievement level of 2 or less than proficient on the latest district progress monitoring assessment.

Grades 10, 11, 12: Scoring below Level 3 on the Algebra FAST EOC or scoring less than or equal to an achievement level of 2 or less than proficient on the latest district progress monitoring assessment.

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

Students entering 9th grade with Level 1 or Level 2 scores on the previous year's FAST Math or Algebra I FAST EOC must receive remediation. Remediation may be accomplished through an Algebra I CR (Credit Recovery) or Intensive Math course in addition to the regular mathematics class, through their regular mathematics class, or through other methods such as pull-out, before school or after school tutoring, etc. Credit Recovery courses are credit bearing courses (elective) with specific content requirements defined by the State Academic Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course and/or End-of-Course assessment since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. It is important to note that Credit Recovery courses are not bound by Section 1003.436 (1) (a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction in a designed course of study that contains student performance standards, since the students have

previously attempted successful completion of the corresponding course. Course Recovery courses should only be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake. Students who meet the qualifications to use a concordant subject area score for the assessment PS requirement for graduation may not be exempt from the remediation and PMP requirements. They must continue to receive remediation within an intensive mathematics course or be provided with supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

6.208 ESE: Mastery of Courses

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

- 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.

Career and Technical Education (CTE) curriculum allows for accommodations and modifications. 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 (MOCs). 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.

6.210 ESE: Extended School Year (ESY) Services

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

6.211 Assessment of ESE Students

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

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

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

- a. A statistically significant below-average global cognitive score that falls within the first percentile rank (i.e., a standard, the full-scale score of 67 or under); or
- b. An evaluation process with procedures to identify students with the most significant cognitive disability when a global, full-scale intelligence quotient score is unattainable. This procedure must be approved by the Florida Department of Education and documented in the district's ESE Policies and Procedures, as required by Section 1003.57, Florida Statutes (F.S.).
- c. In the extraordinary circumstances when a global, full-scale intelligence quotient score is unattainable a school district will comply as follows:

More specifically, in the event when a student cannot be directly assessed, the student who has a suspected most significant cognitive disability for whom assessment via the Florida Standards Alternate Assessment may be appropriate as defined in subparagraph 6A-1.0943 (1)(f)1., F.A.C., will be identified through the following detailed procedure:

1. Factors that will be used to determine that a direct assessment of cognitive functioning is not achievable include the following: educationally relevant medical findings, the student's primary mode of communication and language competency, the student's motor abilities, and the student's ability to engage meaningfully with the examiner and with testing materials. Once a direct assessment of cognitive functioning is attempted and it is determined that one of these factors prevents the evaluator from administering the assessment in a standardized manner, the attempt would be deemed unsuccessful.
2. When the direct assessment of a student's cognitive functioning is deemed not achievable, the evaluator will obtain and/or conduct the following: an observation of the student in the student's typical learning environment, a comprehensive social/developmental/medical history, a standardized measure of development to include parent and teacher input (this would typically be the DP-4), and a standardized assessment of adaptive behavior to include parent and teacher input.
3. The Santa Rosa County ESE (Exceptional Student Education) Department will work in collaboration with the Student Services Department to ensure understanding of steps 1 and 2 should the attempt to formally assess a student's cognitive functioning be deemed not achievable. Training for steps 1 and 2 will be provided to the Student Services Department by the ESE Department at the beginning of each academic year as well as when new employees are hired. In addition, follow-up training will be provided once a semester for School Psychologists and on an as-needed basis when updates from the Department of Education are released. Finally, a district team, which will consist of at least one member of the ESE Department and one member of the Student Services Department (preferably a School Psychologist), will be established to review student data and ensure compliance with steps 1 and 2. This team will generally meet monthly or as the need arises. Rule 6A-1.0943(5)(c)11, F.A.C.

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

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

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

1. Is the student identified as a student with a specific learning disability or as gifted? Rule 6A-1.0943(5)(d)1, F.A.C.
2. Is the student identified only as a student eligible for services as a student who is deaf or hard of hearing or has a visual impairment, a dual sensory impairment, an emotional or behavioral disability, a language impairment, a speech impairment or an orthopedic impairment? Rule 6A-1.0943(5)(d)2, F.A.C.
3. Has the student scored a level 2 or above on a previous statewide, general education curriculum standardized assessment administered according to Section 1008.22(3)(a) and (b), F.S.? Rule 6A-1.0943(5)(d)3, F.A.C.

Note: If there is medical documentation that the student experienced a traumatic brain injury or other health-related complication that caused a severe cognitive impairment after the student scored a level 2 or above on the general education curriculum standardized assessment, select "No".

6.212 Experimental Program Changes

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

6.213 Number of Periods of Daily Attendance

All students shall be required to be in attendance at school for six (6) periods daily on a traditional six (6) period schedule, except for approval from the High School Director or as specified in alternative programs of study contained in this Plan or special scheduling designs approved by the Santa Rosa County School Board and the Florida Department of Education. Seniors may be scheduled in accordance with graduation requirements. Failure to comply with

attendance expectations and academic progress may result in a senior returning to the traditional 6 period schedule.

6.214 Equal Opportunity

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

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.

6.215 ESE Services for English Language Learners (ELL)

Students whose native language is other than English and who are identified as limited English proficient shall be provided instruction and services in accordance with the Santa Rosa County District ELL Plan for English Language Learners (ELL). “The IEP for an ELL student who is found to be making adequate progress must be coordinated with the goals of and reflected in the student’s ELL plan.” If an ELL student has an IEP, this is reflected on the student’s ELL plan.

6.216 Physical Education

Every student should have the opportunity to participate in and benefit from a quality physical education program. Santa Rosa County School District’s high school physical education program adheres to the State Academic Standards and reflects state and local requirements for the high school course of study.

The high school physical education program of study will reflect the following outcomes:

Every effort will be made to ensure that all high school physical education courses are taught by certified physical education teachers.

All students will meet the one credit graduation requirement in physical education; at least one-half credit will include assessment, improvement, and maintenance of personal fitness.

Any other physical education course may satisfy the remaining half credit but should continue to build upon the personal fitness course through assessment, improvement, maintenance of personal fitness, and must include the integration of health. District policy will prohibit the use of physical activity and the withholding of physical activity as an act of punishment.

The following exceptions apply:

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 (2) full seasons satisfies the one-credit requirement in physical education.

An interscholastic sport is defined to include all sports approved by the Florida High School Athletic Association (FHSAA). Completion of one (1) semester with a grade of “C” or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity (such as eurhythmics, dance corps, or flag corps), with

regular practice and performance in marching band activities satisfies a one-half credit requirement in physical education or performing arts. This one-half credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an Individual Educational Plan (IEP) or 504 Plan. Completion of two (2) years in a Reserve Officer Training Corps (R.O.T.C.) class a significant component of which is drills, shall satisfy the one (1) credit requirement in physical education and the one (1) credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement for adaptive physical education under an Individual Education Plan (IEP) or 504 Plan.

The following course codes will be entered to indicate waivers for the P.E. requirement:

Course #/Title	Course waived	Requirement for waiver
1500480 JROTC/PE/PF Waiver	Satisfies HOPE credit or Personal Fitness/PE AND a Fine Art credit. Can be entered even if student has met some of these course requirements	Completion of 2 years in an ROTC class
1500440 Marching Band PE Waiver	Satisfies ½ credit PE. Cannot be used to satisfy ½ credit Personal Fitness or Fine Art.	Completion of 1 semester with a grade of C or better in a marching band or dance class
1500410 Completion of Interscholastic Sports Season 1	Satisfies 1 credit of HOPE or Personal Fitness/PE	Participation in an interscholastic sport at the JV or Varsity level for 2 full seasons
1500420 Completion of Interscholastic Sports Season 2	Satisfies 1 credit of HOPE or Personal Fitness/PE	Participation in an interscholastic sport at the JV or Varsity level for 2 full seasons

Students must meet eligibility requirements associated with the physical education waivers. Principals may exempt a student from physical education only after meeting with the student’s parents and/or guardians, consulting with physical education staff, and receiving written verification that the exemption is necessary for validated medical reasons. Schools may not require that students complete the one (1) credit physical education requirement in the 9th grade.

6.217 Health Education

Health education that addresses concepts of community health, consumer health, environmental health, and family life, including: Injury prevention and safety, internet safety, nutrition, personal health, prevention and control of disease, substance use and abuse, prevention of child sexual abuse, exploitation, and human trafficking. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including: self-awareness and self-management, responsible decision-

making, resiliency, relationship skills and conflict resolution, understanding and respecting other viewpoints and backgrounds. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

6.2171 Exemption

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption. The home page must include a link for a student's parent to access and review the instructional materials, as defined in s. [1006.29\(2\)](#), used to teach the curriculum.

6.218 Course Recovery

Upon completion of each quarter, all students with a grade of D or F in math, science, social studies or English will be offered an opportunity to attend online course recovery classes scheduled during designated time of the day or during the summer session. The maximum grade possible in a recovered course will be a 75. Students scoring below 60 on the final exam will be required to retake the recovery course for possible credit/recovery. Students must meet all eligibility requirements as defined by the school Principal. Students with excessive absences (10 or more in a semester) who pass the semester but fail the semester exam and receives a 59 or lower average will retake the semester exam test as a form of course recovery. The teacher will submit a grade change form for the new semester exam grade upon completion of the semester exam retake. Student's maximum score will not exceed a 75.

6.300 GRADE PLACEMENT, GRADES 9-12

6.301 Regular Students

Students' graduation requirements are dictated by their cohort year, which is the year they enter the 9th grade.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

6.302 Twice Retained Students

Students that are two (2) grade levels behind their peers will be evaluated for placement in an alternative program. These programs may include but are not limited to Santa Rosa High School and the Learning Academy of Santa Rosa.

6.400 COMPLETION

6.401 Graduation Requirements

A student entering Grade 9 in the 2020-21, 2021-22, 2022-23 or 2023-24 school year should earn:

Standard Diploma Graduation Requirements	
English	4 Credits English Language Arts (ELA) *ELA I, II, III, IV *ELA Honors, AP, AICE & Dual Enrollment courses may satisfy this requirement.
Mathematics	4 Credits in Mathematics 1 Credit in Algebra I 1 Credit in Geometry Industry certifications that lead to college credit may substitute for up to 2 math credits (except for Algebra I and Geometry)
Science	3 Credits in Science (1 Credit in Biology, 2 of which must have a laboratory component) Industry certifications that lead to college credit may substitute for up to 1 science credit (except for Biology)
Social Studies	3 Credits in Social Studies 1 Credit in World History 1 Credit in U.S. History .5 Credit in U.S. Government .5 Credit in Economics
Foreign Languages	Not required for graduation. Minimum 2 years of the same language for admission into most universities.
Fine & Performing Arts, Speech/Debate, Career and Technical Education, or Practical Arts	1 Credit in Fine and Performing Arts, Speech/Debate, or Career and Technical Education, or Practical Arts
Physical Education	1 Credit in Physical Education to include integration of Health
Electives	A student entering grade 9 before the 2023-2024 school year must earn eight (8) credits in electives. A student entering grade 9 in the 2023-2024 school year or thereafter must earn seven and one-half (7.5) credits in electives.
Financial Literacy	Beginning with students entering grade 9 in the 2023-2024 school year, each student must earn one-half (.5) credit in personal financial literacy and money management
TOTAL	24 Credits
State Assessments	Students must earn a passing score on the Grade 10 ELA assessment (or CLT/ACT/SAT concordant score). Student must earn a passing score on the Algebra I EOC or Geometry EOC (or PSAT, CLT, ACT or SAT concordant score).
Grade Point Average	Cumulative GPA or 2.0 on a 4.0 scale (unweighted)

Diploma Designations & ACCEL 18-Credit Option & CTE Pathway 18-Credit Option	
Scholar Designation	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> Earn 1 Credit in Algebra II or an equally rigorous course Earn 1 Credit in Statistics or an equally rigorous math course Pass the Geometry EOC Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam) Earn 1 Credit in Physics or Chemistry Earn 1 Credit in a course equally rigorous to Chemistry or Physics Pass the U.S. History EOC (or earn minimum score required to earn college credit on AP or AICE exam) Earn at least 1 Credit in AP, D.E. or AICE course Earn 2 Credits in the same foreign language
Industry Scholar Designation	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> Attain 1 or more industry certifications from the list established.
Florida Seal of Fine Arts (beginning with the 2024-2025 school year)	<p>In addition to meeting the standard high school diploma requirements: successfully complete at least three year-long courses in dance, music, theatre, or the visual arts with a grade of “A” or higher in each course or earn three sequential course credits in such courses with a grade of “A” or higher in each course; and meet a minimum of two of the following requirements:</p> <ol style="list-style-type: none"> 1. Successfully complete a fine arts International Baccalaureate, advanced placement, dual enrollment or honors course in the subjects listed in the paragraph above with a grade of “B” or higher. 2. Participate in a district or statewide organization’s juried event as a selected student participant for 2 or more years. 3. Record at least 25 volunteer hours of arts-related community service in his or her community and presents a comprehensive presentation on his or her experiences. 4. Meet the requirements of a portfolio-based program identifying the student as an exemplary practitioner of the fine arts. 5. Receive district, state or national recognition for the creation and submission of an original work of art. The term “work of art” means a musical or theatrical composition, visual artwork, or choreographed routine or performance.

ACCEL Program (18 credits minimum)	Meet all requirements for a standard high school diploma with the following exceptions: *Physical Education is not required *3 elective credits only (2.5 for Students Entering Grade 9 in 2023-2024 and thereafter)
Career and Technical Education (CTE) Pathway– s. 1003.4282(11), F.S. (18 credits minimum)	Meet all requirements for a standard high school diploma with the following exceptions: *Physical Education is not required *Fine and Performing/Practical Art met through CTE course(s) As required under s. 1008.25, F.S., a student must • Complete 2 credits in CTE (the courses must result in a program completion and an industry certification); and • Complete two credits in work-based learning programs (a student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement).

- A. Grade Point Average: Students must have an overall cumulative GPA of 2.0 or above on a 4.0 scale for courses required for graduation.
- B. Algebra I or equivalent option: A passing score of both Algebra 1A (1 credit) and Algebra 1B (1 credit) will be the equivalent to Algebra I graduation requirement. Students must still pass the Algebra I assessment to meet graduation requirements.
- C. American Government: American Government is to include the study of the Constitution of the United States, as well as the study of Florida Government including the Florida constitution, the three (3) branches of state government and municipal and county governments.
- D. All general requirements for general education students also apply to exceptional students who may earn credits in exceptional, basic or vocational courses. While enrolled in an exceptional student course, the student may earn elective credit toward a standard diploma.
- E. For ESE students with disabilities, the diploma option must be formally addressed on the IEP beginning in the student’s 8th grade year or during the school year of the student’s 14th birthday, whichever occurs first. The identified performance standards are expected to be mastered by the student. Documentation of mastery and/or remediation of student performance standards are the joint responsibility of all Individual Education Program (IEP) team members. According to New Rule 6A-1.09963, Beginning in 2014-2015, students with disabilities (SWDs) entering grade 9 may attain a standard diploma and earn standard diploma designations by meeting the requirements in Sections 1003.4282(1)-(8) or 1002.3105(5) or 1003.4282(10) and 1003.4285 Florida Statutes (F.S.).

Students entering Grade 9 and Forward should earn:

24 – Credit Standard Diploma

18 – Credit Standard Diploma (ACCEL)

18--Credit Standard Diploma (CTE Pathway)

Students with Significant Cognitive Disabilities can earn a 24 Credit Standard Diploma through Access Points

Courses and the Florida Alternative Assessment (FSAA), demonstrating proficiency by earning a Level 3 or 4 in reading and math.

Students Entering Grade 9 in the 2014-2015 and Forward	Standard Diploma through Access Courses
English/Language Arts	4 Credits ACCESS English Language Arts ACCESS English 1 ACCESS English 2 ACCESS English 3 ACCESS English 4
Mathematics	4 Credits of ACCESS Mathematics ACCESS Algebra 1A ACCESS Algebra 1B* ACCESS Informal Geometry * ACCESS Geometry* ACCESS Liberal Arts Math *Must have credit in ACCESS Algebra & ACCESS Geometry
Science	3 Credits of ACCESS Science ACCESS Integrate Science I ACCESS Biology I* ACCESS Chemistry I ACCESS Earth Space Science *Must have credit in ACCESS Biology I
Social Studies	3 Credits of ACCESS Social Studies ACCESS World History ACCESS U.S. History* ACCESS Economics ACCESS U.S. Government *Must have credit in ACCESS U.S. History
Fine and Performing Arts	1 Credit of Fine and Performing Arts Speech and Debate or Career and Technical Education
Physical Education	1 Credit of Physical Education
Elective Credits	8 Credits of Electives

In accordance with FL Statue 6A-1.09963, High School Graduation Requirements for Students with Disabilities, eligible Career and Technical Education (CTE) courses may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra IA and Access Algebra IB and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit, with the exception of Access United States History. The district Workforce Education Department will review eligible course substitutions for approval. The Transition Individual Education Plan (TIEP) team consisting of a guidance

counselor, CTE representative, parent, student, ESE instructor, ESE liaison and any other representative deemed necessary, will define course substitution on an individual basis for students on ACCESS diploma track. The CTE course must support the student's post-secondary goals as described in the student's TIEP.

Student must have passing scores on the Grade 10 FAST ELA or scores on a standardized test that are concordant with the passing scores on the state standards assessment (CLT, ACT or SAT).

6.402 Accelerated Graduation Options

6.4021 ACCEL 18 Credit Standard Diploma

- A. Physical Education credit is not required.
- B. Three (3) elective credits only. (2.5 for Students Entering Grade 9 in 2023-2024 and thereafter)
- C. All other 9th grade cohort graduation requirements for a standard diploma must be met. (per s.1003.4282(3)(a-e))
- D. At the beginning of each school year, the school district will notify parents of students in or entering high school of the opportunity and benefits of advanced placement, Advanced International Certificate of Education, dual enrollment, Santa Rosa Online and Florida Virtual courses and options for early or accelerated high school graduation under s. 1003.4281 and 1003.429.
- E. Students with disabilities who choose to pursue the ACCEL graduation option may be eligible for a waiver of statewide, standardized assessment results under s. 1008.22(3)(c)2., F.S., as long as they meet all other requirements in the ACCEL options.
- F. Students must complete all requirements by the end of the Summer Session of their graduation year.
- G. Students may be reassigned to the traditional 24 credit program if they do not score Level 3 or higher (Pass) on the various assessments required for cohort graduation or have not completed all the requirements necessary for graduation. If at the end of each grading period, a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the student and parent of the following:
 - The requirements that the student is not currently meeting.
 - The specific performance necessary in Grade 11 for the student to meet the accelerated graduation requirements.
 - The right of the student to change to the 4-year program set forth in s.1003.428 or s.1003.43, as applicable.
- H. Students who have selected the 18-credit accelerated graduation option shall be classified as follows: first year 9th grade, second year 10th grade, third year 12th grade.

6.4022 CTE Pathway 18 Credit Standard Diploma

- A. Physical Education credit is not required
- B. Performing Fine Art/Practical Art is met through CTE course(s)
- C. All other graduation requirements for a standard diploma must be met.
- D. Two (2) credits in CTE (which must result in program completion and an industry certification) and two (2) credits in work-based learning programs (may substitute up to two (2) credits, including .5 credits in financial literacy to fulfill this requirement.)

6.4023 Accelerated Graduation Option Guidelines

- A. Students who select the 24 Credit Standard Diploma option may graduate earlier than their peer group. Those students must complete all credits and requirements required by the state and district. They will be able to participate in the graduation ceremony that occurs immediately after fulfilling all requirements.
- B. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.
- C. If eligible for a Florida Bright Futures Scholarship Program award under ss.1009.53-1009.538, a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation.
- D. If a student chooses the 18-credit option, in order to participate (walk) in the current graduation ceremony, the student must be within one (1) core credit of completing the required 18 credits.

6.403 Course Credit Requirement

6.4031 Mastery of Student Performance Standards: Regular

Mastery of student performance standards for general education students must be demonstrated for each course enrolled prior to credit being awarded. Demonstrated mastery can be determined by one or more of the following: checklists, class assignment, teacher observation, performance evaluation, production evaluation, passing a post-assessment at the end a course recovery session, passing a subject area End-of-Course assessment or the passing of a comprehensive semester examination covering the performance standards of the semester unit of instruction of a course for which credit is awarded.

6.4032 ESE: Mastery of Student Performance Standards: ESE

Mastery of student performance standards for exceptional students shall be made through a formal review of the student's IEP as specified in 6A-6.311, FAC. Assessment requirements shall be indicated on the student's IEP. Credits may be earned by exceptional students in basic and vocational courses in which accommodations are made; however, exceptional students are to master general education course content to the same extent required of non-disabled students.

6.4033 ESE: Progress Report

Exceptional students' progress toward IEP goals and objectives will be reported at a minimum, once per grading period.

6.4034 Absenteeism

Absenteeism equal to ten (10) or more absences during a semester unit of instruction or five (5) or more absences during a quarter unit of instruction requires the demonstration of mastery of the course for all students, except those students enrolled in competency-based dropout prevention programs as follows:

1. Meeting the class requirements of the semester of instruction and earning a teacher-assigned passing grade.

2. Passing a comprehensive semester examination covering the performance standards of the semester unit of instruction at the 60 percent level or above. The length, design, and degree of difficulty of such an exam is to be comparable to the semester/quarter exam required of any other student taking the exam for the same course.
3. Demonstrating proficiency (Level 3) on a standardized End-of-Course assessment (EOC) will demonstrate a mastery of course standards.
 - Any student who scores below 60 percent on the semester/quarter exam will be awarded a course average of 59 or their actual average, whichever is lower.

Any parent/guardian requesting a waiver of this policy must submit their request in writing to the school Principal along with a detailed explanation for the request. The school Principal will evaluate each request and make a determination as to whether or not the waiver will be granted.

Course Average Flow Chart*

(* Does not apply to courses requiring a state End-of-Course (EOC) exam.)

- | | | | |
|---|-----|-----|------------------|
| 1. Excessive absences? | Yes | No | → Actual Average |
| | ↓ | | |
| 2. Pass Exam? | No | Yes | → Actual Average |
| | ↓ | | |
| 3. Principal Grants Waiver? | No | Yes | → Actual Average |
| 4. Student receives 59 or Actual Average, whichever is lower. | | | |

6.4035 Semester Credit

Semester credit will be awarded on a one-half credit earned system. A student in a full credit (1.0) course will receive one-half credit (0.5) if the student fully completes either the first or second semester of the course but fails the other semester and the averaging of the grades obtained in each semester/quarter would not result in a passing grade. One (1) full credit equals a minimum of 135 hours of instruction in a course containing student performance standards, unless a waiver has been granted by the Department of Education for less time. Districts may offer courses of more than 135 hours for credit.

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.

6.4037 Full Year Credit

Full credit (1.0) will be awarded in a full credit course if the student successfully completes either the first or second semester of the course but fails to successfully complete the other semester and the averaging of the grades of each semester results in a passing grade, except under the provisions of Section 6.403.

6.4038 Administrative Credit

Administrative credit may be granted to a student for a semester unit of instruction if the student is administratively transferred from one course to another course provided the student successfully meets the standards for awarding credit during the semester for which credit is granted.

6.4039 Waivers

Waivers of any required course may be approved by the school board for any student upon the written statement from a licensed practicing physician certifying that the course will be physically or mentally harmful to the student.

6.4040 Credit Acceleration Program (CAP)

A student may earn high school credit in Algebra 1, Geometry, U.S. History or Biology 1 if the student passes the corresponding statewide, standardized EOC assessment without the requirement of enrolling in or completing the course. A student can earn high school credit in courses required for high school graduation through the passage of an AP examination or a College Level Examination Program (CLEP). If a student attains a passing score on an AP examination or CLEP, then the school district is required to award course credit to the student who is not enrolled in or who has not completed the course. s. 1003.4295, F.S.

6.404 Course Credit Limitations

6.4041 Regular Students

Regular students may earn credit for a required or elective course only one time.

6.4042 Exceptional Students

Exceptional students may earn more than one (1) credit in a course listed as an exceptional student education course provided the course code directory indicates that the course may be repeated for credit.

6.4043 Forgiveness

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

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

6.405 Course Credit Restrictions

6.4051 Remedial/Vocational/Level I Courses

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

- A. More than a total of nine (9) elective credits in remedial programs as provided for in s.236.0841, F.S. and Compensatory or Remedial Programs as provided in s.236.088 F.S. and, s.1003.43, F.S.
- B. More than one-half credit in Exploratory Vocational Courses as defined in s.1000.01, F.S.
- C. More than three (3) credits in Practical Arts Home Economics as defined in s.1001.21, F.S.
- D. Level I Fundamental courses may not be used towards high school graduation unless the student's assessment indicates that it is appropriate. Written assessment of the need must be included in the student's Individual Education Plan (IEP) (s.1003.43 (7)(d)).

6.4052 Performing Fine Arts

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

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

One credit in fine or performing arts, speech and debate, or career and technical education. A practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination satisfies the one credit requirement in fine or performing arts, speech and debate, or career and technical education. Eligible practical arts courses are identified in the Florida Course Code Directory. (s. 1003.428(2)(3)(e), F.S.)

6.4054 Elective Credits

Elective credits shall be selected from any course listed in the Florida Course Code Directory except:

- A. Study Hall.
- B. Any course identified as noncredit (NC).
- C. Adult Basic Education courses.
- D. GED Preparation courses.

6.4055 Transferred Credit

- A. **Transcript** credit properly authenticated by school authority.
- B. **State and regionally accredited school or institution** credit shall be accepted at face value; however, such credit may be subject to validation if deemed necessary.
- C. **Out-of-State school credit** shall be evaluated in terms of the requirements of the school district and/or state by which credit was awarded.
- D. **Private school** credit shall be accepted at face value if the school is listed in the Florida Education Directory and is accredited by one of the agencies listed in that document.

- E. **Non-accredited public or private school credit** shall be evaluated by the Principal or designee. Semester exams, administered by the receiving school, may be used to determine credit to be awarded in specific courses.
- F. **Home education study credit** shall be awarded at face value for those students registered in a state approved home education program.
For students not registered in a state approved home education program, credit shall be awarded on passing semester exams administered by the receiving school, in all courses for which credit is to be awarded. Such exams shall be administered after the student is enrolled in and attending a Santa Rosa County District School during a regular school term. Grades will be awarded based on scores received on the exams.
- G. Students transferring for their senior year to or from a school which has different graduation requirements will be expected to meet all graduation requirements with regards to required course credits of his/her present school, however, the Principal may waive elective credit(s) provided that the student takes and passes the maximum number of credits in his/her senior year. Any course credit(s) failed must be made up through the available educational options. Students enrolling in high school in a year other than their senior year will be required to fulfill all requirements for graduation at that high school. The Principal may exercise discretion if in his/her opinion it is not possible for a student to obtain all required courses for graduation. This will be on an individual basis with the Principal's authorization.
- H. The district shall seek to document the prior schooling experience of English Language Learners (ELL) by means of school records, transcripts and other evidence of educational experiences, and take such experiences into account in planning and providing appropriate instruction to such students. The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. (6A-6.0902)

6.4056 Transfer Credits Outside Santa Rosa

Transfer credit from school systems that use a grading scale different from Santa Rosa County shall be evaluated in the following manner:

1. For Grade Point Average (GPA) determination, the Alpha grade received will be utilized.

Example: A student who transfers into a Santa Rosa County District School from a system that uses a 30+ (30 point plus) grading scale and that student earned a B (93). In terms of GPA and class rankings, the student would receive a grade point value of 3.0 to be used in the calculation.

6.406 Grade Point Average (GPA)

6.4061 Grading System

Santa Rosa County high school students will receive grades based on the following scales:

Beginning 7/1/01

<u>Percentage</u>	<u>G P A</u>	<u>Value</u>	<u>Definition</u>
A	90-100	4	Outstanding Progress
B	80 –89	3	Above Average Progress
C	70 –79	2	Average Progress
D	60 –69	1	Lowest Acceptable Progress
F	0 – 59	0	Failure

6.4062 Grade Point Average

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

6.4063 Report Cards

Report cards will be issued at the end of each quarter. Grade assessment will be assigned using the standards approved by the school board (6.4051). Additional information may be provided to include but not be limited to attendance, tardies, GPA, class ranking, conduct and comments. An ELL student's grade should reflect daily instructional accommodations and modifications, as well as testing accommodations and modifications. Grades must realistically reflect the ELL student's academic achievement and should not penalize the student for not yet being proficient in English.

6.407 Diplomas

6.4071 Standard Diploma:

The student meets all the graduation requirements (minimum) as stipulated in Section 6.401 of this Student Progression Plan. (s. 1003.4282, F.S.)

6.4072 Standard Diploma (ESE)

Students who have been properly identified as students with a disability (SWD) are eligible to earn a diploma based on the graduation pathway identified in the student's IEP. ESE students may continue working toward a standard diploma until age 22.

6.4073 ESE: Continuance of FAPE and Deferment of the Standard Diploma

In accordance with IDEA and its provisions embedded in provisions of a Free Appropriate Public Education (FAPE), and additional obligations to provide services to those students with disabilities who have not received their standard diploma, Santa Rosa County Schools will provide free and appropriate education for students through the last instructional day of the school year for all students in the district in which the student turns **twenty-two** (22); provided that the student was twenty-one (21) years old on the first instructional day of school for all students in the district. Please be reminded that this extension works in conjunction with a decision to defer the receipt of the standard high school diploma.

I. Qualifications for Deferment

a. Criteria

- 1) The student must have an IEP that "prescribes special education, transition planning, transition services, or related services through 21" (age 22 in SRC).
- 2) They must be enrolled in accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation, or internship or pre-apprenticeship program in order to continue to receive Free and Appropriate Public Education (FAPE) (s. 1003.4282(10)(9c), F.S.).

II. School District Responsibilities for Students Who Defer

a. Obligations as Specified by Rule 6A-1.09963(6), F.A.C.

- 1) The District must ensure the following, prior to acknowledging a deferment status:

- Notify student of options to defer beginning at age 14, or to be in place and operational on first day of high school. A discussion including a review of the benefits of deferring the standard high school diploma will be documented in the TIEP.
- Describe to the parent and the student, in writing, all services and programs available.
- Prior to the beginning of the school year the student is expected to graduate, there must be a signed statement by the parent, guardian, or the student, if the student has reached the age of majority and rights have transferred to the student, that states the process for deferment is understood and identifies whether the student will defer the receipt of his or her standard high school diploma (Rule 6A- 1.09963, Florida Administrative Code, F.A.C.).
- The IEP team must note the deferral decision on the IEP and the courses of study selected for post-secondary access to FAPE . IEP meetings for students requesting deferment to attend Locklin Technical College's 12+ program must include a Locklin Technical College ESE instructor. Students attending a District 18-22 Transition Program should also have a designated representative as well.
- During the year in which the student is expected to meet graduation requirements- School districts must inform the parent and the student 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). (Rule 6A- 1.09963, Florida Administrative Code, F.A.C.).
- Provide a document that notes the decision for the parent, or the student if over 18 and the rights have been transferred, to sign that is separate from the IEP (this will be captured in a Prior Written Notice).
- Inform all parents that the deadline for acceptance for deferral is May 15 and that failure to defer releases the school district of the obligation to provide FAPE; the failure to attend the graduation ceremony does NOT constitute a deferral.

- Ensure that the names of the students who are deferring are submitted to the data entry staff of assigned schools so that appropriate staff may enter deferment status into the district’s student information system.
- Student information will reside with student’s home school until student completes the designated program of studies, internship, and work experience program and/or terminates deferment status.
- District may permit student to participate in graduation ceremony with his/her designated cohort.

III. The Termination of Deferment

a. Annual Obligations

- 1) The student is not required to defer every year; the deferral applies until the student is no longer age eligible for FAPE or elects to accept the standard diploma.

b. Request of Standard Diploma

- 1) Students can request their diploma whenever they choose; this decision must be based on the understanding that the district is released of the obligation to provide FAPE once the student receives the standard diploma.
- 2) An IEP meeting must be held to demonstrate completion and/or termination of FAPE; a Summary of Performance must be completed in the IEP meeting outlining goal/objectives obtained.
- 3) A Prior Written Notice must be completed to acknowledge removal of FAPE, removal of ESE services, as well as date the standard diploma was received.

6.4074 General Education Development Diploma (GED)

Please refer to 7.2012 GED® Preparatory Classes, GED® Testing, and Underage Waiver Process in the Adult Education Programs section of this document.

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. OR

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

Examination	Score or Performance Level
SAT Subject Test	600 or higher
College Level Examination Program (CLEP) Level 1 Language Exam	Spanish 50-62 French 50-58 German 50-59
International Baccalaureate Language Exam	4 or higher
Advanced Placement Language Exam	3 or higher
Advanced International Certificate of Education Subject Test	A, B, C, D, or E
American Sign Language Proficiency Interview (ASLPI)	3 or higher
Sign Language Proficiency Interview: American Sign Language (SLPI:ASL)	Intermediate Plus or higher
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	Intermediate Mid or higher
ACTFL Oral Proficiency Interview (OPI)	Intermediate Mid or higher
Standards-based Measurement of Proficiency for Grade 7-Adult (STAMP4S)	Intermediate Mid or higher
ACTFL Latin Interpretive Reading Assessment (ALIRA)	I-2 or higher

- 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. Criteria 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) FAST, OR

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

Examination	Score or Performance Level
SAT Subject Test	700 or higher
College Level Examination Program (CLEP) Level 2 Language Exam	Spanish 63 or higher French 59 or higher German 60 or higher
International Baccalaureate Language Exam	5 or higher
Advanced Placement Language Exam	4 or higher
Advanced International Certificate of Education Subject Test	A, B, C, D
American Sign Language Proficiency Interview (ASLPI)	3 or higher
Sign Language Proficiency Interview: American Sign Language (SLPI:ASL)	Advanced Plus or higher
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	Advanced Low or higher
ACTFL Oral Proficiency Interview (OPI)	Advanced Low or higher
Standards-based Measurement of Proficiency for Grade 7-Adult (STAMP4S)	Advanced Low or higher
ACTFL Latin Interpretive Reading Assessment (ALIRA)	I-5 or higher

- 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 C (1) b 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.

6.4076 Participation in Graduation Ceremony

- A. Meets all the graduation requirements (minimum) as stipulated in Section 6.401 of the Student Progression Plan; or
- B. Meets A above except for passing FAST ELA/Alg 1 EOC scores; or
- C. Is no more than two (2) credits from completing all requirements (on 24 credit option plan), including GPA as stipulated in Section 6.401 of the Student Progression Plan.
- D. If a student has selected the 18 credit ACCEL option, these students may participate in the graduation ceremony if they are within one (1) core credit of the required 18.
- E. Students alternatively placed for no less than one calendar year and/or expelled during the second semester in which their graduation ceremony is scheduled will be prohibited from participating in the graduation ceremony at the school from which the student was alternatively placed/expelled. Students who are recommended for early termination of their alternative placement during the second semester of their Senior year, may be granted permission (by both Principal and Grade Level Director) to participate in the graduation ceremony at the school from which they were alternatively placed.
- F. Any student who has been charged with a felony act, (per accompanying documentation from state attorney's office), will be prohibited from participating in the graduation ceremony if in the opinion of the school administrator, the student's participation would have an adverse impact on the ceremony.

6.408 Certificate of Completion

6.4081 Credits Earned

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

6.4082 Credits in Area

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

6.4083 FAST ELA Algebra I State Assessment Requirements

Does not pass the FAST ELA/Algebra I State Assessment Requirements; AND/OR

6.4084 GPA

Does not earn the required cumulative 2.0 GPA.

6.4085 Additional Year

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

6.409 Certificate of Completion

6.4091 Requirement

Students with disabilities (SWD) that have not declared intent to receive a standard diploma, will pursue the graduation pathway toward a certificate of completion.

6.500 ATTENDANCE, ABSENCES AND TARDINESS

6.501 Attendance

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

6.502 Absences

6.5021 Notification

Any student who has been absent from school shall bring a note from one of his/her parents or guardians stating the cause of absence. A Principal may choose to accept notification in person or by telephone in lieu of a note. Failure to properly notify the school, or the inability of the school to reach the parent to establish the reason for the absence, within three (3) days, shall result in an unexcused absence.

6.5022 Test Exemption Policy

Santa Rosa County District high schools do not allow any exemptions for semester or final exams.

6.503 Excused Absences

Excused absences shall be granted for personal illness, illness or death of a member of the immediate family, medical or dental appointments, religious holidays and religious instruction of the specific faith of the student upon the approval of the Principal, court dates, special emergencies, 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.

6.5031 Completing Work

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

- A. All make-up work assigned during the absence shall be completed within three (3) days after the student returns to school unless given an extension of time by the teacher.
- B. Tests announced prior to the absence can be given on the student's first day back to school.
- C. Assignments given prior to a pre-arranged absence should be turned in the first day the student returns to school.
- D. Tests which have been announced prior to a pre-arranged absence will be made up at the discretion of the teacher.
- E. If the teacher finds it necessary to provide an alternate test or assignment for student who has been absent, the test or assignment shall be comparable in length, design and degree of difficulty of the test or assignment given to the other students in the given class for which the student was absent.

6.5032 Prior Arrangement

- A. A student who desires to be absent for reasons not given under Section 6.5031 may make a prior arrangement request to the school Principal by bringing a written request from his/her parent/guardian. Based on a student's attendance history, the Principal reserves the right to refuse requested absences.
- B. Pre-arranged absence requests must be made at least five (5) days prior to the date of the absence except in the case of an emergency.
- C. Students shall make pre-arrangement for their school work to be done and due the day the student returns to school. Work done in the pre-arranged time allotted will be for full credit.

6.5033 Hospital/Homebound Services

The possibility of hospital or homebound services should be explored when it is anticipated that a student will be absent from school for at least 15 school days, or the equivalent, while under a physician's care because of severe, prolonged or chronic illness. A parent, teacher, social worker, guidance counselor, physician and others may initiate the process as soon as it is anticipated that the student will be absent as indicated by the physician for three (3) weeks or more. There is no established waiting period that must be met when considering initiating the process.

6.5034 Repeated Absences

When a student is absent repeatedly or for a prolonged period of time due to an illness or injury, the Principal or designee may require documentation from a physician or health care provider. If the requested documentation is not provided, the absence will be unexcused.

6.5035 ESE: Authorized Private Providers

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

6.504 Unexcused Absences

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

6.5041 Habitual Truant/Truancy Procedures

"Habitual truant" means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent and is subject to compulsory school attendance under s. 1003.21(1)(2) and is not exempt under s. 1003.21(3), F.S. or s. 1003.24, F.S. or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s. 1003.26, F.S. and s. 1003.27(3), F.S. without resultant successful remediation of the truancy problem before being dealt with as a child in need of services.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or ten (10) unexcused absences, or absences for which the reasons are unknown, within a 90 calendar day period, the student's primary teacher shall report to the school Principal or his or her designee that the student may be exhibiting a pattern of nonattendance. s. 1003.26, F.S.

- A. The Principal shall, unless there is clear evidence that the absences are not a pattern of non-attendance, refer the case to the school's Multi-Tiered Supports Team/MTSS team (also referred to as a child study team) to determine if early patterns of truancy are developing. s. 1003.26, F.S.
- B. The parent shall be invited to an attendance meeting(s) to identify possible solutions. s. 1003.26, F.S.
- C. The parent/guardian shall be informed of the requirement of compulsory attendance laws and the Department of Motor Vehicles sanctions.
- D. If an initial meeting does not resolve the problem, the Multi-Tiered Supports Team/MTSS shall implement interventions that best address the problem. The interventions may include but need not be limited to:
 1. frequent communication between the teacher and the family;
 2. changes in the learning environment;
 3. mentoring;
 4. student counseling;
 5. tutoring, including peer tutoring;
 6. placement into different classes;
 7. evaluation for alternative education programs;
 8. attendance contracts or a Truancy Monitoring Plan (TMP),
 9. referral to other agencies for family services; or
 10. other interventions, including, but not limited to, a truancy petition pursuant to s. 984.151, F.S.
 11. reporting to the Department of Highway Safety and Motor Vehicles all students between the ages of 14 and 18 who:
 - Accumulate 15 unexcused absences within 90 calendar days; or
 - Have withdrawn from school with a withdrawal code calculated in the dropout rate.
- E. The MTSS (Multi-Tiered Supports Team) shall be diligent in facilitating intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve the nonattendance behavior are exhausted. s. 1003.26, F.S.
 1. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he/she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. s. 1003.26(1)(e), F.S.
 2. If the board's final determination is that the strategies of the Multi-Tiered Supports Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for noncompliance with compulsory school attendance. s.1003.26(1)(e), F.S.
 3. If nonattendance continues after the implementation of intervention strategies, the Principal may request that the Superintendent (or his designee) file a truancy court

petition. If a truancy court petition is filed, the parents of the student will receive a summons to appear in circuit court pursuant to F.S. 984.151, and the parents may be subject to continued court jurisdiction, fines, probation or jail.

- F. If the district school Superintendent chooses not to file a truancy petition, the Superintendent or designee shall file a CINS petition, defined in s. 984.15, F.S. The school representative, a parent, law enforcement, a court, or the DJJ shall initiate a referral to a CINS provider or a case staffing committee established pursuant to s. 984.12, F.S., and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family (s. 1003.27(3), F.S.). Prior to the filing of the CINS petition, reasonable time must be allowed to complete interventions to remedy conditions contributing to the truant behavior and must comply with the requirements of s. 1003.26, F.S.
- 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.

6.5042 Intent to Terminate School Enrollment

A student between the ages of 16 and 18 who chooses to terminate his/her education must officially withdraw and complete a “Declaration of Intent to Terminate School Enrollment” form, which will acknowledge that this action is likely to reduce the student’s earning potential, and which must be signed by the parent and student. The school must notify the student’s parents of receipt of the student’s declaration of intent to terminate school enrollment. The student must participate in an exit interview with the student’s guidance counselor or other school personnel for determination of the reasons for the student’s decision to terminate school enrollment and to discuss actions and opportunities to continue the student’s education in a different environment. The student must complete a survey as a part of the exit interview that will provide data on student reasons for terminating enrollment and actions taken by schools to keep the student enrolled. Such action, unless recognized by the school board as a hardship condition, will cause the student to lose his/her driving privilege.

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. 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.

6.5051 Unexcused/Excused “Late to School Check-ins/Early Check-outs”

Unexcused

Missing the bus
Oversleeping
Skipping
Excessive illness without doctor’s verification
Repeated Late Check-ins/Early Check-outs
Other avoidable events
Non-pre-approved absences

Excused

Personal Illness
Doctor/Dentist appointment
Special event approved by administration
Other unavoidable events (i.e., hazardous weather conditions)
Treatment of autism spectrum disorder by a licensed healthcare provider or behavior analyst pursuant to s393.17, F.S.
Death of an immediate family member
Religious holiday/instruction
Court dates
Pre-arranged absences

6.5052 Tardiness

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.

6.506 Learnfare Program

The Learnfare Program is primarily related to student attendance for families who are eligible to receive Temporary Cash Assistance (TCA), s. 414.1251, F.S., requires the Department of Children and Families (DCF) to reduce the amount of TCA for families with students who are identified as habitual truants or dropouts. Implementation procedures require DCF to provide a list of TCA-eligible children to the Northwest Regional Data Center monthly. Each school district will download the list and identify students who are truants or dropouts. The school district’s response is then shared with DCF who takes the appropriate action. In response, DCF reviews the case record to make certain determinations. If good cause does not exist, the parent of a student who is a habitual truant or a dropout receives notice of possible reduction of the benefit amount. DCF procedures include a fair hearing process. If a sanction is imposed to the benefit amount, the student may be reinstated when certain criteria is met.

6.600 MISCELLANEOUS

6.601 Admission to the State University System

6.6011 GPA

Grade Point Averages (GPA) are recalculated by the member of the state university system to which the individual student has applied on the basis of academic courses only.

6.6012 Weighted

Additional weights, as provided by Florida Board of Education Rule 6C-6.002(3)(a), are granted to courses labeled as Honors (as identified in the Florida Course Code Directory), Advanced Placement, Dual Enrollment, Advanced International Certification of Education (AICE), International Baccalaureate. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited. All dual enrollment courses will be weighted the same. The district may continue to weight honors courses but must do so at the same degree they do for AP, DE, AICE, and IB.

6.6013 Florida Civic Literacy Exam (FCLE)

According to section 1003.4282(3)(d), F.S., Beginning with the 2021–2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25(5). Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25(5).

The list of courses which require FCLE participation are listed below.

- 2106310 – United States Government
- 2106320 – United States Government Honors
- 2106410 – Humane Letters 1 History
- 2106460 – American Political Systems Honors
- 2106800 – Florida’s Pre-International Baccalaureate United States Government
- 2106420 – Advanced Placement United States Government and Politics
- 2106325 – CLEP American Government
- POSX041 – American Government 1
- AMHX020 – Introductory Survey Since 1877

6.6014 Talented 20 Program

Talented 20 Program identifies the top 20% of each Florida public high school graduating class having completed the 18 credits required for State University System admission. These students shall be guaranteed admission to one of the identified state universities, though not necessarily the university of applicant’s choice.

6.602 CLASS RANK

6.6021 Weighted GPA

The district’s Alpha Weighted GPA system, in conjunction with each school’s course catalog will be used for class rank computations. All grades earned and credits attempted will be included. Class ranking will be based upon an alpha (letter) grading scale.

6.6022 Weighted Programs

Courses from the following programs will be weighted:

- A. Advanced Placement

- B. Dual enrollment courses as specified in a school's course catalog
- C. Advanced International Certificate of Education (Pre-AICE and AICE)
- D. International Baccalaureate (by transfer)
- E. 3rd/4th levels of foreign language courses
- F. Honor Courses and Level 3 courses as assigned in the FLDOE Course Code Directory
- G. Level 3 Career and Technical Education courses requiring an industry certification or state licensure. The following list of courses will be weighted:

Accounting Applications 1-3
 Advanced Manufacturing Technology 2 - 4
 Advanced Manufacturing Technology Capstone
 Aerospace Technologies 1-3
 Agri-science Foundations 1
 Applied Engineering Technology 1
 Automotive Maintenance and Light Repair 1-6
 Biotechnology 1-3
 Building Construction Technologies 3
 Business and Entrepreneurial Principles
 Business Management and Law
 Business Ownership
 Computer and Network Security Fundamentals
 Cyber Security Essentials
 Operational Cybersecurity
 Database Security
 Computer Systems & Information Foundations
 Computer Systems & Information Essentials
 Computer Systems, & Information Technology Network Systems, Configuration
 Computer Systems, & Information Technology Network Systems Design & Admin
 Computer Systems, & Information Technology Cyber Security Essentials
 Computer Systems, & Information Technology Cyber Security - Physical
 Culinary Arts 3-4
 Digital Design 1-5
 Electricity 3-8
 Emergency Medical Responder 3
 Foundations of Curriculum and Instruction
 Foundations of Robotics 1
 Foundations of Web Design
 Hospitality and Tourism Marketing Management
 Hospitality and Tourism Entrepreneurship
 Introduction to Engineering Design
 Principles of Engineering
 Health Science Anatomy and Physiology
 Health Science Foundations
 Nursing Assistant 3
 Personal Finance

Public Service Leadership
Project Management and Experiential Learning in Public Service
Public Service Research
Software & Application Security
T.V. Production Technology 3 – 8
Welding Technology Fundamentals 1-4
Welding Technology Fundamentals Capstone

- H. All dual enrollment career education courses will receive weighted credit calculated in the same manner as all other dual enrollment courses and advanced placement courses when grade point averages are calculated.

6.603 Course Substitution

6.6031 ESOL Courses

ESOL courses must represent the English credit to be earned for graduation requirements for student identified as English Language Learners and duly enrolled in such courses. However, English Language Learners may also be enrolled in other English courses for elective credit only.

6.6032 Industry Certification Course Substitution

In accordance with Florida Statute 1003.4282, industry certifications that lead to college credit may be substituted for up to two (2) mathematics credits and one (1) science credit. Students must earn an industry certification with an existing statewide articulation agreement to the associate in science or associate in applied science degree level offered in a Florida College System.

The industry certification substitution cannot replace Algebra I, Geometry, or Biology, but may be applied toward the balance of the two other unspecified mathematics credits and one unspecified equally rigorous science credit required for high school graduation. One qualifying industry certification attainment equates to one substitution credit. Students should contact their high school counselor to determine if an industry certification they have earned is eligible for course substitution.

6.604 Credit Alternatives

6.6041 Adult Education Courses

A student enrolled in a regular high school program may make application to enroll in an adult education course or courses provided the application has the written endorsement of the home school Principal or designee and the approval of the Principal or designee of Santa Rosa Adult School.

6.6042 Career and Technical Programs

- A. Career and technical programs are available on a part-time basis at Locklin Technical College 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 earn elective or equally rigorous academic credits (as specified by the Florida Department of Education) 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. Enrollment is limited to space available in the program.
- Requests for part-time students to deviate from the number of courses allowed for an academic year will be reviewed on an individual basis. For a request to be granted, both

the district grade level director and the post-secondary institution must endorse the request.

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

6.6043 Co-op Programs

A Co-op Program must provide for a minimum of 120 hours instruction during the regular school year. Semester and half credits are to be awarded on the basis of a minimum of 60 hours of instruction during the regular school year and 120 hours of training during the summer term. The number of co-op credits awarded shall be determined by the Curriculum Framework of the program. If the student is under 18 years of age, child labor laws must be followed. Florida Child Labor Law Chapter 450, Part I, Florida Statutes.

6.6044 Correspondence Courses

- A. A correspondence course to be substituted for a specific graduation requirement must be an acceptable equivalent to a course listed in the Florida Course Code Directory.
- B. Credit to be awarded must be supported by appropriate documentation that assures that the correspondence course meets the Student Performance Standards of the course equivalent listed in the Florida Course Code Directory.
- C. One credit per year, but no more than two total credits, from correspondence courses will be accepted for meeting graduation requirements.

6.6045 Dual Enrollment

- A. Any student in Grades 6 -12 who meets the eligibility criteria as stipulated in the articulation agreement between the Santa Rosa County School Board and the post-secondary institution presenting the course(s) will be eligible to participate in dual enrollment programs.
- B. Dual enrollment courses to be substituted for specific high school courses required for graduation must be acceptable substitutes which meet or exceed the requirements of the Curriculum Framework and Student Performance Standards of the high school course and must be taken in a normal subject area progression.
- C. The course number and title used by the post-secondary institution must be used to schedule the student in the school district's records and be reported by the district to the Florida Department of Education.
- D. Career and Technical Dual Enrollment is available to students who meet eligibility requirements. See Section 8.303 for eligibility requirements.
- E. Instructional material assigned for use within dual enrollment courses shall be made available to these students free of charge. Students enrolled in post-secondary instruction not to be used for credit towards a high school diploma shall be required to assume the cost of instructional materials.
- F. The Dual Enrollment Articulation Agreements will serve as a means for students to increase the depth of study and shorten the time necessary for a student to complete the requirements associated with a degree or post-secondary credential. This

agreement was developed by an articulation committee established by the Superintendent of Schools and the president of the local college and shall address the following items:

- Ratification;
 - Courses and programs available for dual enrollment students;
 - Instructional responsibilities regarding student screening prior to enrollment;
 - Responsibility for providing student transportation; and
 - Conversion of college credits to high school credits.
- G. During the traditional academic year, college campus part-time academic dual enrollment participation may be permitted if said courses are not offered or available as dual enrollment courses on the high school campus. The total courses taken on the high school campus and the college campus may not exceed two (2) courses (plus any companion labs) each semester for students in grades 6 -10, four (4) courses (plus any companion labs) each semester during the junior year, and may not exceed five (5) courses (plus any companion labs) each semester during the senior year, and no more than two (2) courses (plus any companion labs) during any summer semester. The total number of college credit hours shall not exceed eighteen (18) in any fall or spring semester or eight (8) in any summer semester. In addition to the above-mentioned student eligibility requirements, students wishing to become a full-time early admission dual enrollment student must have attained junior status (Fall Semester) and be enrolled in a Santa Rosa County high school or another public high school for one (1) semester prior to admission in the early admission dual enrollment program. A full-time dual enrollment student will enroll in four (4) off-campus dual enrollment courses each semester. See Section 6.6046 Early Admissions (Full-time student). 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.
- H. A student who qualifies as full-time as indicated by G above, and is involved with an extracurricular activity, may enroll in a co-curricular course taking place on campus if it is connected to the extracurricular activity.
- I. If a dual enrollment course is offered at the high school and at the college, part-time dual enrollment students will enroll in the dual enrollment course on the high school campus unless the high school campus class is considered at capacity. Capacity will usually be defined to be at maximum 30 students, but may vary by course.
- J. Pensacola State College dual enrollment students seeking the Associate in Arts or an Associate in Science degree must complete the core General Education Communications requirement (ENC 1101) and core General Education Mathematics requirement prior to completion of the second term of dual enrollment. Exceptions may be granted to students who are seeking advanced placement credits in English and Mathematics.
- K. Students receiving a grade of W in any course within the college's fall semester will lose their dual enrollment program eligibility for courses on the college campus for the following semester. Student's receiving a grade of W in any course within the college's

spring semester will lose their dual enrollment program eligibility for courses on the college campus for the following semester.

- L. Students receiving a D+, D, or F in the fall semester will lose dual enrollment program eligibility for courses taking place on the college campus for the following spring semester. Students receiving a D+, D, or F in the spring semester will lose dual enrollment program eligibility for courses taking place on the college campus for the following semester.
- M. All course grades received from post-secondary institutions will be in the form of an alpha (letter) grade. When these grades are posted numerically on the student's high school transcript, the following numerical conversion will occur:

A	95	C	75
B+	88	D+	68
B	85	D	65
C+	78	F	55

6.6046 Early Admissions

The Santa Rosa County School Board shall, in cooperation with applicable post-secondary institutions, provide for a program of early admission to qualified students. Early admission is a form of dual enrollment through which eligible secondary students enroll in a post-secondary institution on a full-time basis in courses creditable toward the high school diploma and the associate or baccalaureate degree. A student who meets the conditions of early admission may be excused from attendance for all of his/her remaining high school program. Such programs shall meet the following conditions:

- A. Acceptance of the student by a post-secondary institution authorized by Florida law or accredited by the Southern Association of Colleges and Schools after the student has completed the equivalent of two (2) school years of instruction above Grade 9.
- B. When the above stated condition has been met, the student may be awarded a diploma of graduation with his regular class, or at a time convenient to the Principal, provided that:
 - 1. The student has completed two college semesters with a normal class load (12 hours) or the equivalent and has maintained at least a "C" average or equivalent; and the student has earned sufficient college credits to fulfill the graduation requirements as specified by the Santa Rosa County School Board.
 - 2. The student is dually enrolled in both high school and college, and the college course numbers and titles are reflected in the student's school record.

6.6047 Florida Virtual School

- a. Students have full access to the Florida Virtual School (FLVS) and all credits are accepted by the school district at the value agreed upon in the affiliation agreement.
- b. Students are responsible for any equipment (hardware or software) required when participating in a course off the school site.

6.6048 Middle School Students Earning Credit

- A. Any course included in the 9-12 grade sections of the Florida Course Code Directory may be taught at a lower grade level and the 9-12 course number and title shall be entered in the student's cumulative record.

- B. Courses taken below the 9th grade level may be used to satisfy high school graduation requirements or Florida Bright Futures Scholarship Program requirements.
- C. Credit shall be earned simultaneously if required for promotion from the appropriate pre-ninth grade course(s).

6.605 Dropout Prevention Programs

6.6051 Courses

Students participating in district dropout prevention programs as prescribed in s. 1003.53 F.S. should be enrolled in courses listed in the basic or vocational sections of the *Florida Course Code Directory*.

6.6052 Reporting

Schools are to report student membership data using the appropriate course numbers.

6.606 Extracurricular Activities

6.6061 Requirements

Interscholastic extracurricular student activities are those organized between or among schools which are carried on outside the curriculum. These activities include displays of talent which may include, but are not limited to, sports; music festivals; and speech, debate, art, drama, foreign language, and club competitions. S. 1006.15, F.S.

In order to be eligible for participation in interscholastic and intra scholastic extracurricular activities, such as athletics, a student must satisfy any applicable Florida Statutory requirements, and meet and fulfill the eligibility criteria, and the criteria set forth in the Code of Student Conduct.

“Eligible to participate” is defined as including participation in try-outs, off-season conditioning and workouts, in-season practices, and contests. It does not mean the student must be placed on a team.

The sponsor or coach of each individual extracurricular activity may institute more stringent policies. In this instance, the policies shall be published in the student handbook or activity’s policy manual.

6.6062 Required GPA

To be eligible to participate in interscholastic extracurricular activities, a student must maintain the grade point average listed:

- A. Student in Grade 9;
 - 1. to be eligible in the fall semester of 9th grade, must have been regularly promoted, the previous year, from Grade 8
 - 2. to be eligible in the spring semester of the 9th grade year, a student must have a 2.0 GPA on a 4.0 scale.
- B. Student in Grade 10;
 - 1. Must have a cumulative 2.0 GPA on a 4.0 scale, or;
 - 2. have earned a 2.0 GPA in course taken during the current spring semester and sign an academic performance contract with their school and they enroll in and attend summer school as necessary.
- C. A Student in Grades 11 and 12;
 - 1. Must have a cumulative 2.0 GPA on a 4.0 scale.

The sponsor or coach of each individual extracurricular activity may institute more stringent policies. In this instance the policies shall be published in the student handbook or activity's policy manual.

6.6063 Student Athlete Eligibility Requirements

Florida High School Athletic Association (FHSAA) Requirements

All high schools in the Santa Rosa County School District are members of the Florida High School Athletic Association (FHSAA). Interscholastic athletic eligibility is determined according to the FHSAA Handbook Operational Bylaws. Additional information regarding FHSAA bylaws can be found at: <http://www.fhsaa.org>

A. Student athletes are eligible to participate:

1. at the school in which he/she first enrolls each school year;
2. at the school to which the student has transferred with approval from the School Board

A student who transfers to a school during the school year may seek to immediately join an existing team if the roster has not reached the maximum size and the coach for the activity determines that the student has the requisite skill and ability to participate.

B. Exceptions:

A student may not participate in a sport if the student participated in that same sport at another school during the same school year, unless the student is:

1. a dependent child of active duty military personnel whose move resulted from military orders;
2. a child who has relocated due to a foster care placement in a different school zone;
3. a child who moved due to a court ordered change in custody due to separation, divorce, or the serious illness or death of a custodial parent; and/or
4. authorized for good cause in Board policy. The following exemptions may be granted:
 - a. Reassigned by District School Board or Charter School Board, as long as reassignment is not for athletic or disciplinary reasons and is not requested by the student or his/her parent/guardian.
 - b. Transfer, approved by the Grade Level Director, to a new school within the first ten (10) days of the semester ie: acceptance to a previously applied for magnet program, academy, charter school or private school.
 - c. Undue hardship

The FHSAA does not have the authority to make eligibility rulings on student transfers. The School District has a Student Athlete Eligibility for Good Cause Committee consisting of the High School Director, Middle School Director, Athletic Director from a school that is not related to the eligibility ruling as well as an Administrator from a school that is unrelated to the eligibility ruling.

6.607 Florida Bright Futures Scholarship Program

Participation in the Florida Bright Futures Scholarship Program is defined by s. 240.40201, F.S., s. 240.40109, F.S. The rules, policies, and procedures are available at the Bright Futures website [SAPBFMAIN - Florida Student Scholarship & Grant Programs \(floridastudentfinancialaidsg.org\)](http://SAPBFMAIN - Florida Student Scholarship & Grant Programs (floridastudentfinancialaidsg.org))

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
- Complete 30 service hours, 100 paid work hours, or the combination of 100 total 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, 100 paid work hours, or the combination of 100 total hours.

6.608 Miscellaneous Curriculum Items

6.6081 Intensive Reading 1 and Intensive Reading 2

Intensive Reading 1 (and Intensive Reading 2) are designated as one semester (0.5) credit courses for students scoring FAST ELA Level 1.

6.6082 Required Instruction

Schools will incorporate instruction in accordance with s.1003.42, F.S.

6.609 Remediation Reporting Requirement

6.6091 Parent Notification

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

Students in Grade 12 who at the end of each semester have less than a 2.0 cumulative GPA will be identified and their parent/guardian will be notified that the student is at risk of not meeting the GPA required for high school graduation.

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

6.6092 Assistance

This statute also requires that an explanation of existing policies that will assist the student in meeting the 2.0 GPA required for graduation be provided to the parent(s) or guardian(s).

6.6093 Student List Dissemination - District

The district data processing department will provide, by school, cumulative Grade Point Averages (GPA) for all students in Grades 9-12.

6.6094 Student List Dissemination - School

Each district high school shall be responsible for the dissemination of the information required by F.S.1003.43 as reflected herein.

6.6095 Annual Report

All district school boards shall report assessment results using the state management information system. Assessment results for the statewide, standardized ELA and Mathematics assessments and all statewide, standardized EOC assessments must be made available no later than June 30, except for results for the grade 3 statewide, standardized ELA assessment, which must be made available no later than May 31. Results for the statewide, standardized ELA and Mathematics assessments must be available no later than May 31.

In accordance with F.S.1008.25(10), each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in English Language Arts, science, social studies, and mathematics. The district school board must report to the parent the student's results on each statewide, standardized assessment and the coordinated screening and progress monitoring system. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and response to intensive interventions provided. Progress reporting must be provided to the parent in writing in a format adopted by the district school board and must be accessible through secure, web-based options.

Each district school board must annually publish on the district website the following information on the prior school year:

1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment.

3. By grade, the number and percentage of all students retained in kindergarten through grade 10.
4. Information on the total number of students who were promoted for good cause, by each category of good cause.
5. Any revisions to the district school board's policies and procedures on student retention and promotion from the prior year.

6.610 STUDY HALL

6.6101 Study Hall/Virtual Lab Credit

Study hall and/or virtual lab may be scheduled for students on a non-credit basis.

6.6102 Funding

FTE funding will not be earned for students enrolled and in attendance for study hall or virtual lab.

6.6103 Other Duties

Students enrolled in study hall may not be reassigned to other school duties or activities.

6.700 VIRTUAL INSTRUCTION PROGRAMS - See Section 9.0

State statute, s. 1002.37 authorizes that public school students receiving full-time instruction in Kindergarten through Grade 12 by the Florida Virtual School or another virtual provider must take all statewide assessments required. Public school students receiving part-time instruction by the Florida Virtual School or another virtual provider in courses requiring statewide End-of-Course assessments must take all statewide End-of-Course assessments required. All statewide assessments must be taken within the school district in which the student resides. A school district must provide the student with access to the district's testing facilities.

7.0 ADULT EDUCATION PROGRAMS
Student Progression Plan

TABLE OF CONTENTS

7.100 ADMISSIONS

- 7.101 Definition of an Adult Student
- 7.102 Age Requirement
- 7.103 Registration and Fees
- 7.104 Attendance and Withdrawal Procedures
- 7.105 Notification of Alternate Placement and Expulsion

7.200 PROGRAMS OF STUDY (SANTA ROSA ADULT SCHOOL)

- 7.201 Adult General Education
 - 7.2011 Adult Basic Education (ABE)
 - 7.2012 GED® Preparatory Classes, GED® Testing, and Underage Waiver Process
 - 7.2013 Adult Skill Building (ASB)
 - 7.2014 Adult English for Speakers of Other Languages (Adult ESOL)
 - 7.2015 Adult High School (AHS)
 - 7.20151 Co-enrolled Adult High School
 - 7.20152 Transfer of Credits
 - 7.20153 Diploma/Completion Options
 - 7.2016 Integrated Education and Training (IET)
- 7.202 Equal Access
- 7.203 Adult Students with Disabilities
- 7.204 Students Failing to Make Adequate Academic Progress
- 7.205 Adult Discipline

7.300 DROPOUT PREVENTION PROGRAM (SANTA ROSA HIGH SCHOOL)

- 7.301 Enrollment in Santa Rosa High School
- 7.302 Student Participation
- 7.303 Student Membership Data
- 7.304 Grade Classifications
- 7.305 Students Failing to Make Adequate Academic Progress

****See section 6.0 High School (Grade 9-12) for additional information****

7.100 ADMISSIONS

7.101 Definition of an Adult Student

According to Florida Statute, Section 1004.02, an adult student is a student who is beyond the compulsory school age and who has legally left elementary or secondary school.

7.102 Age Requirement

Students entering an adult program in Santa Rosa County must be a minimum of 16 years of age.

7.103 Registration and Fees

All adult education programs (excluding co-enrolled) are required to charge the following tuition rates per s.1009.22, F.S. \$30.00 block tuition rate for each term in a program year. Residency determinations are not made in any adult education program and therefore, there are no out-of-state fees associated with adult education. Terms are defined as fall, spring, or summer semester enrollment. Additional fees may include:

- Convenience fee for credit card use - \$0.85
- Student identification card replacement - \$3.00 (initial issue is free)
- Campus Parking Pass - \$5.00
- Parking Citation - \$20.00
- Test Administration Fees
 - \$20.00 for the for individuals who wish to test for purposes other than enrollment in AGE programs.
 - \$6.00 per section for proctored GED Ready for individuals not currently enrolled in AGE programs.
- Students enrolled in select Adult High School credit courses or Integrated Education and Training (IET) programs may be required to purchase course textbooks.

7.104 Attendance and Withdrawal Procedures

Attendance and Withdrawal Policy for Adult Education

- Enrollment Threshold – Students enrolled in adult education programs must meet the minimum of 12 hours of attendance (including placement and intake) in a program before they can be counted for enrollment completion.
- Withdrawal Procedure – Students enrolled in adult education programs who miss six (6) consecutive classes will be withdrawn from the class. The reported withdrawal date will be the day after the last date of attendance.
- Students who have been reported to Department of Motor Vehicles (DMV) who wish to obtain documentation from SRAS part-time classes to reinstate a license must attend at least 50% of each assigned class for six (6) consecutive weeks when classes are scheduled. The full-time requirement is 30 consecutive days of attendance.

*Students between the ages of 14 and 18 who meet the following criteria will be reported to the Department of Highway Safety and Motor Vehicles: Accumulate 15 unexcused absences within 90 calendar days; or have withdrawn from school with a withdrawal code calculated in the dropout rate (which includes W26 – Withdraw to Enter Adult Ed).

7.105 Notification of Alternate Placement and Expulsion

Any student enrolling in any Santa Rosa County school shall, at the time of enrollment, indicate on the enrollment form any previous school expulsion, or alternative placement in lieu of expulsion, arrests resulting in a charge where the student was adjudicated guilty or where adjudication was withheld, or any juvenile justice actions.

If a student requesting admission has been given alternative placement in lieu of expulsion from any non-district school, the Director of High Schools should be contacted to determine appropriate placement within the district prior to enrollment of the student in a Santa Rosa County District School.

7.200 PROGRAMS OF STUDY (SANTA ROSA ADULT SCHOOL)

7.201 Adult General Education

Adult general education programs are authorized by s. 1004.93, F.S., and defined as comprehensive instructional programs designed to improve the employability of the state's workforce through Adult Basic Education (ABE), Adult High School (AHS), Adult English for Speakers of Other Languages (Adult ESOL), Academic Skills Building (ASB), and instruction for adults with disabilities in s. 1004.02(3), F.S. All adult general education programs, except co-enrolled, will be assessed tuition. (See Section 7.103)

7.2011 Adult Basic Education (ABE)

Adult Basic Education (ABE) is a basic skills program for students with academic skills below the 9th grade level which includes reading, mathematics, language arts, Adult English for Speakers of Other Languages (Adult ESOL), and remediation courses. The purpose of the program is to prepare students to improve skills in order to earn a high school equivalency diploma/GED® or enter a technical program.

7.2012 GED® Preparatory Classes, GED® Testing, and Underage Waiver Process

GED® Preparatory Classes prepare adults at a 9th grade level or above to successfully pass the complete battery of the GED® subject area tests. After successfully passing all four subtests, the student earns a state of Florida high school diploma. GED® preparation courses are offered in each of the four subtest subjects: (1) Reasoning through Language Arts (2) Social Studies (3) Science, and (4) Mathematical Reasoning. Students begin the enrollment process by contacting Santa Rosa Adult School regarding placement testing process. Enrollment in GED® Preparatory Classes is not a requirement for GED® testing.

GED® Testing: Prospective GED® test candidates will register and pay for the test by going on the website www.ged.com. Prospective testers must meet the following criteria:

- Be at least 18 years of age at the time of application, OR
- According to GED Testing Service® for 16 and 17-year-old applicants to take the GED® examination, under extraordinary circumstances, requirements for the GED® Underage Waiver must be met. See below GED® Underage Waiver Process.

Underage Waiver Process –In accordance with State Board of Education Rule 6A-6.0201

- 1) Individuals may apply for an underage GED® waiver by submitting an underage waiver packet consisting of the following documentation:
 - A current and completed "Florida GED® Testing Program Underage Waiver Form", and

- Proof of Santa Rosa County residence, and
 - A letter from the parent or guardian approving and stating extenuating circumstances for taking the GED® test, and
 - A letter from the student stating extenuating circumstances for taking the GED® test.
 - Proof of withdrawal from last school of attendance. *Not required if currently enrolled at SRAS, and
 - Complete a required exit interview with school or district staff. *Not required if currently enrolled at SRAS, and
 - Meet one of the two sets of conditions set forth in section 2 below.
- Completed Underage GED® Waiver will be submitted from SRAS staff to the Director of Workforce Education to obtain Superintendent approval and to be forwarded to GED® Testing Service. GED Testing Service will notify candidates via their GED.com account when the waiver has been approved. At this point candidates can complete their online GED registration and GED tests can be scheduled.
- 2) A waiver will be granted by following the above process, submitting required documentation, and meeting one of the following two sets of conditions (A or B):
- A. Enroll in an appropriate course with Santa Rosa Adult School (Adult Basic Education (ABE) or GED® Preparation. Tuition is \$30.00 per semester). Within this course students must:
 - a. Complete a minimum of 12 seat hours, and
 - b. Be recommended by their instructor as ready to take the appropriate section of the GED Ready®. The GED Ready® is provided to enrolled and instructor recommended students free of charge, and
 - c. Achieve a passing score (145) on the section of the GED Ready® that corresponds with the GED® preparation course in which the student is enrolled.
 - B. Obtain a minimum passing score of one hundred and forty-five (145) on each of the four (4) sub-tests of the GED Ready®: Reasoning through Language Arts, Mathematical Reasoning, Science and Social Studies. These scores must:
 - a. Be dated within one (1) calendar year from the date the request for an underage waiver is submitted to the school district.
 - b. The GED Ready® sub-tests must be taken in a proctored environment. It is recommended that these tests be proctored during regularly scheduled tests at Santa Rosa Adult School (SRAS). The fee for each sub-test taken at SRAS is \$6.00. Tests proctored outside of SRAS, must be submitted by the proctor directly to SRAS and will be evaluated for legitimacy.
- 3) Individuals wishing to appeal a denial of their request of an underage GED® waiver may submit their appeal in writing to the Director of Workforce Education. The request must state the specific reason (s) for the appeal. The underage GED® waiver appeals committee will convene to review the written appeal, the underage waiver packet, and supporting documentation. The committee will consist of the Director of Workforce Education, the Principal of Santa Rosa Adult School, the Assistant Principal of Santa Rosa Adult School, and another district level administrator selected based on availability. After this process the individual will be notified of the committee's decision regarding their appeal.

- 4) The following are the current individuals to contact regarding the underage waiver process and approval.

Kelly Barnes

Assistant Principal
Santa Rosa Adult School
barneskl@santarosa.k12.fl.us
850-983-5710, 3CX ex.1105

Larry Heringer

Principal
Santa Rosa Adult School
heringerl@santarosa.k12.fl.us
850-983-5710, 3CX ex.1063

Charlin Knight

Director Workforce Education
Santa Rosa County District Schools
knightc@santarosa.k12.fl.us
850-983-5150, 3CX ex.1023

7.2013 Academic Skills Building (ASB)

The ASB Program is a non-credit program designed to develop the literacy and math skills necessary for students to be successful workers, citizens, and family members. Dependent on program enrollment, ASB may be offered in conjunction with Adult Basic Education, GED® Preparatory, and Adult ESOL classes. Students may already have a high school diploma (by passing the GED® or by graduating from a K-12 High School or Adult High School) and have a goal of preparing for postsecondary education and employment. Students must score within the Educational Functioning Levels (EFL) 5 and 6 of the ASB course as measured by FDOE-approved assessments.

7.2014 Adult English for Speakers of Other Languages (Adult ESOL)

This non-credit instructional program/course is designed to provide adult English language learners with the knowledge and skills needed to communicate effectively in English and improve their ability to enter the state's workforce and/or postsecondary education. Dependent on program enrollment, Adult ESOL may be offered in conjunction with Adult Basic Education (ABE), Academic Skills Building (ASB), and GED® Preparatory classes.

7.2015 Adult High School (AHS)

The AHS curriculum framework is correlated to the Florida Standards, and courses offered are the same as those offered in the K-12 school system, as found in the Course Code Directory for the current school year. The FDOE AHS curriculum frameworks, per s. 1003.41 F.S., provide a minimum set of standards to be used by all facilitators delivering AHS education programs. AHS education includes both adult high school diploma programs and co-enrollment courses of study. Students in the AHS program must meet all state and local graduation requirements for a standard high school diploma per s. 1003.4282, F.S.)

7.20151 Co-enrolled Adult High School

A co-enrolled student is one who is currently enrolled in a high school program as a K-12 student (have not withdrawn from K-12) and is simultaneously taking high school core credit courses in an adult high school program per s. 1011.80 (10), F.S. Appropriate documentation, as specified by Santa Rosa Adult School, shall be obtained prior to enrollment. Co-enrolled students may take up to two (2) courses per academic year with permission from their home high school Principal or designee. These courses must be taken for credit recovery or dropout prevention and may only be core curriculum courses as defined by the state. Students that are at risk of not graduating with their 9th grade cohort may enroll in the co-enrollment program.

Co-enrolled students must not have a pattern of excessive absenteeism or habitual truancy or a history of disruptive behavior in school. Students enrolled in the co-enrollment program are exempt from the payment of adult education tuition.

7.20152 Transfer of Credit Guidelines

Rule 6A-1.09941, F.A.C., establishes uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools effective August 20, 2017. The rule increases consistency in the credit transfer process and fulfills the State Board's responsibility to prescribe "procedures relating to the acceptance of transfer work and credit for students" as required by s. 1003.25, F.S. The rule cited above specifies that credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. The rule does not require that the transferring school be accredited for the credits to be accepted at face value. Assessment requirements for transfer students under s.1003.4282, F.S., must be satisfied. If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school, the student does not possess an official transcript, or the student is a home education student, credits shall be validated through performance during the first grading period. A student transferring into a school shall be placed at the appropriate sequential course level; to receive credit, a student should have a minimum grade point average of 2.0 at the end of the student's first grading period. Alternative validation procedures are also specified in Rule 6A1.09941, F.A.C.)

7.20153 Diploma/Completion Options

- **Adult High School Standard Diploma**
Meet state credit requirements. Meet state GPA requirements. Pass State of Florida required assessments. Credits may be earned by demonstration of competencies (competency-based) and passage of required state exams.
- **Certificate of Completion**
Meet state credit requirements. Has not met state GPA requirements; or has not passed state required assessments.
*Note: Per s.1003.433(2)(b), F.S., upon receipt of a certificate of

completion, students must be allowed to take the College Placement Test and be admitted to developmental education or credit courses at a Florida College System institution, as appropriate.

7.2016 Integrated Education and Training (IET)

Integrated Education and Training (IET) has emerged as an approach to help individuals acquire key basic skills while pursuing occupational or industry-specific training. Under an IET model, participants receive simultaneous instruction in basic skills such as math, reading, or spoken English, with embedded workforce preparation for a specific occupation or industry, and general employability skills.

Santa Rosa Adult School currently offers IET programs in high demand career fields, call the school for more information.

7.202 Equal Access

Equal Access

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

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

7.203 Adult Students with Disabilities

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's 504 plan or other educational plans to meet individual needs and ensure equal access. Adult education students with disabilities must self-identify, present documentation, request reasonable accommodations if needed, and develop a plan with their service provider. Accommodations received in adult education may differ from those received in secondary education. Accommodation changes the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodation requested and provided will be maintained in a confidential file.

7.204 Students Failing to Make Adequate Academic Progress

Students who fail to make adequate academic progress at SRAS or are not realizing their full potential may be placed on an academic contract where they receive academic counseling sessions and academic monitoring from the teachers, the recruiting and retention specialist attempts student contact regarding attendance concerns, and data is examined to determine if further intervention is necessary. After many options have been explored, the student may be recommended for withdrawal from the program.

7.205 Adult Discipline

Administration reserves the right to remove any student from the program and/or campus at any time when doing so would restore a safe, productive, and orderly learning environment. Refer to the current Santa Rosa Adult School Student Handbook for full policy.

7.300 DROPOUT PREVENTION PROGRAM (SANTA ROSA HIGH SCHOOL)

Santa Rosa High School (SRHS) offers a standard K-12 high school diploma for students 16-21 years of age. The SRHS program is a dropout prevention program designed to help meet the needs of at-risk students. Santa Rosa High School students participate in a competency-based, block-scheduled program and work within the guidelines of course syllabi. SRHS students must be at least 16 years of age and not enrolled in any other secondary high school program. In conjunction with meeting state graduation requirements, to receive a SRHS diploma, student must complete the Senior Life Skills (Personal Finance) class and attend SRHS for at least one 9-week grading period. Other credits required for graduation may be transferred from other accredited institutions. Refer to the High School Section 6.0 of the Student Progression Plan for further requirements and information.

7.301 Enrollment in Santa Rosa High School

Santa Rosa High School is an educational alternative program designed for students who are unmotivated or unsuccessful in the traditional school setting. Students are identified as potentially dropping out of school based on being retained, high absenteeism, and failing grades. Enrollment windows are open quarterly, pending space availability. Fourth quarter enrollment is limited to students who have the potential to meet all graduation requirements within the current school year. Interest lists are maintained to notify when spaces are available. Enrollment priority, based on school capacity, is given to returning SRHS students, cohort seniors or those beyond their cohort (under the age of 22), with a goal of earning a standard high school diploma.

7.302 Student Participation

Students participating in district dropout prevention programs as prescribed in s. 1003.53 F.S., should be enrolled in courses listed in the basic or vocational sections of the Florida Course Code Directory.

7.303 Student Membership Data

Schools are to report student membership data using the appropriate course numbers.

7.304 Grade Classification

Students are to be classified from one grade to the next higher grade in accordance with the minimum credits indicated in the table below. Grade level classifications will be evaluated upon entry to SRHS, at the end of each semester, and at the end of summer.

Credits needed to be classified at the grade level listed:

	24 Credit Option	18 Credit Option
Grade 9	0-4	0-4
Grade 10	5-10	5-9
Grade 11	11-16	10-13
Grade 12	17+	14+
Graduation	24 required credits	18 required credits

7.305 Students Failing to Make Adequate Academic Progress

Students who fail to make adequate academic progress at SRHS or are not realizing their full potential may be recommended for an alternate placement. Various efforts are made to encourage students to improve their performance before a change of placement is considered; i.e., students may be placed on an academic contract where they receive academic monitoring from teachers and certified school counselors, the Title 1 Mentor makes calls home regarding

attendance concerns (for students under 18), the student may be placed on a Progress Monitoring Plan, Truancy Monitoring Plan, and/or Behavior Monitoring Plan. After these options have been explored, and the student continues to show a lack of interest/motivation towards completion of credits in the daytime high school program, the student may be recommended for placement in another program, such as the ABE/GED® program, Adult High School (AHS), or an alternative placement.

8.0 CAREER AND TECHNICAL EDUCATION FOR ADULTS
Student Progression Plan

TABLE OF CONTENTS

8.100 ENTRANCE REQUIREMENTS AND ADMISSIONS

- 8.101 Basic Skills Readiness Test**
 - 8.1011 Basic Skills Exemptions**
- 8.102 Basic Skills Deficiency**
- 8.103 Age Requirements**
- 8.104 Enrollment Date**
- 8.105 Adults with Disabilities**
- 8.106 Ability to Benefit**
- 8.107 English Language Learners (ELLs)**
- 8.108 Denial of Admission**
- 8.109 Proof of Residency**
- 8.110 Personalized Education Plan (PEP) Participants**

8.200 COMPLETION OR WITHDRAWAL FROM A PROGRAM

- 8.201 Exit Interview**
- 8.202 Administrative Withdrawal**
- 8.203 Follow-up Survey**
- 8.204 Certificate of Completion**

8.300 PROGRAMS OF STUDY

- 8.301 Continuing Education**
- 8.302 Career and Technical Programs**
- 8.303 Career and Technical Dual Enrollment**
 - 8.3031 Practical Arts Courses that meet the Arts High School Graduation Requirement and Equally Rigorous Credit**
 - 8.3032 Post-Secondary Readiness**

8.400 TUITION, FEES, FINANCIAL ASSISTANCE AND REFUNDS

- 8.401 Payment of Tuition and Fee**
- 8.402 Federal Financial Aid**
 - 8.4021 Free Application for Federal Student Aid (FAFSA)**
 - 8.4022 Florida Student Assistance Grant-Career Education (FSAG-CE) and Florida Work Experience Program (FWEP)**
 - 8.4023 Attendance Requirement for Pell Grant**
 - 8.4024 Disbursement of Pell Grant Checks**
- 8.403 Bright Futures Scholarships**
 - 8.404 Florida Prepaid**
 - 8.405 Veteran's Affairs**
 - 8.406 Workforce Innovation and Opportunities Investment Act (WIOA)**
 - 8.407 Vocational Rehabilitation (VR)**
- 8.500 ATTENDANCE FOR ADULT STUDENTS**
- 8.600 REFUNDS**

- 8.700 ACADEMIC SKILLS BUILDING (ASB)**
- 8.800 POLICY FOR DROPPING/ADDING CTE PROGRAMS**
 - 8.801 Procedure for Adding Programs**
 - 8.802 Deletion of a Program**
- 8.900 TRANSFER OF CREDIT**
 - 8.901 Credits from Another School**
 - 8.902 Transfer Between Programs**
 - 8.903 Additional Hours Credit**
 - 8.904 Foreign Transcripts**
- 8.110 EQUITY COMPLIANCE**

8.100 ENTRANCE REQUIREMENTS AND ADMISSIONS

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

8.101 Basic Skills Readiness Test

Adult students who enroll in Locklin Technical College programs must take (or meet exemptions criteria) a basic skills readiness test as designated by the Department of Education. The basic skills readiness test is used to assess a student's mastery of basic skills. Fees for basic skills readiness testing may be found in the Locklin Technical College Curriculum Guide and Student Handbook online at www.LocklinTech.com. Basic skills must be achieved before an adult student can receive a certificate as a program completer. Students are expected to test within six (6) weeks of their enrollment date.

8.1011 Basic Skills Exemptions

Students who meet one of the following criteria will be exempt from taking the basic skills readiness test:

- A student who possesses a college degree at the associate level in applied science or higher.
- A student who demonstrates readiness for public post-secondary education pursuant to s.1008.30, F.S. and applicable rules by the State Board of Education.
- A student who passes a state or national industry certification or licensure exam that is identified in State Board of Education rules and aligned to the career education program in which the student is enrolled.
- Is exempt from meeting the required basic skills mastery level per local policy.
- The total program length as indicated in the curriculum frameworks is less than 450 clock hours.

8.102 Basic Skills Deficiency

Adult students not scoring the required score on the basic skills readiness test may continue in their program but are recommended to enroll in Academic Skills Building (ASB) courses to improve their basic skills scores on the basic skills readiness test. Students are expected to test within six (6) weeks and remediate and retest within nine (9) weeks of their enrollment date. Fees for basic skills readiness re-testing may be found in the Locklin Technical College Curriculum Guide and Student Handbook online at www.LocklinTech.com. Please note there is a \$30.00 fee per semester to enroll in any Adult Basic Education course, including ASB courses.

8.103 Age Requirements

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

8.104 Enrollment Date

Locklin Technical College accepts applications for admission on an open entry basis, except for the Practical Nursing program which admits students in the fall of each year. Registration and start dates are based on space available in the program.

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 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 basic skills readiness test exit criteria may request a waiver. Specific procedures for ADA accommodations and basic skills readiness test waiver are available through Locklin Technical College Exceptional Student Services office.

8.106 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 Technical College'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.

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 Technical College Program.

8.108 Denial of Admission

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

- Falsification of application or registration forms.
- Previous disciplinary actions or misconduct at Locklin Technical College or other educational institutions.
- Any student charged and/or convicted of a crime may be denied admission or administratively withdrawn if such charge or conviction is deemed to put student, faculty, or staff at risk.

Students are 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. Expunged records do not have to be revealed.

8.109 Proof of Residency

A Florida “resident for tuition purposes” is a person who has, or a dependent person whose parent or legal guardian has, established and maintained legal residency in Florida for at least twelve (12) consecutive months preceding the first day of classes of the term for which Florida residency is sought (FL Statutes 1009.21). Students applying to a Florida post-secondary institution must provide two (2) forms of documentation that show proof of residency. Examples of documents that can be used include the following: Florida voter’s registration, Florida driver’s license, Florida identification card, Florida homestead exemption, Florida occupational license, or a transcript from a Florida school dated no later than the prior school year. Non-resident potential students should contact Student Services staff for more information.

8.110 Personalized Education Plan (PEP) Participants

Personalized Education Plan (PEP) participants that apply to Locklin Technical College must meet the requirements for Ability to Benefit. These requirements are set forth in the Student Progression Plan under Section 8.106.

8.200 COMPLETION OR WITHDRAWAL FROM A PROGRAM

8.201 Exit Interview

Program completers are required to complete an exit interview form, complete an interview, including a resume, with the career specialist 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 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 Technical College Curriculum Guide and Student Handbook.
- Violation of the attendance policy as defined in the Locklin Technical College Curriculum Guide and Student Handbook.

8.203 Follow-up Survey

A follow-up survey is conducted each school year on adult students who have completed a program or who withdraw with marketable skills.

8.204 Certificate of Completion

An adult student will be eligible to receive a full program completion certificate after: mastering all program competencies as required by Florida Department of Education; participating in an exit interview with Locklin Technical College’s Career Specialist; demonstrating mastery of basic skills or meet exemption criteria for the basic skills readiness test; and satisfying all financial obligations to the school (fees, books, equipment, tools, etc.). A copy of the certificate will be kept in the student’s file in the Student Services office.

Please note: Enrollment and completion of healthcare programs is not a guarantee of obtaining Florida Department of Health licensure as a Licensed Practical Nurse or Certified Nursing Assistant. It is understood by the applicant that program performance, state testing, and other criteria, including, but not limited to, those disqualifying offenses listed in SS. 435.04, FLA.

STAT., may prevent or limit the applicant's ability to participate in the required training or meet other requirements for such state licensure

8.300 PROGRAMS OF STUDY

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 Technical College.

8.302 Career and Technical Programs

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

8.303 Career and Technical Dual Enrollment

Florida Statute 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.

Students enrolled in grades 6-12, who meet the eligibility requirements as outlined in the Career Education Dual Enrollment Articulation between the Santa Rosa County School District and Locklin Technical College are eligible to enroll in post-secondary programs leading to industry certification, as listed in the CAPE Post-secondary Industry Certification Funding List pursuant to section(s.) 1008.44, Florida Statutes (F.S.). In addition, students may enroll in Career Early Admissions, a form of Career Education Dual Enrollment through which eligible secondary students enroll full-time in an eligible program of study at Locklin Technical College. 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. In addition, students must meet the required scores or meet exemption criteria set by the FLDOE in Rule6A-10.0315 to demonstrate post-secondary readiness 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 participating in dual enrollment are exempt from the payment of registration, tuition, and laboratory fees.
- Both secondary and dual enrollment students must maintain a 70% average in each course and attend 70% of the scheduled hours for the semester for continued enrollment in the program at the District's Technical College.

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

8.3031 Practical Arts Courses That Meet the Arts High School Graduation Requirement and Equally Rigorous Credit

For the secondary CTE courses that have been identified as satisfying the fine or performing arts high school graduation requirements (s.1003.4282(3)(e), Florida Statutes), the equivalent postsecondary CTE course will also satisfy that requirement.

CTE secondary courses may be identified in the Florida Course Code Directory as being Equally Rigorous and count as a high school science or math credit (Student Progression Plan Section 6.401).

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.

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.

8.400 TUITION, FEES, FINANCIAL ASSISTANCE AND REFUNDS

8.401 Payment of Tuition and Fees

Adult students are required to pay tuition and fees prior to program start date. Students receiving financial aid may be granted a tuition and fees deferment. Tuition and fees information is outlined in Locklin Technical College's current Curriculum Guide and Student Handbook available at www.LocklinTech.com and in Student Services. Tuition and fees are assessed each semester and may be prorated based on the student's date of enrollment. Students must register prior to the beginning of each year. Adult student enrollment will terminate on the last day of the program of enrollment. Additional program related costs may include lab fees, industry certification testing, uniforms, background checks and drug testing. Students who do not verify Florida residency will be assessed non-resident course fees.

8.402 Federal Financial Aid

Federal Financial Aid is designed to assist adult students who are in need of monetary assistance for career and technical training. A financial aid counselor is available to assist students.

8.4022 Florida Student Assistance Grant-Career Education (FSAG-CE)

Florida Student Assistance Grant-Career Education (FSAG-CE) and may be awarded to eligible students pending state budget approval. The Financial Aid Counselor will have more information on these programs after school begins.

8.4023 Attendance Requirement for Pell Grant

Attendance directly affects whether or not a student receives a Pell disbursement each semester. Minimum attendance hours must be met in order to earn tuition assistance. Adult students earn their Pell Grant award through continuous enrollment without interruption.

8.4024 Disbursement of Pell Grant Checks

Disbursement dates for Pell Grant checks are scheduled based on a student's scheduled attendance hours. Checks not picked up within 30 days may be cancelled and payment forfeited. The amount and disbursement date of student financial aid is contingent on the actual number of hours (in-class time) a student has attended. Disbursements are made according to the defined payment periods for each program and the individual needs of each student.

8.403 Bright Futures Scholarships

Bright Futures Scholarships are accepted as tuition payment.

8.404 Florida Prepaid

Florida Pre-paid is accepted as tuition payment.

8.405 Veteran's Affairs

Veteran's information funding is available and most programs are approved for veterans to receive benefits for full or part-time enrollment. Satisfactory progress requires the student to maintain an average grade of "C" or better in each course and acceptable performance in a program and to complete their studies within an approved amount of time in order to continue benefits. VA students who, for any reason, miss more than 20% of the total scheduled hours in a calendar month are considered to be in violation of the attendance policy. A VA student is expected to maintain acceptable performance so that he/she will complete the program within the number of training hours approved by the state approving agency.

8.406 Workforce Innovation and Opportunities Act (WIOA)

Workforce Innovation and Opportunities Act (WIOA) funding assists individuals who are economically disadvantaged and displaced.

8.407 Vocational Rehabilitation (VR)

Vocational Rehabilitation (VR) provides assistance to those applicants demonstrating physical and possible financial need for vocational retraining. Once eligibility for this program is established, a variety of services are available which may include funding for training, formal or vocational counseling, and placement assistance. Successful return to employment is the goal for all rehabilitation clients served by this program.

8.500 ATTENDANCE FOR ADULT STUDENTS

Attendance for adult students is recorded as excused or unexcused. Students may be withdrawn after missing six (6) consecutive days or exhibiting a pattern of absences. 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 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 Technical College 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. 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 or 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.

8.700 Academic Skills Building (ASB) Courses

ASB 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 basic skills readiness test scores may concurrently enroll in their program of choice and ASB remediation courses to improve basic skills. Cost to attend ASB for both Florida residents and non-Florida residents is \$30 per semester.

8.800 POLICY FOR DROPPING/ADDING CTE PROGRAMS

8.801 Procedure for Adding Programs

Locklin Technical College follows the state, local, and Council on Occupational Education (COE) policies in regard to adding or dropping programs. The need for a program is identified by labor market surveys, business/industry needs, or request of the advisory committee. The program request is approved by the Director of Workforce Education. Notification is sent to the accrediting agency, Council on Occupational Education. Updates on all programs are reported annually to the Department of Education and COE.

8.802 Deletion of a Program

A program may be deleted by the by following the same guideline as adding programs when it has been determined that the program is an unnecessary duplication or is not meeting the needs of the labor market.

8.900 TRANSFER OF CREDIT

8.901 Credits from Another School

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

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 Additional Hours Credit

Students entering Career and Technical Education certificate programs may be eligible to receive additional hour's 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 hour's 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 hour's 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:

Secondary Program Name	Articulates to	Post-Secondary Program Name
Air Conditioning, Refrigeration and Heating Technology	Articulates to	Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R) 1
Automotive Maintenance and Light Repair	Articulates to	Master Automotive Service Technology I
Computer Systems & Information Technology	Articulates to	Computer Systems & Information Technology
Culinary Arts	Articulates to	Professional Culinary Arts & Hospitality
Electricity	Articulates to	Electricity
Welding Technology Fundamentals	Articulates to	Welding Technology

8.904 Foreign Transcripts

Students with foreign transcripts are responsible for obtaining their own translation/evaluation which must be completed by an approved outside agency. Students should note that a translation of their foreign transcript alone is not sufficient; their educational records must be evaluated and certified "as being the equivalent to a secondary and/or postsecondary education in the United States".

8.110 EQUITY COMPLIANCE

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

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.

9.0 VIRTUAL INSTRUCTION PROGRAMS
Student Progression Plan

TABLE OF CONTENTS

9.100 ELIGIBILITY

9.101 Full-time Open Enrollment

9.102 Full-time Enrollment

9.1021 Santa Rosa Online, a franchise of Florida Virtual School

9.1022 Stride K12, Inc. (formerly known as Fuel Education)

9.103 Part-time Enrollment

9.1031 Elementary School

9.1032 Middle School

9.1033 High School

9.104 Hybrid Enrollment

9.105 Grace Period Deadline

9.106 Participation in Extracurricular Activities

9.107 Off Campus Virtual

9.200 PROGRAMS OF STUDY

9.300 VIRTUAL OPTIONS

9.301 Florida Virtual School

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

9.303 Edgenuity Credit Recovery

9.400 STATE ASSESSMENTS

9.401 Progress Monitoring

9.500 GRADUATION

9.501 Semester/Segment Credit

9.502 Diploma

9.600 HOME EDUCATION

9.601 Eligibility

9.602 Admission

9.603 Programs of Study

9.604 State Assessments

9.605 Graduation

9.700 EXCEPTIONAL STUDENT EDUCATION (ESE)/SECTION 504 PLANS

9.701 Eligibility

9.702 Admission

9.703 Accommodations

9.704 Assessment

9.800 ATTENDANCE AND TRUANCY

9.100 ELIGIBILITY

Santa Rosa County students enrolled in Grades 6-12 may participate in part-time or full-time virtual learning opportunities. See Sections 4.100, 5.100, 6.100 of the Student Progression Plan for general admissions policies.

9.101 Full-time Open Enrollment

Open enrollment for full-time virtual learning opportunities will take place from April 15 through July 31 prior to the start of the school year, with late registration continuing through the end of the first two (2) weeks of the school year if space is available. Parents of students interested in participating in a full-time virtual instruction program must contact Santa Rosa Online at 850-981-7860 no later than the conclusion of the open enrollment period.

Open Enrollment for full-time students in a virtual instruction program will not be available for the second semester. However, consideration will be given to Santa Rosa County students in Grades 6 -12 who meet the following requirements and request a transfer from their brick-and-mortar school to Santa Rosa Online Academy at the beginning of the second semester and who enroll in our full-time program as a franchise of Florida Virtual School (see Section 9.1021):

2.75 cumulative GPA or higher;

Passing/proficient level on previous year's/most current state testing data;

Fewer than 10 absences (excused and unexcused) in the first semester; and

School counselor approval

9.102 Full-time Enrollment

Santa Rosa County Students who satisfy the admissions policies as outlined in Sections 4.100, 5.100 and/or 6.100 of the Student Progression Plan may enroll as a full-time student in Santa Rosa Online Academy through its partnerships with Florida Virtual School (Grades 6-12). Santa Rosa Online students have 10 school days for the drop/add period to make schedule changes. Santa Rosa Online

Academy is the public virtual school for the Santa Rosa School District. It follows the board approved school district calendar.

9.1021 Santa Rosa Online, a franchise of Florida Virtual School

Santa Rosa County students who satisfy the admissions policies as outlined in Sections 4.100, 5.100 and/or 6.100 of the Student Progression Plan may enroll as a full-time student in Santa Rosa Online through its partnership with Florida Virtual School (Grades 6-12). Full-time students in Santa Rosa Online Academy, through its partnership with Florida Virtual School, are considered public education students and will be subject to the same promotion and/or graduation requirements as that of a student in a brick-and-mortar school. Unless courses are not available through Santa Rosa Online, full-time students in this program must take their courses through Santa Rosa Online rather than directly through Florida Virtual School.

9.103 Part-time Enrollment

9.1032 Middle School

As a part of the school day, students in Grades 6-8 may take a hybrid schedule with two (2) courses through Santa Rosa Online, provided that the student has school counselor approval for the courses, the student has completed the pre-requisite courses, and the school has student stations available. Above and beyond the six (6) courses taken during the school day and/or during the summer, students may take one (1) additional online course provided that the student has school counselor approval.

9.1033 High School

As a part of the school day, students in Grades 9-12 may take one or more courses through Santa Rosa Online, the district franchise of Florida Virtual School, or other virtual providers as outlined in Section 9.300, provided that the student has school counselor approval for the course, the student has completed the pre-requisite courses, and the school has student stations available. Above and beyond the six (6) courses taken during the school day and/or during the summer, students may take an additional online course or courses provided that the student has school counselor approval. The following schedule is recommended for a high school student wishing to take a combination of brick and mortar classes and online classes during the school day:

9th Grade: Five (5) classes at the brick and mortar school, one (1) online class.

10th Grade: Four (4) classes at the brick and mortar school, two (2) online classes.

11th Grade: Three (3) classes at the brick and mortar school, three (3) online classes.

12th Grade: One (1) class at the brick and mortar school, five (5) online classes.

Additionally, students who opt to take a virtual class via a hybrid schedule must have a minimum of 3.0 unweighted GPA.

9.104 Hybrid Enrollment

Students requesting to participate in a hybrid schedule are taking two or more virtual courses as part of their six required courses. Parents of hybrid students should contact their student's brick-and-mortar counselor no later than ten days after the semester begins. Students are expected to finish their virtual courses in accordance with the board approved district calendar. Transportation to and from school is the responsibility of the parent depending on the time of day the student will need to enter or exit his or her brick-and-mortar school. Please refer to 9.107 Off Campus Virtual. Ninth (9th) graders may take 1 course. Tenth (10th) graders may take 2 courses. Eleventh (11th) and twelfth (12th) graders may take 3 or more courses. Hybrid students MUST sign a contract acknowledging deadlines and cut-off dates for their courses.

9.105 Grace Period Deadline

Students who take one or more virtual classes on a part-time or full-time basis must complete assignments according to the pace chart for each virtual class during the 28-day grace period. Students who fail to maintain pace will be at risk of being withdrawn from the class or classes at the conclusion of the 28-day grace period. A full-time student who remains in the full-time program past the 28-day grace period must remain in the program until the end of the semester or transfer to Home Education to finish the course credit unless the student moves out of district or withdraws to go to private school.

9.106 Participation in Extracurricular Activities

Students enrolled in a full-time virtual program may participate in any interscholastic extracurricular activity (ROTC, Band, Chorus, and Drama) at the public school to which the student would be assigned according to district school board attendance area policies, pursuant to district or inter-district controlled open enrollment policies. Students may not participate in an extracurricular club or activity that operates as an extension of a brick-and-mortar class that the virtual student does not attend.

9.107 Off-Campus Virtual

Students who opt to take a virtual class off-campus must have a minimum of 3.0 GPA. Each (9) nine weeks students are expected to be on pace. Students who are not on pace at each nine (9) weeks will be enrolled in their on-campus virtual lab class during that same time period. This option is only available during 1st or 6th period. A student enrolled in 1st semester who is not on pace, will be required to take 2nd semester face-to-face at their brick-and-mortar school.

9.200 PROGRAMS OF STUDY

See Section 4.200 (Elementary School), 5.200 (Middle School), and/or 6.200 (High School) of the Student Progression Plan for general information regarding programs of study for the appropriate school grade level.

9.300 VIRTUAL OPTIONS

9.301 Florida Virtual School

Through its partnership with Florida Virtual School (www.flvs.net), Santa Rosa Online offers online courses to part-time and full-time students in Grades 6-12. Full-time students taking FLVS classes through Santa Rosa Online must complete these classes during the calendar school year.

9.303 Edgenuity Credit Recovery

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

9.400 STATE ASSESSMENTS

Pursuant to s. 1008.22, public education students receiving full-time instruction in Santa Rosa Online Academy, through its partnerships with its virtual providers, are required to take the appropriate state assessments according to their enrolled grade. All state assessments will take place at Santa Rosa Online, on Locklin Technical College campus or another district designated location. Parents of full-time Santa Rosa Online Academy students are required to provide transportation to all assessments. Full-time Santa Rosa Online Academy students who fail to take an assessment will not be permitted to enroll in SROA the following school year. Students receiving part-time instruction through one of our virtual providers are required to take state assessments through their school of enrollment in Santa Rosa County. It is recommended that students communicate the need for an assessment with their counselor.

9.401 Progress Monitoring

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

Public school students receiving full-time instruction in through 12 by the Florida Virtual School must take all statewide assessments required pursuant to s. 1008.22 and participate in the coordinated screening and progress monitoring system (CSPM) or FAST under s. 1008.25(8). Unless an alternative testing site is mutually agreed to by the Florida Virtual School and the school district or as contracted under s. 1008.24, all industry certification examinations, national assessments, progress monitoring under s.1008.25(8), and statewide assessments must be taken at the school to which the student would be assigned according to district school board attendance areas. A school

district must provide the student with access to the school's testing facilities and the date and time of the administration of progress monitoring and each examination or assessment. Each student enrolled in a virtual instruction program or virtual charter school must: Take statewide assessments pursuant to s. 1008.22 and participate in the coordinated screening and progress monitoring system (CSPM) or FAST under s. 1008.25(8). The district's testing facilities must be made available to the student.

9.500 GRADUATION

See Sections 6.400 of the Student Progression Plan for general information regarding graduation from high school. Seniors must complete ALL coursework and exams by the last day of senior exams to graduate.

9.501 Semester/Segment Credit

Semester credit (referred to as segment credit in the online world) will be awarded on a one-half credit earned basis for students who earn a 60 or higher in the online segment of a course.

9.502 Diploma

Full-time public education students enrolled in Santa Rosa Online will be awarded a Santa Rosa Online diploma if students meet all graduation requirements as stipulated in Section 6.400 of the Student Progression Plan. Diplomas will not be awarded to home education students. (See Section 9.600 of the Student Progression Plan, see section 10.302)

9.600 HOME EDUCATION

9.601 Eligibility

Home education students in Grades KG - 12 may take one or more online courses through the partnership of Santa Rosa Online and Florida Virtual School directly through Florida Virtual School, which operates year-round.

9.602 Admission

A student not enrolled as a public education student in a district brick and mortar school, Santa Rosa Online Academy, or a private school in Santa Rosa County must register as a home education student by filing an intent to establish and maintain a home education program with Santa Rosa Online. Home education students may take courses through Florida Virtual School. If a home education student is considering enrolling or re-enrolling in a public school, he or she must complete the current semester/segment in his or her online courses in order to receive credit for them.

9.603 Programs of Study

Since home education students are considered non-diploma seeking students in the school district, decisions regarding programs of study fall under the purview of the custodial parent or guardian and in compliance with the regulations associated with home education.

9.604 State Assessments

Home education students are not required to take state assessments but do have the option of doing so. Students taking an EOC course through FLVS will have to take the EOC in order to obtain a credit since FLVS is a public school. 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 1st of the school year in order for Santa Rosa Online to make adequate arrangements for testing.

9.605 Graduation

Students electing to participate in a home education program as their school choice will not receive a diploma from Santa Rosa County School District.

9.700 EXCEPTIONAL STUDENT EDUCATION (ESE)/SECTION 504 PLANS**9.701 Eligibility**

Students with IEPs/504 Plans who meet the requirements outlined in Section 9.100 of the Student Progression Plan are eligible to take online classes.

9.702 Admission

An IEP/504 Plan team, including parents, the school counselor, the Santa Rosa Online Academy counselor, and an ESE liaison, will meet to determine ESE/504 services appropriate to meet the individual student's needs, giving careful consideration to the appropriateness of an online program as the best choice for a particular student's educational success.

9.703 Accommodations

Many accommodations designated on an IEP/504 Plan occur naturally in an online program (i.e., one-to-one instruction, extra time to complete assignments/tests, flexible schedule, breaking long assignments into shorter sections). However, certain accommodations/modifications may not be allowed (i.e., modification to curriculum, reduced expectations for mastery, adjusted reading level) because of the nature of the online curriculum.

9.704 Assessment

Unless otherwise stipulated in the IEP or 504 Plan, students receiving ESE and/or 504 services are required to take the appropriate state assessments according to their enrolled grade level.

9.800 ATTENDANCE AND TRUANCY

Students enrolled in virtual schools and programs are required to meet compulsory attendance. S. 1002.45, F.S. specifies that students must meet compulsory attendance requirements. S. 100327, F.S., requires that the parent be responsible for regular attendance in school. This means attendance must be taken for virtual students, and these students have the same guidelines related to truancy as do students in brick and mortar schools. Attendance is determined by the pacing chart and its correlation with assignments posted for a given week. Additionally, taking attendance is mandatory and must be recorded on a regular and ongoing basis. Santa Rosa Online examines participation metrics such as student login data, lessons, assignments, projects and assessments completed, email and phone logs, and student participation in discussion-based assessments, live lessons, discussion boards, blogs, virtual school field trips, etc. Virtual schools must maintain auditable attendance records and provide attendance information to school districts for state required reporting.

**10.0 HOME EDUCATION
STUDENT PROGRESSION PLAN**

TABLE OF CONTENTS

10.100 DEFINITION OF HOME EDUCATION

- 10.101 Definition of Home Education
- 10.102 Establishing a Home Education Program
 - 10.1021 Notice of Intent
 - 10.1022 Portfolio
 - 10.1023 Portfolio Review
 - 10.1024 Annual Evaluation
 - 10.1025 Portfolio Retention
 - 10.1026 Letter of Termination

10.200 ENROLLING INTO HOME EDUCATION

- 10.201 Withdrawal from Public School
- 10.202 Intent to Home Educate
- 10.203 Proof of Residency
- 10.204 Submission of Intent Form
- 10.205 Acceptance of Intent to Home Educate
- 10.206 Home Education Records
- 10.207 Withdrawal from Home Education

10.300 CURRICULA OF STUDENTS IN HOME EDUCATION

- 10.301 Course of Study
- 10.302 Diploma
- 10.303 Virtual School and Students in Home Education

10.400 ESE SERVICES AND HOME SCHOOL STUDENTS

- 10.401 Students with Suspected Disability
- 10.402 IEP (Individualized Education Plan)
- 10.403 IEP and ESE Services

10.500 ATTENDANCE AND TRUANCY

10.600 EXTRACURRICULAR ACTIVITIES AND STUDENTS IN HOME EDUCATION

- 10.601 Elementary Students
- 10.602 Secondary Students
- 10.603 Home School Eligibility for Athletics
 - 10.6031 Registration in Home Education
 - 10.6032 Participation
 - 10.6033 EL7 Form
 - 10.6034 EL7V Form
 - 10.6035 County Registration
 - 10.6036 GPA Requirements
 - 10.6037 Residence Zoned School
 - 10.6038 Courses
- 10.604 Part A – Florida Virtual School/District Virtual School
- 10.605 Part B – Dual Enrollment

- 10.606 Part C – Other Locations and Services**
 - 10.6061 Correspondence Schools**
 - 10.6062 Online Services**
 - 10.6063 Private Schools**
- 10.700 MAINTAINING A HOME EDUCATION PORTFOLIO**
 - 10.701 Home School Portfolio**
 - 10.702 Definition of Portfolio**
 - 10.703 Inspection of Portfolio**
 - 10.704 Portfolio Reviews- Attendance Concerns**
 - 10.705 Failure to Maintain a Portfolio**
- 10.800 ANNUAL EVALUATIONS OF HOME SCHOOL STUDENTS**
 - 10.801 Submission of Evaluations**
 - 10.802 Annual Evaluation Requirement Options**
 - 10.8021 Evaluation by Florida Certified Teacher**
 - 10.8022 Nationally-Normed Achievement Test**
 - 10.8023 State Student Assessment Test**
 - 10.8024 Psychological Evaluation**
 - 10.8025 Measurement Tool Approved by District**
 - 10.803 Virtual School Transcript**
 - 10.804 Failure to Submit a Timely Annual Evaluation**
 - 10.805 Failure to Demonstrate Educational Progress**
- 10.900 RETURNING/ENROLLING INTO A PUBLIC SCHOOL FROM HOME SCHOOL**
 - 10.901 Parent/Guardian Responsibility to Home School Department**
 - 10.902 Parent/Guardian Responsibility to Receiving School**
 - 10.9021 Requirements for Receiving School**
 - 10.9022 Grade Placement Criteria**
 - 10.903 Returning to Public School from a Home Education Program**
 - 10.9031 Grades 7-12 Requesting Course Credits**
 - 10.9032 Home Education Course Credits**
 - 10.9033 Alternative Validation Procedures**
 - 10.9034 Earning a Diploma**
 - 10.904 Students Completing High School in a Home Education Program**
 - 10.9041 Diploma Options**
 - 10.905 Transfer of High School Credits**
 - 10.906 Request for High School Credit**

10.100 DEFINITION OF HOME EDUCATION

10.101 Definition of Home Education

Section 1002.01, F.S., defines home education as the sequentially progressive instruction of a student, directed by his or her parent or guardian, in order to satisfy the requirement for compulsory education as defined in Section 1002.20, F.S. Current law does not prescribe a curriculum or course of study for home education programs.

10.102 Establishing Home Education Program

As required by Section 1002.41, F.S., to establish a home education program and maintain compliance with the statute, a parent must complete the following actions:

10.1021 Notice of Intent

As required by s. 1002.41, F.S., to establish a home education program, a parent or guardian must submit a written notice of intent to home educate to the Superintendent or designee.

10.1022 Portfolio

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

10.1023 Portfolio Review

The home education portfolio shall be made available for review by the Superintendent or a designee upon a 15-day notice.

10.1024 Annual Evaluation

An annual educational evaluation of the student's academic progress shall be provided to the Superintendent or designee.

10.1025 Portfolio Retention

The student's home education portfolio shall be preserved for two (2) years

10.1026 Letter of Termination

To maintain when a student has changed their school choice option or has completed the program, a notification of termination shall be submitted to the Superintendent or designee. As required by s. 1002.41, F.S., to maintain compliance, a parent or guardian must submit a Letter of Termination and an annual evaluation to the district, upon completion of the home education program.

10.200 ENROLLING INTO HOME EDUCATION

10.201 Withdrawal from Public School

Parent/guardian withdraws student from current school and advises school of intent to home educate.

10.202 Intent to Home Educate

This form is available through the Home Education website,
<https://santaroschools.org/en-us/home-education-2edb26df>

10.203 Proof of Residency

Proof of Residency is only required when the home education student utilizes a district service such as Dual Enrollment, FLVS Flex, or extracurriculars at the zoned public school. This would be a document or photocopy showing your name and your home address in Santa Rosa County.

Examples include utility bills, bank statements, insurance policies, pay stubs, or government documents. (Post office boxes are not sufficient) A driver's license is NOT acceptable.

10.204 Submission of Intent Form

Parent/guardian submits "Intent to Establish a Home Education Program" form to the Santa Rosa Blended Academy.

10.205 Acceptance of Intent to Home School

Upon acceptance of "Intent to Establish a Home Education Program" form, the Santa Rosa Blended Academy advises student's previous school and student is transferred into home education department.

10.206 Home Education Records

Santa Rosa Blended Academy maintains a student's home education file; the student's cumulative file remains at the previous school.

10.207 Withdrawal from Home Education

If a parent/guardian withdraws a student from a Santa Rosa County School and notifies the school they are home educating the student yet does not submit the "Intent to Establish a Home Education Program" form to Santa Rosa Blended Academy, the following applies: After three (3) school days of non-attendance or non-submission, Santa Rosa Blended Academy will attempt to contact the parent by phone and/or registered letter.

- A. **If the parent/guardian is reached**, the intent to educate the student will be determined. Parent/guardian will be advised of truancy laws and policies. If the parent or guardian does not submit the "Intent to Establish a Home Education Program" form to Santa Rosa Blended Academy office or return to the traditional school within two (2) school days, Santa Rosa Blended Academy will advise the previous school to change the withdrawal code.
- B. **If the parent/guardian cannot be reached, Santa Rosa Blended Academy will inform the previous school to change the withdrawal code.** Santa Rosa Blended Academy will initiate truancy procedures for items "A" and "B" by either advising the previous school or by filing a social worker referral.
- C. **A senior who withdraws** to be home educated and re-enrolls in Santa Rosa County District Schools must do so at the Santa Rosa Adult High School. However, in situations involving exceptional education students, the IEP Team may convene to determine grade placement.

10.300 CURRICULA OF STUDENTS IN HOME EDUCATION

10.301 Course of Study

Florida law does not prescribe a curriculum or course of study for home education programs. It is the sole responsibility of the parent/guardian to:

- a. Select appropriate educational materials,
- b. Maintain a comprehensive portfolio (See Section 10.700), and
- c. Provide timely annual evaluation results in accordance with Florida Statutes to the home education office (See Section 10.800).

10.302 Diploma

Home education students, whether or not they take online classes, do not receive diplomas from the Santa Rosa County School District.

10.303 Virtual School and Students in Home Education

See Section 9.600

10.400 ESE SERVICES AND HOME EDUCATION STUDENTS

10.401 Students with Suspected Disability

The Santa Rosa County School District will provide evaluations for home education students whose parents/guardians suspect their child may have a disability. This service is provided through contacting the school counselor at the Home Education Office.

10.402 IEP (Individual Education Plan)

Should a home education student who has been evaluated through the Home Education office return to the public-school setting, the development of an IEP will be considered using the district's MTSS procedures.

10.403 IEP and ESE Services

Home education students with IEPs are not provided ESE services by the Santa Rosa County School District. This includes gifted support. The home education parent/guardian assumes complete responsibility for the education of the student. This includes all accommodations and services the school district would provide if the student were enrolled in a public school.

10.500 ATTENDANCE AND TRUANCY

Students enrolled in virtual schools and home education programs are required to meet compulsory attendance. S. 1002.45, F.S. specifies that students must meet compulsory attendance requirements. S. 100327, F.S. requires that the parent be responsible for regular attendance in school. This means attendance must be taken for virtual students, and these students have the same guidelines regarding truancy as students in brick-and-mortar schools. Additionally, taking attendance is mandatory and must be recorded on a regular and ongoing basis. Although the parent or learning coach may log attendance on a daily or hourly basis using their individual accounts, the online teachers and virtual school administrators are responsible for student attendance records and for monitoring and reporting attendance. They do this by examining participation metrics such as student login data, lessons, assignments, projects and assessments completed, email and phone logs, and student participation in discussion-based assessments, live lessons, discussion boards, blogs, virtual school field trips, etc. Virtual schools must maintain auditable attendance records and provide attendance information to school districts for state required reporting.

S.1003.26, F.S., identifies that the School Superintendent is the person responsible for the promotion and enforcement of "regular school attendance" of all school-age students in the district and for supporting the school attendance efforts of local law enforcement agencies. "Regular school attendance," as defined in s. 1003.01(13), F.S., is attendance in one of the following: a public school; a parochial, religious or denominational school; a private school; or a home education or private tutoring program, provided the program meets state requirements. Policies and procedures for home education require the reporting of home education students with patterns of non-attendance to the district Superintendent as necessary to implement provisions required in s. 1003.26(1)(f)1, F.S. The parent and guardian must also be referred to a home education review committee composed of members pursuant to s. 1003.26(1)(f)1, F.S. If a student who has been found to exhibit a pattern on non-attendance in the public-school system enrolls in a home education program, the district School Superintendent must provide the parent or guardian with a copy of the home education law, s.1002.41, F.S., and the

accountability requirements of s.100326(1)(f)1, F.S. The parent and guardian must also be referred to a home education review committee composed of members pursuant to s.1003.26(1)(f)1, F.S.

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

According to s.1002.41(1)(d), 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.

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

If the parent of a student who has been found to exhibit a pattern of non-attendance and who has been enrolled in home education fails to provide a portfolio for review by the committee, the committee must notify the Superintendent of Schools who must then terminate the home education program and require the parent to enroll the student in an attendance option provided under s.1003.01(13)(a),(b),(c), or (e),F.S., within three (3) days. Failure of the parent or guardian to enroll a student in an attendance option after termination of a home education program constitutes noncompliance with the compulsory attendance requirement and may result in criminal prosecution of the parent under s.1003.27(2), F.S., s.1003.26(2), F.S., states the parent or guardian shall not be eligible to re-enroll the child for 180 calendar days.

If a student subject to compulsory school attendance 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, 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).

The district School Superintendent must provide the Department of Highway Safety and Motor Vehicles the legal name, sex, date of birth, and social security number of each minor student who has been reported under this paragraph and who fails to otherwise satisfy the requirements of s.322.091. The Department of Highway Safety and Motor Vehicles may not issue a driver's license or learner's driver's license and shall suspend any previously issued driver's license or learner's driver's license of, any such minor student, pursuant to the provisions of s.322.091.

10.600 EXTRACURRICULAR ACTIVITIES AND STUDENTS IN HOME EDUCATION

10.601 Elementary Students

Students in Grades K-5 enrolled with the district as home education students are not eligible to participate in extra-curricular interscholastic activities at the student's school of residence as established by the school district's attendance zones.

Home education students shall be afforded the same opportunity as public-school students to participate in any extracurricular interscholastic activity associated with their zoned school. The

terms extracurricular interscholastic activity and extracurricular activity are interchangeable for this purpose.

10.602 Secondary Students

Students in Grades 6-12 enrolled with the district as home education students are eligible to participate in extra-curricular interscholastic activities at the student's school of residence as established by the school district's attendance zones. In order for a secondary home-educated student to be eligible to participate, each of the following requirements must be met:

- A. The student must meet all requirements of the home education program as described in Section 10.100.
- B. The parents/guardians of the home education student must certify to the Principal that the student meets the minimum Grade Point Average (GPA) as prescribed in Article 9.2.2.1.1 FHSAA bylaws and has passed each class for which he or she is enrolled for each grading period to coincide with the school's grading periods.
- C. The home education student must meet the same standards of acceptance, behavior, and performance required of other students participating in the extracurricular activity.
- D. The home education student must register with the school with his or her intent to participate as a representative of the school prior to the beginning date of the season for the activity in which participation is requested.
- E. The home education student must certify, by a physical examination performed by a physician and recorded on the "Santa Rosa County School's Athletic Participation Screening Form," their fitness to participate in the extracurricular activity. Proof of medical insurance must also be certified on this form.
- F. A home education student will not be eligible to participate in interscholastic activities at a district school if the student is under discipline sanctions from any other public, private, or parochial school, in or out of the State of Florida.
- G. Home education students shall be afforded the same opportunity as public-school students to participate in any interscholastic extracurricular activity associated with their zoned school. The terms extracurricular interscholastic activity and extracurricular activity are interchangeable for this purpose.

10.603 Home School Eligibility for Athletics

10.6031 Registration in Home Education

Students must be registered with the home education office of the district in which they reside.

10.6032 Participation

Students may only participate at the school they would attend if they were enrolled in a public school.

10.6033 EL7 Form

The student must complete and submit a separate registration form (EL7 Form) to the zoned school's athletic director by the established deadline.

10.6034 EL7V Form

The Verification Form (EL7V) must be completed and signed by the district's home education director and dated the current school year.

10.6035 County Registration

The original date of the registration with the county is prior to the first day of school for the current school.

10.6036 GPA Requirements

If the student is a first semester 6th or 9th grader OR if in Grades 6-8, the previous semester's GPA should be > 2.0 OR for Grades 9-12, the cumulative GPA should be > 2.0.

10.6037 Residence Zoned School

The school must be the public school the student is zoned to attend.

10.6038 Courses

- A. Based on current courses in Section B of the EL7 Form, if >50% are being taught solely by the parent, the student is eligible - submit EL13S Form or
- B. Based on current courses in Section B of the EL7 Form, if <50% is from a single public or FHSAA private school, the student is eligible (If not, the student is only eligible at that public or FHSSA private school- submit EL 13S Form) or
- C. Based on current courses in Section B of the EL7 Form, if <50% is from Florida Virtual School or a School District Virtual School, if the student is eligible (If not, see Part B below) or
- D. Based on current courses in Section B of the EL7 Form, if <50% is through dual enrollment at a college or university, the student is eligible (If not, see Part C below) or
- E. Based on current courses in Section B of the EL7 Form. if <50% is from all other locations or services, the student is eligible. (If not, see Part D below)
- F. If items B, C, D, and E above are all correct, the student is eligible- submit EL13S Form.

10.604 Part A – Florida Virtual School/District Virtual School

- 1) If the form indicates 100% FLVS or District VS, the student must be enrolled in FLVS FT (FLVS Full- Time) through Connections Academy. If so, the student is eligible as a FLVS-FT Public Program student. Submit EL13S Form.
- 2) If the number is greater than or equal to 50%, the parent must submit the FLVS “Cumulative Academic Report.”

From the report:

- (a) “A” must indicate “home schooled...” followed by the name of the county in which the student resides.
- (b) “B” may indicate Florida Virtual School or the District Virtual School name.
- (c) “C” will list the courses the student has requested or is currently enrolled.

The second column, “Virtual School Name,” must indicate “FLVS” in a majority of the courses. If so, then the student is eligible, Submit the EL13S Form. If not, the school must call the FHSAA.

10.605 Part B – Dual Enrollment

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

10.606 Part C – Other Locations and Services

If the parents are using one of the following services 50% or more of the time for the education of their child(ren), they must identify the location of the service and provided the service meets the criteria listed below, the student is eligible. Submit the EL13S Form; otherwise the student is not eligible.

10.6061 Correspondence Schools

A correspondence school is one in which the school sends material to the parent for the student to study, and the material is submitted back to the school for evaluation. This is an acceptable service provided the correspondence school is located out-of-state, with the exception of Abeka Academy.

10.6062 Online Services

An online service is one in which the student completes his/her studies via a computer, and the studies are evaluated based on the work completed via the computer. This is an acceptable service, provided the online service is located out-of-state, with the exception of Florida Virtual School (see Part B).

10.6063 Private Schools

Private schools registered with the Florida Department of Education, including “umbrella” schools are acceptable provided less than 50% of the courses are being taken through a single one of these schools. To check to see if the private school is registered with the Florida Department of Education, you will need to know the county in which the school is located (it may not necessarily be in the county in which the student resides, or even in a neighboring county), and you can look the school up at: www.floridaschoolchoice.org/Information/PrivateSchoolDirectory/.

10.700 MAINTAINING A HOME SCHOOL PORTFOLIO

10.701 Home School Portfolio

The parent/guardian of the home education student must maintain a portfolio for each school year.

10.702 Definition of Portfolio

A portfolio is a log of educational activities made contemporaneously with the instruction. It must designate by title any reading materials. It must also contain samples of writings, worksheets/workbooks/assignments or creative materials representative of each subject of study used or developed by the student.

10.703 Inspection of Portfolio

Portfolios are to be kept by the parent/guardian for at least two (2) years. The portfolio shall be made available for inspection by the Superintendent or the Superintendent’s agent upon a 15-day written notice to the parent/guardian.

10.704 Portfolio Reviews- Attendance Concerns

Parents/guardians of students who have exhibited a pattern of non-attendance in a traditional school shall submit a portfolio to be reviewed by the home education review committee every 30 days until the committee deems the program is in compliance with Section 1003.26, F.S.

10.705 Failure to Maintain a Portfolio

Failure to provide the portfolio, as described in 10.702, will result in notification of the Superintendent and the student’s termination from the home education program. The parent/guardian will be required to enroll the student into either a public, parochial, religious, or denominational school, or a private school (See Section 1002.41, F.S. for specific criteria) within three (3) days of termination or will be out of compliance with the compulsory attendance laws of the State of Florida which may result in criminal prosecution of the parent under Section 1003.27(2), F.S.

10.800 ANNUAL EVALUATIONS OF HOME SCHOOL STUDENTS

10.801 Submission of Evaluations

Annual evaluations are submitted by the parent/guardian to Santa Rosa Blended Academy. Annual evaluations are due on or before the anniversary month of enrollment into home education.

10.802 Annual Evaluation Requirement Options

A parent/guardian has five (5) options available to satisfy the annual evaluation requirement. These are listed below:

10.8021 Evaluation by Florida-Certified Teacher

A Florida–certified teacher, chosen by the parent/guardian, may evaluate the child’s progress based upon a review of the portfolio and discussion with the child.

10.8022 Nationally-Normed Achievement Test

The student may take any nationally-normed student achievement test administered by a certified teacher; or

10.8023 State Student Assessment Test

The student may take a state student assessment test used by the school district and administered by a Florida-certified teacher at a location under testing conditions approved by the school district; or

10.8024 Psychological Evaluation

The student may be evaluated by a psychologist holding a valid, active license pursuant to the provisions of Section 490.003(7) or (8), F.S.; or

10.8025 Measurement Tool Approved by District

The student may be evaluated with any other valid measurement tool, as mutually agreed upon by the School Superintendent of the district in which the student resides and the student’s parent/ guardian.

10.803 School Transcript

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

10.804 Failure to Submit a Timely Annual Evaluation

Failure to submit a timely annual evaluation places the student’s home education program into non-compliance. Timely is defined as within 30 days of the anniversary date of enrollment into home education. After notice has been provided to the parent/guardian, the Superintendent may terminate the home education program for being out of compliance. Upon termination, the parent/guardian has three (3) days to enroll the student into their zoned school or be in violation of Florida’s compulsory attendance laws which may result in criminal prosecution of the parent under Section 1003.27(2), F.S.

10.805 Failure to Demonstrate Educational Progress

The district School Superintendent or designee shall review and accept the results of the annual educational evaluation of the student in a home education program. If the student does not demonstrate educational progress at a level commensurate with her or his ability, the district School Superintendent shall notify the parent, in writing, that such progress has not been achieved. The parent shall have one (1) year from the date of receipt of the written notification

to provide remedial instruction to the student. At the end of the one (1) year probationary period, the student shall be re-evaluated as specified in Section 10.800. Continuation in a home education program shall be contingent upon the student demonstrating educational progress commensurate with her or his ability at the end of the probationary period.

10.900 Returning/Enrolling into a Public School from Home School

10.901 Parent/Guardian Responsibility to Home School Department

The parent/guardian shall submit a written notice of termination to the Santa Rosa Blended Academy. This form is obtained through the home school department.

10.902 Parent/Guardian Responsibility to Receiving School

Upon submission of the written notice of termination to the Santa Rosa Blended Academy, the parent/guardian shall enroll the student into the receiving school.

10.9021 Requirements for Receiving School

The parent/guardian shall provide the receiving school a copy of the most recent annual evaluation if the student has completed a full year of home education.

10.9022 Grade Placement Criteria

The school Principal is solely responsible for making appropriate grade placement of the student based on the following:

- A. Age and maturity;
- B. Academic skills and abilities based upon the results of standardized tests or diagnostic assessments administered by the school's personnel;
- C. Previous records in public and private schools; and
- D. Evidence of work and achievements while in home education.

In no instance shall the placement be based solely on the recommendation of the home educator.

*If returning to public school during the student's 6th grade year, see 10.930 below.

10.903 Returning to Public School from a Home Education Program

10.9031 Grades 7-12 -Requesting Course Credits

Santa Rosa Online and Florida Virtual School and other regionally accredited school course credits will be accepted at face value and granted upon entering public school.

10.9032 Home Education Course Credits

Home education course credits shall be validated by performance in classes at the receiving public school. A student shall be placed at the appropriate sequential grade level and should earn a minimum of a "C" at the end of the first grading period for the course(s) in which he/she is requesting credit. Students who do not meet this requirement shall have credits validated using the alternative validation procedures.

10.9033 Alternative Validation Procedures

- A. Portfolio evaluation by the home education designee, along with district portfolio, evaluators shall examine and determine mastery of all state curriculum frameworks and standards. If the portfolio(s) meet all state and district guidelines, course credit(s) will be awarded; or
- B. Written recommendation by a Florida "General Education" certified teacher selected by the parent and approved by Superintendent's home school designee; or
- C. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools; or

- D. Demonstrated proficiencies on nationally normed standardized subject area assessments; or demonstrated proficiencies on district subject area exams; or
- E. Demonstrated proficiencies on FAST /EOC; or
- F. Written review of the criteria utilized for a given subject provided by the former school. Students will be provided at least 90 days from the date of transfer to prepare for assessments outlined in (D) and (E) above.

10.9034 Earning a Diploma

Student must be enrolled at least the entire final semester of his/her senior year to be able to earn a diploma from the high school and graduate with his/her class. Students will be required to complete all graduation requirements prior to receiving a high school diploma.

10.904 Students Completing High School in a Home Education Program

10.9041 Diploma Options

- A. When a home education student has completed high school work, the student may register to take the General Education Diploma (GED) at Santa Rosa Adult High School or any other facility at which the GED program is offered. The GED will be awarded if a passing score is earned. Parent submits "Notification of Termination of a Home Education Program" to Santa Rosa Blended Academy upon completion of GED®.
- B. Home education students will not receive a diploma from the School District of Santa Rosa County. A diploma seeking student must enroll in their zoned brick-and-mortar school and meet all credit and assessment requirements by January of their graduation cohort year (refer to section 6.400).
- C. Home education students may choose to graduate from a regionally accredited correspondence program. The Florida Department of Education home school website is located at www.fldoe.org.
- D. Home education students may complete their home education high school program through a portfolio evaluation by a Florida-certified teacher or standardized test score taken while in 12th grade. However, a diploma from the State of Florida is not awarded.

10.905 6A-1.09941 State Uniform Transfer of High School Credits

- A. Credits and grades earned and offered for acceptance shall be based on performance during the first grading period as outlined in Section 10.9033.
- B. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum Grade Point Average (GPA) of 2.0 at the end of the first grading period for the course(s) he/she is requesting credit.

Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in previous section.

10.906 Request for High School Credit

Specific Authority 1003.25(3) FS- Law Implemented 1003.25(3) Florida School Code-History – New 8-28-2000. Formerly 6-1.099, Amended 9-22-2003.

Parent(s) shall provide the Superintendent's home education designee with the portfolio and a request for high school credit form for each course they wish to have evaluated for credit.

- The portfolio shall consist of a log which is made contemporaneously with the instruction, a list which designates by title any reading material used, and samples of any writing, worksheets, workbooks, and creative materials used or developed by the student.

- The alternative education/home education designee shall, in consultation with the Director of High Schools and district portfolio evaluators, review the Florida course description and determine that it matches a course listed in the State Course Code Directory. The portfolio shall be examined to verify that proof of mastery of all state curriculum frameworks and State Academic Standards of the listed course are included therein. If the portfolio meets all state and district guidelines, credit will be awarded.
- The evaluation/validation team may recommend the student take the final exam for the course in which he/she is requesting credit if enough evidence is not present in the portfolio to recommend granting credit. The exam shall be administered to the student within ninety (90) days of enrolling in the school. Upon passing the exam, credit for the course will be awarded.
- To receive any type of diploma from a district school, home education students shall attend that school for a minimum of one semester, which includes the last semester, beginning in January, prior to graduation, and meet all state graduation requirements. Upon enrollment in the district assigned school, the portfolio(s) shall be reviewed and evaluated for credit.

Santa Rosa County District Schools

Submitted By: Susan McCole, Assistant Superintendent for Finance

Title of Item: Conduct First Public Hearing on the Proposed/Tentative
2024-2025 Budget

Description/Introduction:

**Recommendation/Action
Requested:**

Financial Impact:

A-Funds required from School Board? No

B-Amount required

C-Grant/Project Synopsis attached? No

D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No

If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
Dobbs, Myra	Approved	7/10/2024 - 11:46 AM

ATTACHMENTS:

Description	Upload Date	Type
Recommendations for 2024-2024 Tentative Millage & Budget for First Public Hearing	7/23/2024	Cover Memo

Recommendations for 2024-2025 Tentative Millage & Budget
For the First Public Hearing – July 30, 2024

Each item is a separate recommendation:

Recommend approval of the Resolution determining Revenues and Millages levied as follows:

1. **Recommend** Required Local Effort Millage at **3.1500** Mills
2. **Recommend** Basic Discretionary Operating Millage at **0.7480** Mills
3. **Recommend** Basic Discretionary Capital Millage at **1.5000** Mills (for a total Millage of **5.398** Mills)
4. **Recommend** a total Operating Budget of **\$318,876,238.33** and a total budget of all budget parts of **\$579,094,033.50** and to hold a final public hearing on the Millage and Budget on September 10, 2024, at 5:30 p.m.

Santa Rosa County District Schools

Submitted By: Liz West, Assistant Superintendent for Human Resources

Human Resources Administrative Agenda

Title of Item: Administrative Agenda
Description/Introduction: Administrative Agenda
Recommendation/Action Requested: School Board Approval

Financial Impact:

A-Funds required from School Board? No
B-Amount required
C-Grant/Project Synopsis attached? No
D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No
If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
West, Elizabeth	Approved	7/22/2024 - 11:58 AM
Dobbs, Myra	Approved	7/22/2024 - 12:29 PM

ATTACHMENTS:

Description	Upload Date	Type
Administrative Agenda	7/21/2024	Cover Memo



Liz West
 Asst. Superintendent/Human Resources
 6032 Highway 90 Milton, Florida 32570-6706
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 Facsimile: 850/665-0843
 E-mail: WestE@santarosa.k12.fl.us

ADMINISTRATIVE
Human Resource Board Agenda
 July 30, 2024

MEMORANDUM

TO: Dr. Karen Barber, Superintendent of Schools
FROM: Liz West, Assistant Superintendent for Human Resources
RE: Human Resource Items for Administrative Agenda of School Board

The following personnel items are submitted for your recommendation and the approval of the School Board of Santa Rosa County:

I. PERSONNEL RECOMMENDATIONS:

RETIREMENTS:

1. Birdsong, Wanda, Guidance Counselor, Pea Ridge Elem, effective 09-01-2024 [DROP exit]
2. Bozeman, Sheila, Teacher, Rhodes Elem, effective 09-01-2024 [DROP exit]
3. Brown, Denese, Teacher, West Navarre Prim, effective 01-01-2025
4. Cooley, Wanda, Teacher, King Middle, effective 09-01-2024 [DROP exit]
5. Dornellas, Carmen, Teacher, Holley Navarre Middle, effective 09-01-2024
6. Gough, Martha, Coordinator of Literacy, Literacy Dept, effective 11-01-2024 [DROP exit]
7. Holley, Rebecca, Teacher, Jay High, effective 09-01-2024 [DROP exit]
8. Holstman, Julia, Bus Driver, Transportation, effective 09-01-2024 [DROP exit]
9. Jackson, Laura, Teacher, Avalon Middle, effective 11-01-2024
10. Laird, Trudy, Teacher, Wallace Lake K-8, effective 10-01-2024 [DROP exit]
11. McCurdy, Amelia, Teacher, Bennett Russell Elem, effective 09-01-2024 [DROP exit]
12. Patrick, Sharon, Director of Continuous Improvement, Continuous Improvement Dept, effective 04-01-2025 [DROP exit]
13. Phillips, Nova, Internal Funds Bookkeeper III, Sims Middle, effective 08-01-2024 [DROP exit]
14. Rose, Pamela, Teacher, Holley Navarre Middle, effective 09-01-2024
15. Sutherland, Angela, Teacher, Berryhill Elem, effective 09-01-2024 [DROP exit]
16. Sutherland, Steve, Operations Analyst III, ESE Dept, effective 09-01-2024 [DROP exit]
17. Thrush, Jon, Material & Surplus Manager, Purchasing Dept, effective 09-01-2024 [DROP exit]
18. Worrell, Tracey, Teacher, Milton High, effective 02-01-2025 [DROP exit]

DEFERRED RETIREMENT OPTION PROGRAM:

1. Coon, Alicia, Teacher, Bennett Russell Elem, effective 07-01-2024
2. Dawson, Katrina, Teacher, Milton High, effective 07-01-2024
3. Julio, Susan, Teacher, West Navarre Prim, effective 07-01-2024
4. Terrell, Valeria, Teacher, ESE Dept, effective 07-01-2024

RESIGNATIONS:

1. Acuavera, Lisa, Paraprofessional II, West Navarre Primary, effective 05-30-2024 (last day in paid status 05-29-2024)
2. Bryan, Gregory, TSA Homeless Ed., Federal Programs, effective 05-30-2024 (last day in paid status 05-29-2024)
3. Butler, Cecily, Paraprofessional IW, SS Dixon Primary, effective 05-30-2024 (last day in paid status 05-29-2024)
4. Champlin, Tiair, Hospital Homebound, ESE Department, effective 05-30-2024 (last day in paid status 05-29-2024)
5. Copeland, Carly, Paraprofessional IW, SS Dixon Primary, effective 05-30-2024 (last day in paid status 05-29-2024)
6. Degelsmith, Eleni, Part-time Teacher, Santa Rosa Adult, effective 06-28-2024 (last day in paid status 06-27-2024)

DISTRICT 1	DISTRICT 2	DISTRICT 3	DISTRICT 4	District 5
Linda Sanborn	Elizabeth Hewey	Carol Boston	Charles Elliott	Scott Peden

7. Downing, Christy, Paraprofessional II, Milton High, effective 05-30-2024 (last day in paid status 05-29-2024)
8. Gillis, Kristin, Teacher, Gulf Breeze Middle School, effective 08-06-2024 (last day in paid status 08-05-2024)
9. Harris, Melissa, Clerical Data III, Gulf Breeze High, effective 07-22-2024 (last day in paid status 07-19-2024)
10. Ingalls, Aubrey, Teacher, Navarre High, effective 05-30-2024 (last day in paid status 05-30-2024)
11. Jackson, Deanna, Teacher, Pace High, effective 05-30-2024 (last day in paid status 05-29-2024)
12. Liccien, Hayley, Teacher, Bennett Russell Elementary, effective 05-30-2024 (last day in paid status 05-29-2024)
13. Ray, Shelby, Teacher, Central School, effective 05-30-2024 (last day in paid status 05-29-2024)
14. Wagner, Ashley, Paraprofessional IW, Berryhill Elementary, effective 05-30-2024 (last day in paid status 05-29-2024)

INVOLUNTARY TERMINATIONS:

1. Allen, Alyssa, Teacher, Milton High, effective 05-30-2024 (last day in paid status 05-29-2024) contract expired
2. Bentley, Noah, Paraprofessional IW, Avalon Middle, effective 05-30-2024 (last day in paid status 05-29-2024) contract expired
3. Goodson, Molly, Teacher, Sims Middle School, effective 05-30-2024 (last day in paid status 05-29-2024) contract expired
4. Lowe, Zane, Teacher, Milton High, effective 05-30-2024 (last day in paid status 05-29-2024) contract expired

APPOINTMENTS: INSTRUCTIONAL

<u>NAME</u>	<u>SCHOOL</u>	<u>AREA</u>	<u>CERTIFICATIONS</u>	<u>EFF. DATE</u>
1. Barlow, Jacob	Wallace Lake K-8	ESE Inclusion	P.E. K-12 & ESE K-12	08-05-2024
2. Bullock, Jennifer	Holley Navarre Primary	ESE CBSA K-2	ESE K-12 & Elem Ed. K-6	08-05-2024
3. Covert, Angela	West Navarre Primary	1 st Grade Teacher	Pre-K/Primary Ed. PK-3* & Reading End*	08-05-2024
4. Dwyer, Mandy	East Bay K-8	6 th Grade Math	Elementary Ed. K-6 & ESOL End	08-05-2024
5. Ford, Misty	Woodlawn Beach Middle	ESE Inclusion	ESE* & Elem. Ed. K-6*	08-05-2024
6. Ganahl, Kimberly	Woodlawn Beach Middle	ESE Inclusion	ESE K-12, Elem. Ed. K-6 & Reading End	08-05-2024
7. Hancock, Derek	Wallace Lake K-8	ESE Teacher	ESE K-12*	08-05-2024
8. James, Morgan	Holley-Navarre Intermediate	4 th Grade Teacher	Elem Ed. K-6, ESOL End, & Reading End	08-05-2024
9. Losieniecki, Jon	Rhodes Elementary	4 th Grade Teacher	Elem. Ed. K-6 & ESOL Endorsement	08-05-2024
10. McClarnen, Chantel	Avalon Middle	MS Math Teacher	MG Math, ESE, Elem Ed. K-6, Reading & ESOL End	08-05-2024
11. Myerski, Christina Interim for Ashley Robinson	Pea Ridge Elem	Media Specialist	Elem Ed K-6* & Media Specialist@	08-05-2024
12. Nilnaem, Destiny	West Navarre Primary	1 st Grade Teacher	ESE K-12, Elem. Ed. K-6, ESOL & Reading End	08-05-2024
13. Rogers, Erin	Hobbs Middle	English	English 6-12 & Social Science 6-12	08-05-2024

14. Sharifian, Mina	Gulf Breeze Elementary	CBSA Self-Contained	ESE K-12* & Elem. Ed K-6*	08-05-2024
15. Stomps, Emily	Gulf Breeze High	Environmental Science	Biology 6-12* & Chemistry 6-12@	08-05-2024
16. Stone, Adrienne	Holley Navarre Primary	2 nd Grade Teacher	Pre-K/Primary Ed. PK-3 & ESOL End	08-05-2024
17. Way, Gloria	Wallace Lake K-8	4 th Grade Teacher	Elem Ed. K-6*, Social Science*, ESE*, ESOL* & Reading End*	08-05-2024
18. Young, Taria	Rhodes Elementary	ESE Pre-K Teacher	Pre-K/Primary Ed. K-3*	08-05-2024

Certification Notations: * means certificate is pending, @ means teaching out of field.

INSTRUCTIONAL TRANSFERS:

- Allen, Clinton, from Math Teacher at King Middle to Dean at Avalon Middle School, effective 08-05-2024
- Brown, Jennifer, from Intervention at SS Dixon Primary to Dean at Central School, effective 08-05-2024
- Leard, Brandon, from M.S. Math/M.S. Science at East Bay K-8 to M.S. Math at Hobbs Middle School, effective 08-05-2024 (correction from the board agenda date 07-23-2024 was listed as New Hire rather than Transfer)
- Neely, Michelle, from Intervention Elem at Pea Ridge to ESE Inclusion 3-5 at SS Dixon Intermediate, effective 08-05-2024
- Palermo, Dianne, from Certified School Counselor at Bennett Russell Elementary to SEARCH Teacher at ESE Department, effective 08-05-2024
- Pearson, Natasha, from 3rd Grade Teacher at Berryhill Elementary to 4th Grade Teacher at Central School, effective 08-05-2024

2024-2025 ANNUAL RECOMMENDATIONS:

- Brewer, Shianne, Milton High, Teacher
- Curtis, Cody, Milton High, Teacher
- Fowler, Ashley, TR Jackson, Teacher
- Mathes, Jesse, West Navarre Int., Teacher
- DeMilly-Machado, Summer, Avalon Middle, Teacher
- Marsaglia, Brian, Avalon Middle, Teacher
- McDonal, Duane, TR Jackson, Teacher
- Nash, Alexandria, Hobbs Middle, Teacher
- Neal, Allie, Pea Ridge Elementary, Teacher
- Whitson, Amber, Avalon Middle, Teacher

ED SUPPORT APPOINTMENTS:

<u>NAME</u>	<u>SCHOOL/DEPARTMENT</u>	<u>APPOINTMENT</u>	<u>EFF. DATE</u>
1. Angeles, April	Santa Rosa Blended	Internal Funds Bookkeeper I	07-08-2024
2. Beers, Amy	ESE Department	Job Coach Paraprofessional I	08-05-2024
3. Bell, Haley L.	East Bay K-8	Paraprofessional IW	08-05-2024
4. Gilbert, Shelsie	East Bay K-8	Paraprofessional IW	08-05-2024
5. Gunter, Valerie	Hobbs Middle	Teacher Assistant IW	08-05-2024
6. Hart, Maggie	TR Jackson	Early HS Teacher of 2 yr. olds	08-05-2024
7. Joiner, Sawyer	Rhodes Elementary	Paraprofessional I	08-05-2024
8. McCullen, Kimetta	West Navarre Primary	Teacher Assistant IW	08-05-2024
9. Ramer, Colleen	East Bay K-8	Paraprofessional IW 1:1 LT	08-05-2024
10. Samford, Rachel	Central School	Paraprofessional I	08-05-2024
11. Sewell, Destiny	Sims Middle	Paraprofessional I	08-05-2024
12. Van Fleet, Heather	Hobbs Middle	Paraprofessional IW	08-05-2024

ED SUPPORT TRANSFERS:

- Izaguirre-Swift, Patricia, from TA IW at Woodlawn Beach to Paraprofessional IW at Holley-Navarre Intermediate, effective 08-05-2024

ED SUPPORT PROMOTIONS:

1. Fulton, Tiffany, Navarre High, from Clerical Data II to Clerical Data III, effective 08-05-2024
2. Landrum, Angela, Milton High, from Internal Funds Bookkeeper II to Internal Funds Bookkeeper III, effective 08-01-2024
3. Reilly, Jodie, West Navarre Intermediate, from Secretary I to Secretary III, effective 08-01-2024

EMPLOYEE FILLING VACANT POSITION:

<u>NAME</u>	<u>SCHOOL/DEPARTMENT</u>	<u>APPOINTMENT</u>	<u>EFF. DATE</u>
1. Graham, Jacqueline	Navarre High School	Clerical Data III	07-22-2024

VOLUNTARY SUPPLEMENT SEPARATIONS:

1. Brehm, Andrew, Football- Asst., Jay High School, effective 05-30-2024
2. Denny, Scott, Head Boys Cross Country, Pace High, effective 05-30-2024
3. Jackson, Deanna, JV Cheer, Pace High, effective 05-30-2024
4. Tekulve, Tracey, Assistant Softball, Navarre High, effective 05-30-2024
5. Wright, Valerie, Head Girls Cross Country, Pace High, effective 05-30-2024
6. Wright, Valerie, Drama Director, Pace High, effective 05-30-2024

2024 SUMMER COMMUNITY SCHOOL COACHES:

1. Copeland, Caleb, Non-certified Summer School Employee, effective 07-01-2024
2. Gilbreath, Jennifer, Non-certified Summer School Employee, effective 07-01-2024

Santa Rosa County District Schools

Submitted By: Liz West, Assistant Superintendent for Human Resources

Human Resources Administrative Agenda

Title of Item: Leave and Temporary Duty

Description/Introduction: A complete list of Unpaid Leave forms collected during last month, including unpaid personal leave; unearned sick leave; worker's compensation; maternity leave without pay; professional leave without pay; and family medical leave without pay. This list encompasses leave forms with paid leave not charged to any accrued leave, including: military leave and illness in line-of-duty. A complete list of Temporary Duty forms for those employees traveling out-of-county

Recommendation/Action Requested: School Board Approval

Financial Impact:

A-Funds required from School Board? No

B-Amount required

C-Grant/Project Synopsis attached? No

D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No

If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
West, Elizabeth	Approved	7/22/2024 - 11:59 AM
Dobbs, Myra	Approved	7/22/2024 - 12:34 PM

ATTACHMENTS:

Description

Temporary Duty

Upload Date

7/21/2024

Type

Cover Memo

Last	First	TD	Date	Location	approved	un-approved
GRANT	JAYLON	X	6/25/24-6/27/24	O-LINE & D-LINE CAMP- PINSON, AL	X	
MAPOLES	COLTON	X	6/25/24-6/27/24	O-LINE & D-LINE CAMP- PINSON, AL	X	
THORPE	MIKE	X	7/31/2024-8/01/2024	SPACE FL SPACE CENTER- NASA KENNEDY SPACE CENTER	X	

Santa Rosa County District Schools

Submitted By: Grade Level Directors, April Martin, Elementary, Floyd Smith, Middle, Brian Noack, High

Curriculum/ Instruction Administrative Agenda

Title of Item: Student Reassignments
Description/Introduction: Student Reassignments
Recommendation/Action Requested: Please approve as submitted

Financial Impact:

A-Funds required from School Board? No
B-Amount required
C-Grant/Project Synopsis attached? No
D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No
If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
Thorpe, Mike	Approved	7/22/2024 - 11:05 AM
Dobbs, Myra	Approved	7/22/2024 - 12:56 PM

ATTACHMENTS:

Description	Upload Date	Type
--------------------	--------------------	-------------

Santa Rosa County District Schools

Submitted By: April Martin, Director of Elementary Ed and District Volunteer Coordinator

Curriculum/ Instruction

Title of Item: Level 1 Volunteers
Description/Introduction: Level 1 volunteers
Recommendation/Action Requested: approval of level 1 volunteers

Financial Impact:

A-Funds required from School Board? No
B-Amount required
C-Grant/Project Synopsis attached? No
D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No
If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
Dobbs, Myra	Approved	7/23/2024 - 2:49 PM

ATTACHMENTS:

Description	Upload Date	Type
Level 1 volunteers	7/22/2024	Cover Memo
Elementary Level 1 Volunteers	7/22/2024	Cover Memo
Middle Level 1 Volunteers	7/22/2024	Cover Memo
High Level 1 Volunteers	7/22/2024	Cover Memo
Specialty Level 1 Volunteers	7/22/2024	Cover Memo

MEMORANDUM

TO: Dr. Barber and School Board Members

FROM: April Martin
Director of Elementary Education

DATE: July 30, 2024

RE: **School Volunteers for 2024 - 2025**

The total number of School Volunteers for approval during the School Board meeting in June is 190. The overall total for the 2024-2025 school year is 1426.

Bagdad (8)

See attached list

Navarre High (4)

See attached list

Berryhill (9)

See attached list

Pace (6)

See attached list

Central (6)

See attached list

TR Jackson (1)

See attached list

Dixon Int (7)

See attached list

East Bay K8 (14)

See attached list

Gulf Breeze Elem (40)

See attached list

Jay Elementary (3)

See Attached List

Pea Ridge (7)

See attached list

Russell (9)

See attached list

Wallace Lake K8 (17)

See attached list

West Navarre Prim (2)

See attached list

Gulf Breeze Middle (25)

See attached list

Sims Middle (2)

See attached list

Jay High (5)

See attached list

Milton (25)

See attached list

Santa Rosa County District Schools
Level 1 Volunteer Approval List Form

RECEIVED
7/16/2024
3

Submitted for School Board Meeting to be held on: July 30, 2024

As principal of: Bagdad Elementary, a School Volunteer Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement.

SCREENED FOR SEXUAL PREDATORS (check each page)

J. Phanapp
Principal Signature (sign each page)

July 16, 2024
Date

- | | | | |
|----|--------------------------|----|-------|
| 1 | <u>Archie, Patricia</u> | 21 | _____ |
| 2 | <u>Brown, Britney</u> | 22 | _____ |
| 3 | <u>Foresman, Devon</u> | 23 | _____ |
| 4 | <u>Lewis, Kassandra</u> | 24 | _____ |
| 5 | <u>Majors, Amber</u> | 25 | _____ |
| 6 | <u>McCall, Jessica</u> | 26 | _____ |
| 7 | <u>Schwirian, Doreen</u> | 27 | _____ |
| 8 | <u>Vasquez, Autumn</u> | 28 | _____ |
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Santa Rosa County District Schools
Level 1 Volunteer Approval List Form

RECEIVED
7/17/2024

9

Submitted for School Board Meeting to be held on: 8/15/2024

As principal of: Berryhill Elementary, a School Volunteer Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement.

SCREENED FOR SEXUAL PREDATORS (check each page)

Dawn Chapman

7/16/2024

Principal Signature (sign each page)

Date

1 Hewey, Elizabeth

21 _____

2 Jordan, Brian

22 _____

3 Jordan, Melissa

23 _____

4 Jordan, Troy

24 _____

5 Jordan, Whitney

25 _____

6 Mitchell, Evelyn Virginia

26 _____

7 Stabler, Misty

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8 Tanner, Ashley

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9 Tanner, Joseph

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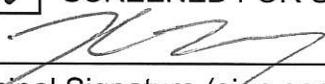
Santa Rosa County District Schools
Level 1 Volunteer Approval List Form

RECEIVED
7/18/2024
6

Submitted for School Board Meeting to be held on: July 30, 2024

As principal of: Central School, a School Volunteer Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement.

SCREENED FOR SEXUAL PREDATORS (check each page)


Principal Signature (sign each page)

7/17/24
Date

- 1 Patrick Holland
- 2 Katherine Bonifay
- 3 Nancy Foster
- 4 Ashley Locklear
- 5 Carla Culpepper
- 6 Angela Holley
- 7 _____
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Level 1 Volunteer Approval List Form

RECEIVED
7/15/2024

1

Submitted for School Board Meeting to be held on: July 30, 2024

As principal of: SSDI, a School Volunteer Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement.

SCREENED FOR SEXUAL PREDATORS (check each page)


Principal Signature (sign each page)

07/12/2024
Date

- 1 Jared Jordan
- 2 _____
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Santa Rosa County District Schools
Level 1 Volunteer Approval List Form

RECEIVED
7/15/2024

Submitted for School Board Meeting to be held on: July 30, 2024

6

As principal of: SS Dixon Intermediate, a School Volunteer Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement.

SCREENED FOR SEXUAL PREDATORS (check each page)

7/12/2024

Principal Signature (sign each page)

Date

- | | | | |
|----|--------------------------|----|-------|
| 1 | <u>Butler, Stephanie</u> | 21 | _____ |
| 2 | <u>Lee, Candice</u> | 22 | _____ |
| 3 | <u>Lepley, Lynn</u> | 23 | _____ |
| 4 | <u>Smith, Jennifer</u> | 24 | _____ |
| 5 | <u>White, Elaine</u> | 25 | _____ |
| 6 | <u>Williams, Glandis</u> | 26 | _____ |
| 7 | _____ | 27 | _____ |
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Level 1 Volunteer Approval List Form

RECEIVED
7/15/2024
14

Submitted for School Board Meeting to be held on: July 30, 2024

As principal of: East Bay K-8, a School Volunteer Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement.

SCREENED FOR SEXUAL PREDATORS (check each page) ')

V.S. Nostay

7/15/24

Principal Signature (sign each page)

Date

1 Ashley Woods

21 _____

2 Tiffany Morris

22 _____

3 Heather Blocker

23 _____

4 Mackenzi Morgan

24 _____

5 Shelby Knaak

25 _____

6 Karl Knaak

26 _____

7 Jackie Moses Ainsworth

27 _____

8 Sarah Keuper

28 _____

9 Emily Germano

29 _____

10 Matt Levy

30 _____

11 Sandra Levy

31 _____

12 Barbara Gregus

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13 Ashley Gamell

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14 Jillian Kerr

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Level 1 Volunteer Approval List Form

RECEIVED
7/16/2024

33

Submitted for School Board Meeting to be held on: July 30, 2024

As principal of: Gulf Breeze Elementary, a School Volunteer Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement.

SCREENED FOR SEXUAL PREDATORS (check each page)

7/15/24

Principal Signature (sign each page)

Date

- 1 Jacquelyn Aguado
- 2 Laura Barber
- 3 Kevin Barber
- 4 Matthew Becker
- 5 Amy Boudreaux
- 6 Matthew Burkett
- 7 Morgan Burkett
- 8 Katherine Carron
- 9 Marina Castro
- 10 Amy Elizabeth Clanton
- 11 Kristina Ellis
- 12 Monica Garcia
- 13 Rafael Garcia
- 14 Margaret Heidenreich
- 15 Katie Kingsman
- 16 Kilton Kingsman, Jr
- 17 Micaela Kirwan
- 18 Bernard Lilavois
- 19 Crystal Lilavois
- 20 Landra McCrary

- 21 Hastings Malone
- 22 Marcy Mayes
- 23 Sally Nowling
- 24 Molly Peardon
- 25 Beverly Pomery
- 26 MaryBeth Riney
- 27 Christa Ruber
- 28 William Sackheim
- 29 Monica Sayers
- 30 Kelly Soderlund
- 31 Noel Soderlund
- 32 Ginger Tober
- 33 Carolyn Vlass
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Santa Rosa County District Schools
Level 1 Volunteer Approval List Form

RECEIVED
7/16/2024

Submitted for School Board Meeting to be held on: July 30, 2024

7

As principal of: Pea Ridge Elementary School, a School Volunteer Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement.

SCREENED FOR SEXUAL PREDATORS (check each page)

7/16/2024

Principal Signature (sign each page)

Date

1 Cassandra Fellowes

21 _____

2 Salina Randall

22 _____

3 Shelby Knaak

23 _____

4 Charles Payne

24 _____

5 Sandra Maughon

25 _____

6 Nancy Foster

26 _____

7 Kristin Fearon

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Level 1 Volunteer Approval List Form

RECEIVED
7/12/2024
9

Submitted for School Board Meeting to be held on: July 30, 2024

As principal of: Bennett C. Russell Elementary, a School Volunteer Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement.

SCREENED FOR SEXUAL PREDATORS (check each page)

Daniel B. Russell
Principal Signature (sign each page)

July 11, 2024
Date

1 Holton, Jenifer Angelina

21 _____

2 Johnson, Steven Wayne

22 _____

3 Lee, Krista Mae

23 _____

4 Lewis, Lakesha

24 _____

5 Sanders, Garia M.

25 _____

6 Scotfield, Melissa C.

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7 Veader, Tammie L.

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8 Veader, Richard David

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9 Ufford, Desiree Loese

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Santa Rosa County District Schools
Level 1 Volunteer Approval List Form

RECEIVED
7/12/2024
②

Submitted for School Board Meeting to be held on: July 30, 2024

As principal of: West Navarre Primary, a School Volunteer Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement.

SCREENED FOR SEXUAL PREDATORS (check each page)

7/12/24
Date

[Signature]
Principal Signature (sign each page)

- 1 ReJeana Rondot
- 2 Michel Rondot
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Santa Rosa County District Schools
Level 1 Volunteer Approval List Form

RECEIVED
7/25/2024

13

Submitted for School Board Meeting to be held on: July 30 2024

As principal of: Gulf Breeze Middle School, a School Volunteer Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement.

SCREENED FOR SEXUAL PREDATORS (check each page)

Michael ...

7-11-2024

Principal Signature (sign each page)

Date

- | | | | |
|----|------------------------------|----|-------|
| 1 | <u>Grace, Joy</u> | 21 | _____ |
| 2 | <u>Gurchiek, Joanna</u> | 22 | _____ |
| 3 | <u>Hanson, Aida</u> | 23 | _____ |
| 4 | <u>Hurston, Roberta</u> | 24 | _____ |
| 5 | <u>Merges, Phillip</u> | 25 | _____ |
| 6 | <u>Merges, Shannon</u> | 26 | _____ |
| 7 | <u>Morrill, Heather</u> | 27 | _____ |
| 8 | <u>Morrill, William</u> | 28 | _____ |
| 9 | <u>Mueller, Jennifer</u> | 29 | _____ |
| 10 | <u>Soderlund, Kelly</u> | 30 | _____ |
| 11 | <u>Soderlund, Noel</u> | 31 | _____ |
| 12 | <u>Southerland, Patricia</u> | 32 | _____ |
| 13 | <u>Spearman, Marisa</u> | 33 | _____ |
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Santa Rosa County District Schools
Level 1 Volunteer Approval List Form

RECEIVED
7/15/2024
3

Submitted for School Board Meeting to be held on: July 30, 2024

As principal of: Gulf Breeze Middle School, a School Volunteer Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement.

SCREENED FOR SEXUAL PREDATORS (check each page)

[Handwritten Signature]

7-15-2024
Date

Principal Signature (sign each page)

- | | | | |
|----|-----------------------|----|-------|
| 1 | <u>Carey, Bradley</u> | 21 | _____ |
| 2 | <u>Gibson, Kacey</u> | 22 | _____ |
| 3 | <u>Gibson, Philip</u> | 23 | _____ |
| 4 | _____ | 24 | _____ |
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Santa Rosa County District Schools
Level 1 Volunteer Approval List Form

RECEIVED
7/17/2024

6

Submitted for School Board Meeting to be held on: August 15, 2024

As principal of: Gulf Breeze Middle School, a School Volunteer Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement.

SCREENED FOR SEXUAL PREDATORS (check each page)

[Handwritten Signature]

Principal Signature (sign each page)

7-17-24
Date

- | | | | |
|----|---------------------------|----|-------|
| 1 | <u>Beroset, Katherine</u> | 21 | _____ |
| 2 | <u>Garcia, Monica</u> | 22 | _____ |
| 3 | <u>Garcia, Rafael</u> | 23 | _____ |
| 4 | <u>Pearce, Stephen</u> | 24 | _____ |
| 5 | <u>Sackheim, Lara</u> | 25 | _____ |
| 6 | <u>Sackheim, William</u> | 26 | _____ |
| 7 | _____ | 27 | _____ |
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Santa Rosa County District Schools
Level 1 Volunteer Approval List Form

RECEIVED
7/18/2024

2

Submitted for School Board Meeting to be held on: July, 30 2024

As principal of: Sims Middle School, a School Volunteer Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement.

SCREENED FOR SEXUAL PREDATORS (check each page)

E. J. [Signature]
Principal Signature (sign each page)

Date

- 1 Sim Hassler
- 2 Ryland Yasurek
- 3 _____
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Santa Rosa County District Schools
Level 1 Volunteer Approval List Form

RECEIVED
7/12/2024
5

Submitted for School Board Meeting to be held on: July 30, 2024

As principal of: Jay High School, a School Volunteer Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement.

SCREENED FOR SEXUAL PREDATORS (check each page)

Keri Jordan
Principal Signature (sign each page)

07/12/2024
Date

- 1 Kimberly Herrin
- 2 William "Brian" Nowling
- 3 Nicole Offarrel Patterson
- 4 Sonya Strickland
- 5 Christina Baltimore
- 6 _____
- 7 _____
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Santa Rosa County District Schools
Level 1 Volunteer Approval List Form

RECEIVED
7/15/2024
25

Submitted for School Board Meeting to be held on: July 30, 2024

As principal of: Milton High School, a School Volunteer Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement.

SCREENED FOR SEXUAL PREDATORS (check each page)

Justin W. Smith

7/15/2024

Principal Signature (sign each page)

Date

- 1 Brian Henry
- 2 Crystal Ray
- 3 Maria Tronu
- 4 Lindsay Vassaur
- 5 Rebekah Faircloth
- 6 Bonnie Fagen
- 7 Rolando Bethea
- 8 Lela Erskine
- 9 Amy Ward
- 10 Rebecca Wilson
- 11 Logan Forester
- 12 Christopher Upton
- 13 Rebecca Truesdale
- 14 Eric Truesdale
- 15 Ashley Schlossberg
- 16 F. Garson Cooley
- 17 Alex Ruffini
- 18 John Ruffini
- 19 Kay Coventry
- 20 Christine Bevans

- 21 Nancy Foster
- 22 Jason Harris
- 23 Nora Boone
- 24 Cheryl Bester
- 25 Kimberly Cabaniss
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Santa Rosa County District Schools
Level 1 Volunteer Approval List Form

RECEIVED
7/17/2024
4

Submitted for School Board Meeting to be held on: July 30, 2024

As principal of: Navarre HS, a School Volunteer Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement.

SCREENED FOR SEXUAL PREDATORS (check each page)

July 15, 2024

Principal Signature (sign each page)

Date

1 Aloy, Lisa

21 _____

2 Aloy, Richard

22 _____

3 Fischetti, John

23 _____

4 Nobile, Nicholas

24 _____

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Level 1 Volunteer Approval List Form

RECEIVED
7/12/2024

Submitted for School Board Meeting to be held on: 7/30/24

As principal of: Pace High School, a School Volunteer Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement.

SCREENED FOR SEXUAL PREDATORS (check each page)

[Signature]
Principal Signature (sign each page)

7/11/24
Date

1 Beattie, Lisa

21 _____

2 Jackson, Deanna

22 _____

3 McCright, David

23 _____

4 Roest, Lisa

24 _____

5 Wingate, Leigh

25 _____

6 Wingate, Robert

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Santa Rosa County District Schools
Level 1 Volunteer Approval List Form

RECEIVED
7/15/2024
①

Submitted for School Board Meeting to be held on: July 16, 2024

As principal of: T.R. Jackson Pre-K Center, a School Volunteer Program participating school, I recommend approval of the following volunteers to serve at our work location. These volunteers have applications on file in our office and have been appropriately screened for placement.

SCREENED FOR SEXUAL PREDATORS (check each page)

Jamie Haupt
Principal Signature (sign each page)

7/15/24
Date

- | | | | |
|----|-------------------------|----|-------|
| 1 | <u>Erskine, Matthew</u> | 21 | _____ |
| 2 | _____ | 22 | _____ |
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| 6 | _____ | 26 | _____ |
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Santa Rosa County District Schools

Submitted By: Grade Level Directors, April Martin, Elementary, Floyd Smith, Middle, Brian Noack, High

Curriculum/ Instruction Administrative Agenda

Title of Item: Level 2 Volunteers
Description/Introduction: Level 2 Volunteers
Recommendation/Action Requested: Please approve as submitted

Financial Impact:

A-Funds required from School Board? No
B-Amount required
C-Grant/Project Synopsis attached? No
D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No
If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
Thorpe, Mike	Approved	7/22/2024 - 10:57 AM
Dobbs, Myra	Approved	7/22/2024 - 12:37 PM

ATTACHMENTS:

Description	Upload Date	Type
Elem Level 2 Volunteers	7/22/2024	Cover Memo
MS Level 2 Volunteers	7/22/2024	Cover Memo

Level 2 Volunteer Approval List Form

Submitted for school board meeting to be held on: _____

Grade Level Office: (please check)

Elementary

Middle

High

1 _____

2 _____

3 _____

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Level 2 Volunteer Approval List Form

Submitted for school board meeting to be held on: _____

Grade Level Office: (please check) Elementary Middle High

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Santa Rosa County District Schools

Submitted By: David Sigurnjak, Director of Community School

Title of Item: Facility Use Requests
Description/Introduction: List of Facility Use Requests
Recommendation/Action Requested: Request Approval

Financial Impact:

A-Funds required from School Board? No
B-Amount required
C-Grant/Project Synopsis attached? No
D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No
If Yes, Approval Date

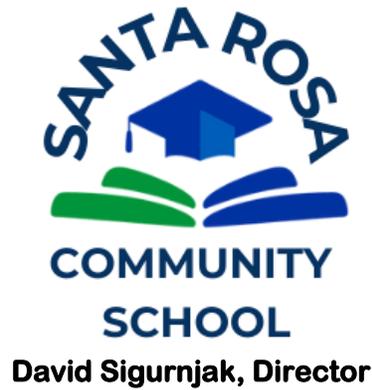
REVIEWERS:

Reviewer	Action	Date
Sigurnjak, David	Approved	7/22/2024 - 1:07 PM
Thorpe, Mike	Approved	7/22/2024 - 1:29 PM

ATTACHMENTS:

Description	Upload Date	Type
Facility Use Requests	7/22/2024	Cover Memo

MILTON OFFICE
6658 Park Avenue
Milton, FL 32570
Phone (850) 983-5650
Fax (850) 983-5655



GULF BREEZE OFFICE
675 Gulf Breeze Parkway
Gulf Breeze, FL 32561
Phone (850) 934-4095
Fax (850) 934-4097

July 22, 2024

MEMORANDUM

TO: Dr. Karen Barber, Superintendent
School Board Members

FROM: David Sigurnjak, Director

RE: School Board Approval for July 30th Board Meeting

Please approve the following Requests for Facility Use. Thank you for your consideration.

Central

Jaguar Youth Sports Association – Football Games

Milton High

SR Young Professionals – Political Forum
Special Olympics – Special Olympics FL Fall Classic Sporting Competition

Navarre High

Navarre Youth Sports Association – Cheer Camp

Santa Rosa County District Schools

Submitted By: Travis Fulton, Director of Purchasing and Contract Administration

Administrative Administrative Agenda

Title of Item: Non-Competitive Contracts 073024
Description/Introduction: Non-Competitive Contracts 073024
Recommendation/Action Requested: Informational

Financial Impact:

A-Funds required from School Board? No
B-Amount required
C-Grant/Project Synopsis attached? No
D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

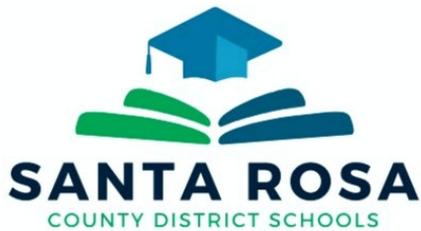
Does item require legal review? No
If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
Fulton, Travis	Approved	7/19/2024 - 10:26 AM
Harrell, Joey	Approved	7/19/2024 - 11:34 AM

ATTACHMENTS:

Description	Upload Date	Type
Non-Competitive Contracts 073024	7/19/2024	Cover Memo



Travis Fulton
NIGP-CPP, CPPB
Director of Purchasing and Contract Administration
6544 Firehouse Road, Milton, Florida 32570-3411

Phone: (o)850-983-5130
(c)850-380-0278

E-mail: fultont@santarosa.k12.fl.us

Website: <https://santarosashools.org/purch>

July 30, 2024

Dr. Karen Barber
Superintendent of Schools
6032 Highway 90
Milton, FL 32570

Dear Dr. Barber,

Notification to the Board of the execution of non-competitively sourced contracts that were above the prescribed threshold established by School Board Policy 7.70(2).

Sincerely,



Travis Fulton

TF/SLP

Att.: 19

Vendor	Amount	P.O. #	Purchase	Requested by / Dept.	Justification
Borderlan, Inc	\$199,500.00	735894	Lightspeed Engagement, 2nd Installment	Dustin Gray / Director of Information Technology Services	TIPS 210101 Technology Solutions
Sniffen & Spellman PA	\$120,000.00	735897	Legal Services for FY 24-25	Susan McCole / Assistant Superintendent of Finance	Florida Statue 287.057(3)(E)(4) Legal Services
Stealth Partner Group, LLC	\$1,950,000.00	735912	Monthly Stop Loss Premiums FY 24-25	Alexandra Timmons / Director of Risk Management	Florida Statue 287.057(3)(E)(5) Health Services
Vitality Group, LLC	\$110,000.00	735913	Employee Wellness Program FY 24-25	Alexandra Timmons / Director of Risk Management	Florida Statue 287.057(3)(E)(5) Health Services
Learning Academy of Santa Rosa	\$743,353.00	735936	FTE Billing FY 24-25	Mike Thorpe / Assistant Superintendent of Instructional Services	Exempt per DOE 6A-1.012(11)(B) Educational Institution
FOCUS School Software	\$158,282.80	735937	ERP Annual Maintenance/Hosting	Susan McCole / Assistant Superintendent of Finance	Exempt per DOE 6A-1.012(14) Information Technology
Ivanco, Inc.	\$315,370.94	735938	East Milton Elementary Fire Alarm System Upgrade	Joey Harrell, Assistant Superintendent of Administration	Okaloosa County School District ITB 21-04
Ivanco, Inc.	\$266,708.50	735939	Bennett Russell Elementary Fire Alarm System Upgrade	Joey Harrell, Assistant Superintendent of Administration	Okaloosa County School District ITB 21-04
Playmore West, Inc	\$84,548.85	735964	Rhodes Elementary Playground Equipment Replacement / County Wide Equipment and Mulch	Joey Harrell, Assistant Superintendent of Administration	Manatee County 21-0053-MR



State Tax Exemption #
858012622341C0
Federal Employer Identification #
596000845

**SANTA ROSA COUNTY
SCHOOLS**
Purchase Order
Standard - Borderlan
Contract #TIPS 210101
Technology Solutions

PO# 735894

07/15/2024

Vendor (V061190393)

Show P.O. Number on all shipping containers,
packing lists, correspondences, and invoices.

Checked box indicates order must be fully received and invoiced by 06/30/2025.
Cancellations must be in writing. No backorders without buyer approval.

Ship To
INFORMATION TECHNOLOGY SERVICES
5086 CANAL ST - ANNEX BLDG
MILTON, FL 325706706
850-983-5070

BORDERLAN, INC
950 BOARDWALK
SUITE 300
SAN MARCOS, CA 92078
US

Bill To
INFORMATION TECHNOLOGY SERVICES
5086 CANAL ST - ANNEX BLDG
MILTON, FL 325706706
850-983-5070

Item #	Description	Quantity	UOM	Unit Price	Amount
LS Software	Year 2 of 3 Annual Installment Expires 7/14/2026 Lightspeed Engagement and Impact Bundle and Digital Equity Module, 1 year Cloud Subscription/Electronic Delivery	28500		7.00	199,500.00
Total					199,500.00

Fund	Function	Object	Facility	Project	Program	Amount
100	8200	369	9033	907333		199,500.00

Bryan Gabbard
Purchasing Manager

Comments for vendor:

TIPS 210101 Technology

Terms & Conditions:

1. A public employer, contractor, or subcontractor may not enter into a contract unless each party to the contract registers with and uses the E-Verify system. If a contractor enters into a contract with a subcontractor, the subcontractor must provide the contractor with an affidavit stating that the subcontractor does not employ, contract with, or subcontract with an unauthorized alien. The contractor shall maintain a copy of such affidavit for the duration of the contract.
2. Do not exceed quantities or price without prior approval.
3. No substitutions without prior approval.
4. Normal terms of payment shall be "Net 45 Days" after receipt of goods or completion of services AND vendor invoice is received by the District.
5. Payment will be made only to the vendor listed above.
6. Collect shipments will be refused.
7. Termination per 2 CFR Appendix II to Part 200(B) and Florida Statute 287.058 for contracts exceeding \$10,000: a. The School Board may terminate an agreement, in part or in whole, for its convenience or the failure of the vendor to fulfill contractual obligations. The School Board shall terminate by delivering to the vendor a written Notice of Termination specifying the nature, extent and effective date of the termination. Upon receipt of the notice, the vendor shall: i. Immediately discontinue all services affected (unless the notice directs otherwise). ii. Deliver to the School Board all information, papers, reports and other materials accumulated or generated in performing the contract, whether completed or in progress. b. If the termination is for the convenience of the School Board, the School Board shall only be liable for payment for services rendered before the effective date of the termination. c. If the termination is due to the failure of the vendor to fulfill its obligations under the contract, The School Board may: i. Require the vendor to deliver any work described in the Notice of Termination ii. Take over and prosecute

the same to completion by contract or otherwise and the vendor shall be liable for any additional cost incurred by the School Board. iii. Withhold any payments to the vendor for purpose of set-off or partial payment, as the case may be, of amounts owed by the School Board to the vendor. d. In the event of termination for cause, the School Board shall be liable to the vendor for reasonable costs incurred by the vendor before the effective date of the termination. Any dispute shall be decided by the School Board's Director of Purchasing and Contract Administration.

8. The Jessica Lunsford Act: The Santa Rosa County School District reserves the right to refuse to accept services from any personnel deemed by the Santa Rosa County School District to be unqualified, disorderly, or otherwise unable to perform assigned work. This law, effective September 1, 2005, affects your business if you, your employees or your agents will have access to school grounds when students are present, have direct contact with students or have access to or control of school funds. A copy of House Bill 1877, which was approved by the Governor on May 2, 2005 (Chapter 2005-28, L.O.F., section 21) may be found by accessing the following link on the internet: http://laws.flrules.org/files/Ch_2005-028.pdf. The requirements of this new law must be met in order for the School Board to continue working with you. The implementation procedures for this new law, as well as the amendment of July 2007, are posted on our website, at: <http://srcsdhumanresources.weebly.com/jessica-lunsford.html>
9. (Service proposals only) Insurance required to be carried shall include (for specific limits contact Risk Management at (850) 983-5006): a. The Company shall furnish proof of the following insurance to the Board by Certificate of insurance. b. The Certificate of Insurance shall state that the School Board, including its agents and employees, are additional insureds under the policy or policies. c. Workers' Compensation Insurance. d. Comprehensive General Liability Insurance. e. Business Automobile Liability.
10. It is a condition of this Purchase Order that the vendor will comply with all Federal, State and Local laws, ordinances and rules, including but not limited to self-reporting if listed on the Federal Suspension and Debarment list and if convicted of Public Entity Crimes.



State Tax Exemption #
858012622341C0
Federal Employer Identification #
596000845

**SANTA ROSA COUNTY
SCHOOLS
Purchase Order**
Blanket - PO FOR SNIFFEN &
SPELLMAN

PO# 735897
07/15/2024
Vendor (V000018977)

Show P.O. Number on all shipping containers,
packing lists, correspondences, and invoices.

Checked box indicates order must be fully received and invoiced by 06/30/2025.
Cancellations must be in writing. No backorders without buyer approval.

Ship To
FINANCE
5086 CANAL STREET
MILTON, FL 325706706
850-983-5018

SNIFFEN & SPELLMAN PA
123 N MONROE STREET
TALLAHASSEE, FL 32301
US

Bill To
SCHOOL BOARD LEGAL FEES
5086 CANAL STREET
MILTON, FL 32570
850-983-5018

Item #	Description	Quantity	UOM	Unit Price	Amount
	LEGAL SERVIVES FOR FY 2024-2025 FOR SCHOOL BOARD	1		120,000.00	120,000.00
Total					120,000.00

Fund	Function	Object	Facility	Project	Program	Amount
100	7100	314	9032	902		120,000.00

Bryan Gabbard
Purchasing Manager

Comments for vendor:

Terms & Conditions:

1. A public employer, contractor, or subcontractor may not enter into a contract unless each party to the contract registers with and uses the E-Verify system. If a contractor enters into a contract with a subcontractor, the subcontractor must provide the contractor with an affidavit stating that the subcontractor does not employ, contract with, or subcontract with an unauthorized alien. The contractor shall maintain a copy of such affidavit for the duration of the contract.
2. Do not exceed quantities or price without prior approval.
3. No substitutions without prior approval.
4. Normal terms of payment shall be "Net 45 Days" after receipt of goods or completion of services AND vendor invoice is received by the District.
5. Payment will be made only to the vendor listed above.
6. Collect shipments will be refused.
7. Termination per 2 CFR Appendix II to Part 200(B) and Florida Statute 287.058 for contracts exceeding \$10,000: a. The School Board may terminate an agreement, in part or in whole, for its convenience or the failure of the vendor to fulfill contractual obligations. The School Board shall terminate by delivering to the vendor a written Notice of Termination specifying the nature, extent and effective date of the termination. Upon receipt of the notice, the vendor shall: i. Immediately discontinue all services affected (unless the notice directs otherwise). ii. Deliver to the School Board all information, papers, reports and other materials accumulated or generated in performing the contract, whether completed or in progress. b. If the termination is for the convenience of the School Board, the School Board shall only be liable for payment for services rendered before the effective date of the termination. c. If the termination is due to the failure of the vendor to fulfill its obligations under the contract, The School Board may: i. Require the vendor to deliver any work described in the Notice of Termination ii. Take over and prosecute the same to completion by contract of otherwise and the vendor shall be liable for any additional cost incurred by the School Board. iii. Withhold any payments to the vendor for purpose of set-off or partial payment, as the case may be, of amounts owed by the School Board to the vendor. d. In the event of termination for cause, the School Board shall be liable to the vendor for reasonable costs incurred by the vendor before the effective date of the termination. Any dispute shall be decided by the School Board's Director of Purchasing and Contract Administration.
8. The Jessica Lunsford Act: The Santa Rosa County School District reserves the right to refuse to accept services from any personnel deemed by the Santa Rosa County School District to be unqualified, disorderly, or otherwise unable to perform assigned work. This law, effective September 1, 2005, affects your business if you, your employees or your agents will have access to school grounds when students are present,

have direct contact with students or have access to or control of school funds. A copy of House Bill 1877, which was approved by the Governor on May 2, 2005 (Chapter 2005-28, L.O.F., section 21) may be found by accessing the following link on the internet: http://laws.flrules.org/files/Ch_2005-028.pdf. The requirements of this new law must be met in order for the School Board to continue working with you. The implementation procedures for this new law, as well as the amendment of July 2007, are posted on our website, at: <http://srcsdhumanresources.weebly.com/jessica-lunsford.html>

9. (Service proposals only) Insurance required to be carried shall include (for specific limits contact Risk Management at (850) 983-5006): a. The Company shall furnish proof of the following insurance to the Board by Certificate of insurance. b. The Certificate of Insurance shall state that the School Board, including its agents and employees, are additional insureds under the policy or policies. c. Workers' Compensation Insurance. d. Comprehensive General Liability Insurance. e. Business Automobile Liability.
10. It is a condition of this Purchase Order that the vendor will comply with all Federal, State and Local laws, ordinances and rules, including but not limited to self-reporting if listed on the Federal Suspension and Debarment list and if convicted of Public Entity Crimes.



State Tax Exemption #
858012622341C0
Federal Employer Identification #
596000845

**SANTA ROSA COUNTY
SCHOOLS**
Purchase Order
Blanket - Stealth Stop Loss

PO# 735912
07/15/2024
Vendor (V097597114)

Show P.O. Number on all shipping containers,
packing lists, correspondences, and invoices.

Center/School Contact: 9024/S Hail

Checked box indicates order must be fully received and invoiced by 06/30/2025.
Cancellations must be in writing. No backorders without buyer approval.

Ship To
RISK MANAGEMENT
6032 HWY 90
MILTON, FL 32570
850-983-5007

STEALTH PARTNER GROUP, LLC
18700 N. HAYDEN ROAD
SUITE 405
SCOTTSDALE, AZ 85255
US

Bill To
RISK MANAGEMENT
6032 HWY 90
MILTON, FL 32570
850-983-5007

Item #	Description	Quantity	UOM	Unit Price	Amount
	Monthly stop loss premiums July 2024 - June 2025 Exempt per FS 287.057 (3) (E) Health Services	1950000		1.00	1,950,000.00
Total					1,950,000.00

Fund	Function	Object	Facility	Project	Program	Amount
712	9900	390	9024	712		1,950,000.00

Bryan Gabbard
Purchasing Manager

Comments for vendor:

Terms & Conditions:

- A public employer, contractor, or subcontractor may not enter into a contract unless each party to the contract registers with and uses the E-Verify system. If a contractor enters into a contract with a subcontractor, the subcontractor must provide the contractor with an affidavit stating that the subcontractor does not employ, contract with, or subcontract with an unauthorized alien. The contractor shall maintain a copy of such affidavit for the duration of the contract.
- Do not exceed quantities or price without prior approval.
- No substitutions without prior approval.
- Normal terms of payment shall be "Net 45 Days" after receipt of goods or completion of services AND vendor invoice is received by the District.
- Payment will be made only to the vendor listed above.
- Collect shipments will be refused.
- Termination per 2 CFR Appendix II to Part 200(B) and Florida Statute 287.058 for contracts exceeding \$10,000: a. The School Board may terminate an agreement, in part or in whole, for its convenience or the failure of the vendor to fulfill contractual obligations. The School Board shall terminate by delivering to the vendor a written Notice of Termination specifying the nature, extent and effective date of the termination. Upon receipt of the notice, the vendor shall: i. Immediately discontinue all services affected (unless the notice directs otherwise). ii. Deliver to the School Board all information, papers, reports and other materials accumulated or generated in performing the contract, whether completed or in progress. b. If the termination is for the convenience of the School Board, the School Board shall only be liable for payment for services rendered before the effective date of the termination. c. If the termination is due to the failure of the vendor to fulfill its obligations under the contract, The School Board may: i. Require the vendor to deliver any work described in the Notice of Termination ii. Take over and prosecute the same to completion by contract of otherwise and the vendor shall be liable for any additional cost incurred by the School Board. iii. Withhold any payments to the vendor for purpose of set-off or partial payment, as the case may be, of amounts owed by the School Board to the vendor. d. In the event of termination for cause, the School Board shall be liable to the vendor for reasonable costs incurred by the vendor before the effective date of the termination. Any dispute shall be decided by the School Board's Director of Purchasing and Contract Administration.
- The Jessica Lunsford Act: The Santa Rosa County School District reserves the right to refuse to accept services from any personnel deemed by the Santa Rosa County School District to be unqualified, disorderly, or otherwise unable to perform assigned work. This law, effective

September 1, 2005, affects your business if you, your employees or your agents will have access to school grounds when students are present, have direct contact with students or have access to or control of school funds. A copy of House Bill 1877, which was approved by the Governor on May 2, 2005 (Chapter 2005-28, L.O.F., section 21) may be found by accessing the following link on the internet: http://laws.flrules.org/files/Ch_2005-028.pdf. The requirements of this new law must be met in order for the School Board to continue working with you. The implementation procedures for this new law, as well as the amendment of July 2007, are posted on our website, at: <http://srcsdhumanresources.weebly.com/jessica-lunsford.html>

9. (Service proposals only) Insurance required to be carried shall include (for specific limits contact Risk Management at (850) 983-5006): a. The Company shall furnish proof of the following insurance to the Board by Certificate of insurance. b. The Certificate of Insurance shall state that the School Board, including its agents and employees, are additional insureds under the policy or policies. c. Workers' Compensation Insurance. d. Comprehensive General Liability Insurance. e. Business Automobile Liability.
10. It is a condition of this Purchase Order that the vendor will comply with all Federal, State and Local laws, ordinances and rules, including but not limited to self-reporting if listed on the Federal Suspension and Debarment list and if convicted of Public Entity Crimes.



State Tax Exemption #
858012622341C0
Federal Employer Identification #
596000845

SANTA ROSA COUNTY
SCHOOLS
Purchase Order
Blanket - Vitality Wellness

PO# 735913

07/15/2024

Vendor (V102637271)

Show P.O. Number on all shipping containers, packing lists, correspondences, and invoices.

Order Contact: S Hail
Center/School Contact: 9024/S Hail

Checked box indicates order must be fully received and invoiced by 06/30/2025. Cancellations must be in writing. No backorders without buyer approval.

Ship To
RISK MANAGEMENT
6032 HWY 90
MILTON, FL 32570
850-983-5007

VITALITY GROUP, LLC
120 S RIVERSIDE
FL 400
CHICAGO, IL 60606
US

Bill To
RISK MANAGEMENT
6032 HWY 90
MILTON, FL 32570
850-983-5007

Item #	Description	Quantity	UOM	Unit Price	Amount
	Employee Wellness Program FY24-25 \$2.93 PEPM	1	each	110,000.00	110,000.00
Total					110,000.00

Fund	Function	Object	Facility	Project	Program	Amount
712	9900	390	9024	712		110,000.00

Bryan Gabbard
Purchasing Manager

Comments for vendor:

Checks should be mailed to: The Vitality Group, LLC 62278 Collections Center Drive
Chicago, IL 60693-2278

Terms & Conditions:

1. A public employer, contractor, or subcontractor may not enter into a contract unless each party to the contract registers with and uses the E-Verify system. If a contractor enters into a contract with a subcontractor, the subcontractor must provide the contractor with an affidavit stating that the subcontractor does not employ, contract with, or subcontract with an unauthorized alien. The contractor shall maintain a copy of such affidavit for the duration of the contract.
2. Do not exceed quantities or price without prior approval.
3. No substitutions without prior approval.
4. Normal terms of payment shall be "Net 45 Days" after receipt of goods or completion of services AND vendor invoice is received by the District.
5. Payment will be made only to the vendor listed above.
6. Collect shipments will be refused.
7. Termination per 2 CFR Appendix II to Part 200(B) and Florida Statute 287.058 for contracts exceeding \$10,000: a. The School Board may terminate an agreement, in part or in whole, for its convenience or the failure of the vendor to fulfill contractual obligations. The School Board shall terminate by delivering to the vendor a written Notice of Termination specifying the nature, extent and effective date of the termination. Upon receipt of the notice, the vendor shall: i. Immediately discontinue all services affected (unless the notice directs otherwise). ii. Deliver to the School Board all information, papers, reports and other materials accumulated or generated in performing the contract, whether completed or in progress. b. If the termination is for the convenience of the School Board, the School Board shall only be liable for payment for services rendered before the effective date of the termination. c. If the termination is due to the failure of the vendor to fulfill its obligations under the contract, The School Board may: i. Require the vendor to deliver any work described in the Notice of Termination ii. Take over and prosecute the same to completion by contract of otherwise and the vendor shall be liable for any additional cost incurred by the School Board. iii. Withhold any payments to the vendor for purpose of set-off or partial payment, as the case may be, of amounts owed by the School Board to the vendor. d. In the event of termination for cause, the School Board shall be liable to the vendor for reasonable costs incurred by the vendor before the

effective date of the termination. Any dispute shall be decided by the School Board's Director of Purchasing and Contract Administration.

8. The Jessica Lunsford Act: The Santa Rosa County School District reserves the right to refuse to accept services from any personnel deemed by the Santa Rosa County School District to be unqualified, disorderly, or otherwise unable to perform assigned work. This law, effective September 1, 2005, affects your business if you, your employees or your agents will have access to school grounds when students are present, have direct contact with students or have access to or control of school funds. A copy of House Bill 1877, which was approved by the Governor on May 2, 2005 (Chapter 2005-28, L.O.F., section 21) may be found by accessing the following link on the internet: http://laws.flrules.org/files/Ch_2005-028.pdf. The requirements of this new law must be met in order for the School Board to continue working with you. The implementation procedures for this new law, as well as the amendment of July 2007, are posted on our website, at: <http://srcsdhumanresources.weebly.com/jessica-lunsford.html>
9. (Service proposals only) Insurance required to be carried shall include (for specific limits contact Risk Management at (850) 983-5006): a. The Company shall furnish proof of the following insurance to the Board by Certificate of insurance. b. The Certificate of Insurance shall state that the School Board, including its agents and employees, are additional insureds under the policy or policies. c. Workers' Compensation Insurance. d. Comprehensive General Liability Insurance. e. Business Automobile Liability.
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State Tax Exemption #
858012622341C0
Federal Employer Identification #
596000845

SANTA ROSA COUNTY
SCHOOLS
Purchase Order
Blanket - LASR FTE Billing
FY25

PO# 735936

07/16/2024

Vendor (V000013595)

Show P.O. Number on all shipping containers,
packing lists, correspondences, and invoices.

Order Contact: VWilliamson
Center/School Contact: 8001/VWilliamson

Checked box indicates order must be fully received and invoiced by 06/30/2025.
Cancellations must be in writing. No backorders without buyer approval.

Ship To
LEARNING ACADEMY OF SANTA ROSA
5880 N STEWART ST
MILTON, FL 32570
850-983-3495

LEARNING ACADEMY OF SANTA ROSA
101A BUSINESS CENTRE DR
MIRAMAR BEACH, FL 32550
US

Bill To
LEARNING ACADEMY OF SANTA ROSA
5880 N STEWART ST
MILTON, FL 32570
850-983-3495

Item #	Description	Quantity	UOM	Unit Price	Amount
1	LASR FTE Billing FY25	1		743,353.00	743,353.00
Total					743,353.00

Fund	Function	Object	Facility	Project	Program	Amount
100	5100	393	8001	184	101	85,914.00
100	5100	393	8001	11205	101	26,375.00
100	5100	393	8001	1088	101	29,669.00
100	5100	393	8001	185	101	5,827.00
100	5100	393	8001	924	101	589,889.00
100	5100	393	8001	1089	101	5,679.00

Bryan Gabbard
Purchasing Manager

Comments for vendor:

Terms & Conditions:

1. A public employer, contractor, or subcontractor may not enter into a contract unless each party to the contract registers with and uses the E-Verify system. If a contractor enters into a contract with a subcontractor, the subcontractor must provide the contractor with an affidavit stating that the subcontractor does not employ, contract with, or subcontract with an unauthorized alien. The contractor shall maintain a copy of such affidavit for the duration of the contract.
2. Do not exceed quantities or price without prior approval.
3. No substitutions without prior approval.
4. Normal terms of payment shall be "Net 45 Days" after receipt of goods or completion of services AND vendor invoice is received by the District.
5. Payment will be made only to the vendor listed above.
6. Collect shipments will be refused.
7. Termination per 2 CFR Appendix II to Part 200(B) and Florida Statute 287.058 for contracts exceeding \$10,000: a. The School Board may terminate an agreement, in part or in whole, for its convenience or the failure of the vendor to fulfill contractual obligations. The School Board shall terminate by delivering to the vendor a written Notice of Termination specifying the nature, extent and effective date of the termination. Upon receipt of the notice, the vendor shall: i. Immediately discontinue all services affected (unless the notice directs otherwise). ii. Deliver to the School Board all information, papers, reports and other materials accumulated or generated in performing the contract, whether completed or in progress. b. If the termination is for the convenience of the School Board, the School Board shall only be liable for payment for services rendered before the effective date of the termination. c. If the termination is due to the failure of the vendor to fulfill its obligations under the

contract, The School Board may: i. Require the vendor to deliver any work described in the Notice of Termination ii. Take over and prosecute the same to completion by contract of otherwise and the vendor shall be liable for any additional cost incurred by the School Board. iii. Withhold any payments to the vendor for purpose of set-off or partial payment, as the case may be, of amounts owed by the School Board to the vendor. d. In the event of termination for cause, the School Board shall be liable to the vendor for reasonable costs incurred by the vendor before the effective date of the termination. Any dispute shall be decided by the School Board's Director of Purchasing and Contract Administration.

8. The Jessica Lunsford Act: The Santa Rosa County School District reserves the right to refuse to accept services from any personnel deemed by the Santa Rosa County School District to be unqualified, disorderly, or otherwise unable to perform assigned work. This law, effective September 1, 2005, affects your business if you, your employees or your agents will have access to school grounds when students are present, have direct contact with students or have access to or control of school funds. A copy of House Bill 1877, which was approved by the Governor on May 2, 2005 (Chapter 2005-28, L.O.F., section 21) may be found by accessing the following link on the internet: http://laws.flrules.org/files/Ch_2005-028.pdf. The requirements of this new law must be met in order for the School Board to continue working with you. The implementation procedures for this new law, as well as the amendment of July 2007, are posted on our website, at: <http://srcsdhumanresources.weebly.com/jessica-lunsford.html>
9. (Service proposals only) Insurance required to be carried shall include (for specific limits contact Risk Management at (850) 983-5006): a. The Company shall furnish proof of the following insurance to the Board by Certificate of insurance. b. The Certificate of Insurance shall state that the School Board, including its agents and employees, are additional insureds under the policy or policies. c. Workers' Compensation Insurance. d. Comprehensive General Liability Insurance. e. Business Automobile Liability.
10. It is a condition of this Purchase Order that the vendor will comply with all Federal, State and Local laws, ordinances and rules, including but not limited to self-reporting if listed on the Federal Suspension and Debarment list and if convicted of Public Entity Crimes.



State Tax Exemption #
858012622341C0
Federal Employer Identification #
596000845

**SANTA ROSA COUNTY
SCHOOLS**
Purchase Order
Standard - PO for Focus

PO# 735937

07/16/2024

Vendor (V000020890)

Show P.O. Number on all shipping containers,
packing lists, correspondences, and invoices.

Checked box indicates order must be fully received and invoiced by 06/30/2025.
Cancellations must be in writing. No backorders without buyer approval.

Ship To
FINANCE
5086 CANAL STREET
MILTON, FL 325706706
850-983-5018

FOCUS SCHOOL SOFTWARE
475 CENTRAL AVENUE
ST PETERSBURG, FL 33701
US

Bill To
FINANCE
5086 CANAL STREET
MILTON, FL 325706706
850-983-5018

Item #	Description	Quantity	UOM	Unit Price	Amount
	FOCUS ERP ANNUAL MAINTENANCE based on 31,656.56 students	1		142,454.52	142,454.52
	FOCUS HOSTING based on 31,656.56	1		15,828.28	15,828.28
Total					158,282.80

Fund	Function	Object	Facility	Project	Program	Amount
100	7501	369	9023	902		158,282.80

Bryan Gabbard
Purchasing Manager

Comments for vendor:

Terms & Conditions:

1. A public employer, contractor, or subcontractor may not enter into a contract unless each party to the contract registers with and uses the E-Verify system. If a contractor enters into a contract with a subcontractor, the subcontractor must provide the contractor with an affidavit stating that the subcontractor does not employ, contract with, or subcontract with an unauthorized alien. The contractor shall maintain a copy of such affidavit for the duration of the contract.
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State Tax Exemption #
858012622341C0
Federal Employer Identification #
596000845

**SANTA ROSA COUNTY
SCHOOLS**
Purchase Order
Blanket - Ivanco- East Milton-
Fire Alarm
Contract #Okaloosa County
School District ITB 21-04

PO# 735938

07/16/2024

Vendor (V000013298)

Show P.O. Number on all shipping containers,
packing lists, correspondences, and invoices.

Order Contact: Joey Harrell
Center/School Contact: Katie Byrd

Checked box indicates order must be fully received and invoiced by 06/30/2025.
Cancellations must be in writing. No backorders without buyer approval.

Ship To
EAST MILTON ELEMENTARY SCHOOL
5156 WARD BASIN RD
MILTON, FL 32583
850-983-5620

IVANCO, INC.
218 GREEN ACRES ROAD
STE 500
FORT WALTON BEACH, FL 32547
US

Bill To
GENERAL ADMINISTRATION
6544 FIREHOUSE ROAD
MILTON, FL 32570
850-983-5123

Item #	Description	Quantity	UOM	Unit Price	Amount
	East Milton new fire alarm system	1		315,370.94	315,370.94
Total					315,370.94

Fund	Function	Object	Facility	Project	Program	Amount
375	7420	681	0071	310025		315,370.94

Bryan Gabbard
Purchasing Manager

Comments for vendor:

Terms & Conditions:

1. A public employer, contractor, or subcontractor may not enter into a contract unless each party to the contract registers with and uses the E-Verify system. If a contractor enters into a contract with a subcontractor, the subcontractor must provide the contractor with an affidavit stating that the subcontractor does not employ, contract with, or subcontract with an unauthorized alien. The contractor shall maintain a copy of such affidavit for the duration of the contract.
2. Do not exceed quantities or price without prior approval.
3. No substitutions without prior approval.
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10. It is a condition of this Purchase Order that the vendor will comply with all Federal, State and Local laws, ordinances and rules, including but not limited to self-reporting if listed on the Federal Suspension and Debarment list and if convicted of Public Entity Crimes.



State Tax Exemption #

858012622341C0

Federal Employer Identification #

596000845

SANTA ROSA COUNTY SCHOOLS

Purchase Order

Blanket - Ivanco- Benny Russell- Fire Alarm

Contract #Okaloosa County School District ITB 21-04

PO# 735939

07/16/2024

Vendor (V000013298)

Show P.O. Number on all shipping containers, packing lists, correspondences, and invoices.

Order Contact: Joey Harrell
Center/School Contact: Katie Byrd

Checked box indicates order must be fully received and invoiced by 06/30/2025. Cancellations must be in writing. No backorders without buyer approval.

Ship To
BENNETT C. RUSSELL ELEMENTARY SCHOOL
3740 EXCALIBUR WAY
MILTON, FL 32583
850-983-7000

IVANCO, INC.
218 GREEN ACRES ROAD
STE 500
FORT WALTON BEACH, FL 32547
US

Bill To
GENERAL ADMINISTRATION
6544 FIREHOUSE ROAD
MILTON, FL 32570
850-983-5123

Item #	Description	Quantity	UOM	Unit Price	Amount
	Benny Russell fire alarm system	1		266,708.50	266,708.50
Total					266,708.50

Fund	Function	Object	Facility	Project	Program	Amount
375	7420	681	0312	310025		266,629.06
373	7420	681	0312	310023		79.44

Bryan Gabbard
Purchasing Manager

Comments for vendor:

Terms & Conditions:

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2. Do not exceed quantities or price without prior approval.
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d. In the event of termination for cause, the School Board shall be liable to the vendor for reasonable costs incurred by the vendor before the effective date of the termination. Any dispute shall be decided by the School Board's Director of Purchasing and Contract Administration.

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State Tax Exemption #
858012622341C0
Federal Employer Identification #
596000845

**SANTA ROSA COUNTY
SCHOOLS**
Purchase Order
Blanket - Playmore
Contract #Manatee County 21-
0053-MR

PO# 735964

07/16/2024

Vendor (V000016150)

Show P.O. Number on all shipping containers,
packing lists, correspondences, and invoices.

Center/School Contact: Patti Randolph / Jennifer Dyson

Checked box indicates order must be fully received and invoiced by 06/30/2025.
Cancellations must be in writing. No backorders without buyer approval.

Ship To
MAINTENANCE
6544 FIREHOUSE ROAD BLDG 2
MILTON, FL 32570
850-983-5120

PLAYMORE WEST INC
10271 DEER RUN FARMS RD
SUITE #1
FT MYERS, FL 33966
US

Bill To
MAINTENANCE
6544 FIREHOUSE ROAD BLDG 2
MILTON, FL 32570
850-983-5120

Item #	Description	Quantity	UOM	Unit Price	Amount
	County-wide Playground equipment & mulch for 2024 - 2025 school year. (Reno)	1		10,000.00	10,000.00
	County-wide playground equipment & mulch for 2024 - 2025 school year (Safety)	1		10,000.00	10,000.00
	RES - Playground equipment replacement (safety write up)	1		64,548.85	64,548.85
Total					84,548.85

Fund	Function	Object	Facility	Project	Program	Amount
372	8100	672	9003	340022		10,000.00
375	8100	672	9003	310025		10,000.00
375	7420	671	0191	310025		64,548.85

Bryan Gabbard
Purchasing Manager

Comments for vendor:

Terms & Conditions:

1. A public employer, contractor, or subcontractor may not enter into a contract unless each party to the contract registers with and uses the E-Verify system. If a contractor enters into a contract with a subcontractor, the subcontractor must provide the contractor with an affidavit stating that the subcontractor does not employ, contract with, or subcontract with an unauthorized alien. The contractor shall maintain a copy of such affidavit for the duration of the contract.
2. Do not exceed quantities or price without prior approval.
3. No substitutions without prior approval.
4. Normal terms of payment shall be "Net 45 Days" after receipt of goods or completion of services AND vendor invoice is received by the District.
5. Payment will be made only to the vendor listed above.
6. Collect shipments will be refused.
7. Termination per 2 CFR Appendix II to Part 200(B) and Florida Statute 287.058 for contracts exceeding \$10,000: a. The School Board may terminate an agreement, in part or in whole, for its convenience or the failure of the vendor to fulfill contractual obligations. The School Board shall terminate by delivering to the vendor a written Notice of Termination specifying the nature, extent and effective date of the termination. Upon receipt of the notice, the vendor shall: i. Immediately discontinue all services affected (unless the notice directs otherwise). ii. Deliver to the School Board all information, papers, reports and other materials accumulated or generated in performing the contract, whether completed

or in progress. b. If the termination is for the convenience of the School Board, the School Board shall only be liable for payment for services rendered before the effective date of the termination. c. If the termination is due to the failure of the vendor to fulfill its obligations under the contract, The School Board may: i. Require the vendor to deliver any work described in the Notice of Termination ii. Take over and prosecute the same to completion by contract of otherwise and the vendor shall be liable for any additional cost incurred by the School Board. iii. Withhold any payments to the vendor for purpose of set-off or partial payment, as the case may be, of amounts owed by the School Board to the vendor. d. In the event of termination for cause, the School Board shall be liable to the vendor for reasonable costs incurred by the vendor before the effective date of the termination. Any dispute shall be decided by the School Board's Director of Purchasing and Contract Administration.

8. The Jessica Lunsford Act: The Santa Rosa County School District reserves the right to refuse to accept services from any personnel deemed by the Santa Rosa County School District to be unqualified, disorderly, or otherwise unable to perform assigned work. This law, effective September 1, 2005, affects your business if you, your employees or your agents will have access to school grounds when students are present, have direct contact with students or have access to or control of school funds. A copy of House Bill 1877, which was approved by the Governor on May 2, 2005 (Chapter 2005-28, L.O.F., section 21) may be found by accessing the following link on the internet: http://laws.flrules.org/files/Ch_2005-028.pdf. The requirements of this new law must be met in order for the School Board to continue working with you. The implementation procedures for this new law, as well as the amendment of July 2007, are posted on our website, at: <http://srcsdhumanresources.weebly.com/jessica-lunsford.html>
9. (Service proposals only) Insurance required to be carried shall include (for specific limits contact Risk Management at (850) 983-5006): a. The Company shall furnish proof of the following insurance to the Board by Certificate of insurance. b. The Certificate of Insurance shall state that the School Board, including its agents and employees, are additional insureds under the policy or policies. c. Workers' Compensation Insurance. d. Comprehensive General Liability Insurance. e. Business Automobile Liability.
10. It is a condition of this Purchase Order that the vendor will comply with all Federal, State and Local laws, ordinances and rules, including but not limited to self-reporting if listed on the Federal Suspension and Debarment list and if convicted of Public Entity Crimes.

Santa Rosa County District Schools

Submitted By: Travis Fulton, Director of Purchasing and Contract Administration

Administrative Action Agenda

Title of Item: RFP 24-05-BG Core Curriculum Enhancements
Description/Introduction: RFP 24-05-BG Core Curriculum Enhancements
Recommendation/Action Requested: Request Approval

Financial Impact:

A-Funds required from School Board? No
B-Amount required
C-Grant/Project Synopsis attached? No
D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No
If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
Dobbs, Myra	Approved	7/22/2024 - 2:44 PM

ATTACHMENTS:

Description	Upload Date	Type
RFP 24-05-BG Core Curriculum Enhancements	7/22/2024	Cover Memo



Travis Fulton

NIGP-CPP, CPPB

Director of Purchasing and Contract Administration

6544 Firehouse Road, Milton, Florida 32570-3411

Phone: (o)850-983-5130

(c)850-380-0278

Email: fultont@santarosa.k12.fl.us

Website: <https://santarosaschools.org/purch>

July 30, 2024

Dr. Karen Barber
Superintendent of Schools
6032 Hwy 90
Milton, Florida 32570-6707

Dear Dr. Barber,

The selection committee for RFP 24-05-BG Core Curriculum Enhancements evaluated the proposals by the companies below to be awarded without any contingencies. Approval is recommended.

Age of Learning Inc.	Legends of Learning
Benchmark Education Company LLC	Lexia Learning Systems LLC
BrainPOP	MasteryPrep
Carnegie Learning Inc	McGraw-Hill School Education LLC
Chalk Talk Solutions Inc.	NEARPOD Inc.
Class Companion	NoRedInk Corp
Destination knowledge	Quizizz Inc.
Edmentum Inc.	Reading Horizons
ExploreLearning LLC	Really Great Reading Company LLC
Greenwood Publishing LLC dba Heinemann	Renaissance Learning Inc
Hand2mind Inc.	Rethink Autism
Houghton Mifflin Harcourt Publishing Company	Savvas Learning Company LLC
Imagine Learning LLC	Studies Weekly Inc.
IXL Learning Inc.	Teacher Created Materials, Inc.
Learning A-Z, LLC	Voyager Sopris Learning Inc.

The following companies are recommended for award contingent upon negotiated T's & C's:

The RFP 24-05- Core Curriculum Enhancements documents and information can be reviewed at this link:

[RFP Documents](#)

The selection committee consisted of the following:

DISTRICT 1
Linda Sanborn

DISTRICT 2
Elizabeth Hewey

DISTRICT 3
Carol Boston

DISTRICT 4
Charles Elliott

DISTRICT 5
Scott Peden

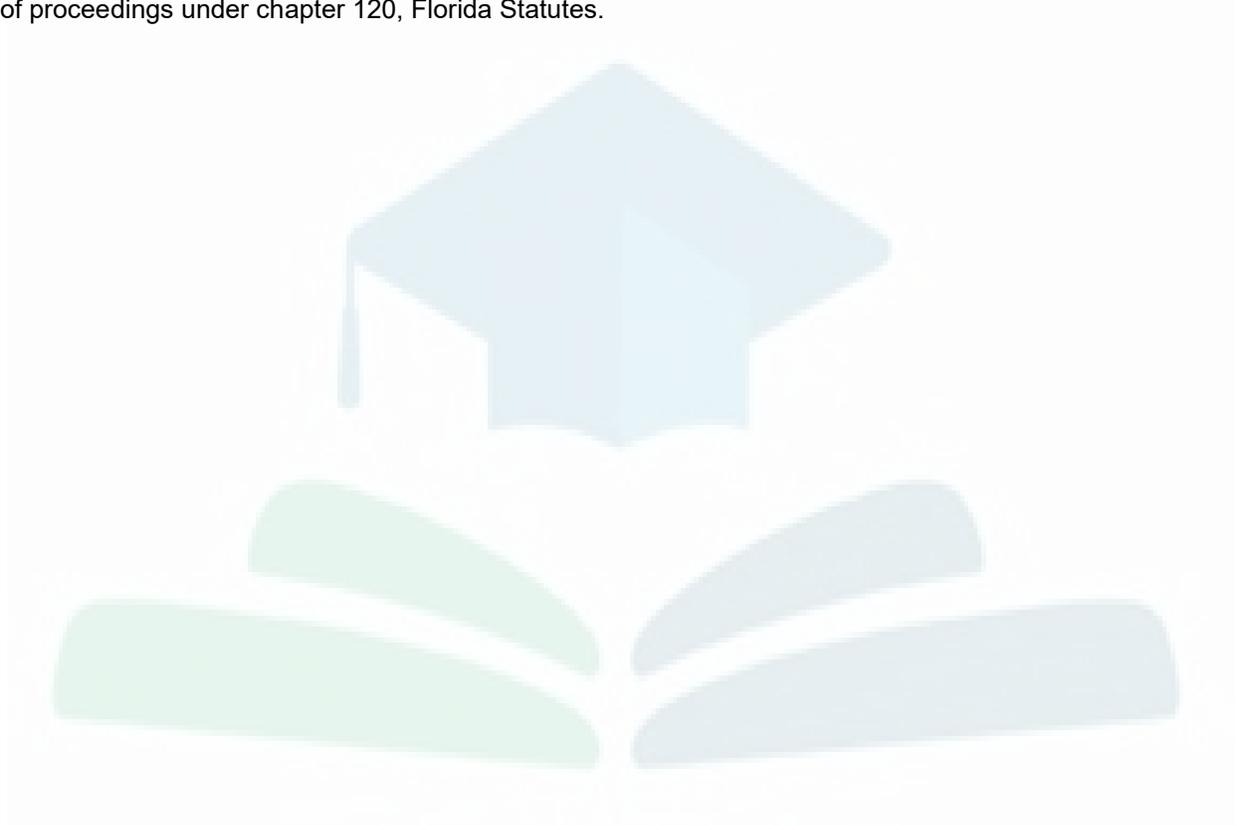
Meghan Hall, Coordinator of Math and Science
Mandy King, Coordinator of Literacy
Travis Fulton, Director of Purchasing and Contract Administration
Laura Rader, Assistant Principal
Tracy Murphy, Assistant Principal

Sincerely,

A handwritten signature in blue ink, appearing to read "Travis Fulton", with a stylized flourish at the end.

Travis Fulton

Failure to file a protest within the time prescribed in section 120.57(3), Florida Statutes, or failure to post the bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under chapter 120, Florida Statutes.



Santa Rosa County District Schools

Submitted By: Daniel Hahn, Director of School Safety

Administrative Action Agenda

Title of Item: Guardian Program

Description/Introduction: Approval of personnel who completed the Guardian training through the Sheriffs Office or met statutory requirements.

Recommendation/Action Requested: Request approval

Financial Impact:

A-Funds required from School Board? No

B-Amount required

C-Grant/Project Synopsis attached? No

D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No

If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
Dobbs, Myra	Approved	8/8/2024 - 3:42 PM

ATTACHMENTS:

Description	Upload Date	Type
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Santa Rosa County District Schools

Submitted By: Joey Harrell, Assistant Superintendent for Administrative Services

Administrative Action Agenda

Title of Item: McKim & Creed Agenda Items

Description/Introduction: Review status of current projects:

- 2024 Paving Package
- Soundside (aka "Southend") High School

Recommendation/Action Requested: For review only

Financial Impact:

A-Funds required from School Board? No

B-Amount required

C-Grant/Project Synopsis attached? No

D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No

If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
Dobbs, Myra	Approved	7/22/2024 - 11:47 AM

ATTACHMENTS:

Description	Upload Date	Type
McKim & Creed Agenda Items	7/22/2024	Cover Memo

July 22, 2024

RE: School Plant Planning Items for Board Meeting
July 30, 2024 – 5:30 P.M. – Woodlawn Beach MS

1. CHANGE ORDER(S):
 - a. None at this time.

2. FINAL CONSTRUCTION PAYMENTS AND FEES:
 - a. None at this time.

3. REVIEW STATUS OF CURRENT PROJECTS:
 - a. 2024 Paving Package

Punchlist work is being completed at East Milton ES.

The overhead light pole at Pace HS was relocated by FPL and paving is complete. Punchlist work is being completed.

Our anticipated schedule for bidding and construction is as follows:

- ~~Invite to Bid – April 16th~~
- ~~Pre-Bid Meeting – April 23rd~~
- ~~Bids Due – May 7th~~
- ~~Recommendation for Award – May 14th Board Meeting~~
- ~~Last Day of School – May 24th~~
- ~~Notice to Proceed – May 27th~~
- ~~Substantial Completion – July 12th. Achieved at both schools.~~
- Final Completion – July 26th

- b. Southend High School – FDOT Redesign/Permitting Response/approval from FDOT is pending.

4. CONSTRUCTION BIDS:
 - a. None at this time.

Santa Rosa County District Schools

Submitted By: Joey Harrell, Assistant Superintendent for Administrative Services

Administrative Action Agenda

Title of Item: Sam Marshall Architects Agenda Items

Description/Introduction: Review status of current project:
Jay Elementary School Kitchen Renovations

- Requesting Board Approval for Phase 1

Recommendation/Action Requested: Requesting Board Approval of Phase 1 - Jay Elementary Kitchen Renovations

Financial Impact:

A-Funds required from School Board? No

B-Amount required

C-Grant/Project Synopsis attached? No

D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No

If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
Dobbs, Myra	Approved	7/22/2024 - 11:47 AM

ATTACHMENTS:

Description	Upload Date	Type
SMA Agenda Items - 073024	7/22/2024	Cover Memo
JES Kitchen Renovation Design Narrative	7/22/2024	Backup Material
JES Kitchen Renovation Opinion of Costs - Phase I	7/22/2024	Backup Material



**SCHOOL PLANT PLANNING ITEMS
FOR THE SANTA ROSA COUNTY SCHOOL BOARD MEETING
July 30, 2024**

Jay Elementary School Kitchen Renovations

Change Orders

- None at this time.

Final Construction Payments/Fees

- None at this time

Recommendations/Status of the Project

- Phase 1 submittal approval.



JAY ELEMENTARY SCHOOL - KITCHEN RENOVATION

Architectural Design Narrative:

The Jay Elementary School kitchen is outdated and in need of equipment upgrades to allow it to meet current Santa Rosa School District standards. The scope of work will include:

- A new kitchen layout will include Kitchen Area, Break Room, Office, Serving Area and walk in Cooler and Freezer.
- The Kitchen layout will accommodate new and re-used kitchen equipment.
- The new walls in the kitchen area will be finished with tile from floor to ceiling to match the existing tile.
- The existing quarry tile floor will be replaced with a high built epoxy floor. The floor will be sloped to drain.
- The concrete floor will be recessed to accommodate the new walk-in cooler and freezer configuration.
- Replacement of existing hard ceilings and acoustical ceilings with School District Standard lay in acoustical ceilings for wet areas.
- Replacement of wall finishes where new plumbing is required for the new layout.
- Some existing doors and frames will be replaced. Doors and frames will be required in new spaces as well.
- The dining room will receive new ceilings and flooring. Other spaces within the building will receive new ceilings.
- On the exterior, some roof work will be needed to accommodate new kitchen exhaust. Some existing openings in the exterior wall will be filled with masonry to match adjacent finishes.
- Existing windowsills in the dining room will be raised for enhanced security.
- The existing building soffits are in poor shape and may also be replaced under this project.

HVAC & Plumbing Design Narrative:

- New packaged DX unit for the kitchen
- New packaged outside air DX unit for the cafeteria as kitchen exhaust makeup and cafeteria ventilation to satisfy Florida building code
- New kitchen hoods and makeup air unit
- New DDC system – Niagara
- New plumbing system
- New grease trap sized for 400 meals

Electrical Design Narrative:

The Jay Elementary School kitchen electrical scope shall include:

Remove the existing electrical services to the building. The kitchen is currently served via two circuits from a panel located in the High School Gym. Both services shall be removed.

All electrical equipment serving the kitchen area shall be removed. All electrical devices and materials inside the kitchen area shall be removed.

The lighting and lighting controls inside the dining room shall be removed. The existing branch circuits for power devices inside the dining room shall be disconnected from the source panel inside the kitchen and refeed from a new panel.

A new 480Y/277 volt utility service shall be provided to the kitchen along with a main distribution panel and equipment to serve the new kitchen equipment. The new equipment shall include a main distribution panel, two kitchen panels, and a dry type transformer.

New electrical will be provided for the kitchen equipment, HVAC, and receptacles.

New lighting and lighting controls will be provided inside the kitchen area and dining room.

New fire alarm and intercommunication devices will be provided as required for the modifications.

Jay Elementary School Kitchen Renovations

Phase 1 Cost Estimate

2018 - Kitchen Square Feet, 5,149 - Dining Square Feet 1,489 - Other square feet

Architectural	\$450,000 - \$510,000
Mechanical, Plumbing, Fire Protection	\$550,000 - \$625,000
Electrical	<u>\$500,000 - \$565,000</u>
Total	\$1,500,000 - \$1,700,000
Cost per sq.ft.	\$173 - \$196

This does not include Kitchen equipment costs



Jay Elementary Kitchen Renovation

Proposed Design and Construction Schedule

Phase 1 submittal to the school district: July 22, 2024.
Phase 1 Board Approval: July 30, 2024

Phase 2 submittal to the school district: August 20, 2024
Phase 2 Board Approval: September 10, 2024

Phase 3 submittal to the school district: October 1st, 2024
Phase 3 Board Approval: October 10th, 2024

Submit to County for plans review
Submit to Department of Health October 11, 2024

Project to advertise: October 14, Oct 21, Oct 28, and Nov 4th

Project Bid Date: November 14th, 2024

Board approval for construction bid: mid-December 2024

Notice to Proceed: January 5, 2025

Final Completion: December 5, 2025

Santa Rosa County District Schools

Submitted By: Joey Harrell, Assistant Superintendent for Administrative Services

Administrative Action Agenda

Title of Item: Anton Lee Engineering Agenda Items

Description/Introduction: Review status of current projects:
Locklin Technical College- Building 1 Energy Upgrades

- Phase 1 design submittal
- Estimated construction and A/E cost- \$1,360,890

Recommendation/Action Requested: Requesting Board approval

Financial Impact:

A-Funds required from School Board? No

B-Amount required

C-Grant/Project Synopsis attached? No

D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No

If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
Harrell, Joey	Rejected	7/16/2024 - 2:58 PM
Byrd, Katie	Approved	7/16/2024 - 2:06 PM
Harrell, Joey	Approved	7/16/2024 - 3:10 PM
Dobbs, Myra	Approved	7/16/2024 - 3:16 PM

ATTACHMENTS:

Description

Anton Lee Agenda Items

Upload Date

7/16/2024

Type

Cover Memo



SCHOOL PLANT PLANNING ITEMS FOR THE SANTA ROSA COUNTY SCHOOL BOARD MEETING

07-30-2024

05:30 P.M.

WOODLAWN BEACH MIDDLE SCHOOL

1500 Woodlawn Way, Gulf Breeze, FL 32563

RECOMMENDATIONS / STATUS OF PROJECTS

1. **Locklin Technical College – Building 1 Energy Upgrades**
 - a. Project consists of renovation of 9,630 SF administration building.
 - b. Phase 1 design review with Mr. Keith Hines, Mr. Joey Harrell and the A/E team was performed on July 12th.
 - c. Total estimated construction and A/E cost is \$1,360,890 (around \$130/SF).
 - d. Seeking board approval for Phase 1 design.

CHANGE ORDERS

1. None

FINAL CONSTRUCTION PAYMENT

1. None

Santa Rosa County District Schools

Submitted By: Liz West, Assistant Superintendent for Human Resources

Human Resources Action Agenda

Title of Item: Action Agenda
Description/Introduction: Action Agenda
Recommendation/Action Requested: School Board Approval

Financial Impact:

A-Funds required from School Board? No
B-Amount required
C-Grant/Project Synopsis attached? No
D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No
If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
West, Elizabeth	Approved	7/22/2024 - 11:55 AM
Dobbs, Myra	Approved	7/22/2024 - 12:28 PM

ATTACHMENTS:

Description	Upload Date	Type
Action Agenda	7/21/2024	Cover Memo



Liz West
Asst. Superintendent/Human Resources
6032 Highway 90 Milton, Florida 32570-6706
Phone: 850/400-7400 ext. 1019
Facsimile: 850/665-0843
E-mail: WestE@santarosa.k12.fl.us

ACTION AGENDA

July 30, 2024

MEMORANDUM

TO: Dr. Karen Barber, Superintendent of Schools
FROM: Liz West, Assistant Superintendent for Human Resources
RE: Human Resource Items for Action Agenda of School Board

The following personnel items are submitted for your recommendation and the approval of the School Board of Santa Rosa County:

I. ADMINISTRATIVE APPOINTMENTS
NONE

II. DISCIPLINARY ACTIONS

A. UNAPPROVED LEAVES
NONE

B. OTHER DISCIPLINARY ACTIONS
NONE

III. OTHER ADMINISTRATIVE ACTIONS
NONE

IV. JOB DESCRIPTIONS
NONE

V. OTHER ITEMS
NONE

DISTRICT 1
Linda Sanborn

DISTRICT 2
Elizabeth Hewey

DISTRICT 3
Carol Boston

DISTRICT 4
Charles Elliott

DISTRICT 5
Scott Peden

Santa Rosa County District Schools

Submitted By: Mandy King, Coordinator of Literacy

Curriculum/ Instruction

Title of Item: K-12 Comprehensive Evidence-Based Reading Plan (Revisions)

Description/Introduction: Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. The CERP must be approved by the governing board or authority prior to submitting to the Department by August 1 for approval.

Recommendation/Action Requested: Request approval

Financial Impact:

A-Funds required from School Board? No

B-Amount required

C-Grant/Project Synopsis attached? No

D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No

If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
King, Mandy	Approved	7/22/2024 - 9:08 AM
Thorpe, Mike	Approved	7/22/2024 - 8:12 AM

ATTACHMENTS:

Description	Upload Date	Type
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2024-2025 District K-12 Comprehensive Evidence-Based Reading Plan



Table of Contents

1) Contact Information	3
2) District Expenditures	3
3) Literacy Leadership – District and School	5
4) Assessment, Curriculum and Reading Instruction	7
5) Professional Learning	28
6) Tutoring Programs to Accelerate Literacy Learning	29
7) Family Engagement	29
8) Assurances	31

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district’s comprehensive system of reading instruction. To assist districts, the Florida Department of Education (Department) has developed the attached format for district reading plans. Districts may utilize the Department’s format, or an alternative developed by the district school board. The CERP must be approved by the governing board or authority prior to submitting to the Department by August 1 for approval.

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401, Florida Administrative Code \(F.A.C.\), Student Performance Standards](#). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The Main District Reading Contact will be the Department’s contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district.

Point of Contact	Name	Email	Phone
Main Reading Contact	Mandy King	kingm@santarosa.k12.fl.us	850-983-5150 Ext 1318
Data Element	Mandy King	kingm@santarosa.k12.fl.us	850-983-5150 Ext 1318
Third Grade Promotion	Mandy King	kingm@santarosa.k12.fl.us	850-983-5150 Ext 1318
Multi-Tiered System of Supports	Mandy King	kingm@santarosa.k12.fl.us	850-983-5150 Ext 1318
Professional Development	Kelly Short	shortk@santarosa.k12.fl.us	850-983-5150 Ext 1057
High School Tutoring Program In RAISE Schools	Mandy King	kingm@santarosa.k12.fl.us	850-983-5150 Ext 1318
Summer Reading Camp	Mandy King	kingm@santarosa.k12.fl.us	850-983-5150 Ext 1318

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(8\)\(b\)3.b., F.A.C.](#))

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring

and incentives required to effectively implement the district’s plan. The expenditures must prioritize K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Anticipated Amount of District Base Funding for CERP	\$1,769,947.00	11
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share in accordance with Section (s.) 1002.33(7)(a)2.a., s. 1003.4201 and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>	\$19,947.00	
Elementary Expenses		
Literacy coaches (Rule 6A-6.053(4), F.A.C.) <i>(ELA support to school sites, with focus on the RAISE schools)</i>	\$526,886.12	6
Scientifically researched and evidence-based supplemental instructional materials and interventions. (Rule 6A-6.053(3)(a), F.A.C.) <i>(Examples: Progress Learning-\$50,000, Mindplay-\$15,430, easy CBM-\$750, Renaissance-\$45,000, Newsela-\$38,5000, Instructional Supplies</i>	\$213,740.51	
3 rd Grade Summer Reading Camp (Rule 6A-6.053(7), F.A.C.) <i>(Examples: 20 teachers, curriculum)</i>	\$110,000.00	
Secondary Expenses		
Literacy coaches (Rule 6A-6.053(4), F.A.C.) <i>(ELA support to school sites, with focus on the RAISE feeder schools)</i>	\$480,258.69	5
Scientifically researched and evidence-based supplemental instructional materials and interventions. Rule 6A-6.053(3)(a), F.A.C. <i>(Examples: Newsela--\$105,100, iLit-\$80,310, Instructional Supplies-\$66,070.95)</i>	\$209,517.90	
K-12/PreK Expenses		
Professional learning and/or an incentive to help PreK-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, and an advanced degree in scientifically researched and evidence-based reading instruction. (Rule 6A-6.053(8)(b)3.f.-j., F.A.C.) <i>(Examples: Professional Learning for FCRR Reading Coach Endorsement Components-\$10,858, Travel-\$45,372, Sub Pay-\$60,000, Supplies & Materials-\$35,276.28)</i>	\$10,858.00	
Professional learning (Rule 6A-6.053(9)(b), F.A.C.) to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies; B.E.S.T. ELA Standards and evidence-based reading practices and programs; differentiate and intensify progress monitoring data, supplies and materials to support the trainings. <i>(Examples: new teachers’ trainings, program and curriculum updates, on-site ELA trainings reading endorsement classes, substitute pay, teacher stipends...)</i>	\$140,648.28	
RAISE Tutoring Program (Rule 6A-6.053(9)(b), F.A.C.) to develop evidence-based practices grounded in the science of reading and aligned to the ELA B.E.S.T. standards under s. 1003.41, which prepares high school students as paid tutors in K-3 rd grade classrooms (SB 46). This may include before school tutoring programs and/or tutoring programs to accelerate literacy learning. <i>(Training teacher</i>	\$44,090.50	

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
<i>academy, SGA students to become future teachers: high school tutors pay, supplies, and materials)</i>		
Family engagement(Rule 6A-6.053(8)(b)3.o., F.A.C.)		
Opportunities to communicate with families and expand ELA opportunities beyond the school day. and support for literacy activities such as family literacy nights. (Example: Beanstack-\$13,700...)	\$14,000.00	
Sum of Expenditures	\$1,769,947.00	

3) Literacy Leadership – District and School (and achievement goals)

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(8\)\(b\)3.d., F.A.C.](#))

For each grade, Voluntary Prekindergarten (VPK)-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for the plan year should increase from the previous year to meet statewide literacy achievement goals.

FAST				
Assessment Type - K: Star Early Literacy, Grade 1 and Grade 2: Star Reading				
Grade	Previous School Year – % of Students Scoring PM3 Data 23-24 Data:		Goal for Plan Year – % of Students Scoring PM3 Data 24-25 Data:	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
VPK	1	84	1	89
K	7	75	5	80
1	9	71	7	76
2	8	76	6	81

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	13	66	11	71
4	16	64	14	69
5	14	63	12	68
6	13	64	11	69
7	18	57	16	62
8	17	56	15	61
9	14	61	12	66
10	15	62	13	67

B. Plan Implementation and Monitoring (Rule 6A-6.053(9), F.A.C.)

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	<i>State PM Data reviewed during semester MTSS meetings</i>	<i>Literacy Leadership Team data reviewed quarterly</i>
Actions for continuous support and improvement	<i>Offer on-going professional learning in targeted areas</i>	<i>Initiate on-going professional learning in targeted areas</i>
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	<i>State PM Data reviewed during semester MTSS meetings</i>	<i>Literacy Leadership Team data reviewed quarterly</i>
Actions for continuous support and improvement	<i>Offer on-going professional learning in targeted areas</i>	<i>Initiate on-going professional learning in targeted areas</i>
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	<i>State PM Data reviewed during semester MTSS meetings</i>	<i>Literacy Leadership Team data reviewed quarterly</i>
Actions for continuous support and improvement	<i>Offer on-going professional learning in targeted areas</i>	<i>Initiate on-going professional learning in targeted areas</i>

2. Describe what has been revised to improve literacy outcomes for students in the district’s CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

Based on a root-cause analysis and the K-12 CERP Reflection Tool the following items were identified to improve literacy outcomes in the upcoming school year:

- 1-Strengthen tier 1 through additional training in the ELA B.E.S.T. Standards that are grounded in the science of reading.
- 2-Adopt a more collaborative approach to disseminate the CERP to all stakeholders
- 3-Continue an implementation plan for school Literacy Leadership Teams (LLT) that reinforces administrators and literacy coaches as key players, including the literacy walk through tool.
- 4-Provide on-going support to school-based administrators on the science of reading and evidenced-based practices, especially when indicated by student achievement data.

3. Describe the process used by principals to monitor implementation of the reading plan, including frequent reading walkthroughs conducted by administrators.

Principals will align the K-12 CERP with the Marzano Teacher Evaluation Tool in Standard Based Planning and Instruction components making it a cohesive process.

4. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

In addition, principals will have firsthand knowledge of data collection and how teachers are using assessments to drive instruction through regular meetings with their literacy coach and during LLT meetings. MTSS Reviews are also conducted each semester which provide each administrative team with data collection tools.

C. Literacy Coaches (Rule 6A-6.053(4), F.A.C.)

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. Is the district using the Just Read, Florida! literacy coach model?

Yes/No

Yes

2. If no, please describe the evidence-based coach model the district is using.

N/A

3. How is the literacy coach model being communicated to principals?

The Literacy Coordinator meets with the principals to define the role of the literacy coaches and services (6A-6.053 (6) F.A.C.) through a principal contract. Additionally, surveys are given to administrators throughout the year for feedback.

4. How does the district support literacy coaches throughout the school year?

The district supports literacy coaches in a variety of ways:

- 1-The Literacy Coordinator leads monthly professional development sessions modeling components of the district's teacher evaluation that align with the Just Read Florida Coaching model.
- 2-The Literacy Coordinator shares current literacy news and initiatives as well as pertinent data provided by the JRF monthly webinars.
- 3-New literacy coaches participate in Florida's Literacy Coach Program.
- 4- In addition, each literacy coach has daily access to the Literacy Coordinator to discuss their professional goals, action plans, and progress for next steps.

5. How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching and providing professional learning based on need?

Coaches will also participate in train-the-trainer opportunities provided by Just Read, Florida and attend conferences such as Plain Talk to facilitate professional growth and development. In addition, the Literacy Coordinator will design, host, and implement monthly literacy coach meetings which include embedded professional development for high-impact coaching activities such as goal setting, instructional planning, data analysis, coaching styles and cycles, and implementation of professional learning communities. Future focus will be Student Led Teams.

6. How does the district monitor implementation of the coach model?

Literacy Coaches meet at least bi-weekly with school-based administrators and monthly with the literacy coordinator to review coaching time and tasks. Additionally, quarterly and semester data reviews are conducted to monitor and adjust professional development as needed at the school sites, and principals are given surveys throughout the year for feedback on literacy concerns.

4) Assessment, Curriculum and Reading Instruction

A. Florida's Formula for Reading Success ([Rule 6A-6.053\(3\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, which includes:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.

- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

1. Describe how the district will align K-12 reading instruction to Florida's Formula for Reading Success for all students including students with a disability and students who are English language learners.

The district aligns K-12 instruction with Florida's Revised Formula through the careful organization of Tier 1 instruction and Tier 2, and Tier 3 interventions. Six components of reading are the focus of instruction with the FDOE Approved Reading Curriculum (K-5 HMH, Into Reading, and 6-12 Savvas, My Perspective. Four types of classroom assessments are used regularly to guide and evaluate reading instruction. Specifically, screenings are used at the beginning of each year to provide additional information concerning placement and initial knowledge. STAR, STAR Early Literacy, and HMH Letter/Sound and phoneme segmentation screeners are used to screen students. Assessments include STAR/ STAR Early Literacy and progress monitoring for interventions. Diagnostic assessments are used for Tier 2 and 3 students to determine specific areas of need and intervention placements. Summative Assessments (FAST/Cambium) are used to determine the performance of Santa Rosa students on grade level benchmarks and expectations. In addition, ACT/SAT concordant scores are used to satisfy graduation requirements.

Core instruction (Tier 1) is provided to all students (including ESE and ELL) in a print-rich environment with scaffolded and differentiated learning opportunities. The district uses HMH Into Reading (K-5) and Savvas, My Perspective (6-12), as the Tier 1 curriculum. Intervention (Tier 2) instruction provides targeted instruction designed to support Tier 1 instruction and address learning gaps a student may experience when learning. Tier 2 interventions are provided by classroom teachers and interventionists using small group instruction. Students are provided multiple opportunities to practice skills with corrective and/or confirming feedback and frequent progress monitoring. Immediate intensive intervention (Tier 3) is designed for students with a substantial deficiency in reading and is taught by a reading endorsed teacher in a small group setting. Evidence-based programs are used for the curriculum.

2. Describe your public school PreK program’s plan for assessment, standards, curriculum, instruction and support to meet the needs of all learners.

The Head Start/VPK program uses a research-based curriculum that supports high-quality early learning experiences within the domains of approaches to learning, cognition, physical, social/emotional, language and literacy. The curriculum can be adapted to meet the needs of all learners and has an organized scope and sequence. It aligns with the Head Start Early Learning Outcomes Framework, the state early learning standards and the standards-based assessment used by the Head Start Program. Student progress toward meeting goals is monitored and tracked and reports are provided to families at least three times per year.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(8\)\(b\)4., F.A.C.](#))

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#)
- and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instruction and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in [20 United States Code \(U.S.C.\) s. 7801\(21\)\(A\)\(i\)](#):

- (A) ...an activity, strategy or intervention that –
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades VPK-5 students.
Add additional rows as needed.

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	<input checked="" type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST Star Reading	<input type="checkbox"/> VPK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST ELA Reading	<input type="checkbox"/> VPK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
HMH curriculum assessments	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
STAR CBM Easy CBM DIBELS	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring	<input checked="" type="checkbox"/> Weekly <input checked="" type="checkbox"/> 2 x Month

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
	<input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Diagnostic <input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Core Phonics Survey	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Amira Assessment and Dyslexia Screener	<input checked="" type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
DIAL-4	<input checked="" type="checkbox"/> VPK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

2. Students with a Substantial Reading Deficiency (Rule 6A-6.053(5), F.A.C.)

Students identified with a substantial reading deficiency must have an individualized progress monitoring plan that is designed to address the student’s specific reading deficiency and that meets the minimum requirements set forth in [s. 1008.25\(4\)\(c\), F.S.](#)

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student’s reading deficiency. Nothing in Rule 6A-6.053(5), F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP. Districts and charter schools are authorized to develop individualized progress monitoring plans for students with IEPs or 504 Plans that address the student’s reading deficiency.

A K-3 student is identified as having a substantial reading deficiency if:

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
 - For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#);
 - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores a Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

2a. Describe the district’s process for identifying grades K-3 students in need of Tier 2/Tier 3 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

Grades K-2:

Performance criteria to identify K-2 students in need of Tier 2 intervention:

- Student scores below 30% on the coordinated screening and progress monitoring system assessment (FAST)
- Student’s progress towards grade level benchmarks as assessed by the in Tier 1 instructional curriculum assessments is 70% or lower.
- Prior data demonstrates a need for additional intervention.

Performance criteria to identify K-2 students in need of Tier 2 and Tier 3 intervention:

- Student is identified as having a substantial reading deficiency according to state guidance.
Grades K-2: Student scores below the 10th percentile or is unable to complete the practice items on the designated grade level assessment at the beginning, middle, or end of the year FAST Assessment
- Student is not progressing as their peer group in Tier 2 intervention based on progress monitoring data, formative assessments, or teacher observation.

*No single data point will be used to indicate that a student has a need for Tier 3 intervention- must meet several indicators

Grade 3:

Performance criteria to identify grade 3 students in need of Tier 2 intervention:

- Student scores level 1 (at or above the 20th percentile) on FAST PM1 AND
- Student scores Intervention or Urgent Intervention on STAR Reading.
- Student’s progress towards grade level benchmarks as assessed by the in Tier 1 instructional curriculum assessments is 70% or lower.
- Prior data demonstrates a need for additional intervention.

Performance criteria to identify K-3 students in need of Tier 2 and Tier 3 intervention:

- Student is identified as having a substantial reading deficiency according to state guidance. (Grade 3: Student scores below the 20th percentile on the coordinated screening and progress monitoring system (FAST) during the beginning or middle administrations.)
- Student is not progressing as their peer group in Tier 2 intervention based on progress monitoring data, formative assessments, or teacher observation.

*No single data point will be used to indicate that a student has a need for Tier 3 intervention- must meet several indicators

2b. Describe the district’s process for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

Performance criteria to identify 4th-5th students in need of Tier 2 intervention:

- Student scores below grade level on the coordinated screening and progress monitoring system assessment (FAST) AND
- Student scores Intervention or Urgent Intervention on STAR Reading.
- Student’s progress towards grade level benchmarks as assessed by the in Tier 1 instructional curriculum assessments is 70% or lower.
- Prior data demonstrates a need for additional intervention.

Performance criteria to identify 4th-5th students in need of Tier 3 intervention:

- Student scores below the 20th percentile on the coordinated screening and progress monitoring system (FAST) at the beginning, middle, or end of the year AND
- Student scores Intervention or Urgent Intervention on STAR Reading.
- Student is not progressing as their peer group in Tier 2 intervention based on progress monitoring data, formative assessments, or teacher observation.

*No single data point will be used to indicate that a student has a need for Tier 3 intervention- must meet several indicators

3. Students with Characteristics of Dyslexia (Rule 6A-6.053(6), F.A.C.)

Students who have characteristics of dyslexia must be covered by one of the plans described in s. 1008.25(4)(b), F.S.

3a. Describe the district’s process for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

Performance criteria identifying grades K-3 students with characteristics of dyslexia:

- Student does not score proficient on coordinated screening and progress monitoring system (FAST)
- Students’ progress towards grade level benchmarks in Tier 1 instruction is minimal with Universal Design for Learning principles in place, to include explicit, systematic multisensory instructional strategies.
- Prior data demonstrates a need for additional intervention.
- Student is identified as having a substantial reading deficiency in reading or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations.
- Parent/Guardian submits documentation from a professional licensed under chapter 490 which demonstrates the student has been diagnosed with dyslexia.
- If a student has been identified as a student with a Specific Learning Disability through an Individualized Education Plan (IEP) directly related to a reading deficiency and a deficit in phonological awareness

characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.

- If a student with an IEP has been approved by the state as a student that would benefit from the Unique Auditory Accommodation.

3b. Describe the district’s process for providing additional screening to students with characteristics of dyslexia pursuant to s. 1008.25(9), F.S.

- Additional screening assessments will be available through AMIRA and/or STAR CBM for students identified as having a substantial reading deficiency in reading of the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations and/or parent/guardian submits documentation from a professional licensed under chapter 490 (Psychologist) which demonstrates the student has been diagnosed with dyslexia.
- Each school site utilizes a valid, reliable, and developmentally appropriate adaptive computer-based program with screening and diagnostic capabilities for monitoring student progress that can identify student deficiencies in reading – including students with characteristics of dyslexia and can inform instruction (i.e., IXL, UFLI, Lexia, etc.).

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction to meet individual student needs.

Beginning of year data

IF student meets the following criteria at the beginning of the school year:

Grades K-5

- FAST PM1: Above the 30th percentile

THEN TIER 1 Only

Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.

Core Curriculum: In grades K-5, our district is implementing the HMH Into Reading curriculum. The curriculum is aligned to the ELA B.E.S.T. standards and provides explicit and systematic instruction in the six components of reading.

Evidence: Based on the IES practice guides, the program meets promising, moderate, and strong levels of evidence in foundational skill instruction as well as reading comprehension by incorporating recommendations for evidence-based practices in each area. This curriculum met all the requirements to be included on the state approved K-12 ELA instructional materials adoption list.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

Student will make satisfactory progress, 70% or above, in the Tier 1 curriculum.

Explain how the effectiveness of Tier 1 instruction is monitored.

The effectiveness of Tier 1 instruction is monitored through curriculum assessments (formative and summative assessments), teacher observations, and student performance on the coordinated screening and progress monitoring system assessment (FAST). At the district level, the effectiveness of Tier 1 instruction is monitored through school visits, district and school-based data chats, student grades, and Literacy Leadership Teams.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

District monitoring and brainstorming of data/War Room activities, district hosted MTSS review meetings after PM 1-3 with school site administrators, professional development based on literacy walkthroughs, coaching teachers on instructional deliveries that align with explicit, systematic, and differentiated instruction, on-going professional development opportunities such as coaching cycles, mentoring, PLCs, and specific coursework.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Grades K-2: Student scores 30th percentile or below on the STAR Early Literacy/STAR Reading assessment (PM2), 70% or lower as assessed by the Tier 1 instructional curriculum assessments, has been previously placed in the MTSS process, has an IEP with targeted intervention goals or a current ELL plan that contain ELA goals.

*No single data point should be used to indicate that a student has a need for Tier 2 interventions.

Grades 3-5: Student scores below a Level 3 on the FAST Cambium assessment (PM 2), 70% or lower as assessed by the Tier 1 instructional curriculum assessments, has been previously placed in the MTSS process, has an IEP with targeted intervention goals or a current ELL plan that contain ELA goals.

*No single data point should be used to indicate that a student has a need for Tier 2 interventions.

Beginning of year data

IF student meets the following criteria at the beginning of the school year:

Kindergarten

- FAST PM1: Below the 10th percentile

Grades 1-2

- FAST PM1: Below the 10th percentile AND
- Prior Year FAST PM3: Urgent Intervention OR
- Prior Year FAST PM3: Intervention OR
- Teacher/MTSS Team Recommendation (data provided)

Grades 3-5

- FAST PM1: 20th percentile (if so, give STAR Reading or Math) AND
- STAR: Urgent Intervention OR
- STAR: Intervention OR
- Teacher/MTSS Team Recommendation (data provided)

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions: Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

Programs/Practices:

- University of Florida Literacy Institute (UFLI) Foundations Program (K-3): Moderate ESSA Rating
- HMH Intervention Resources (Foundational Skills and Word Study Studio and Read and Respond Journals)

HMH Interventions for Foundational Skills and Comprehension that are used in Tier 2 do not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program:

IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters- Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words- Strong Evidence, and Recommendation 4: Ensure that student reads connected text every day to support reading accuracy, fluency, and comprehension- Moderate Evidence.

IES Practice Guide: Improving Reading Comprehension in Kindergarten through 3rd Grade- Recommendation 1: Teach students how to use reading comprehension strategies- Strong Evidence, Recommendation 2: Teach students to identify and use the text’s organizational structure to comprehend, learn,

and remember content- Moderate Evidence, Recommendation 4: Select texts purposefully to support comprehension development-Minimal Evidence

These recommendations were built into the Structured Literacy Lessons and the lessons found in the Foundational Skills and Word Study Studio as well as the comprehension lessons used to support core instruction. All lessons provide explicit instruction, opportunities for practice and corrective feedback. The district will support and monitor implementation of the HMH Interventions by monitoring implementation at the school sites through the MTSS review meetings and data chats. The district also provides professional development on the programs and best practices for implementing.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

Programs and Practices:

- HMH Intervention Resources (Foundational Skills and Word Study Studio and Read and Respond Journals)
- University of Florida Literacy Institute (UFLI) Foundations Program (K-2)
- Lexia
- IXL (specific for students with an IEP)

Supplemental Resources: Florida Center for Reading Research (FCRR) Activities

Students on Access Points-Alternative Academic Achievement Standards (AP-AAAS) are provided the identified interventions, as appropriate.

For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided.

Multisensory Tier 2 Interventions: University of Florida Literacy Institute (UFLI) Foundations Program

Supplemental Resources: Florida Center for Reading Research (FCRR) Activities Aligned to Florida’s B.E.S.T. Standards: English Language Arts

Number of times per week interventions are provided:

3-5

Number of minutes per intervention session:

15-30

Explain how the effectiveness of Tier 2 interventions are monitored.

Bi-weekly progress monitoring assessments will be used to determine the effectiveness of the Tier 2 intervention. Since Tier 2 is aligned to the core, you should also see improvements in the weekly formative assessments administered in Tier 1.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Schools hold regular MTSS meetings to discuss the progress of students receiving Tier 2 interventions. Teachers as well as literacy leaders attend these meetings and evaluate the effectiveness of the intervention based on progress monitoring data. If student is not showing progress, then the team identifies barriers and establishes a plan to assist student in meeting the expected benchmarks. ESE teachers provide information regarding the student’s IEP and ESOL liaisons assist with students who are in our ELL population.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Identification of substantial deficiency in reading with multiple data points such as lack of growth on FAST assessments, 70% or lower as assessed by the Tier 1 instructional curriculum assessments, and lack of progress in Tier 2 interventions and progress monitoring assessments.

*No single data point should be used to indicate that a student has a need for Tier 3 interventions.

Beginning of year data

IF student meets the following criteria at the beginning of the school year:

Kindergarten

- Student has been retained AND
- FAST PM1: Below the 10th percentile

Grades 1-2

- FAST PM1: Below the 10th percentile AND
- Prior Year FAST PM3: Urgent Intervention OR
- Prior Year FAST PM3: Intervention OR
- Teacher/MTSS Team Recommendation (data provided)

Grades 3-5

- FAST PM1: 20th percentile (if so, give STAR Reading or Math) AND
- STAR: Urgent Intervention OR
- STAR: Intervention OR
- Teacher/MTSS Team Recommendation (data provided)

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions: Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

Programs and Practices:

- 95% Phonics Core Program- Promising ESSA Rating
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)- Moderate ESSA Rating
- Sound Partners- Strong ESSA Rating
- Voyager Passport- Strong ESSA Rating
- University of Florida Literacy Institute (UFLI) Foundations Program- Moderate ESSA Rating

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

Programs and Practices:

- 95% Phonics Core Program
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)
- Sound Partners
- Voyager Passport
- University of Florida Literacy Institute (UFLI) Foundations Program
- Lexia
- IXL (specific for students with an IEP)

Students on Access Points-Alternative Academic Achievement Standards (AP-AAAS) are provided the identified interventions, as appropriate.

For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided.

- 95% Phonics Core Program
- Sound Partners
- University of Florida Literacy Institute (UFLI) Foundations Program

Number of times per week interventions are provided:

5

Number of minutes per intervention session:

30

Explain how the effectiveness of Tier 3 interventions are monitored.

Tier 3 interventions are monitored by weekly formative assessments, small group participation, teacher observation, and program specific progress monitoring assessments.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

MTSS systems and supports are in place with regular data reviews among the team members. If a student is not showing growth, the team will work together to determine the barriers and identify solutions for meeting the individual needs of the student.

4. Summer Reading Camps ([Rule 6A-6.053\(7\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(8\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
 - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

4a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#).

Retained third grade students will be provided intensive interventions in reading to improve the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions will include participation in the school district's summer reading camp, which will incorporate evidence-based, explicit, systematic, and multisensory reading instruction grounded in the science of reading, in phonemic awareness, phonics, fluency, vocabulary, comprehension and other strategies prescribed by the school district. The Fiscal Assistant will ensure the recruitment of teachers for the third-grade students participating in the school district's summer reading camp meet the qualifications of being highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S., and also be certified or endorsed in reading. (s. 1008.25(8), F.S.)

Instructional Materials:

- University of Florida Literacy Institute (UFLI) Foundations Program (K-3)- Moderate ESSA Rating
- Scholastic LitCamp

Scholastic Lit Camp does not meet the strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program:

IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade
Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge- Minimal Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words- Strong Evidence; Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension- Moderate Evidence

IES Practice Guide: Improving Reading Comprehension in Kindergarten through 3rd Grade
Recommendation 1: Teach students how to use reading comprehension strategies- Strong Evidence;
Recommendation 5: Establish an engaging and motivating context in which to teach reading comprehension- Moderate Evidence

These recommendations are addressed in the Scholastic Lit Camp curriculum. The district will monitor implementation of the curriculum through school site visits. Professional development is provided for all Summer Reading Camp teachers each year. This allows them to receive training on the actual curriculum and best practices in implementing.

4b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency. Will the district implement this option?

Yes/No

No
Grades 6-8

D. Grades 6-8 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-8 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Savvas	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Formative Assessment	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Progress Learning	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Formative Assessment	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Core Phonics	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
		<input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Formative Assessment	<input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
QAR	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Formative Assessment	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

6. Describe the district’s process for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

Performance criteria to identify 6-8 students in need of Tier 2 intervention:

- Student scores a level 1 on the previous year FAST (PM3) AND
- Prior FAST PM3 data reflects a level 2 or above OR
- Student scores a level 2 on the previous year FAST (PM3) AND
- Prior FAST PM3 data reflects a level 1 or 2.

Additional Considerations (throughout school year):

- Progress in core ELA instruction is minimal as indicated by a D/F grade,
- FAST progress monitoring data declines throughout the year,
- Teacher/MTSS Team recommendation (data provided).

Performance criteria to identify grade 6-8 students in need of Tier 2 and Tier 3 intervention:

- Student scores a level 1 on the previous year FAST (PM3) AND
- Prior FAST PM3 data reflects a level 1.

Additional Considerations (throughout school year):

- Progress in core ELA instruction is minimal as indicated by a D/F grade,
- FAST progress monitoring data declines throughout the year,
- Prior data demonstrates a need for additional intervention,
- Teacher/MTSS Team recommendation (data provided).

*No single data point will be used to indicate that a student has a need for Tier 3 intervention- must meet several indicators

Grades 6-8 Decision Tree
Beginning of year data
IF student meets the following criteria at the beginning of the school year: If the student is not in the MTSS process, earned a score of Level 3 or higher on FAST.
THEN TIER 1 Only
Core Instruction (Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.) <u>Core Curriculum:</u> Savvas/My Perspective (moderate ESSA rating) is the Tier 1 ELA curriculum for secondary instruction. The instruction is provided in Tier 1 classrooms to all students with scaffolds and differentiation as needed. <u>Evidence:</u> This curriculum met all the requirements to be included on the state approved K-12 ELA instructional materials adoption list.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Student will make satisfactory progress, 70% or above, in the Tier 1 curriculum
Explain how the effectiveness of Tier 1 instruction is monitored. The effectiveness of Tier 1 instruction is monitored through curriculum assessments (formative and summative assessments), teacher observations, and student performance on the coordinated screening and progress monitoring system assessment (FAST).
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? District monitoring and brainstorming of data/War Room activities, district hosted MTSS review meetings after PM 1-3 with school site administrators, professional development based on literacy walkthroughs, coaching teachers through an ELA train-the-trainer model on instructional deliveries that align with explicit, scaffolded, systematic, differentiated instruction, and corrective feedback, on-going professional development opportunities such as coaching cycles, mentoring, PLCs, and specific coursework.
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: IF: Student meets the following criteria: (Enter assessment criteria that will be used.) Progress in core ELA instruction is minimal as indicated by a D/F grade, PM 2 data decrease from past to current FAST % or FAST score <i>*No single data point should be used to indicate that a student has a need for Tier 2 interventions.</i>
Beginning of year data
IF student meets the following criteria at the beginning of the school year: <ul style="list-style-type: none"> ○ Student scores a level 1 on the 2023-2024 FAST (PM3) AND ○ Student scored a level 2 on the 2022-2023 FAST (PM3) OR ○ Student scores a level 2 on the 2023-2024 FAST (PM3) AND ○ Student scored a level 1 or level 2 on the 2022-2023 FAST (PM3) Additional Considerations: <ul style="list-style-type: none"> ○ Teacher/MTSS Team recommendation (data provided) <i>*No single data point should be used to indicate that a student has a need for Tier 2 interventions.</i>
THEN TIER 1 Instruction and TIER 2 Interventions
Supplemental Instruction/Interventions Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Programs/Practices: <ul style="list-style-type: none"> ● Savvas/My Perspective Interventions: Strong ESSA Rating ● Critical Thinking (based on materials in the DBQ and Mini-Q's)/Civic EOC prep, Content Teaching of Remedial Reading/CTRR)

The Critical Thinking Intervention Course does not meet the strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program:

IES Practice Guide: Providing Reading Interventions for Students in Grades 4-9

Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly- Strong Level of Evidence; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of text- Strong Level of Evidence; and Recommendation 4: Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information- Moderate Level of Evidence.

IES Practice Guide: Improving Adolescent Literacy

Recommendation 1: Provide explicit vocabulary instruction- Strong Level of Evidence, Recommendation 2: Provide direct and explicit comprehension strategy instruction- Strong Level of Evidence, Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation- Moderate Level of Evidence.

These recommendations are built into the Critical Thinking Courses to address skill deficits of students at the secondary level and to build their background knowledge and understanding in critical content areas. The district will support and monitor implementation of the recommendations in the Critical Thinking courses through semester MTSS review meetings and data chats. The district also provides professional development on how to effectively carry out the recommendations that are included in the course as well as best practices for implementing.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

- Savvas/My Perspective Interventions and differentiated strategies, Content Teaching of Remedial Reading/CTRR)
- Progress Learning-A benchmark-based program designed to give students practice with building skills and practicing assessments that align with the state assessments.
- IXL (specific for students with an IEP)

Students on Access Points-Alternative Academic Achievement Standards (AP-AAAS) are provided the identified interventions, as appropriate.

Number of times per week interventions are provided:

3-5

Number of minutes per intervention session:

15-30

Explain how the effectiveness of Tier 2 interventions are monitored.

Bi-weekly progress monitoring assessments will be used to determine the effectiveness of the Tier 2 intervention. Since Tier 2 is aligned to the core, you should also see improvements in the weekly formative assessments administered in Tier 1

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Schools hold regular MTSS meetings to discuss the progress of students receiving Tier 2 interventions. Teachers as well as literacy leaders attend these meetings and evaluate the effectiveness of the intervention based on progress monitoring data. If student is not showing progress, then the team identifies barriers and establishes a plan to assist student in meeting the expected benchmarks. ESE teachers provide information regarding the student’s IEP and ESOL liaisons assist with students who are in our ELL population.

Performance Criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Progress in core ELA instruction is minimal as indicated by a D/F grade and lack of progress in Tier 2 interventions and progress monitoring assessments

Beginning of year data
<p>IF student meets the following criteria at the beginning of the school year:</p> <ul style="list-style-type: none"> ○ Student scores a level 1 on the 2023-2024 FAST (PM3) AND ○ 2022-2023 FAST PM3 data reflects a level 1. <p>Additional Considerations:</p> <ul style="list-style-type: none"> ○ Prior data demonstrates a need for additional intervention, ○ Teacher/MTSS Team recommendation (data provided) <p>*No single data point should be used to indicate that a student has a need for Tier 3 interventions.</p>
THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions
<p>Intensive, Individualized Instruction/Interventions Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.</p> <p>Programs and Practices:</p> <ul style="list-style-type: none"> ● iLit 45 (grades 7-8): Strong ESSA Rating ● Language Live (grade 6) <p>Language Live does not meet the strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: IES Practice Guide: Providing Reading Interventions for Students in Grades 4-9 Recommendation 1: Build students’ decoding skills so they can read complex multisyllabic words- Strong Level of Evidence; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly- Strong Level of Evidence; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of text- Strong Level of Evidence</p> <p>These recommendations are addressed in the Language Live curriculum to address skill deficits of students at the secondary level. The district will monitor implementation of Language Live through ongoing support of Intensive Reading teachers. The district also evaluates progress through semester MTSS review meetings and data chats. Professional development is provided for new teachers and refresher courses are offered each year for returning teachers. This allows them to receive training on the actual curriculum and best practices in implementing.</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p> <ul style="list-style-type: none"> ○ Language Live - reinforces the literacy foundations students need while strategically using authentic text to engage and accelerate them to grade-level proficiency in vocabulary and comprehension. ○ IXL (specific for students with an IEP) ○ iLIT45 ELL (specific for English Language Learners) <p>Students on Access Points-Alternative Academic Achievement Standards (AP-AAAS) are provided the identified interventions, as appropriate.</p>
<p>Number of times per week interventions are provided: 5</p>
<p>Number of minutes per intervention session: 30</p>
<p>Explain how the effectiveness of Tier 3 interventions are monitored.</p>

Tier 3 interventions are monitored by weekly formative assessments such as interactive readers for iLit 45 and word/text training for Language Live small group participation, teacher observation, and program specific progress monitoring assessments.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

MTSS systems and supports are in place with regular data reviews among the team members. If a student is not showing growth, the team will work together to determine the barriers and identify solutions for meeting the individual needs of the student.

Grades 9-12

6. Grades 9-12 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 9-12 students.

Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Savvas	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Formative Assessment	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Progress Learning	<input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Formative Assessment	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Core Phonics	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
		<input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Formative Assessment	<input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
QAR	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Formative Assessment	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

8. Describe the district’s process for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

Performance criteria to identify grade 9-12 students in need of Tier 2 intervention:

- Student scores a level 1 on the 2023-2024 FAST (PM3) AND
- 2022-2023 FAST PM3 data reflects a level 2 or above OR
- Student scores a level 2 on the 2023-2024 FAST (PM3) AND
- 2022-2023 FAST PM3 data reflects a level 1 or 2.

Additional Considerations (throughout school year):

- Progress in core ELA instruction is minimal as indicated by a D/F grade,
- FAST progress monitoring data declines throughout the year,
- Teacher/MTSS Team recommendation (data provided).

Performance criteria to identify grade 9-12 students in need of Tier 2 and Tier 3 intervention:

- Student scores a level 1 on the 2023-2024 FAST (PM3) AND
- 2022-2023 FAST PM3 data reflects a level 1.

Additional Considerations (throughout school year):

- Progress in core ELA instruction is minimal as indicated by a D/F grade,
- FAST progress monitoring data declines throughout the year,
- Prior data demonstrates a need for additional intervention,
- Teacher/MTSS Team recommendation (data provided).

*No single data point will be used to indicate that a student has a need for intervention.

Grades 9-12 Decision Tree
Beginning of year data
IF student meets the following criteria at the beginning of the school year: If the student is not in the MTSS process, earned a score of Level 3 or higher on FAST.
THEN TIER 1 Only
Core Instruction (Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.) <u>Core Curriculum:</u> Savvas/My Perspective (moderate ESSA rating) is the Tier 1 ELA curriculum for secondary instruction. The instruction is provided in Tier 1 classrooms to all students with scaffolds and differentiation as needed. Progress in core ELA instruction is minimal as indicated by a D/F grade, decrease in FAST % or FAST score <u>Evidence:</u> This curriculum met all the requirements to be included on the state approved K-12 ELA instructional materials adoption list.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Student will make satisfactory progress, 70% or above, in the Tier 1 curriculum.
Explain how the effectiveness of Tier 1 instruction is monitored. The effectiveness of Tier 1 instruction is monitored through curriculum assessments (formative and summative assessments), teacher observations, and student performance on the coordinated screening and progress monitoring system assessment (FAST).
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? District monitoring and brainstorming of data/War Room activities, district hosted MTSS review meetings after PM 1-3 with school site administrators, professional development based on literacy walkthroughs, coaching teachers on instructional deliveries that align with explicit, scaffolded, systematic, differentiated instruction and corrective feedback, on-going professional development opportunities such as coaching cycles, mentoring, PLCs, and specific coursework.
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Progress in core ELA instruction is minimal as indicated by a D/F grade, PM 2 data decrease from past to current FAST % or FAST score <i>*No single data point should be used to indicate that a student has a need for Tier 2 interventions.</i>
Beginning of year data
IF student meets the following criteria at the beginning of the school year: <ul style="list-style-type: none"> ○ Student scores a level 1 on the 2023-2024 FAST (PM3) AND ○ 2022-2023 FAST PM3 data reflects a level 2 or above OR ○ Student scores a level 2 on the 2023-2024 FAST (PM3) AND ○ 2022-2023 FAST PM3 data reflects a level 1 or 2. Additional Considerations: <ul style="list-style-type: none"> ○ Prior data demonstrates a need for additional intervention, ○ Teacher/MTSS Team recommendation (data provided).
<i>*No single data point should be used to indicate that a student has a need for Tier 2 interventions.</i>
THEN TIER 1 Instruction and TIER 2 Interventions
Supplemental Instruction/Interventions Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Programs and Practices: <ul style="list-style-type: none"> ● Savvas/My Perspective Interventions: Moderate ESSA Rating ● Progress Learning in grades 11-12 Meeting ESSA criteria for moderate and promising evidence

Supported by IES, Improving Adolescent Literacy /Rec 1: Provide explicit vocabulary instruction, Rec 2: Provide direct and explicit comprehension strategy instruction Rec 3: Provide opportunities for extended discussion of text meaning and interpretation.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

- Savvas/My Perspective Interventions and differentiated strategies, Content Teaching of Remedial Reading/CTRR)
- Progress Learning-benchmark-based program designed to give students practice with building skills and practicing assessments that align with the state assessments
- IXL (specific for students with an IEP)

Students on Access Points-Alternative Academic Achievement Standards (AP-AAAS) are provided the identified interventions, as appropriate.

Number of times per week interventions are provided:

3-5

Number of minutes per intervention session:

15-30

Explain how the effectiveness of Tier 2 interventions are monitored.

Bi-weekly progress monitoring assessments will be used to determine the effectiveness of the Tier 2 intervention. Since Tier 2 is aligned to the core, you should also see improvements in the weekly formative assessments administered in Tier 1

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Schools hold regular MTSS meetings to discuss the progress of students receiving Tier 2 interventions. Teachers as well as literacy leaders attend these meetings and evaluate the effectiveness of the intervention based on progress monitoring data. If student is not showing progress, then the team identifies barriers and establishes a plan to assist student in meeting the expected benchmarks. ESE teachers provide information regarding the student’s IEP and ESOL liaisons assist with students who are in our ELL population.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Progress in core ELA instruction is minimal as indicated by a D/F grade and lack of progress in Tier 2 interventions and progress monitoring assessments

Beginning of year data

IF student meets the following criteria at the beginning of the school year:

- Student scores a level 1 on the 2023-2024 FAST (PM3) AND
- 2022-2023 FAST PM3 data reflects a level 1.

Additional Considerations:

- Prior data demonstrates a need for additional intervention,
- Teacher/MTSS Team recommendation (data provided).

*No single data point should be used to indicate that a student has a need for Tier 3 interventions.

THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

Programs and Practices:

- Grades 9-10-iLit 45- Strong ESSA Rating

<ul style="list-style-type: none"> Grades 11-12-Progress Learning- Evidence-based studies meeting ESSA Criteria for Moderate and Promising
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p> <ul style="list-style-type: none"> IXL (specific for students with an IEP) iLIT45 ELL (specific for English Language Learners) <p>Students on Access Points-Alternative Academic Achievement Standards (AP-AAAS) are provided the identified interventions, as appropriate.</p>
<p>Number of times per week interventions are provided:</p> <p>5</p>
<p>Number of minutes per intervention session:</p> <p>30</p>
<p>Explain how the effectiveness of Tier 3 interventions are monitored.</p> <p>Tier 3 interventions are monitored by weekly formative assessments, small group participation, teacher observation, and program specific progress monitoring assessments.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</p> <p>MTSS systems and supports are in place with regular data reviews among the team members. If a student is not showing growth, the team will work together to determine the barriers and identify solutions for meeting the individual needs of the student.</p>

5) Professional Learning ([Rule 6A-6.053\(8\)\(b\)3.f.-j., F.A.C.](#))

Describe the literacy professional learning that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs.
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.
- Differentiate and intensify professional learning for teachers based on progress monitoring data.
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

Professional learning required by Section [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), is provided through the following ongoing pathways: Literacy Department trainings, FLDRS, Beacon, program-based training, 95% Phonics/ Comprehension, SIPPS, iLit45, Language Live, Progress Learning, Newsela, ACT/SAT high yield

instructional practices Literacy PLCs, face-to face FCRR reading endorsement pathway opportunities, and book studies.

Professional development sessions include B.E.S.T. ELA standards and evidence-based reading practices and programs as well as the 6 areas of reading include instructional strategies that are multisensory and taught using an explicit and systematic process. Screening, formative, and summative data are used to intensify and differentiate professional development based on school and district need. School-based data chats and Continuous Improvement meetings provide avenues for professional development needs to be shared by principals with district staff. Principals ensure time is provided for teachers to meet weekly for professional development at their schools.

6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\), F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., RAISE High School Tutoring).

Currently, Santa Rosa County District has a high school tutoring program that provides ELA tutoring for K-3 students in our RAISE schools outside of the regular school hours. This is provided through paid tutors who are high school students enrolled in our Teacher Academy but could include other leadership classes such as Student Government Association (SGA) in the future. In addition, the juniors and seniors who tutor participate in a STAR tutoring program (Scholar Tutors Accelerate Reading.) Our scholar tutors are trained by our literacy department and CTE teachers to implement both programs. They receive pedagogical information and instructional techniques on the literacy activities as designed by Florida Center for Reading Research. A literacy coach continuously monitors each program with frequent observations and data checks. Our goal has been two-fold: 1) provide a meaningful tutoring experience that enhances reading growth for our young readers 2) cultivate a supportive environment for future teachers. Rising juniors and seniors have also been able to complete the requirement of the New Worlds Scholar through the STAR tutoring program. Data collection, as well as observation and teacher feedback, has proved these programs to be extremely successful.

7) Family Engagement ([Rule 6A-6.053\(8\)\(b\)3.o., F.A.C.](#))

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district’s plan for notifying parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

The district strives to provide multiple opportunities to support families who have students that are identified with substantial deficiencies in reading. Students identified with a substantial deficiency in reading receive Tier 3 interventions in addition to Tier 1 and Tier 2 instruction. The Tier 3 instructional program includes a school-to-home component that also embeds frequent contact with families. Families are provided with the FDOE Read-at-Home Plan and monthly, written communication concerning the student's intervention and progress. Information on the New World Reading Initiative is shared with eligible students through numerous family engagement activities throughout the year (Family Literacy Night, etc.). Additionally, the Literacy

Department supports a District-Wide Reading Challenge with the reading program, Beanstack. This program allows students to read with parents at home as well as at school. Opportunities to track reading minutes for badges and other recognitions are available as well as completing themed activities and writing book reviews. This year 2,063,454 minutes were read across the district.

8) Assurances (Rule 6A-6.053(8)(b)2., F.A.C.)

District Comprehensive Evidence-Based Reading Plan (CERP) Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial reading deficiency are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(5)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score a Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher’s performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a Literacy Leadership Team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):

Signature:

Date:

Santa Rosa County District Schools

Submitted By: David Sigurnjak, Director of Community School

Title of Item: Community School Salary Schedule 2024-25
Description/Introduction: Proposed Community School Salary Schedule
Recommendation/Action Requested: Request approval

Financial Impact:

A-Funds required from School Board? No
B-Amount required
C-Grant/Project Synopsis attached? No
D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No
If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
Sigurnjak, David	Approved	7/22/2024 - 1:07 PM
Thorpe, Mike	Approved	7/22/2024 - 1:29 PM

ATTACHMENTS:

Description	Upload Date	Type
Community School Proposed Salary Schedule 2024-25	7/18/2024	Cover Memo



MILTON OFFICE
6658 Park Ave.
Milton, FL 32570
Phone (850) 983-5650
Fax (850) 983-5655

GULF BREEZE OFFICE
675 Gulf Breeze Parkway
Gulf Breeze, FL 32561
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David Sigurnjak, Director

Dear Santa Rosa County School Board Members,

The mission of Santa Rosa Community School is to "Provide Safe, Convenient, and Affordable childcare services to our public-school families."

To recruit and retain the best employees, I am requesting the included salary schedule increase to match the current economic environment. The proposed salary schedule represents a .25 hourly increase across all ranges for Caregivers/Pre-School Teachers, and a .25 hourly increase in Range 15 only for Program Supervisors. This increase in salaries can be absorbed by the childcare fees we currently charge.

Respectfully,

A handwritten signature in blue ink that reads "David Sigurnjak". The signature is fluid and cursive, with a large, sweeping flourish at the end.

**PROPOSED
SANTA ROSA COMMUNITY SCHOOL
SALARY SCHEDULE
2024-2025**

Range	Job Categories	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
01	Caregiver	15.00	15.25	15.50	15.75	16.00	16.25	16.50	16.75	17.00	17.25	17.50	17.75	18.25	18.75	19.25	19.75
02	Lead Caregiver/ Pre-School Teacher	16.00	16.25	16.50	16.75	17.00	17.25	17.50	17.75	18.00	18.25	18.50	18.75	19.00	19.75	20.25	20.75
03	Program Supervisor	16.00	16.50	17.00	17.50	18.00	18.50	19.00	19.50	20.00	20.50	21.00	21.50	22.00	22.50	23.00	23.75
04	Certified Teacher Working as a Community School Caregiver	20.50	20.50	20.50	20.50	20.50	20.50	20.50	20.50	20.50	20.50	20.50	20.50	20.50	20.50	20.50	20.50

- 05 Certified teacher working in fee-based programs in summer at a SRC School. Rate of pay is \$30.00 per hour but is limited to apportionment based upon total fees collected from students in each respective summer program.
- 06 Non-certified SRC employees and eligible non-school board employees working in fee-based programs in summer at a SRC school. Rate of pay for these individuals is \$15.00 per hour but is limited to apportionment based upon total fees collected from students in each respective summer program.

RANGES 01 THROUGH 03 ARE HOURLY RATES AT EACH STEP

Santa Rosa County District Schools

Submitted By: Autumn Wright, Director of Student Services

Curriculum/ Instruction Action Agenda

Title of Item: 2024-25 Mental Health Assistance Allocation Plan

Description/Introduction: The purpose of the Mental Health Assistance Allocation (MHAA) is to provide funding to assist school districts in establishing or expanding school-based mental health care; train educators and other school staff in responding to mental health issues; and connect children, youth and families who may experience behavioral health issues with appropriate services.

Recommendation/Action Requested: Submitted for Board Approval.

Financial Impact:

A-Funds required from School Board? No

B-Amount required

C-Grant/Project Synopsis attached? No

D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No

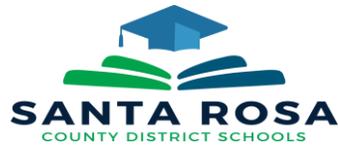
If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
Wright, Autumn	Approved	7/22/2024 - 3:59 PM
Thorpe, Mike	Approved	7/22/2024 - 3:00 PM

ATTACHMENTS:

Description	Upload Date	Type
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FLORIDA DEPARTMENT OF
EDUCATION
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2024-25 Mental Health Application

Mental Health Assistance Allocation Plan

Table of Contents

Introduction	3
Mental Health Assistance Allocation Plan	4
Section A: MHAA Plan Assurances	4-5
Section B: District Program Implementation	6-9
Section C: Direct Employment	10-11
Section D: Community Contracts/Interagency Agreements	12
Section E: MHAA Planned Funds and Expenditures	13
Section F: School District Certification	13

Introduction

Plan Purpose

The purpose of the Mental Health Assistance Allocation (MHAA) is to provide funding to assist school districts in establishing or expanding school-based mental health care; train educators and other school staff in responding to mental health issues; and connect children, youth and families who may experience behavioral health issues with appropriate services.

These funds are allocated annually in the General Appropriations Act to each eligible school district. Each school district shall receive a minimum of \$100,000, with the remaining balance allocated based on each school district's proportionate share of the state's total unweighted full-time equivalent student enrollment.

Charter schools that submit a plan separate from the school district are entitled to a proportionate share of district funding. A charter school plan must comply with all of the provisions of this section, must be approved by the charter school's governing body, and must be provided to the charter school's sponsor. (*Section [s.] 1006.041, Florida Statutes [F.S.]*)

Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by **August 1, 2024**.

There are two submission options for charter schools:

- Option 1: District submission includes charter schools in their application.
- Option 2: Charter school(s) submit a separate application from the district.

Mental Health Assistance Allocation Plan

s. 1011.62, F.S.

Section A: MHAA Plan Assurances

The District Assures

One hundred percent of state funds are used to establish or expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth, and families with appropriate behavioral health services.

Yes

Other sources of funding will be maximized to provide school-based mental health services (e.g. Medicaid reimbursement, third-party payments and grants).

Yes

Collaboration with FDOE to disseminate mental health information and resources to students and families.

Yes

A system is included for tracking the number of students at high risk for mental health or co-occurring substance use disorders who received mental health screenings or assessments; the number of students referred to school-based mental health services providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.

Yes

Mental Health Assistance Allocation Plans submitted for charter schools who opt out of the District's MHAA Plan are reviewed for compliance.

Yes

Curriculum and materials purchased using MHAA funds have received a thorough review and all content is in compliance with State Board of Education Rules and Florida Statutes.

Yes

The MHAA Plan must be focused on a multi-tiered system of supports to deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses. Section 1006.041, F.S.

Yes

A school board policy or procedure has been established for

Students referred to a school-based or community-based mental health services provider, for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 calendar days of referral.

Yes

School-based mental health services are initiated within 15 calendar days of identification and assessment.

Yes

Community-based mental health services are initiated within 30 calendar days of referral.

Yes

Individuals living in a household with a student receiving services are provided information about behavioral health services through other delivery systems or payors for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.

Yes

District schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S., and Rule 6A-40010, Florida Administrative Code.

Yes

Assisting a mental health services provider or a behavioral health provider as described in s. 1006.041, F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. 394.463, F.S. Such procedures must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined in s. 393.063, F.S.

Yes

The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463, F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. 394.463, F.S. Such contact may be in person or using telehealth, as defined in s. 456.47, F.S. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, or the local mobile response team, or be a direct or contracted school district employee. Note: All initiated involuntary examinations located on school grounds, on school transportation or at a school sponsored activity must be documented in the Involuntary Examinations and Restraint and Seclusion (IERS) platform.

Yes

Parents of students receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health service providers. Schools may meet this requirement by providing information about and internet addresses for web-based directories or guides for local behavioral health services.

Yes

Section B: District Program Implementation

Evidence-Based Program	Botvin
Tiers of Implementation	Tier 2, Tier 3
Key Components: Describe the key EBP components that will be implemented.	
<p>Botvin's Life Skills Training program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program. Eight 30-45 minute group sessions are completed with students and cover a range of topics related to personal self-management, general social skills, and drug resistance skills. These topics increase self-esteem, develop healthy attitudes, and improve knowledge of essential life skills.</p>	
<p>Early Identification: Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.</p>	
<p>Eligibility criteria are determined by referral only through parents, school counselors, deans, teachers and administrators or students can self-refer. Identified students will participate in group sessions led by a mental health counselor. Sessions will be facilitated through a combination of counselor-led activities and coaching with peer interaction. Student participation will be encouraged by sharing, small group discussion, practicing, questioning and brainstorming. Program materials are comprehensive and easy to use and it follows a developmentally appropriate scope and sequence.</p>	
<p>High Risk Students: Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.</p>	
<p>This EBP will help to improve personal management skills that students will develop to enhance self-esteem, improve problem solving skills, help reduce stress and anxiety and manage anger. It will improve general social skills that will help students meet personal challenges such as overcoming shyness, building relationships, and avoiding violence. It will also aim to improve drug resistance skills and help students build effective skills to resist peer pressure.</p>	

Evidence-Based Program	SS Grin
Tiers of Implementation	Tier 2, Tier 3
Key Components: Describe the key EBP components that will be implemented.	
<p>SS GRIN is an evidence based targeted RTI/MTSS Tier 2 and 3 small group intervention that addresses bullying, victimization, and social emotional competence. The program is implemented throughout the school year. Ten 30–45 minute group sessions cover a range of topics related to basic social skills including communication, self-control, perspective-taking and conflict management. These lessons increase self-esteem, develop healthy attitudes and improve knowledge of essential life skills.</p>	
<p>Early Identification: Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.</p>	
<p>Criteria for EBP is determine by referral through parents, school counselors, deans, teachers, administrators, or students can self-refer. Participating students will take part in group sessions led by a mental health counselor. Sessions will include topics addressing the critical factors found to promote substance abuse prevention, and social and emotional skills, through a combination of counselor led activities, coaching and peer interaction. Student participation will be encouraged by sharing, small group instruction, practicing, questioning and brainstorming. Program materials are comprehensive and easy to use and follows a developmentally appropriate scope and sequence.</p>	
<p>High Risk Students: Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.</p>	
<p>Support from this program will improve goal setting where students will learn to set goals and assess the consequences of their actions. It will improve general social skills that allow students to build pro-social attitudes, coping skills and positive character traits aligned to state standards for character education. It will also help students develop self-advocacy skills that will combat negative assumption about themselves and others.</p>	

Evidence-Based Program	C-SSRS (CDAC Behavioral Health Botvin/SS Grin)
Tiers of Implementation	Tier 3
Key Components: Describe the key EBP components that will be implemented.	
<p>The C-SSRS was originally derived by researchers at Columbia University, the University of Pennsylvania, and the University of Pittsburgh. The Columbia-Suicide Severity Rating Scale (C-SSRS) score is an EBP based on the person's responses to screening questions and has been validated in emergency settings including schools.</p> <p>It allows for integration of information from other sources as an initial screening to guide our school-based threat assessment teams, including our Trauma Informed Counselors in suicide risk assessment and to help identify the level of risk for suicide. The C-SSRS is a tool used by threat assessment teams to help determine a student's needs based on that risk level and creates a common language with clear definitions of suicidal thoughts and behaviors which is critical to student safety and well-being and helps with early identification of mental health disorders.</p>	
<p>Early Identification: Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.</p>	
<p>SRC utilizes this state approved suicide risk assessment to properly assess a person's risk for suicide and helps to coordinate prevention and crisis response efforts. These efforts help to identify social, emotional, and behavioral problems, substance use and mental health disorders. This assessment aids in the referral(s) to school-based mental health supports and community-based mental health services and supports as well as possibly divert a crisis situation that may lead to involuntary examinations.</p>	
<p>High Risk Students: Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.</p>	
<p>Use of this EBP redirects resources to where they are needed most, preventing unnecessary interventions that are often costly for parents/guardians, traumatic for everyone involved, and lead to disengagement from the needed care that is actually needed. The C-SSRS provides evidence-based thresholds to connect those at risk to the right level of care. The goal is to continue to use this assessment and decrease the number of involuntary examinations as compared to the 2023-24 school year which was 114 district wide.</p>	

Evidence-Based Program	Florida Model Threat Management
Tiers of Implementation	Tier 2, Tier 3
Key Components: Describe the key EBP components that will be implemented.	
<p>Florida Model Threat Management was developed by a specialized team and adopted in legislation to begin more effectively monitoring concerning behaviors of students in Florida schools. School threat management is a more proactive and flexible violence prevention practice that is used by school-based threat assessment teams when an individual threatens to commit a violent act or exhibits concerning behavior. Threat management includes the identification, assessment, and management of threats with the goal of resolving conflicts or problems before they escalate into violence. Our Florida threat management model allows school-based teams to follow a flowchart process to identify concerning behaviors to better help identify mental health supports and services that may be needed for a student. Interventions and strategies are identified and from this a Student Support Management Plan may be written to reduce risk factors and address student needs. The Florida Model's intention is to identify concerning behaviors earlier so prevention/intervention can take place to deter a student from continuation on a pathway to violence.</p>	
<p>Early Identification: Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.</p>	
<p>After a student has been assessed through the Florida Model and a concerning behavior has been identified, schools offer and provide ongoing mental health support. This support is through evidence-based programs delivered through school-based and contracted mental health services. These mental health counselors also help to connect students with community resources such as mental health clinics, support groups, mobile response teams and hotlines for additional support outside of the school setting. By implementing these evidenced-based practices, schools can effectively address and support concerning behaviors identified through the threat management process. In addition, these practices allow schools to support at-risk students earlier, address specific mental health concerns and build resilience and coping skills.</p>	
<p>High Risk Students: Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.</p>	
<p>High risk students receive all the supports mentioned above along with the additional support by the District Threat Management Team. This wraparound approach helps to ensure EBP/ interventions are as intensive as possible, utilizing mental health assessments by trauma counselors and additional support from the district's mental health counselor to help ensure that students are linked with outside services that can provide the additional support needed which may go beyond the scope of what a school setting can provide as it relates to mental health. These students are monitored for a calendar year at minimum, once identified.</p>	

Section C: Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2024

1:441

2024-2025 proposed Ratio by June 30,2025

1:435

School Social Worker

Current Ratio as of August 1, 2024

1:4781

2024-2025 proposed Ratio by June 30,2025

1:4750

School Psychologist

Current Ratio as of August 1, 2024

1:3188

2024-2025 proposed Ratio by June 30,2025

1:2869

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2024

1:796

2024-2025 proposed Ratio by June 30,2025

1:775

Direct employment policy, roles and responsibilities

Reducing Staff-to-Student Ratios: Explain how direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) will reduce staff-to-student ratios.

By increasing the direct employment of school-based mental health services providers, the staff to student ratios are expected to decrease due to more providers being able to meet the needs of fewer students.

Review and Revision of Staffing Allocations: Describe your district's established policies and procedures to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or

The district reviews current student services personnel duties and responsibilities to determine where changes may be needed to allow for an increase in provision of direct services. The district will also review staffing allocation at the end of each school year.

Role of School-Based Mental Health Providers and Community Partners: Describe the role of school based mental health providers and community-based partners in the implementation of

Thirty-eight mental health counselor positions are provided through a district contract with CDAC Behavioral Healthcare and are assigned directly to individual schools to provide group and individual counseling. Five licensed Trauma-Informed Counselors respond to crisis situations as needed, such as involuntary examinations, threats of school violence, mental health assessments, and/or traumatic events, as well as playing an integral role on school-based threat assessment teams.

Section D: Community Contracts/Interagency Agreements

List the contracts or interagency agreements with local behavioral health providers or Community Action Team (CAT) services and specify the type of behavioral health services being provided on or off the school campus.

- 1) CDAC Behavioral Healthcare
Services: Mental health counselors who facilitate group and individual counseling through evidence-based intervention approaches, facilitate drug diversion programs, substance use prevention, provide crisis counseling, conduct risk assessments, and refer to community-based resources. Also provide parent and teacher training/classes.
Funding: MHAA and District Funds

- 2) Magellan
Services: Military Family Life Counselors provide supports to military students and their families in the form of individual or group non-medical counseling, consultations, evidence-based intervention approaches, refer to other school and community-based resources.
Funding: Department of Defense

- 3) Lakeview Center
Services:
Community Action Team – Provides intensive, Tier 3 supports to students and their families who meet criteria for their services, which include psychiatric care and support, medical support, behavioral health services and collaborative efforts with school and home. Mobile Response Team – Provides around-the-clock intervention and support to all individuals in Escambia, Santa Rosa, Walton, and Okaloosa Counties dealing with a behavioral or mental health crisis, partnering with local law enforcement, our school district, emergency rooms and providers to support individuals in need during traumatic events or crisis.
Funding: NWF Health

- 4) Lutheran Services
Services: Provides counseling support to individuals and their families.
Funding: Non-Profit

- 5) Share Your Heart
Services: Provides food, clothing, and connection to additional needed services based on individual and family needs. Memorandum of Understanding with Santa Rosa County District Schools to provide services to students and families through a referral process.
Funding: Non-profit

Section E: MHAA Planned Funds and Expenditures

Allocation Funding Summary

MHAA funds provided in the 2024-25 Florida Education Finance Program (FEFP)

\$ 1,881,917.00

Unexpended MHAA funds from previous fiscal years as stated in your 2022-2023 MHAA Plan

\$ 46,595.50

Grand Total MHAA Funds

\$ 1,931,512.50

MHAA planned Funds and Expenditures Form

Please complete the MHAA planned Funds and Expenditures Form to verify the use of funds in accordance with (s.) 1006.041 Florida Statutes.

School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

The following documents were submitted as evidence for this section:

MHAA Planned Funds and Expenditures Form 2024-2025.xlsx

Section F: School District Certification

This application certifies that the **Santa Rosa County School District** School Superintendent and School Board approved the district's Mental Health Assistance Allocation Plan, which outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the mental health assistance allocation in accordance with section 1006.041(14), F.S.

Note: The charter school(s) listed below have **Opted Out** of the district's Mental Health Assistance Allocation Plan and are expected to submit their own MHAAP to the District for review.

Charter Schools Opting Out

Coastal Connections Academy

School Board Approval Date

Tuesday, July 30, 2024

Santa Rosa County District Schools

Submitted By: Autumn Wright, Director of Student Services

Curriculum/ Instruction Action Agenda

Title of Item: 2024-25 Student Records Handbook
Description/Introduction: 2024-25 Student Records Handbook - Revised
Recommendation/Action Requested: Approve as submitted.

Financial Impact:

A-Funds required from School Board? No
B-Amount required
C-Grant/Project Synopsis attached? No
D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No
If Yes, Approval Date

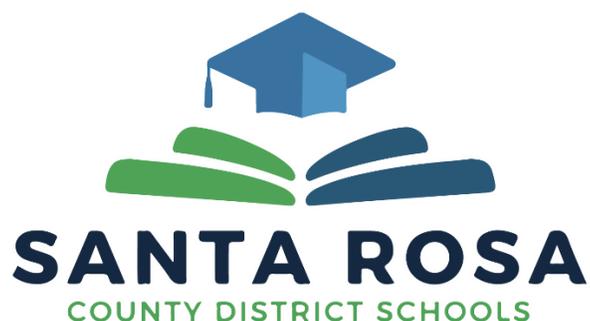
REVIEWERS:

Reviewer	Action	Date
Wright, Autumn	Approved	7/22/2024 - 4:57 PM
Thorpe, Mike	Approved	7/22/2024 - 8:02 PM

ATTACHMENTS:

Description	Upload Date	Type
2024-25 Student Records Handbook	7/22/2024	Cover Memo

Student Records Handbook: Guide to Maintaining Cumulative Records



Department of Student Services

**Dr. Karen Barber
Superintendent of Schools**

Table of Contents

<i>INTRODUCTION</i>	3
<i>I. ACCESS TO EDUCATION RECORDS</i>	4
<i>II. DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION FROM EDUCATION RECORDS</i>	5
<i>III. RIGHT TO PRIVACY OF EDUCATION RECORDS FOR PARENT/GUARDIAN OR ELIGIBLE STUDENT</i>	7
<i>IV. RIGHT TO INSPECTING AND REVIEWING EDUCATION RECORDS FOR PARENT/GUARDIAN OR ELIGIBLE STUDENT</i>	9
<i>V. RIGHT OF WAIVER OF ACCESS OF EDUCATION RECORDS FOR PARENT/GUARDIAN OR ELIGIBLE STUDENT</i>	9
<i>VI. RIGHT OF CHALLENGE AND HEARING FOR PARENT/GUARDIAN OR ELIGIBLE STUDENT</i>	10
<i>VII. STUDENT EDUCATION RECORDS CLASSIFICATION</i>	11
<i>VIII. SCHOOL PERSONNEL RESPONSIBILITIES OF STUDENT EDUCATION RECORDS</i>	13
<i>IX. STUDENT EDUCATION RECORDS MAINTENANCE FOR SCHOOL PERSONNEL</i>	16
<i>X. RECORD OF DISCLOSURE</i>	17
<i>XI. DESTRUCTION OF EDUCATION RECORDS</i>	17
<i>XII. RESPONDING TO A SUBPOENA OR COURT ORDER</i>	18
<i>XIII. ENFORCEMENT PROCEDURES FOR THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)</i> ...	18
<i>XIV. PENALTY</i>	18
<i>XV. TECHNICAL ASSISTANCE</i>	18
<i>XVI. APPENDIX</i>	20

INTRODUCTION

This handbook contains Santa Rosa County District Schools' expectations for student education records including how they are classified and how they should be accessed and retained. School leadership should have a thorough knowledge of Santa Rosa County School Board policies and procedures for maintenance of student education records. Only employees who have been trained to work with confidential materials are permitted to work with student education records. Education records provide professional personnel with longitudinal student information to facilitate instruction, guidance, and educational progress of students. They include official cumulative and audit records, files and data directly related to students. The purpose of this handbook is to provide a detailed framework for the development and maintenance of student education records.

Each school should have a posted list of those persons permitted access to education records. State Board of Education (Rule 6A-1.0955, FAC, Students Records) requires that Student Education Records be maintained for each student enrolled in a school. These records shall be under the control of the principal and shall be kept current. The Superintendent of Schools, or his/her designee, shall be responsible for the privacy and security of all records that are not under the supervision of a school principal.

What is FERPA? The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." In 1974, Federal legislation, known as the Family Educational Rights and Privacy Act (PL 93 - 568, as amended) or the Buckley/Pell Amendment, was enacted to assure the privacy rights of parents and students. In 1977, the Florida Legislature passed a similar bill, Florida Statute 1002.22, to protect the rights of students and their parents with respect to student records as created, maintained, and used by public educational institutions in the state. The procedures for maintaining student education records in compliance with these two legislative acts are established herein. [Insert link to Parent Rights in Code of Conduct.](#)

I. ACCESS TO EDUCATION RECORDS

Access to student education records shall be limited to the school board, the superintendent or designee, the professional staff at the school, the parent or guardian and eligible student, a court competent of jurisdiction, and to such other persons as the parent, guardian or eligible student may authorize in writing (See Appendix A: Consent for Mutual Exchange of Information).

Schools must use reasonable methods to ensure that teachers and other school officials obtain only those educational records in which they have legitimate access.

- A. School official who has a legitimate educational interest to access records may do so for the purpose of the following:
 - 1. Serving the student
 - 2. Protecting the health, safety, and learning of this student
 - 3. Maintaining the operations of the school district
 - 4. Obtaining payment for educational programs and services
 - 5. Other purposes as specified in federal and state law

- B. Who may have access to student records without prior consent?
 - 1. Parents or legal guardian of students under age eighteen (18) (See Appendix B: Florida In Loco Parentis Affidavit).
 - 2. Students eighteen (18) years of age or attending an institution of post-secondary education.
 - 3. Officials of schools, school systems, area vocational-technical centers, community colleges, or institutions of higher learning in which the student seeks or intends to enroll, upon receipt of a written or electronic request from a school official.
 - 4. Other school officials, including teachers within the educational institution or agency, who have legitimate educational interests or whose jobs require them to work with the records. Note: The district uses contractors, consultants, volunteers, and approved service providers as school officials to provide certain institutional services and functions.
 - 5. A person or entity to a court of competent jurisdiction in compliance with an order of that court or the attorney of record pursuant to a lawfully issued subpoena, upon the condition that the student or parent, if the student is a minor and not attending an institution of post-secondary, education or is a dependent of such parent, is notified of the order in advance of compliance by the educational institution or agency. (School personnel in Santa Rosa County are required to send such notice in writing.)
 - 6. State and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974. [School Board Policy 5.70](#)
 - 7. If a school district institutes legal action against a parent or student, or a parent or eligible student initiates legal action against a school district, the school district may disclose the student's education record to the court without a court order or subpoena in order to proceed with legal action as plaintiff or to defend itself (Family Rights and Education Privacy Act, Section 99.31).

8. The United States Secretary of Education, the Director of the National Institute of Education, the Comptroller General of the United States, or state or local educational authorities who are authorized to receive such information subject to the conditions set forth in applicable federal statutes and regulations of the United States Department of Education or in applicable state statutes and rules of the State Board of Education.
9. School officials in connection with a student's application for/receipt of financial aid.
10. Individuals or organizations conducting research for or on behalf of an institution or a board of education for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations, and if such information will be destroyed when no longer needed for the purposes of conducting studies.
11. Accrediting organizations, in order to carry out their accrediting functions.
12. School boards conducting student expulsion hearings.
13. Appropriate parties, in connection with an emergency, if knowledge of the information in the student's education records is necessary to protect the health or safety of the student or other individuals. The following criteria shall be used to determine the existence of emergencies involving health and safety:
 - a. The seriousness of the threat to the health or safety of the student or other individuals;
 - b. The need for the information to meet the emergency;
 - c. Whether the parties to whom the information is disclosed are in a position to deal with the emergency.
 - d. The extent to which time is of the essence in dealing with the emergency.
14. The Auditor General in connection with his/her official functions; however, except when the collection of personally identifiable information is specifically authorized by law, any data collected by the Auditor General shall be protected in such a way as will not permit the personal identification of students and their parents to anyone other than the Auditor General and his/her staff, and such personally identifiable data shall be destroyed when no longer needed for official use.
15. Credit bureaus, in connection with an agreement for financial aid which the student has executed, provided that such information may be disclosed only to the extent necessary to enforce the terms of the agreement. Credit bureaus shall not release any information obtained to any person.
16. The Department of Children and Families, law enforcement authorities, and other agencies as part of an interagency agreement with the school to reduce juvenile crime, improve school safety and to reduce truancy, suspensions, and expulsions. Student record information used by these agencies may only be used to determine appropriate programs and services for the students.
17. FERPA states that an educational agency or institution must use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom the agency or institution discloses personally identifiable information from education records.

II. DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION FROM EDUCATION

RECORDS

FERPA requires that the district, with certain exceptions, obtain the parent or eligible student's written consent prior to the disclosure of personally identifiable information from the student's educational records. However, Santa Rosa County District Schools may disclose appropriately designated directory information without written consent unless the district has been advised to the contrary in accordance with district procedures.

The primary purpose of directory information is to allow the district to include this type of information from the student's educational records in certain school publications. At the beginning of each school year, and upon the transfer of a student into a school, principals are to inform parents and eligible students in writing of their rights to inspect and review student education records through the dissemination of the Code of Student Conduct. This notice shall include the procedures to exercise this right. Whenever necessary and feasible, alternative methods of notice for informing eligible students, parents, or guardians, unable to comprehend a written notice in English, will be provided. [INSERT LINK HERE to 2024-2025 Code of Student Conduct](#)

A. Who must have prior written consent to have access to student records?

1. Third parties (individuals, agencies or organizations). These parties may have access to records only with written permission of the parents or eligible student. The written consent must specify the records to be released and to whom they are to be released. Each request for consent must be made separately. No blanket permission for the release of information should be allowed.
2. Third parties may not release the records to other persons without obtaining written consent from parents or eligible student.

B. Who may have access to Directory Information?

1. Directory information consists of certain categories of personally identifiable information. At the beginning of each school year, and upon transfer of a student into the school, the school shall give public notice of the categories which have been designated as directory information. This information may only be made available to colleges, the military, and others as approved by the Superintendent, unless an opt-out choice is selected by the parents. Other groups or organizations requesting directory information may receive it for any student whose parent has signed a release that is on file at the schools.
2. Parents who do not want directory information given to colleges or the military must notify the school principal within ten (10) working days after receiving notice within the Student Code of Conduct by completing the SRCDS Parent Consent for No/Limited Disclosure of Directory Information (See Appendix C: Parent Consent For No/Limited Disclosure of Directory Information).
3. This form must be available to parents if requested. The completed form should be given to Data Entry to be coded into FOCUS. The form is kept on file for the remainder of the school year.
4. Third party requests for lists of data specified as directory information shall be submitted to the Human Resources Department.
5. Directory Information may include the following:
 - a. Student's name
 - b. Address
 - c. Telephone number, if listed
 - d. Date and place of birth

- e. Major field of study
- f. Grade level
- g. Age
- h. Participation in officially recognized activities and sports
- i. Weight and height of members of athletic teams
- j. Dates of attendance
- k. Degrees and awards received
- l. Schools attended
- m. Most recent previous educational agency or institution attended by the student

III. RIGHT TO PRIVACY OF EDUCATION RECORDS FOR PARENT/GUARDIAN OR ELIGIBLE STUDENT

Every student shall have a right of privacy with respect to the educational records kept on him or her. In accordance with the provisions of F.S. 1008.386, a student is not required to provide his or her social security number as a condition for enrollment or graduation. Personally identifiable records or reports of a student, and any personal information contained therein, are confidential and exempt from the provisions of F.S. 119.07(1). No state or local educational agency, board, public school, technical center, or public postsecondary education institution shall permit the release of such records, reports, or information without the written consent of the parents, guardian, or eligible student to any individual, agency, or organization (See Appendix A). The signed and dated consent must contain the reason for the release, the specific records to be released, and to whom the records are being released. However, personally identifiable records or reports of a student may be released to the following persons or organizations without the consent of the eligible student or the student's parent or guardian:

- A. School officials, determined to have legitimate educational interest in the information in the records (See Definitions section for defining "school officials" and "legitimate educational interest").
- B. Contractors, consultants, volunteers, and other outside parties to whom an educational agency has outsourced institutional services or functions that it would otherwise use employees to perform (see Definition of "school official." The outside party must be under direct control of the agency and subject to the same conditions governing the use and disclosure of educational records, for example, persons or entities acting on behalf of a school, such as a school nurse who provides services under contract, are under the direct control of the school in the maintenance of student health records.
- C. The United States Secretary of Education, the Director of the National Institute of Education, the Assistant Secretary for Education, the Comptroller General of the United States, or state or local educational authorities who are authorized to receive such information subject to the conditions set forth in applicable federal statutes and regulations of the United States Department of Education, or in applicable state statutes and rules of the State Board of Education.
- D. Institutions in connection with a student's application for or receipt of financial aid, such as a college loan.
- E. Individuals or organizations conducting studies for or on behalf of an institution or a board of education for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents or guardian by persons other than representatives of such organizations and if such information

will be destroyed when no longer needed for the purpose of conducting such studies. A written agreement with the School Board is required to specify the purpose of the study.

- F. Accrediting organizations, in order to carry out their accrediting functions.
- G. School readiness coalitions and the Florida Partnership for School Readiness in order to carry out their assigned duties.
- H. For use as evidence in student expulsion hearings conducted by a district school board pursuant to the provisions of Chapter 120, F.S. However, public records of the hearing may not contain any personally identifiable information on students who are the focus of the expulsion hearing.
- I. Appropriate parties in connection with an emergency, if knowledge of the information in the student's educational record is necessary to protect the health or safety of the student or other individuals. At such times, records and information may be released to appropriate parties, such as law enforcement officials, public health officials, and trained medical personnel. This exception to FERPA's general consent rule is limited to the period of the emergency and generally does not allow for a blanket release of personally identifiable information from a student's education records. Criteria for determining a health or safety emergency shall include, but are not limited to the following:
 - 1. The seriousness of the threat to the health or safety of the student, adult, or other individuals;
 - 2. The need for the information from the cumulative record to meet the emergency;
 - 3. Whether the parties to whom the information is disclosed are in a position to deal with the emergency; and
 - 4. The extent to which time is of the essence in dealing with the emergency.
- J. Federal, state, and local authorities involved in an audit or evaluation of compliance with education program requirements; for example, the Auditor General and the Office of Program Policy Analysis and Government Accountability (OPPAGA) in connection with their official functions. However, except when the collection of personally identifiable information is specifically authorized by law, any data collected by the Auditor General and the OPPAGA is confidential and exempt from the provisions of F.S. 119.07(1) and shall be protected in such a way as will not permit the personal identification of students and their parents or guardian by other than the Auditor General, the OPPAGA and their staff, and such personally identifiable data shall be destroyed when no longer needed for the Auditor General's and the OPPAGA'S official use.
- K. A court of competent jurisdiction in compliance with an order of that court or the attorney of record pursuant to a lawfully issued subpoena, upon the condition that the student and the student's parents or guardian are notified of the order or subpoena in advance of releasing the records.
- L. To comply with an ex parte court order obtained by the Attorney General (or designee) concerning offenses such as domestic terrorism.
- M. Credit bureaus, in connection with an agreement for financial aid that the student has executed, provided that such information may be disclosed only to the extent necessary to enforce the terms or conditions of the financial aid agreement. The credit bureaus shall not release any information obtained pursuant to this paragraph to any person.
- O. State or local officials in connection with serving the student under the juvenile justice system in accordance with an interagency agreement as required by Section 1002.22(3)(d)(13), F.S., or a cooperative agreement mandated by Section 1003.52, F.S. The disclosure must be related to the juvenile justice system's ability to "effectively serve" the student whose records are released. The disclosure must concern the juvenile justice system's ability to the student

prior to adjudication. Also, the officials to whom the information is disclosed must certify, in writing, that the records will not be redisclosed to any other party except as provided by State Law.

- P. A court, without court order or subpoena, if the district has initiated legal action against the parent/guardian/eligible student, or the parent/guardian/ eligible student has initiated legal action against the district, and the information is relevant for the district to proceed with legal action as the plaintiff or the defendant.
- Q. Schools or institutions of postsecondary education in which a student seeks or intends to enroll, even after a student has already enrolled or transferred if the purpose is related to the student's enrollment or transfer.
- R. Parents of a dependent student as defined by the Internal Revenue Service's Code

IV. RIGHT TO INSPECTING AND REVIEWING EDUCATION RECORDS FOR PARENT/GUARDIAN OR ELIGIBLE STUDENT

State Board Rule 6A-1.0955 (6) (b), FAC, states: "Each school board shall adopt a policy for education records which shall include provisions for permitting the adult student or the parent or guardian of the student who is or has been in attendance in the school district to inspect and review the education records of the student." To comply with this regulation, the following guidelines apply:

- A. Parents of students and parents of former students enrolled in any Santa Rosa County District Schools, including specialty schools, have the right to inspect and review all education records directly related to their children under eighteen (18) years of age.
- B. The right to inspect and review also includes the right to reasonable requests for an explanation and interpretation of the record.
- C. Whenever a student or former student becomes eighteen (18) years of age or is attending a post-secondary institution, the rights accorded to the parents of the student shall thereafter only be accorded to the student, unless the student is considered a dependent student, as defined in Section 152 of the Internal Revenue Code of 1954, and as verified by being claimed by the parent on the income tax return.
- D. In the case of a divorce or legal separation, both parents may have access to a child's education record, unless an appropriate court order to the contrary has been filed with the school. Accordingly, a stepparent has rights under FERPA where they are present daily with the natural parent and child and the other parent is absent from the home. In such cases, the stepparents have the same rights under FERPA as the natural parents. Conversely, a stepparent who is not present on a day-to-day basis in the home of the child does not have rights under FERPA with respect to the child's education records.
- E. Compliance with a request to inspect and review a student's education record should be done as quickly as administratively feasible; under no circumstances should the time element exceed thirty (30) days after the receipt of the request by the school (State Statute 1002.22).

V. RIGHT OF WAIVER OF ACCESS OF EDUCATION RECORDS FOR PARENT/GUARDIAN OR ELIGIBLE STUDENT

- A. Each parent, guardian, or eligible student shall have the right to waiver the right of access to letters or statements of recommendation or evaluation only if:
 - 1. The parent, guardian, or eligible student is, upon request, notified of the names of all persons submitting confidential letters or statements; and

2. Such recommendations or evaluations are used solely for the purpose for which they were specifically intended.
3. Such waivers may not be required as a condition for admission to, receipt of financial aid from, or receipt of any other services or benefits from, any public agency or educational institution in Florida.
4. A waiver shall be in writing, on an established form, (See Appendix D: Waiver of the Right of Access) and signed by the parent, guardian, or eligible student. If the parent or guardian of a student executes a waiver, that waiver may be revoked at any time after the student becomes an eligible student.
5. A waiver may be revoked at any time if executed in writing to the principal. Principals or their designee shall obtain a waiver from the parent, guardian, or eligible student, in writing, prior to the disclosure of any confidential recommendations. A copy of the waiver executed by the parent, guardian, or eligible student shall be attached and forwarded with all confidential recommendations.

VI. RIGHT OF CHALLENGE AND HEARING FOR PARENT/GUARDIAN OR ELIGIBLE STUDENT

- A. Parents, guardians, or eligible students shall have the an opportunity to identify in writing to the school the portion of any record or report to which such person is granted access under paragraph A., in order to ensure that the record or report is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, and to provide an opportunity for the correction, deletion, or expunction of any inaccurate, misleading, or otherwise inappropriate data or material contained therein.
- B. Any challenge arising under the above provisions may be settled through informal meetings or discussions between the parent, guardian, or eligible student and appropriate officials of the educational institution. If the parties at such a meeting agree to make corrections, to make deletions, to expunge material, or to add a statement of explanation or rebuttal to the file, such agreement shall be reduced to writing and signed by the parties; and the appropriate school officials shall take the necessary actions to implement the agreement.
- C. School authorities shall decide whether to amend the information in accordance within ten (10) school days from the receipt of the written request. Informal meetings as defined in Section 1002.22 (formerly 228.093), F.S., may be used. If there is an agreement to change an education record, the agreement must be in writing, signed, and dated by the parents, guardian, or eligible student and designated school officials. The agreement shall only indicate that the record has been corrected or expunged.
- D. If the parties cannot reach an agreement, the school must inform the parents, guardian, or eligible student of their right to a hearing. Upon the request of either party, a hearing shall be held on such challenge under rules promulgated by the State Board of Education. Upon the request of the parents, guardian, or eligible student, the hearing shall be exempt from the requirements of F.S. 286.011. Such rules shall include at least the following provisions:
 1. The hearing shall be conducted within thirty (30) calendar days following the request for the hearing.
 2. The parents, guardian, or the eligible student shall be given notice of the date, place, and time, five (5) calendar days in advance of the hearing.
 3. The hearing shall be conducted, and the decision rendered by an official of the

educational institution or other party who does not have a direct interest in the outcome of the hearing.

4. The parents, guardian, or eligible student shall be afforded a full and fair opportunity to present evidence and may have assistance at their own expense by one or more individuals of his or her own choice, including an attorney.
5. A decision shall be made in writing within ten (10) school days after the conclusion of the hearing with a copy sent by certified mail to the parents, guardian, or eligible student and a copy retained by the school system. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decisions.
6. If, as a result of the hearing, the hearing officer decides the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the appropriate school officials shall take the necessary actions to implement the decision.
7. If, as a result of the hearing, the hearing officer decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the hearing officer informs the parent, guardian, or eligible student of the right to place in the education records of the student a statement commenting upon the information and setting forth the reasons for disagreeing with said information. This statement must be maintained with the contested part of the record and disclosed whenever the corresponding part of the student record is released.

VII. STUDENT EDUCATION RECORDS CLASSIFICATION

In Santa Rosa County, the major component of a student's education records is the Cumulative Record, originating with a student's entrance into the school district through the twelfth grade. The personally identifiable information contained in these records, as prescribed by Rule 6A- 1.0955, FAC, is classified as follows:

- A. Category A - Permanent Information (This classification includes verified information of clear educational importance which shall be retained permanently.) It consists of:
 1. Student's full legal name
 2. Authenticated birth date, place of birth, race, ethnicity, and sex
 3. Last known address of student
 4. Names of student's parents or guardians
 5. Name and location of last school attended
 6. Number of days present and absent, date enrolled, date withdrawn
 7. Courses taken and record of achievement, such as grades, units, or certification of competence
 8. Date of graduation or program completion, and
 9. Records of requests for access to and disclosure of personally identifiable information from the education records of the student as required by FERPA.
- B. Category B - Temporary Information (This classification includes verified information of clear educational importance which may be destroyed five (5) years after the student or his/her class

graduates.) It may include but is not limited to:

1. Health information (NOTE – some health information must be kept permanently. Refer to current GS7 for guidance.)
2. Family background data
3. Standardized test scores
4. Educational and career plans
5. Honors and activities
6. Work experience reports
7. Teacher comments
8. Reports of special services or exceptional student staffing committees, including all information required by Florida Statute 1001.42(13)
9. Discipline records
10. School Environmental Safety Incident Reports (SESIR) collected under Section 1006.07(9), F.S. except as provided in threat assessment (see Threat Management Records subsection below) done by the threat assessment team pursuant to Section 1006.07(7), F.S.
11. Academic and behavioral intervention services
12. Psychological evaluations
13. Therapeutic treatment plans and therapy progress notes
14. Correspondence from community agencies or private individuals
15. Driver education certificates
16. List of schools attended
17. Written agreements of corrections, deletions, or expunctions as a result of meetings or hearings to amend education records, and
18. Records designated for retention by the Florida Department of State in General Records Schedule GS7 for *Public Schools Pre-K – 12, Adult and Vocational/Technical*.
19. Threat Management Records - Completed threat management instrument forms (Forms A-H) and any related documentation are considered “Category B” records under Rule 6A-1.0955, F.A.C. Records that fall under Category B are subject to periodic review and may be removed from a student’s records when the information is no longer useful, and at a minimum must be maintained for 3 school years. Pursuant to Section 1006.07(7), F.S., school threat management records, including threat assessment reports, all corresponding documentation, and the completed threat management instrument forms required by Rule 6A- 1.0019, F.A.C., are considered education records. In most cases, student health and mental records maintained by a K-12 school are also considered education records.

Access to and disclosure of education records is governed by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations (20 U.S.C. s. 1232g, 34 C.F.R. Part 99), related state laws (Sections 1002.22, 1002.221, and 1002.222,

F.S.), Rule 6A-1.0955, F.A.C., and district or school policy. FERPA provides parents and eligible students (those who are 18 or attending postsecondary institutions at any age) the right to inspect and review education records, to control or limit certain disclosures of information contained therein, and to challenge information contained in those records. Because threat assessments and related threat management records meet the definition of education records, parents can review these records upon request. While disclosure of education records generally requires written consent, there are several exceptions set forth in the FERPA regulations that detail when records and information may be shared without consent. Commonly used exceptions relevant to the threat management process are the disclosure of directory information, disclosure to school officials, and disclosure related to a health or safety emergency.

- a. Retention- All reports of concerning behavior, concerning communications, or threats documented using The Florida Harm Prevention and Threat Management Instrument prescribed by Rule 6A-1.0019, F.A.C., are Category B records and shall be maintained in a student's file as long as determined useful by a threat management team, pursuant to Section 1006.07(7), F.S., and Rule 6A-1.0019, F.A.C. These records include all corresponding documentation and any additional information required by the Florida Model for threat management related to the reporting, evaluation, intervention, and management of threat assessment evaluations and intervention services.
- b. Information Sharing – Generally, if records are shared the names and identifying information of students other than the student of concern must be redacted, consistent with FERPA and district policies.
- c. Transferring of records - Section 1003.25, F.S., and Rule 6A-1.0955, F.A.C., establish certain requirements for maintaining and transferring records of students who transfer from school-to-school and district-to-district, including threat management records. The law requires that student records be transferred **within five school days** of receipt of the request for records from the new school or district, or receipt of the identity of the new school and district of enrollment, whichever occurs first. Student records must contain verified reports of serious or recurrent behavior patterns, including threat assessments and intervention services, and psychological evaluations, including therapeutic treatment plans and therapy progress notes created or maintained by school staff.

VIII.SCHOOL PERSONNEL RESPONSIBILITIES OF STUDENT EDUCATION RECORDS

Florida Statute 1003.25 requires all principals to maintain a permanent, cumulative record for each student.

- A. **The principal** is responsible for establishing a system for the creation, security, care, and use of the cumulative records, and shall:
 1. place records in a safe, central location accessible to the principal, faculty, and other authorized personnel. The principal ensures that the following security measures are maintained:
 - a. all records are to be kept in the school building at all times;
 - b. if allowed to leave records' storage area, records must be signed out by appropriate school staff;
 - c. students and volunteers are not allowed to handle cumulative records
 - d. provide in-service for teachers on the maintenance and confidentiality of records,

- e. where applicable; provide time, space, and opportunity for teachers to review and update information, as needed;
 - f. establish a checking system for the maintenance and completeness of records at the end of each school year; and
 - g. assure that all records are transmitted to receiving schools upon request.
- B. Data Entry personnel, or Principal designee**, is responsible for initiating and maintaining cumulative records and shall use the following procedures for their transfer.
1. Requesting records for enrolling students
 - a. Submit requests for records from
 - i. In-district school by contacting school registrar or
 - ii. Other Florida public school via FASTER or
 - iii. Private or out-of-state school using SRCDS records request form (see Appendix E: Request for Student Educational Records)
 - b. Obtain administrative assistance in procuring student records after a third request
 - c. Maintain a log of all student records requested and received
 - d. Notify teacher(s), counselor(s), and other applicable personnel upon receipt of records from other schools; and
 - e. Conduct periodic reviews to identify
 - i. Cumulative records that have not been received
 - ii. Cumulative records that have been received for students projected but have not enrolled. Follow up to identify where to send the record if the student enrolled in another Santa Rosa County District school or is DNE.
 2. Sending/transferring records of withdrawing students
 - a. The transfer of records shall be made immediately upon receipt of a proper request, within no longer than five (5) days. **Under no condition shall the transfer of a student's record be delayed or denied for failure to pay a fine or fee assessment by the school.** All reasonable efforts shall be made to collect for damaged or lost library books and textbooks. (Rule 6A-1.0955, FAC).
 - b. An official request for transfer of records from a receiving school will be considered prima facie evidence of the parent's knowledge of the transfer of records (including psycho-educational reports and exceptional education program information) and shall be honored without parent permission. Other requests for transfer of student records must be authorized in writing by the parent or eligible student. The signed release form will be filed in the student's record at the school.
 - c. Upon notification that a student is withdrawing, the student withdrawal form is generated from Focus and completed.
 - d. File a copy of the withdrawal form, along with printed transcript, in the

cumulative record and provide copies to the withdrawing student.

- e. For in-district public schools, send cumulative record in its entirety to receiving school upon written or verbal request.
- f. For out-of-county or private schools, send copies of requested cumulative record and retain original cumulative record at student's last attended SRCSD school site.
 - i. Records sent to requesting school should include:
 - 1) The most recent electronic transcript from elementary, middle, and high school, as applicable
 - 2) School Entry Health Exam form (DH3040)
 - 3) Health folder information including the Florida Certificate of Immunization (DH680)
 - 4) ESE Information, if applicable
 - 5) Section 504 Eligibility and Accommodation Plan, if applicable
 - 6) MTSS folder information
 - 7) English Language Learners folder information
 - 8) Behavior/Mental Health folder information
- g. Maintain a log of all student records requested and released.
- h. If the school gives a copy of the cumulative record to parents/guardians, it must be in a sealed school envelope, with a school stamp or signature of clerk over the sealed flap. Parents may hand-carry records to the receiving school, eliminating delays.
- i. The following methods may be used to transfer student records to non-SRCDS agencies/schools.
 - i. First class mail - Records are to be sent electronically or sent with at least First-Class postage. No records should be sent with library rate.
 - ii. Electronic transfers
 - 1) Florida schools - school personnel must use the FASTER system in the Florida Reports menu in Focus to request or to transfer student records.
 - 2) Email
 - i. A secure sharing service/platform such as OneDrive or SharePoint may be used when sending digital records.
 - ii. Student records should NEVER be sent via regular email as this is considered a breach of confidentiality.
 - iii. Facsimile (Faxing) – Records may be faxed for immediate need but the following MUST be stated on the fax cover sheet: NOTICE TO RECIPIENT: The information contained in this fax is intended only for the individual or entity to which it is addressed and may contain confidential information that is legally privileged. Confirmation of receipt from the intended recipient by return fax, email, or a phone call is requested. If you are not the intended recipient, any review, use, dissemination, distribution, or copying of this information is strictly prohibited. If you have received this fax in error, please notify us immediately by return fax, email, or by telephone and destroy all information included

in the fax.

IX. STUDENT EDUCATION RECORDS MAINTENANCE FOR SCHOOL PERSONNEL

To best facilitate the maintenance of accurate records, compliance with the following is expected.

- A. Use legal names on all records and computer screens, each agreeing with the other. (No nicknames (except for applicable "nickname" Focus field, or name alternatives may be used.)
- B. Legal name change - When a parent, guardian, or any other person seeks to enroll a student under a name other than the legal name, or seeks to change the name of a student already enrolled, the parent, guardian or other person shall be informed that the name of the student as recorded on the birth certificate or other supporting evidence, as provided by law, will be used on all official records until such time as a final court order verifying a legal change is received. When the school receives a certified copy of a legally binding document (court order, final judgment) that legally changes the name of a student, a copy should be placed in the child's permanent cumulative folder and entered electronically.
- C. Birthdates and birthplaces must agree on all written and computer-generated documents.
- D. Personal data must agree on all written and computer-generated documents.
- E. All previous transcripts and record of credits must be entered onto the transcript in the Student Information System (FOCUS).
- F. There should never be more than one cumulative folder on the same student. Multiple/duplicate folders should be combined, and information integrated.
- G. Changes on the education record - A student's permanent education record may not be changed or altered in any manner except by authorization or direction of the school principal. Any change on the hard copy of the education record shall be dated and initialed by the person making the change.
- H. The Folder: Cumulative education records for students in grades PK-12 are filed in a designated folder, referred to as the cumulative record.
- I. Cumulative Record Organizational Order (See Appendix F: Cumulative Record Organizational Order):
 - 1. The **Record of Disclosure Form for Cumulative Records** (See Appendix G: Record of Disclosure) The school must maintain a record of each request for access to, and each disclosure from an education record without parent consent. This form is kept at the front of every student's cumulative folder. The record of disclosure does not need to be utilized when the parent or guardian of a student, the eligible student, or school official having a legitimate interest reviews and education record.
 - 2. Legal documentation (pink file)
 - 3. Registration paperwork (most current forms/documentation)
 - 4. Cumulative school health record (white file)
 - 5. Photo card
 - 6. Section 504 (blue file)
 - 7. Permanent record card, withdrawal forms & transcripts - the student transcript (the year end computer report from data processing) should be kept for second (at a primary school), fifth, eighth, and twelfth grade.

8. Testing (green file)
9. Exceptional student education (ESE) (red file)
10. English language learners (ELL) (yellow file)
11. Truancy (purple file)
12. MTSS (orange file)

X. RECORD OF DISCLOSURE

The school must maintain a record of each request for access to, and each disclosure from an education record as well as the names of state and local educational authorities and federal officials and agencies that may make further disclosures of personally identifiable information from the student's education records without consent. The school's log must be maintained in the student's cumulative record (See Appendix G) and:

- A. Be maintained as long as the record is maintained
- B. Include the parties who have requested or received information from the records
- C. Include the legitimate interest parties had in receiving information
 1. An educational agency or institution must record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception (see Section III. A. # 13):
 2. The articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure
 3. The parties to whom the agency or institution disclosed the information
- D. The requirement of an entry on this Record of Disclosure form does not apply if the request was from, or the disclosure was made to
 1. The parent, guardian, or eligible student
 2. A properly designated school official with a legitimate educational intent
 3. A party with written consent from the parent, guardian, or eligible student
 4. A party seeking directory information
 5. A party with a law enforcement subpoena or court order that specifies that the or contents of the subpoena or court order not be disclosed.

X. DESTRUCTION OF EDUCATION RECORDS

- A. Destruction of student education records should be conducted based on the General Records Schedule GS7 for Public School Records. ([link](#))
- B. Purging of student records should occur upon completion of grades two (2) (primary schools), five (5), eight (8), and twelve (12), prior to transferring of student records. This includes notes from parents regarding absences, pictures drawn by students, teacher made tests, academic Kindergarten screeners, duplicate or out-of-date shot records (keep the most current DH680), writing folders, proof of residency, and other information not required in the cumulative record.
- C. The GS7 Records Schedule allows for the destruction of Category B information 5 years after graduation from high school, transfer, or withdrawal; however, Exceptional Student Education

records containing original signatures are not to be destroyed and must be maintained at the school sites (See *Section V. Education Records* of this document for Category A documents that must be maintained permanently at the schools).

XII RESPONDING TO A SUBPOENA OR COURT ORDER

The principal or designee is responsible for responding to a subpoena or court order. If the subpoena is non-specific in its request (i.e., does not specify which records are being subpoenaed) then the following shall be provided: the student's health record, attendance record, transcript of grades. If the subpoena is specific, only provide requested records. In cases where information is developed or summarized from any of the contents of a student's education record, a copy of that information and a statement of the purpose for which it was intended must be included in the cumulative folder. The following procedures should be used when responding to court orders as well as subpoenas:

- A. Determine whether this is an issued subpoena or a courtesy copy. An issued subpoena is dated and either signed or stamped by the Clerk of the Court. A courtesy copy is not signed or stamped by the Clerk of the Court. It may be accompanied by a letter from an attorney. Receiving a courtesy copy does not authorize you to release student records.
- B. If this is an issued subpoena {dated and either signed or stamped by the Clerk of the Court}, immediately verify that you have the student's records. If you do not have the student's records, use the Focus SIS to locate them. Call the identified location, confirm that the records are in their possession, and forward the subpoena immediately. Keep a copy of the subpoena with documentation as to where it was sent and the date it was sent.
- C. When you receive a subpoena and have verified that you have the student's records, you are required to notify the parent, guardian, or eligible student in writing within two (2) school days of the request. The letter of notification must include a statement of intention to comply with the subpoena, the date you will comply, and a copy of the subpoena. The adult student, parents, guardians, or their attorney cannot instruct you to ignore a subpoena. Only the court or the requesting attorney can release you from the obligation to comply with a subpoena.
- D. Upon receipt of a legal objection to a subpoena, send a copy of the legal objection to the requesting attorney. Contact the Grade Level Director, who will assist in follow up procedures.
- E. Maintain a copy of the subpoena with a copy of the notification letter and any other correspondence with the requesting attorney's office in the student's cumulative record.

XIII. ENFORCEMENT PROCEDURES FOR THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Policy Compliance Office Student Privacy Policy Office is authorized by the U.S. Secretary of Education to investigate, process, and review complaints and violations under FERPA. Parents, guardians, and eligible students may file complaints with the Family Policy Compliance Office, Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-4605 8520. Forms can be found and downloaded from <https://studentprivacy.ed.gov/file-a-complaint>. Complaints must be filed in a timely manner, which is considered 180 calendar days of the date of the alleged violation or of the date that the complainant knew or should have known of the alleged violation.

XIV. PENALTY

In the event that any public school official or employee, district school board official or employee, technical center official or employee, or public postsecondary educational institution official or employee refuses to comply with any of the provisions of the above sections, the aggrieved parent or student shall have an immediate right to bring an action in the circuit court to enforce the violated right by injunction. Any aggrieved parent or student who brings such an action and whose rights are vindicated may be awarded attorney's fees and court costs.

XV. TECHNICAL ASSISTANCE

Assistance regarding procedures for student records should be addressed to the Director of Student

Services at the Santa Rosa County District Schools, Dillon Administrative Center.

Public schools, parents, guardians, and eligible students may also contact:

Florida Department of Education (FLDOE) - **Family Educational Rights and Privacy Act (FERPA) questions** - Mary Jo Butler at maryjo.butler@fldoe.org or Gail Flores at gail.flores@fldoe.org. or use the FERPA resources available on the website. <https://www.fldoe.org/>

The Florida Department of Education Student Support Services Project

Phone: (850) 245-7851

Student Privacy Policy Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-8520

Phone: 855/249-3072

<https://studentprivacy.ed.gov/contact>

<https://www2.ed.gov/about/offices/list/oeped/sppo/index.html>

For more information on the **HIPAA Privacy Rule**, visit the Department of Health and Human Services HIPAA Privacy Rule website at: <https://www.hhs.gov/hipaa/for-professionals/privacy/index.html>

Florida Department of Education Family Education Rights and Privacy Act (FERPA) Fact Sheet

<https://www.fldoe.org/core/fileparse.php/7674/urlt/0064538-ferpa.pdf>

XVI. APPENDIX

- A. Consent for Mutual Exchange of Information
- B. Florida In Loco Parentis Affidavit
- C. Parent Consent For No/Limited Disclosure of Directory Information
- D. Waiver of the Right of Access
- E. Request for Student Educational Records
- F. Cumulative Record Organizational Order
- G. Record of Disclosure

Debbie S. Anderson
Director
Exceptional Student Education

Donna Perry
Deputy Director
Exceptional Student Education



Autumn Wright
Director Student
Services

CONSENT FOR MUTUAL EXCHANGE OF INFORMATION

Date: _____ **Student Name:** _____

DOB: _____ **School:** _____

I hereby authorize the mutual exchange of records (per HIPAA legislation 45.C.F.R., §164.509(A)(3)(ii), (c)(1) and (c)(2) and FERPA) regarding the above named student between Santa Rosa School District and any or all of the agencies that are listed below. I also understand that all information will be confidential and will be used only for the purpose of aiding my child.

INFORMATION TO BE DISCLOSED: (to include but not limited to)

- Health/Medical Records
- Individual Education Plans
- Psychological Tests
- Occupational/Physical Therapy Plans
- School Records
- Social/Development History
- Speech/Language Reports
- SSN/Social Security Records
- Written Policy Plans
- Staffing Reports
- Other Significant Information and records

Strike through any exclusions

AGENCIES AUTHORIZED TO EXCHANGE INFORMATION: (to include but not limited to)

- Agency For Persons with Disabilities
- Autism Pensacola
- Baptist Health Care
- CDAC Behavioral Healthcare
- Center for Autism & Related Disabilities (CARD)
- Center for Independent Living
- Children's Home Society
- Children's Medical Services
- Children's Services Clinical Team
- Community Action Team (CAT)
- Community Colleges
- Department of Children & Families
- Department of Juvenile Justice
- Developmental Services
- Division of Blind Services
- Division of Vocational Rehabilitation
- Families First Network
- Florida Department of Health
- FDLRS
- Lakeview Center, Inc.
- Lutheran Services
- Medicaid
- Mobile Response Team
- Santa Rosa District Schools
- Social Security Administration
- Spedutec House
- The Arc Gateway
- The Arc of the Emerald Coast
- United Cerebral Palsy
- Vocational Schools
- Other agencies, schools, hospitals, clinics, physicians, psychologists, etc.

Strike through any exclusions

PURPOSE OF DISCLOSURE:

- Continuity of Educational Services
- Mental Health Services
- Other (specify) _____

EXPIRATION DATE: This authorization will expire (insert date or event) _____ I understand that if I fail to specify an expiration date or event, this authorization will expire twelve (12) months from the date on which it was signed.

REDISCLOSURE: I understand that once the above information is disclosed, it may be redisclosed by the recipient and the information may not be protected by federal privacy laws or regulations.

CONDITIONING: I understand that completing this authorization form is voluntary. I realize that treatment will not be denied if I refuse to sign this form.

REVOCACTION: I understand that I have the right to revoke this authorization at any time. I understand that the revocation will not apply to information that has already been released in response to this authorization. I understand that the revocation will not apply to my insurance company, Medicaid and Medicare.

REPRESENTATIVE AGENCIES: Prior consent for participation of agency representatives is necessary to address issues of confidentiality of student information. To protect the student's privacy, this consent must come from the parents or student whose rights have transferred at age of majority.

- I DO give permission to invite representative agency/ies to meetings.
- I DO NOT give permission to invite representative agency/ies to meetings.

I hereby certify that I am the parent or legal guardian of the child named, or that I am the student of majority age and have authority to sign the release.

Parent/Guardian Signature and/or Student Signature (Age 18 or older) Relationship to student Date

Parent/Guardian Signature and/or Student Signature (Age 18 or older) Relationship to student Date

Witness (Optional) Date



SANTA ROSA COUNTY DISTRICT SCHOOLS, FLORIDA
FLORIDA IN LOCO PARENTIS AFFIDAVIT

Parental Grant of Responsibility and Authority to Caregivers:

Mr. and/or Ms. _____, residing at _____
the parent(s)/guardian(s) of _____, agree to their
child(ren) residing with Mr. and/or Ms. _____ with the
relationship of _____ to the child(ren) residing at _____ until the end of
the current school year or until revoked in writing and signed by the parent(s), whichever is earlier.

The person named to act in loco parentis shall assume full responsibility in any and all school related functions and communications for the above named child(ren), including, but not limited to: enrolling in school, access to all education records, parent-teacher conferences, consents for evaluation, meetings to determine eligibility and placement in exceptional or alternative educational programs, and meetings to determine eligibility for student services, including but not limited to IEP meetings.

Further, the person named to act in loco parentis is authorized to approve the performance of all medical and dental care including major surgery when required/deemed necessary by a duly licensed physician to protect and maintain the physical or mental welfare of the minor child(ren).

I/We understand that this Affidavit is an annual designation that will expire on June 30th of the current school year, and that a new Affidavit must be signed each school year that I/we wish to designate a person to act in loco parentis for my/our child(ren).

This Affidavit is not sufficient to establish residency for purposes of athletics eligibility. In such cases, guardianship must be appointed legally by a court of competent jurisdiction in accordance with the rules of the Florida High School Athletics Association.

Printed Name of Parent Parent Signature

Printed Name of Parent Parent Signature

State of Florida, County of Santa Rosa

Sworn to (or affirmed) and subscribed before me this _____ day of _____, 20__ by
_____. He/she is personally known to me or has produced _____
as identification.

Notary Signature _____ (SEAL)

Appendix B (Cont.): Florida In Loco Parentis Affidavit

SANTA ROSA COUNTY DISTRICT SCHOOLS, FLORIDA
FLORIDA IN LOCO PARENTIS AFFIDAVIT

I ACCEPT the above designation to act in loco parentis for the child(ren) named above.

Printed Name of person acting in loco parentis

Signature of person acting in loco parentis.

State of Florida, County of Santa Rosa

Sworn to (or affirmed) and subscribed before me this _____ day of _____, 20__ by _____
_____. He/she is personally known to me or has produced _____
as identification.

Notary Signature _____

(SEAL)

SAMPLE

Appendix D: Waiver of the Right of Access

Name:

Address:

RE: *Student's Name*

Dear Mr./Mrs./Ms. (Name):

My waiver of the right of access authorized below is given voluntarily and with the understanding that the documents thus obtained will be used only for the purpose for which they were specifically intended. Upon my request, the names of individuals providing documents under this waiver clause will be provided to me.

I have read and understand the above paragraph; therefore, I do hereby waive my right of access to the following documents.

Signature of Parent, Guardian, or Eligible Student

Date

As of _____ (Date), I am revoking the waiver of access. I understand this will apply to actions occurring after today's date.

Signature of Parent, Guardian, or Eligible Student

Date



Request For Student Educational Records



Student Name	Date of Birth	Grade
Name of Previous School: _____		
Address: _____		County: _____
City, State, Zip: _____		
Phone: _____	Fax: _____	
Email: _____		

Please send all records and information available on the student including:

- Permanent record
- Birth certificate
- Legal/custody records
- Health and immunizations records (Florida schools, please send a copy of the DH3040 School Health Exam and the CH680 Certificate of Immunization)
- Last report card, current grades, and transcripts (with grading scale)
- Attendance records
- Discipline records
- Standardized test scores
- Home language survey and any applicable ELL paperwork
- Current IEP/EP and other special education records, including eligibility summary with date of original consent to evaluate
- 504 records
- Mental health records
- Threat management records
- Other applicable information

.....
Please send to:

School Name: _____

Attention: _____ Fax Number: _____

Email: _____ Phone Number: _____

Address: _____

City/State/Zip: _____

Per Florida statute 1003.25: "Procedures for maintenance and transfer of student records. — The transfer of records must occur within 5 school days."

Note: FERPA allows for educational records to be released without parent/student's consent: (1) to school officials with a legitimate educational interest; (2) to other schools to which a student seeks or intends to enroll. (20 U.S.C.S. § 1232g(b)(1))

1st request _____ 2nd request _____ 3rd request _____

Cumulative Record Organizational Order

All schools will follow this district cumulative record organizational order beginning with kindergarten and the class that will matriculate to the next school. The color designation may be indicated by a colored file folder, a colored label, a colored dot, or a colored line on the index tab.

1. LEGAL (Pink)
2. REGISTRATION PAPERWORK (most current)
3. CUMULATIVE SCHOOL HEALTH RECORD
4. PHOTO CARD
5. SECTION 504 (Blue)
6. PERMANENT RECORD CARD, WITHDRAWAL FORMS & TRANSCRIPTS
The student transcript (the year end computer report from data processing) should be kept for second (only at a primary school), fifth, eighth, and twelfth grade
7. TESTING (Green)
8. EXCEPTIONAL STUDENT EDUCATION (ESE - Red)
9. ENGLISH LANGUAGE LEARNERS (ELL - Yellow)
10. TRUANCY PLANS (Purple)
11. RESPONSE TO INTERVENTION (MTSS/Rtl - Orange)
12. BEHAVIOR/MENTAL HEALTH FOLDER (Black)

Some items such as parent letters, Writing Portfolio, Internet Use, Permission to Video, etc. may be included in cumulative record as instructed by school administration, but they should be purged before student articulates to third grade (Intermediate school), middle, or high school.

Revised April 2024

RECORD OF DISCLOSURE

Name of Student: _____
Last First Middle
 Date of Birth: _____ Student ID Number: _____

Complete this form for anyone outside the school system who gains access to a student's record. This form and written parent request, granting persons requesting access and granting the school permission to release the information, should be filed in the student's record.

Name and Title of Person Requesting Access	Reason for Request	Dates	Disclosure Authorized By	Types of Information Released
1		Request: _____ Access: _____		
2		Request: _____ Access: _____		
3		Request: _____ Access: _____		
4		Request: _____ Access: _____		
5		Request: _____ Access: _____		
6		Request: _____ Access: _____		
7		Request: _____ Access: _____		
8		Request: _____ Access: _____		



Santa Rosa County District Schools

Submitted By: Autumn Wright, Director of Student Services

Curriculum/ Instruction

Title of Item: Updated Suicide Prevention Protocol 2024-25
Description/Introduction: Updated Suicide Prevention Protocol for the SY 2024-25
Recommendation/Action Requested: Review as submitted.

Financial Impact:

A-Funds required from School Board? No
B-Amount required
C-Grant/Project Synopsis attached? No
D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No

If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
Wright, Autumn	Approved	7/22/2024 - 9:47 AM
Thorpe, Mike	Approved	7/22/2024 - 8:51 AM

ATTACHMENTS:

Description	Upload Date	Type
Suicide Prevention Protocol	7/19/2024	Cover Memo

Suicide Prevention Protocol



Student Services

Revised 07/30/2024

TABLE OF CONTENTS

Introduction	2
Potential Suicide Prevention Flowchart.....	3
Columbia-Suicide Severity Rating Scale/Screening Form	4
Columbia-Suicide Severity Rating Scale/Assessment.....	5
Supplemental Guiding Questions	6
Appendices	
Appendix A: Parent Notification of Risk Assessment	7
Appendix B: Community-Based Mental Wellness Resources.....	8-9
Appendix C: Safety Flyer	10
Appendix D: Mobile Response Team Flyer.....	11
Appendix E: Consent for Mutual Exchange of Information	12
Appendix F: Student Success and Safety Plan	13-15

Questions regarding this protocol may be directed to:
Student Services Department

Autumn Wright, Director of Student Services, 850-983-5150 ext. 1033
Cindy Peadar, Coordinator of Mental Health Services, 850-983-5150 ext. 1215

INTRODUCTION

The primary focus of this protocol is to establish a process for schools that is aligned with state requirements and is systematic in the event a student is at-risk of harming him/herself. The goal of this process is to help the student stay safe while providing the care and support that may be needed in order to meet the various needs of the student. This process is broken down into three critical components:

- **Prevention:** How schools can promote resiliency and reduce the potential for youth suicide.
- **Intervention:** How school staff should intervene with students at risk for suicidal behavior.
- **Follow-Up Intervention:** How schools should respond to students returning from a crisis center or after a threat has been made or attempted.

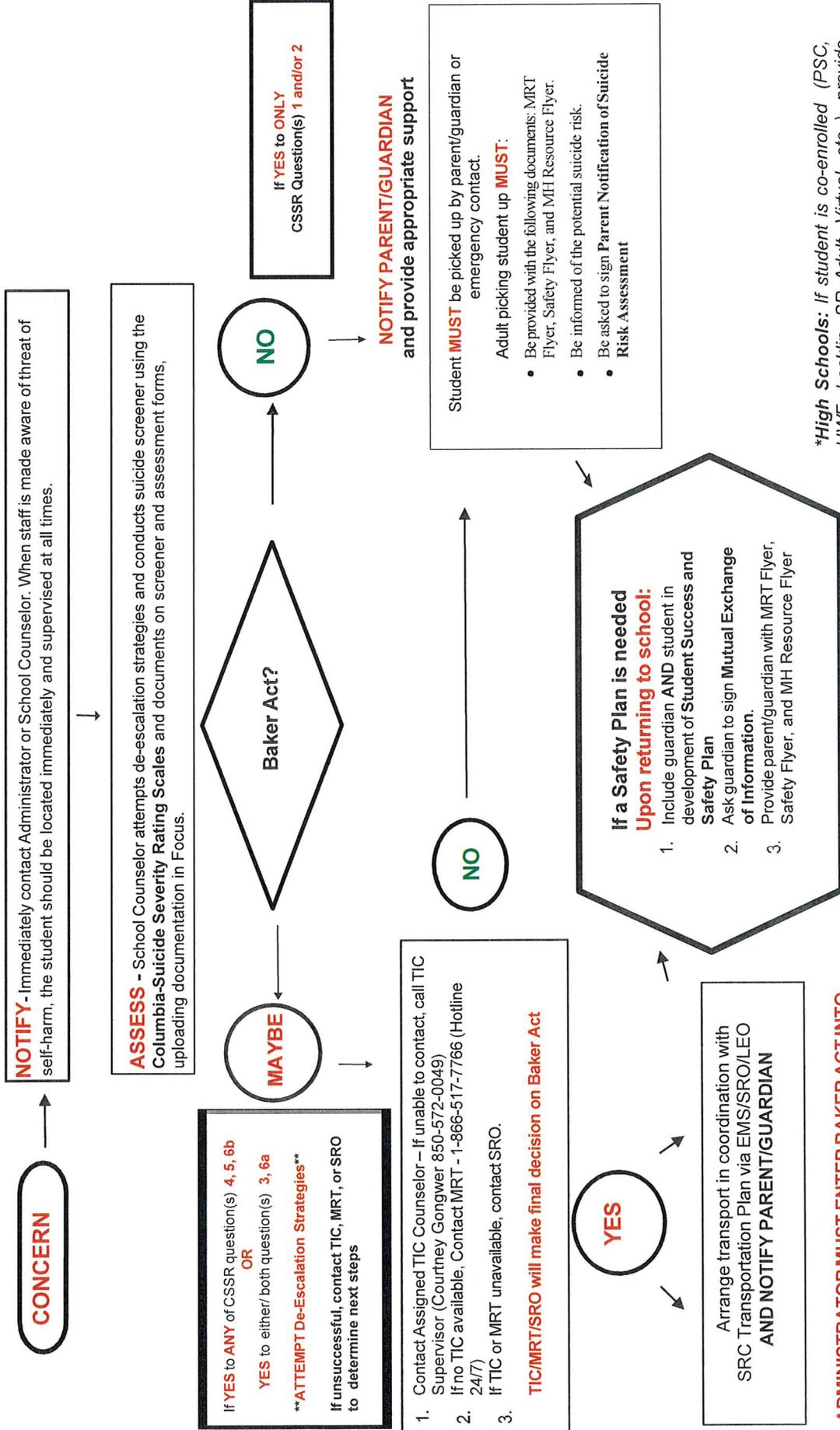
Everyone has a role in suicide prevention. A comprehensive approach to suicide prevention involves students, school personnel, parents, and community agencies. Collaboration and communication are key to promoting positive mental health in the school setting.

School administrators have a critical role in suicide prevention and will ensure that school staff and personnel are made aware of these processes.

Potential Suicide - Flowchart

Santa Rosa County School District

Threats of self-harm may be verbal, written, or behavioral Revised 07/30/2024



*High Schools: If student is co-enrolled (PSC, UWF, Locklin, SR Adult, Virtual, etc.), provide copy of all documentation.

ADMINISTRATOR MUST ENTER BAKER ACT INTO DOE IERS PORTAL W/IN 24 HRS. OF BAKER ACT

COLUMBIA-SUICIDE SEVERITY RATING SCALE
Screen with Triage Points for Schools

	Past month	
	YES	NO
Ask questions that are in bold and underlined.		
Ask Questions 1 and 2		
1) <u>Have you wished you were dead or wished you could go to sleep and not wake up?</u>	■	
2) <u>Have you actually had any thoughts of killing yourself?</u>	■	
If YES to 2, ask questions 3, 4, 5, and 6. If NO to 2, go directly to question 6.		
3) <u>Have you been thinking about how you might do this?</u> e.g. "I thought about taking an overdose but I never made a specific plan as to when where or how I would actually do it....and I would never go through with it."	■	
4) <u>Have you had these thoughts and had some intention of acting on them?</u> as opposed to "I have the thoughts but I definitely will not do anything about them."	■	
5) <u>Have you started to work out or worked out the details of how to kill yourself? Did you intend to carry out this plan?</u>	■	
6) <u>Have you ever done anything, started to do anything, or prepared to do anything to end your life?</u> Examples: Took pills, tried to shoot yourself, cut yourself, or hang yourself, took out pills but didn't swallow any, held a gun but changed your mind or it was grabbed from your hand, went to the roof but didn't jump, collected pills, obtained a gun, gave away valuables, wrote a will or suicide note, etc.	Lifetime	
	■	
	Past 3 Months	
If YES, ask: <u>Was this within the past 3 months?</u>	■	

- Low Risk
- Moderate Risk
- High Risk

COLUMBIA-SUICIDE SEVERITY RATING SCALE (C-SSRS)

Posner, Brent, Lucas, Gould, Stanley, Brown, Fisher, Zelazny, Burke, Oquendo, & Mann
© 2008 The Research Foundation for Mental Hygiene, Inc.

RISK ASSESSMENT

Instructions: Check all risk and protective factors that apply. To be completed following the patient interview, review of medical record(s) and/or consultation with family members and/or other professionals.			
*Indicators of High Risk from the C-SSRS			
Past 3 Months	Suicidal and Self-Injurious Behavior	Lifetime	Clinical Status (Recent)
<input type="checkbox"/> *	Actual suicide attempt	<input type="checkbox"/>	<input type="checkbox"/> Hopelessness
<input type="checkbox"/> *	Interrupted attempt	<input type="checkbox"/>	<input type="checkbox"/> Major depressive episode
<input type="checkbox"/> *	Aborted or Self-Interrupted attempt	<input type="checkbox"/>	<input type="checkbox"/> Mixed affective episode (e.g. Bipolar)
<input type="checkbox"/> *	Other preparatory acts to kill self	<input type="checkbox"/>	<input type="checkbox"/> Command hallucinations to hurt self
<input type="checkbox"/>	Self-injurious behavior <i>without</i> suicidal intent	<input type="checkbox"/>	<input type="checkbox"/> Highly impulsive behavior
Suicidal Ideation Check Most Severe in Past Month			<input type="checkbox"/> Substance abuse or dependence
<input type="checkbox"/>	Wish to be dead		<input type="checkbox"/> Agitation or severe anxiety (panic symptoms)
<input type="checkbox"/>	Suicidal thoughts		<input type="checkbox"/> Perceived burden on family or others
<input type="checkbox"/>	Suicidal thoughts with method (but without specific plan or intent to act)		<input type="checkbox"/> Chronic physical pain or other acute medical problem
<input type="checkbox"/> *	Suicidal intent (without specific plan)		<input type="checkbox"/> Homicidal ideation
<input type="checkbox"/> *	Suicidal intent with specific plan		<input type="checkbox"/> Aggressive behavior towards others
Activating Events (Recent)			<input type="checkbox"/> Method for suicide available (gun, pills, etc.)
<input type="checkbox"/>	Recent loss(es) or other significant negative event(s) (legal, financial, relationship, etc.)		<input type="checkbox"/> Refuses or feels unable to agree to safety plan
Describe event:			<input type="checkbox"/> History of sexual abuse, physical abuse, dating violence
			<input type="checkbox"/> Family history of suicide
<input type="checkbox"/>	Pending incarceration or homelessness		Protective Factors (Recent)
<input type="checkbox"/>	Current or pending isolation or feeling alone		<input type="checkbox"/> Identifies reasons for living
Treatment History			<input type="checkbox"/> Responsibility to family or others; living with family
<input type="checkbox"/>	Previous psychiatric diagnoses and treatments		<input type="checkbox"/> Supportive social network or family
<input type="checkbox"/>	Hopeless or dissatisfied with treatment		<input type="checkbox"/> Fear of death or dying due to pain and suffering
<input type="checkbox"/>	Non-compliant with treatment		<input type="checkbox"/> Belief that suicide is immoral; high spirituality
<input type="checkbox"/>	Not receiving treatment		<input type="checkbox"/> Engaged in work or school
<input type="checkbox"/>	Other		<input type="checkbox"/> High academic achievement
Other Risk Factors			Other Protective Factors
<input type="checkbox"/>			<input type="checkbox"/>
<input type="checkbox"/>			<input type="checkbox"/>
<input type="checkbox"/>			<input type="checkbox"/>
Describe any suicidal, self-injurious or aggressive behavior (include dates)			

This state approved assessment is used by Santa Rosa County District Schools and is part the district's Suicide Prevention Protocol.

The following questions are optional and not required. They are simply here to help guide if discussing risk and protective factors and establishing rapport.

Establish Rapport/Limits of Confidentiality

- Ask about interests (e.g., clubs, music, sports, video games) and explain limits of confidentiality.

Affective/Behavioral Factors

- How is school? _____
- How is your life at home? _____
- How are things going with your friends? _____
- How are you sleeping? _____
- How are you eating? _____

Transition and Focus on Concern / Intent

- Some people here at school are really concerned about you.
- How are you feeling today? _____
- Are you feeling sad/depressed/angry? _____
- Have you thought about wanting to kill yourself? How often? How long ago?

Risk Factors / Coping / Protective Factors

- What is happening in your life now? (e.g., academics, relationships, conflicts, family issues)

- How does that make you feel? (e.g., angry, frustrated, helpless, hopeless)

- When you are upset, who do you talk to? What do you do? How do you cope?

- What plans do you have for tomorrow? The future?

- Do you have medical concerns? Any medications? Any problems with impulse control?

- Which substances do you use? (e.g., alcohol, drugs) How often? Recently?

Appendix A



Parent Notification of Suicide Risk Assessment

Santa Rosa County School District personnel take student safety very seriously; consequently, it is important that concerns are shared with parents so that they monitor their child for safety and take appropriate safeguards.

Mr./Ms. _____ parent/guardian of _____

- participated in a conference via phone __ or in person __ on (date) _____.
- could not be reached. Please see bottom of this page for attempt information.
- Social Work referral submitted for delivery of this form.
- SRO contacted
- Licensed Trauma Informed Counselor Contacted
- MRT called

During this conference, the parents/guardians were informed that their child expressed suicidal ideation. Parents/guardians were encouraged to do the following after today:

If child is not in imminent danger, parents/guardians were encouraged to:

- Consult primary care physician and/or mental health provider
- Other _____

If child is in imminent danger parents/guardians should take one of the following actions:

- Call 9-1-1
- Take the child to the local Emergency Room

Required Signatures:

Parent or Legal Guardian

Date

School Administrator or Designee

Date

Unsuccessful attempts to contact parent were made via phone on (date) _____ and (date) _____ to:

Name of Individual

Phone Number

Name of Individual

Phone Number

A copy of this letter was provided to the parent (indicate method) _____ on (date) _____.

Appendix B

Community-Based Mental Wellness Resources

HELP/SUPPORT LINES

("In accordance with School Board Policy 9.40, distribution of these materials is in no way an endorsement of services, activities, and/or products by Santa Rosa County District Schools.")

2-1-1 Northwest Florida: Call 2-1-1 or 855-420-8689 or text your zip code to 898211

9-8-8 Suicide and Crisis Lifeline Also available 800-273 TALK (8255) www.suicidepreventionlifeline.org

Crisis Text Line: Text GULF to 741741 – Available 24/7, confidential crisis support by text

Mobile Response Team (MRT): 24/7 Hotline – 866-517-7766 Provides around-the-clock intervention and support to all individuals in Escambia, Santa Rosa, Okaloosa and Walton Counties dealing with a behavioral or mental health crisis. It is a mobile unit, so it comes to you if needed. They also provide help over the phone.

NAMI Pensacola Help Line: The NAMI Pensacola provides free referrals, information, and support. 850-208-1609

<https://www.nami.org/affiliate/florida/nami-pensacola/>

SAMHSA Disaster Distress Helpline: 800-985-5990 or text TALKWITHUS to 66746 (TTY 800-846-8517)

Psychology Today – Website to find counselors in your local area and what insurance is accepted

<https://www.psychologytoday.com/us>

LOCAL MENTAL HEALTH SERVICES AND SUPPORTS

("In accordance with School Board Policy 9.40, distribution of these materials is in no way an endorsement of services, activities, and/or products by Santa Rosa County District Schools.")

Adult and Child Mental Health Care: Santa Rosa Office, 4622 Summerdale Dr. Pace, FL 32571 (850) 466-3200

www.acmhc-fl.org

Apex Psychiatric Services, LLC: 308 S. Jefferson St., Pensacola, FL 32502 (850) 807-0138

www.apexpsychiatricservices.com

Avalon Center/Lakeview Center: 6024 Spikes Way, Milton, FL 32583 (850) 437-8900 www.elakeviewcenter.org

Baptist Healthcare – Baptist Behavioral Health Unit: 1101 W Moreno St., Pensacola, FL 32501 (448) 227-2100

<https://www.ebaptisthealthcare.org/BaptistHospital/baptist-behavioral-health-unit>

Beyond Expectations ABA and Counseling various locations (850) 362-6824 <https://www.beitherapy.com/providers>

Bindu Institute: 1913 FL-87, Navarre, FL 32566 (850) 816-8122 <https://www.thebinduinstitute.com/>

Bridgeway Center Inc.: 137 Hospital Drive NE, Ft. Walton Beach, FL (850) 833-7500 www.bridgewaycenter.org

Children's Home Society: 17 S De Villiers St, Pensacola, FL 32502 (850) 266-2700 <https://chsfl.org/>

Community Health Northwest Florida: various locations (850) 436-4630 <https://healthcarewithinreach.org/programs-services/adult-family-care/>

Cornerstone Counseling Group, LLC: 8750 Ortega Park Drive, Navarre, FL 32566 850-710-3306

www.cornerstonecounselinggroupllc.com

Chrysalis Health Mental health and substance use treatment 6425 N. Pensacola Blvd., Suites 1-3

Pensacola, FL 32505 (850)471-0017 <https://flatherapy.com/>

Hope Counseling Services: 6820 Hwy. 87N, Milton, FL and 9999 Chemstrand Road, Pensacola, FL (850) 471-3430

www.faithandhopecounseling.com

Hope for Healing Florida: <https://www.hopeforhealingfl.com/> Access to mental health and substance use providers in our area.

Lutheran Services: 4610 West Fairfield Drive, Pensacola, FL 32506 850-453-2772 <https://www.lsfnet.org/>

Panhandle Comprehensive Treatment Center: Opioid Use Disorder Program 4553 Watkins Street, Pace, FL 32571 (844) 589-6865 <https://ctcprograms.com>
Proud Moments ABA 6479 Caroline Street Suite A, Milton, FL <https://www.proudmomentsaba.com/> (850)910-4089
Santa Rosa Counseling Center: 5441 Berryhill Road Milton, FL 32570 (850) 626-7779 <https://santarosacounselingcenter.com>
The Resiliency Well: 4519 Woodbine Road, Pace, FL 32571 850-778-9194 <https://www.theresiliencywell.com/>
Wolf Center: 1530 Airport Blvd., Pensacola, FL 32504 850-474-4777 <https://www.wolffcenter.com/>

Telehealth Opportunities

("In accordance with School Board Policy 9.40, distribution of these materials is in no way an endorsement of services, activities, and/or products by Santa Rosa County District Schools.")

Access Discount Healthcare – FREE Telehealth 800-354-9308 www.adhctherapy.com
Better Help - <https://www.betterhelp.com/>
Brightside Health – 415-360-3348 www.brightside.com
Children’s Home Society of Florida: 888-733-6303 <https://chsfl.org/telehealth-home/>
Grow Therapy <https://growtherapy.com/>
MD LIVE: 800-400-MDLIVE (635483) <https://mdlnext.mdlive.com/what-we-treat>
Teen Counseling – www.teencounseling.com
Uplift Counseling -214-810-2156 <https://uplift-counseling.com/>

This is not an exhaustive list of resources. If you have any other questions related to mental health resources or supports contact Cindy Peaden, Coordinator of Mental Health Services at 850-983-5150 x 1215 or email at peadenc@santarosa.k12.fl.us

SCHOOL SAFETY & MENTAL HEALTH RESOURCES

FORTIFYFL

www.getfortifyfl.com

ANONYMOUS TIP LINE

FortifyFL instantly relays information to appropriate law enforcement agencies and school officials



Santa Rosa County Mobile Response Team

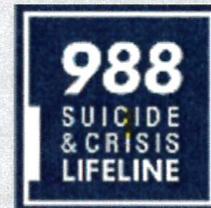


Help for you on the phone or in-person
24 hours a day, 7 days a week

866-517-7766

CALL OR TEXT 9-8-8

Suicide & Crisis Lifeline



Call 1-800-273-TALK (8255)

<https://988lifeline.org/>

FREE TELETHERAPY

Ages 10+
NW Florida Residents

www.ADHCtherapy.com

800-354-9308



Student Safety is Priority #1

Services available in school for students:

CDAC - Mental Health Services

Trauma Counselors - Crisis Support

MFLC - Supporting students of military families

School Social Workers - linkage to community resources and services

CONTACT YOUR STUDENT'S SCHOOL COUNSELOR



www.hopeforhealingfl.com

Mental Health and Substance Abuse resources for Floridians

Initiative started by First Lady Casey DeSantis

Florida Local Youth Mental Health Resource



CRISIS TEXT LINE |

NEED TO VENT?

Text **HOME** to 741741 to connect with a volunteer Crisis Counselor

Free confidential 24/7 support at your fingertips.

HOPEFLORIDA

www.hopeflorida.com

GET HELP

Need help or know someone who does?
Call 850-300-HOPE(4673)

Hope Navigators standing by to connect Floridians to help
CALL 850.300.HOPE

If you have any questions about any of these resources, Contact the Coordinator of Mental Health Services at peadenc@santarosa.k12.fl.us or 850-983-5150 ext. 1215.

When should I call?

Call MRT if:

- An individual is experiencing out of control behaviors that place him at risk of harming self or others.
- An individual is expressing thoughts of suicide.
- An individual is experiencing severe stress that results in a significant decline in daily and/or family functioning.
- When you Just don't know what else to do.
- An individual shows signs of mental illness that pose a threat to stability within the home, school or community, such as anger, self-injury, suicidal or homicidal thoughts or behavior, extreme parent/child conflict, seeing or hearing things.

Call 911 if:

- An individual has attempted or is in immediate risk of attempting or completing suicide.
- An individual is at immediate risk for aggression, violence or has committed a crime.
- An individual is in need of medical attention.

Important reminders:

- MRT will respond within 60 minutes.
- Basic demographic and history information is needed for dispatch of team

866-517-7766



Mobile response team

Serving adults and children in Escambia, Santa Rosa, Okaloosa and Walton Counties

Who we are

The Mobile Response Team (MRT) provides around-the-clock intervention and support to help manage a behavioral or mental health crisis. We're mobile, so we come to you. We also provide help over the phone, partnering with law enforcement, schools, emergency rooms and providers to:

- Reduce trauma
- Prevent unnecessary hospitalizations
- Divert individuals from emergency departments or the juvenile justice/criminal system

We provide three types of intervention

- Telephone triage
- In-person - we come to you
- After-care for post crisis support

Help for you on the phone or in-person

24 hours a day, 7 days a week

866-517-7766

Appendix F



** The Student Success and Safety Plan will be maintained in Student Records and shared with receiving schools should student transfer. (s.1003.25, F.S.) Revised July 30, 2024.

Santa Rosa County District Schools Student Success and Safety Plan

Date:

School:

Name:

Reason for Follow-up (briefly summarize situation, date, level of threat, etc.):

Baker Act:

Suicide Assessment:

Other:

If Baker Act:

On School Campus Outside of School

Monitoring:

Daily Weekly Bi-Weekly Monthly

Person Responsible for Monitoring: _____

**Is student receiving academic services in another setting?
(Locklin Technical College, Virtual School, Santa Rosa Adult
School, Dual Enrollment)**

Yes No

If yes, notify and provide documents to administrator and counselor.

Was a Consent Form for Mutual Exchange of Information signed?

Yes No

Student ID: 13

Student Name:

Student Safety Plan

Triggers - There are certain situations or circumstances which make me feel uncomfortable and/or agitated:

1. _____
2. _____
3. _____

Warning Signs - I should use my safety plan when I notice these warning signs (thoughts, images, moods, situations, behaviors):

1. _____
2. _____
3. _____

Coping Skills/Healthy Behaviors - Things I can do to calm myself down or feel better in the moment (e.g. favorite activities, hobbies, relaxation techniques):

1. _____
2. _____
3. _____

Places I Feel Safe - Places that make me feel better and make me feel safe (can be a physical location, an imaginary happy place, or refer in the presence of safe people):

1. _____
2. _____
3. _____

School Support - Healthy adults at school and/or ways school staff can give me support:

1. _____
2. _____
3. _____

Adult Support - Healthy adults at home or in my community, whom I trust and feel comfortable asking for help during a crisis (include phone number):

1. _____
2. _____
3. _____

** The Student Success and Safety Plan will be maintained in Student Records and shared with receiving schools should student transfer.
(s.1003.25, F.S.) Revised July 30, 2024.

Parent Support - Actions my parent/guardian can take to help me stay safe:

1. _____
2. _____
3. _____

Other Resources - I am currently using the following resources/services to help me (e.g. CDAC, outside counseling, online app):

1. Name: Counselor/Therapist/App: _____
2. Name: Counselor/Therapist/App: _____
3. Name: Counselor/Therapist/App: _____

If services are provided by an outside agency, please provide the name of the agency and the contact phone number.

Name of Agency: _____
Phone Number: _____

Is a Fast Pass needed? Yes No

If Yes, location on school campus student will report? _____

During a crisis, I can also call:

- Mobile Response Team (MRT) - Local - Santa Rosa/Escambia/Walton Counties 866-517-7766
- Suicide & Crisis Lifeline - Text or Call: 9-8-8
- Hope Florida - 850-300-HOPE (4673)
- Crisis Text Line - text HOME to 741741,

Additional Information:

SUPPORT TEAM MEMBER SIGNATURES - Including student and parent/guardian

Student Signature

Parent/Guardian - Printed Name and Signature

School Administrator/School Counselor - Printed Name and Signature

Other Team Member - Printed Name and Signature

Other Team Member - Printed Name and Signature

Other Team Member - Printed Name and Signature

COPIES TO: (Active icon in FOCUS will notify teachers and necessary personnel)

Cumulative record (black folder)

Parent

Student

Student ID: 15

Student Name: