STUDENT PROGRESSION PLAN 2026-2027

SCHOOL BOARD OF SANTA ROSA COUNTY

DR. KAREN R. BARBER, SUPERINTENDENT OF SCHOOLS

(REV. 11/2026)

APPROVED IN SESSION

NOV 17 2026

SANTA ROSA COUNTY SCHOOL BOARD
SUPERINTENDENT

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 Scouting America 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 method.
- a score designated for each subject area tested. The school district shall provide appropriate remedial instruction to students who score below these levels.
- Students must earn a passing score on the Grade 10 assessment test in reading 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 implications. In such cases, the parent must provide signed consent for a student to receive instructional accommodations 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 accommodation procedures for students in exceptional student 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 $9,191. For more information regarding the district and individual school's financial reports please go to our district website at https://santarosacsdfl.sites.thrillshare.com/documents/our-district/finance/accounting/cost-reports/734942.

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

This section provides mid-year promotion guidelines for students in Grades K-5. See Section 4.3235 for information regarding mid-year promotion of retained 3rd grade students, as required under s. 1008.22, F.S.

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. Students must complete all Middle School Promotion Requirements (see Section 5.3051) prior to entering 9th grade.

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. Students must complete all Middle School Promotion Requirements (see Section 5.3051) prior to entering 9th grade.

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 6.5045 and Section 6.5046.

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 of the second semester of 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 ESE: Authorized Private Providers
3.800 Early Literacy Intervention
3.900 VPK TRANSITION TO KINDERGARTEN

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 for students in the Head Start Program.

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 for students in the Head Start Program.

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 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 (Until Age 9 or Second Grade, whichever comes first)
- Dual-Sensory Impaired (deaf-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

An Individualized Education Plan (IEP), as defined by the Individuals with Disabilities Education Act (IDEA), is a written plan designed to meet the unique educational needs of a child with a disability. It outlines the child's current performance, sets measurable annual goals, and specifies the special education services, supports, and accommodations the child will receive. The IEP is developed by a team that includes educators, specialists, and the child's parents, and it must be reviewed and updated at least annually to ensure the child is making progress in the general education curriculum.

3.205 ESE/Progress Report

A student with an Individualized Education Plan (IEP) typically receives progress reports aligned with the regular report card schedule; however, the frequency or format of reporting may be more frequent based on decisions made by the IEP team and documented within the IEP.

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 Scouting America 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.

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 Frog Street AIM Assessment, 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 Frog Street AIM Assessment and the Renaissance STAR Early Literacy Assessment 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

A Voluntary Prekindergarten (VPK) student is identified as having a substantial deficiency in early literacy skills if the student scores below the twenty-fifth (25^{th}) percentile or is unable to complete the practice items at the middle or end of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S. Any VPK student in a public school who exhibits a substantial deficiency in early literacy skills must be provided intensive, explicit, and systematic and multisensory reading interventions, that are grounded in the science of reading, immediately following the identification of the reading deficiency (s. 1008.25(5), F.S.)

3.900 VPK TRANSITION TO KINDERGARTEN

In the summer before entering kindergarten, VPK students who score below the twenty-fifth (25^{th}) percentile or having a nonparticipation status of the "assessment inappropriate," "failed practice" or "non-English speaker" on PM3 of the coordinated screening and progress monitoring system are eligible to participate in the Summer Bridge Program. The Summer Bridge Program consists of 4 hours of instruction per day for a minimum of 100 total hours, with an emphasis on emergent literacy instruction grounded in the science of reading (s. 1008.25(5), F.S. and Rule 6A-6.0530, F.A.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 State of Florida Initial 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 Requirements for Promotion to Grade 4
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 Assessment of ESE Students
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
4.5061Unexcused/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 See section 9.0

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 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 Home Education office or administration for 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 ELA, science and *mathematics; that district school b*oard 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 a duration sufficient to provide significant health benefit to all students, subject to their differing capabilities and aligned to the following physical education strands relevant for grades K-12 (F.S. 1003.41):
    - Movement Competency (M)
    - Cognitive Abilities (C)
    - Lifetime Fitness (L)
    - Responsible Behaviors and Value (R)
- 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 aligned to the district's Wellness Policy.
- Schools will deliver safety skills instruction for various physical activities and equipment.

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. The use of physical activity and the withholding of physical activity as punishment is prohibited.

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

h) 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

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, science and mathematics will be expected for each student at all grade levels as required by required by F.S. 1008.25. 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 in 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 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. The Rehabilitation Act defines a disability as a physical or mental impairmen

t that ***substantially limits*** a major life activity.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services, and that the parents or guardians of such students are provided notice of their procedural due process rights.

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 (Until Age 9 or Second Grade, whichever comes first)
- 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 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. Accommodations are designed to provide equal access to learning and reduce or eliminate barriers ensuring students with disabilities have the same opportunities as their peers. 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 Scouting America 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.

Appropriate placement considerations for ELL students based on Rule 6A-6.0902 include the following:

- Enroll any student and do not ask about their immigration status. Students should be placed by age or transcripts. To determine the best placement for students with interrupted or limited formal education (SLIFE), a school or District ELL Committee will be held. The District ELL Committee includes Grade Level Directors, Federal Programs Coordinator and/or Director, ESOL Program Facilitator. Potential placement options may include alternative education programs, such as virtual learning platforms or charter schools, based on individual needs.
- 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.
- Comprehensive parent/guardian/student interview
- Parent input
- Academic records available, with consideration that other grade levels and grading systems may differ from the ones in the United States
- Students should be enrolled within ten 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. The programmatic assessment will be completed and may include 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.

English Language Learner Committee

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.

English Language Learner Plan

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.

District English Language Learner Plan

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 polices 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.

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. Upon the request of the parent, the teacher or school administrator shall meet to discuss the students' progress. The parent may request more frequent notification of the student's progress, more frequent interventions or support and earlier implementation of the additional interventions and supports described in the initial notification (s. 1002.20(11), F.S.). 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;
- provide explicit, direct instruction that is systematic, sequential and cumulative in language development, phonological awareness, phonics, fluency, vocabulary and comprehension as applicable.
- occur in addition to core instruction and Tier 2 interventions.
- Provide daily targeted small group reading interventions based on student need in phonological awareness, phonics including decoding and encoding, sight words, vocabulary, or comprehension; and

- be implemented during regular school hours.

4.211 Mathematics Deficiency and Parental Notifications

A. Any student in a Voluntary Prekindergarten Education Program provided by a public school who exhibits a substantial deficiency in early mathematics skills and 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 midyear or 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. (s. 1008.25 (6).

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 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 ensure 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 ensure 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 Alternate Academic Achievement Standards 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 (Alternate Academic Achievement Standards). 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

A student with an Individualized Education Plan (IEP) typically receives progress reports aligned with the regular report card schedule; however, the frequency or format of reporting may be more frequent based on decisions made by the IEP team and documented within the IEP.

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, world 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 https://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,
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 (additional information in section 4.3234).

Intensive Reading Acceleration Course

1. 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: 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. Students who score Level 1 on the grade 3 statewide, standardized ELA assessment during PM3 will be provided an additional opportunity to test in the summer. A score of Level 2 or above on the

summer administration of the grade 3 statewide, standardized ELA assessment can also be used for promotion purposes.

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 final (PM3) 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 and Amira are the alternative assessments utilized for reassessment in Santa Rosa County. 50th percentile is the minimum score required to pass these alternative assessments.

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. 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 a 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 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.

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 as required by required by F.S. 1008.25. 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 2Rule 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, including religious instruction and religious observance, 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 schoolwork 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 an 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

Absences related to head lice or bedbugs will be considered excused for up to two (2) calendar days per occurrence. Absences beyond two (2) calendar days for the same occurrence will be marked unexcused unless there are extenuating circumstances approved by administration. Repeated absences or concerns related to lice or bedbugs should be referred to the school social worker.

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. Intervention and support from school social worker,
    3. changes in the learning environment,
    4. mentoring,
    5. student counseling,
    6. tutoring, including peer tutoring,
    7. placement into different classes,
    8. evaluation for alternative education programs,
    9. attendance contracts or a Truancy Intervention Plan (TIP),
    10. referral to other agencies for family services, or
    11. 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 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 3-12 may participate in flex, hybrid, 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 English/Language Arts and 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
5.503 Excused Absences
5.5031 Pre-Arranged Absences
5.5032 Repeated Absences
5.5033 Head Lice/ Bed Bugs
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, .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 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.
- The use of physical activity and the withholding of physical activity as punishment is prohibited.

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 and Life Skills 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. Civics
G. Schoolwide behavior expectations

Instruction in 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.

5.209 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, world 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, world 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 academic 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, World Languages, Career Education or Biology is taken during the middle school years, a student will earn high school credit in accdance 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.

Statewide Uniform Weighted Grading System

Beginning with high school coursework completed by middle school students during the 2026-2027 school year and thereafter, grades earned in courses receiving high school credit shall be weighted in accordance with Rule 6A-1.09953, Florida Administrative Code, Statewide Uniform Weighted Grading System in Honors and Articulated Courses.

For purposes of calculating weighted grade point averages (GPAs), the following values shall apply upon successful completion and award of high school credit:

Letter Grade	Standard Course	Honors/Industry Certification Course	Accelerated Course*
A	4.0	4.5	5.0
B	3.0	3.5	4.0
C	2.0	2.5	3.0
D	1.0	1.5	2.0
F	0.0	0.0	0.0

*Accelerated courses include Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), Florida Advanced Courses and Tests (FACT), dual enrollment, career dual enrollment, early admission, and other articulated acceleration mechanisms identified in section 1007.27, Florida Statutes. No additional weighting shall be applied beyond that established in Rule 6A-1.09953, F.A.C.

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 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. The Rehabilitation Act defines a disability as a physical or mental impairment that ***substantially limits*** a major life activity.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services, and that the parents or guardians of such students are provided notice of their procedural due process rights.

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 (Until Age 9 or Second Grade, whichever comes first)

- 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 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 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.

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. Accommodations are designed to provide equal access to learning and reduce or eliminate barriers, ensuring students with disabilities have the same opportunities as their peers. 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 Scouting America 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.

Appropriate placement considerations for ELL students based on Rule 6A-6.0902 include the following:

- Enroll any student and do not ask about their immigration status.
- Students should be placed by age or transcripts. To determine the best placement for students with interrupted or limited formal education (SLIFE), a school or district ELL Committee will be held. The District ELL Committee includes Grade Level Directors, Federal Programs Coordinator and/or Director, and ESOL Program Facilitator. Potential placement options may include alternative education programs, such as virtual learning platforms or charter schools, based on individual needs.
- 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.
- Residency may be established using alternative documents.
- Comprehensive parent/guardian/student interview
- Parent input
- Academic records available, with consideration that other grade levels and grading systems may differ from the ones in the United States
- Students should be enrolled within ten 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. The Programmatic Assessment will be completed and may include 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 or Coordinator in order to make the best decision for the student.

English Language Learner Committee

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.

English Language Learner Plan

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.

District English Language Learner Plan

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 Elevation 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 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.

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. Students who meet the requirements above will have the opportunity to complete summer coursework that addresses content from the math standards that would be "skipped" because of acceleration. This coursework provides exposure to essential concepts that support the development of prior knowledge required for successful participation 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 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

1008.25 F.S. For each year in which a student scores at Level 1 or 2 on the Florida Assessment of Student Thinking (FAST) in English Language Arts (ELA), the student may be enrolled in an Intensive Reading (IR) course the following year or a content-area course in which reading strategies are delivered based on a diagnosis of the student's specific reading needs. 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 Evidence- 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.

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 in 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) and mathematics will be expected for students at all grade levels as required by required by F.S. 1008.25. 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, 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 and/or mathematics.

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 TARIDNESS

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.

5.503 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 schoolwork 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

Absences related to head lice or bedbugs will be considered excused for up to two (2) calendar days per occurrence. Absences beyond two (2) calendar days for the same occurrence will be marked unexcused unless there are extenuating circumstances approved by administration. Repeated absences or concerns related to lice or bedbugs should be referred to the school social worker.

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 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 no 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.

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**
- **6.102 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 Section 504**
- **6.204 Exceptional Student Education Eligibility**
  - **6.2041 English Language Learners (ESOL)**
- **6.205 Statewide Assessment Program**
  - **6.2051 Assessment Waiver for Certain Students with Disabilities**
- **6.206 MTSS (Multi-Tiered System of Supports) –Tier I Tier II and Tier III Supports**
  - **6.2061 Reading**
  - **6.2062 Mathematics**
- **6.207 ESE: Mastery of Courses**
- **6.208 ESE: Allowable Accommodations**
- **6.209 Extended School Year (ESY) Services**

6.210 ESE: Assessment Exemption
6.211 Experimental Program Changes
6.212 Number of Periods of Daily Attendance
6.213 Equal Opportunity
6.214 ESE Services for English Language Learners (ELL)
6.215 Physical Education
6.216 Health Education
6.2161 Exemption
6.217 Course Recovery
6.300 GRADE PLACEMENT, GRADES 9 - 12
6.301 General Education 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
6.403 Course Credit Requirement
6.4031 Mastery of Student Performance Standards: General Education
6.4032 Mastery of Student Performance Standards: ESE
6.4033 ESE: Progress Report
6.4034 Semester Credit
6.4035 Semester Exams
6.4036 Full Year Credit
6.4037 Administrative Credit
6.4038 Waivers
6.4039 Credit Acceleration Program (CAP)
6.404 Course Credit Limitations
6.4041 General Education 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 Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts High School Graduation Requirement
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 Standard Diploma (ESE)
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
6.4076 Participation in the Graduation Ceremony
6.408 Students who complete the required 24 or 18 credits but fail to pass the required assessments or achieve a 2.0 GPA
6.4081 Credits Earned
6.4082 Credits in Area
6.4083 FAST ELA Algebra I State Assessment Requirements
6.4084 GPA
6.4085 Additional Year
6.4086 Notification of Options
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 Head Lice/Bed Bugs
6.5036 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 Florida Civic Literacy Exam (FCLE)
6.6014 Talented 20 Program
6.602 Class Rank
6.6021 Weighted GPA
6.6022 Weighted Programs
6.6023 Statewide Uniform Weighted Grading System
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 Requirements
6.6062 Requirements Interscholastic Extracurricular Activities
6.6063 Required GPA
6.6064 Student Athlete Eligibility Requirements Florida High School Athletic Association (FHSAA) 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 Intensive Reading 1 and Intensive Reading 2
6.6082 Required Instruction
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. The total number of academic credits possible is 14.5 for Grades 9 - 11.
2. Elective credits within the Santa Rosa County School District receiving school will be required in order for the student to complete graduation requirements.
3. 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.
4. For credits earned within the Santa Rosa County School District receiving school, the grade in class is the grade of record.
5. 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.
6. 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 such as ACT, SAT, PSAT, or CLT.
    e. Demonstrated proficiencies on state-normed standardized subject area assessments such as the FAST ELA Assessment or End of Course (EOC) examinations for Algebra 1, Geometry, Biology or United States History; 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 in a physical examination and ECG 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, fails to stay on track with required graduation requirements, and re-enrolls in Santa Rosa County District Schools, must do so at the Santa Rosa Adult School, or Santa Rosa 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/end-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 or designee, 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 or designee 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 the 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 world 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.
    - State Academic Standards - English/ Language Arts
    - State Academic Standards - Mathematics
    - State Academic Standards - Science
    - State Academic Standards - Social Studies
    - State Academic Standards - World Language
    - State Academic Standards - Arts
    - State Academic Standards - Physical Education
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 Alternate Academic Achievement Standards contained herein into the district Student Progression Plan.
E. The established State Academic Standards shall serve as the basis for statewide assessment.

6.203 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. The Rehabilitation Act defines a disability as a physical or mental impairment that ***substantially limits*** a major life activity.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services, and that the parents or guardians of such students are provided notice of their procedural due process rights.

6.204 Exceptional Student Education 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 (Until Age 9 or Second Grade, whichever comes first)
- 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 Policies and Procedures manual for specific eligibility requirements.

6.2041 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.

Appropriate placement considerations for ELL students based on Rule 6A-6.0902 include the following:

- 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 to determine the best placement for students with interrupted or limited formal education (SLIFE), a school or district ELL Committee will be held. The District ELL Committee includes Grade Level Directors, Federal Programs Coordinator and/or Director, and ESOL Program Facilitator. Potential placement options may include alternative education programs, such as virtual learning platforms or charter schools, based on individual needs.
- 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.
- Residency may be established using alternative documents.

- Comprehensive parent/guardian/student interview
- Parent input
- Academic records available, with consideration that other grade levels and grading systems may differ from the ones in the United States
- Students should be enrolled within ten school days of their first attempt to enroll.
- Contact the district ESOL department and Grade Level 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 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. The Programmatic Assessment will be completed and may include 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 and/or Director in order to make the best decision for the student.

English Language Learner Committee

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.

English Language Learner Plan

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.

District English Language Learner Plan

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 Elevation 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 meets the Alternative Assessment Pathways requirements.

6.205 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 FAST assessment may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score.

Rule 6A.1.09422 identifies concordant scores for the FAST Grade 10 ELA. Effective August 19, 2025, these concordant scores can be used to meet the assessment graduation requirements mandated in section (s.) 1003.4282(3)(a-b), Florida Statutes. The following scores were approved by the State Board of Education:

Concordant Scores for the FAST Grade 10 ELA Reading Assessment

Assessment	Concordant Score
Available for students who entered grade 9 in 2020-21 and beyond	
SAT Reading and Writing section[1]	490
PSAT/NMSQT Reading and Writing section[1]	470
PSAT 10 English and Writing section	470
ACT English and Reading subject test (averaged)[2]	18
PreACT Secure English and Reading test (averaged)[2]	18
CLT Grammar/Writing & Verbal Reasoning (sum)[2]	39
CLT10 Grammar/Writing & Verbal Reasoning (sum)[2]	39
Available for students who entered grade 9 between 2020-21 and 2022-23[3]:	
SAT EBRW/Reading and Writing[1]	480
ACT English and Reading subtests (averaged)[2]	18
CLT Verbal Reasoning and Grammar/Writing sum[2]	36

[1]The combined score for the SAT or PSAT/NMSQT Reading and Writing sections of the SAT EBRW must come from the same administration of the Reading and Writing subtests.

[2]The scores from the English and Reading subject tests on the ACT and PreACT and the Verbal Reasoning and Grammar Writing on the CLT and CLT10 are not required to come from the same test administration, but they cannot come from different tests (e.g., one subject from CLT10 and the other from CLT). If the average of the two subject test results in a decimal of 0.5 or higher, the score shall be rounded up to the next whole number.

[3]Students who entered grade 9 in 2023-24 through 2024-25 school years may use these scores if the concordant score was earned from an applicable test taken prior to August 19, 2025.

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. Rule 6A.1.09422 identifies concordant scores for B.E.S.T Algebra 1 EOC Assessment. Effective August 19, 2025, these concordant scores can be used to meet the assessment graduation requirements mandated in section (s.) 1003.4282(3)(a-b), Florida Statutes. The following scores were approved by the State Board of Education:

Concordant Scores for the B.E.S.T Algebra 1 EOC Assessment

Assessment	Concordant Score
Available for students who entered grade 9 in 2022-2023 and beyond	
SAT Math	420
PSAT/NMSQT Math	430
PSAT 10 Math	430
ACT Math	16
PreACT Secure Math	16
CLT Quantitative Reasoning	14
CLT 10 Quantitative Reasoning	14
Statewide, Standardized Geometry EOC Assessment	Achievement Level 3 or higher

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 final/semester grades, 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.

6.2051 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.

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

Specific levels of performance in English Language Arts (ELA), science and mathematics will be expected for students at all grade levels as required by required by F.S. 1008.25. 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, 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 Grade10 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, PreACT, SAT, PSAT or CLT 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.].

6.2061 Reading:

1008.25 F.S. For each year in which a student scores at Level 1 or 2 on the Florida Assessment of Student Thinking (FAST) in English Language Arts (ELA), the student may be enrolled in an Intensive Reading (IR) course the following year or a content-area course in which reading strategies are delivered based on a diagnosis of the student's specific reading needs. 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 Evidence- Based Reading Plan.

6.2062 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.

6.207 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.

6.208 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. Accommodations are designed to provide equal access to learning and reduce or eliminate barriers ensuring students with disabilities have the same opportunities as their peers. 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.

6.209 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 determined by the IEP Team using a variety of data sources that document regression and failure to recoup skills in a reasonable amount in one or more of the following critical life skills areas: academics, communication, independent functioning, or social/emotional development or behavior. Additionally, the team should review data to determine if the student is at a crucial stage in development of a critical life skill, and if a lapse in services would substantially jeopardize the student's chances of learning that skill. Does data support that the nature or severity of the student's disability is such that the student would be unlikely to benefit from his or her education without ESY? Finally, are there extenuating circumstances pertinent to the student's current situation that indicate the likelihood that FAPE would not be provided without ESY services?

6.210 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. 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”.

6.211 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.

6.212 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.

6.213 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 Scouting America 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.

6.214 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.

6.215 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.

Physical Education High School Waiver Options

The following waiver options apply to high school Physical Education graduation requirements. Waiver numbers cannot be entered or placed on a student's transcripts until the student completes the requirement (i.e., completion of a season, semester, or year in its entirety). A waiver removes the required credit for Physical Education as a high school graduation requirement. Students who complete waiver requirements do not earn credits required for graduation and the waiver requirements do not factor into a student's grade point average (GPA).

- 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 requirement for adaptive physical education under an Individual Educational Plan (IEP) or 504 Plan.
- Two years of marching band waives either the 1.0 credit of physical education or 1.0 credit of the performing/fine arts requirement
- One semester of dance class waives either 0.5 credit of the physical education or performing/fine arts requirement
- 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 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 Waiver Sem	Satisfies either 0.5 credit of the physical education requirement or 0.5 credit of the performing/fine arts requirement	Completion of 1 semester with a grade of C or better in a marching band or dance class
1500441 Marching Band Waiver Yr 1	Satisfies either the 1.0 credit of physical education or 1.0 credit of the performing/fine arts requirement	Participation in 2 years of marching band
1500442 Marching Band Waiver Yr 2		
1500445 Dance Waiver	Satisfies either 0.5 credit of the physical education or performing/fine arts requirement.	Completion of 1 semester of 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.

6.216 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.

6.2161 Exemption

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, 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.

6.217 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.

6.300 GRADE PLACEMENT, GRADES 9-12

6.301 General Education 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 Santa Rosa Acceleration Academy.

6.303 Interrupted or Limited Education

Students with two (2) or more years of interrupted or limited formal education will be evaluated to determine the most appropriate placement. Potential placement options may include alternative education programs, such as virtual learning platforms or charter schools, based on individual needs.

6.400 COMPLETION

6.401 Graduation Requirements

A student entering Grade 9 in the 2022-23, 2023-2024, 2024-2025 or 2025-2026 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
World 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.

	Standard Diploma Graduation Requirements
	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	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 world language
Industry Scholar Designation	In addition to meeting the standard high school diploma requirements: Attain 1 or more industry certifications from the list established.
Florida Seal of Fine Arts	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:

	Diploma Designations & ACCEL 18-Credit Option & CTE Pathway 18-Credit Option
	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 unweighted, 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. In compliance with Rule 6A-1.09963, beginning with the 2014–2015 school year, students with disabilities (SWDs) entering grade 9 may pursue a standard high school diploma and earn associated diploma designations by meeting the requirements set forth in Sections 1003.4282(1)–(8), 1002.3105(5), or 1003.4282(10) and 1003.4285 of the Florida Statutes (F.S.).

For ESE students, diploma options must be formally addressed in the student's Individual Education Plan (IEP) starting in the 8th grade or during the school year in which the student turns 14, whichever comes first. The IEP team is jointly responsible for documenting the student's mastery or remediation of the identified performance standards. These standards are expected to be achieved by the student as part of the pathway to graduation.

Eligible diploma pathways include:

- 24-Credit Standard Diploma
- 18-Credit Standard Diploma (ACCEL Option)
- 18-Credit Standard Diploma (Career and Technical Education [CTE] Pathway)

Students with significant cognitive disabilities may also earn a 24-Credit Standard Diploma through Alternate Academic Achievement Standards Course Codes and the Florida Alternate Assessment (FAA), by demonstrating proficiency at Level 3 or Level 4 in reading and math.

Students Entering Grade 9	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

Students Entering Grade 9	Standard Diploma through Access Courses
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
Financial Literacy	A 0.5-credit course is planned for January 2026, with a full-credit version expected in Fall 2026. It's advised that seniors take the course due to its complexity. The first group required to complete it will be juniors in Fall 2025.
Physical Education	1 Credit of Physical Education
Elective Credits	8 Credits of Electives

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.

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, dual enrollment, career and technical education, career 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.
I. A student must select the 18 credit ACCEL diploma option by the last day of the first nine weeks of their third year in order to be eligible for valedictory, salutatory and top ten awards.

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: General Education

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 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.

6.4035 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.

6.4036 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 7 in a passing grade, except under the provisions of Section 6.403.

6.4037 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.

6.4038 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.

6.4039 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 General Education Students

General Education 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 Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts High School Graduation Requirement

One credit in fine or performing arts, speech and debate, or career and technical education, or practical arts.

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

Percentage	G P A	Value	Definition
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 all attempted coursework, 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(pending Deferment Requirements).

6.4073 ESE: Continuance of FAPE and Deferment of the Standard Diploma

All students enrolled in Florida public schools work towards earning a standard diploma. However, certain students with disabilities may need to extend enrollment in a school district past the time they meet graduation requirements in order to continue to receive supports and services under free and appropriate public education (FAPE). Deferring receipt of a standard diploma is a process facilitated by an individual education plan (IEP) team that permits eligible students with disabilities an opportunity to continue FAPE (up through age 21 as determined by school districts) once students meet graduation requirements for a standard diploma. Per **section 1003.4282(11)(c), Florida Statutes (F.S.)**, there are two essential parts to deferral eligibility:

1. The student must have an IEP that "prescribes special education, transition planning, transition services, or related services through 21." This means that, because of the disability, a student must need continued education and services.
2. The student must be enrolled in one of several specific programs listed in the chart below.

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 early College Program, Industry Certification Courses Leading to College Credit, Earning

Scholar Designation, Structured Work-Study, Internships or Pre-Apprenticeships 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.
- 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 de ferment 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 their 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 world 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. "World language" means a language other than English and includes American Sign Language, classical languages, and indigenous languages.

C. Criteria for Eligibility

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) world language course credits in the same world 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 World 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) world language course credits in the same world 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 World 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 world language courses, shall be awarded four (4) world 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 ACTFLProficiencyGuidelines2012.pdf 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/Alga 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 school year 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 Students who complete the required 24 or 18 credits but fail to pass the required assessments or achieve a 2.0 GPA

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 fails to earn a standard diploma under these circumstances 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 option must enroll for such remediation during summer school or at the beginning of the regular school year immediately after becoming eligible.

6.4086 Notification of Options

Students who fail to earn a standard diploma under these circumstances will be provided with their official transcript and a document detailing options available to them, which include adult education to earn a standard diploma or high school equivalency diploma, apprenticeship programs, and the Graduation Alternative to Traditional Education (GATE) program**.**

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, school 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 Head Lice/Bed Bugs

Absences related to head lice or bedbugs will be considered excused for up to two (2) calendar days per occurrence. Absences beyond two (2) calendar days for the same occurrence will be marked unexcused unless there are extenuating circumstances approved by administration. Repeated absences or concerns related to lice or bedbugs should be referred to the school social worker.

6.5036 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 school 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 6.5051). 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.

6.6013 Florida Civic Literacy Exam (FCLE)

According to section 1003.4282(3)(d), F.S., 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

Beginning with students entering Grade 9 during the 2025-2026 school year, as well as students who entered Grade 9 in previous school years, courses from the following programs will be assigned an additional 1.0 weight:

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 world 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
   Automotive Maintenance and Light Repair 1-6
   Applied Engineering Technology 1Automotive 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
Public Service Leadership
Project Management and Experiential Learning in Public Service
Public Service Research
Software & Application Security
T.V. Production Technology 3 – 8
Veterinary Assisting 1-5
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.

6.6023 Statewide Uniform Weighted Grading System in Honors and Articulated Courses for Students Who Enter Grade 9 During the 2026-2027 School Year and Thereafter

Beginning with students who enter grade 9 during the 2026-2027 school year and thereafter, and for high school coursework completed by middle grades students during the 2026-2027 school year and thereafter, school districts must

implement the statewide weighted grading system established in Rule 6A-1.09953, F.A.C.

Students who earned high school credit while enrolled in middle grades prior to the 2026-2027 school year will have those weighted credits recalculated upon entering grade 9 to align with the statewide weighted grading system.

Letter Grade	Standard Course	Honors/Industry Certification Course	Accelerated Course*
A	4.0	4.5	5.0
B	3.0	3.5	4.0
C	2.0	2.5	3.0
D	1.0	1.5	2.0
F	0.0	0.0	0.0

*Accelerated courses include Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), Florida Advanced Courses and Tests (FACT), dual enrollment, career dual enrollment, early admission, and other articulated acceleration mechanisms identified in section 1007.27, Florida Statutes.

No additional weighting shall be applied beyond that established in Rule 6A-1.09953, F.A.C.

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 request to co- enroll in an adult high school 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. College campus courses must be scheduled at times that do not conflict with the high school schedule. 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 college course 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 any college course will lose dual enrollment program eligibility 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

6.6062 Requirements Interscholastic 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, world language, and club competitions. S. 1006.15, F.S.

In order to 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.

6.6063 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.

6.6064 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.

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 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. Note: 75 volunteer hours will be required for students entering grade 9 in the 2024-2025 school year and thereafter.

  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. Note: 75 volunteer hours will be required for students entering grade 9 in the 2024-2025 school year and thereafter.

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 Enrollment Criteria**
  - **7.1021 General**
  - **7.1022 Program Specific**
- **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 Academic 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**
- **7.306 Selection Criteria for Valedictorian and Salutatorian**

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 Enrollment Criteria

7.1021 General:

For all adult general education programs, other than the Adult High School Co-Enrolled Program described below, students must meet the following criteria prior to enrollment:

(a) Be at least 16 years of age; and

(b) Have filed a formal declaration of intent to terminate school enrollment pursuant to Section 1003.21(1)(c), F.S., or for home education students, have filed a written notice of termination of their home education program with the district superintendent pursuant to Section 1002.41(1)(c), F.S.

7.1022 Program Specific:

In addition to the general age and school termination requirements set forth above, students enrolling in adult general education must also meet the following minimum requirements specific to their program(s) of enrollment:

(a) Adult Basic Education (ABE) Program. To enroll in ABE, students must:

1. Have pre-tested at an Educational Functioning Level (EFL) of level 1-4 on the applicable CASAS Assessment.
2. Be deficient in basic skills or have not earned a high school diploma or a high school equivalency diploma.

(b) GED Preparation Program. To enroll in GED Preparation, students must:

1. Have not earned a high school diploma or a high school equivalency diploma; and
2. Have pre-tested at an EFL of level 5-6 the applicable CASAS Assessment.

(c) Academic Skills Building. To enroll in Academic Skills Building, students must:

1. Need remediation in basic skills to pursue postsecondary education or to enter the workforce; and
2. Have pre-tested at an EFL of level 5-6 on the applicable CASAS Assessment.

(d) English Speakers of Other Languages (ESOL) Program. To enroll in ESOL, students must:

1. Be deficient in basic skills; and
2. Have pre-tested at an EFL of level 1-6 on the applicable CASAS Assessment.

(e) Adult High School (AHS) Program. To enroll in AHS, students must not have earned a high school diploma or a high school equivalency diploma. Currently enrolled K-12 students may not be withdrawn from their public schools in order to enroll in a adult high school program during a summer break in public school enrollment.

(f) Adult High School Co-Enrolled Program. Currently enrolled public school students may only be enrolled if they satisfy the following criteria:

1. Require credit recovery due to a deficiency in one or more high school credits required for graduation, which impacts their ability to graduate on-time with their cohort; and,

2. Do not have a pattern of excessive absenteeism or habitual truancy (<80% average daily attendance) or a history of disruptive behavior in school (6+ Office Discipline Referrals or 6+ days of out of school suspension prior or current school year). Santa Rosa Adult School Principal or designee may make exceptions on a case by case basis

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
- Test Administration Fees
    - $20.00 for individuals who wish to test for purposes other than enrollment 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. Failure to notify at the time of registration or immediately following the offense may result in administrative withdrawal from program.

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 as GED Comprehensive including content 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® 16 and 17-year-old applicants may 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

Effective November 1, 2024, Pursuant to the requirements of s. 1003.435, F.S., individuals aged sixteen (16) and seventeen (17) years of age must terminate school enrollment prior to taking the 2014 GED® Test. Effective November 1, 2024, the parent or legal guardian of the individual aged sixteen (16) and seventeen (17) years of age must submit a signed and notarized Underage Testing Form **AND** proof of withdrawal from school to the High School Equivalency Diploma Program office via email at GEDAgeWaiver@fldoe.org before the individual can schedule a sub-test of the 2014 GED® Test.
Required form for authorization to test for individuals aged sixteen (16) and seventeen (17). The following form is hereby incorporated by reference: Form FGED-01, Florida GED® Testing Program Underage Testing Form (effective October 2024) (http://www.flrules.org/Gateway/reference.asp?No=Ref-17062). The form may be obtained by contacting the High School Equivalency Diploma Program Office, Bureau of Adult Education, Division of Career and Adult Education, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

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 four (4) 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 (<80% average daily attendance) or a history of disruptive behavior (6+ Office Discipline Referrals or 6+ days of out of school suspension prior or current school year) in school. Santa Rosa Adult School Principal or designee may make exceptions on a case-by-case basis. 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.

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

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 Scouting America 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 State Standards 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/Personal Finance and Money Management) 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	0-3
Grade 10	5-10	4-8
Grade 11	11-16	9-13
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.

7.306 Selection Criteria for Valedictorian and Salutatorian

(a) Eligible students must not be beyond their 4-year cohort.

(b) Eligible students must have passed required ELA & Algebra 1 assessments or concordants by grade posting of third quarter.

(c) Ranking based on unweighted GPA will determine the eligibility list after grade posting of the third quarter.

(d) Eligible students in top placements must agree to salutatorian and valedictorian responsibilities, to include speaking at graduation. Refusal to agree to and complete duties must be submitted in writing to administration or their designee and will remove them from the ranking.

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 Florida Student Assistance Grant-Career Education (FSAG-CE)**
- **8.4022 Attendance Requirement for Pell Grant**
- **8.4023 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 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 are considered to be dual enrolled students and will be required to meet the current requirements for eligibility described in Section 8.303-Career and Technical Dual Enrollment.

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 Statures), 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.

8.4021 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.

8.4022 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.

8.4023 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 of special circumstances, (illness, death in family, etc.) that preclude a student's enrollment, the school principal or designee may honor a request for full or partial refund of fees providing that: (a) the request is made in writing prior to the date that the course would have normally ended, (b) supporting evidence (where appropriate) is provided.

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

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 deleting 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. All programs must meet Certification, Placement, and Licensure requirements for COE accreditation and meet the qualifications for the Florida Department of Education CTE Audit. 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 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 1	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 Scouting America 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**
- **9.103 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 Eligibility for Participation in Extracurricular Activities**
  - **9.1061 Santa Rosa Online Full-Time Students/Extracurricular Activities**
  - **9.1062 Santa Rosa Online Full-Time Students/Individual Courses**
- **9.107 Off Campus Virtual**

9.200 PROGRAMS OF STUDY

9.300 VIRTUAL OPTIONS
- **9.301 Santa Rosa Online/Florida Virtual School**

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 3-12 may participate in part-time or full-time virtual learning opportunities with Santa Rosa Online. 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 3-12 who meet the following requirements and request a transfer from their brick-and-mortar school to Santa Rosa Online 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 (secondary); Grades of C or higher in all core content areas

Passing/proficient level on previous year's/most current state testing data; Fewer than 10 absences in the first semester

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 through its partnerships with Florida Virtual School (Grades 3-12. Santa Rosa Online students have 10 school days for the drop/add period to make schedule changes. Santa Rosa Online 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 3-12). Full-time students in Santa Rosa Online 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 shall take their courses through Santa Rosa Online rather than directly through Florida Virtual School.

9.103 Part-time Enrollment

9.1031 Elementary School

As a part of the school day, students in Grades 3-5 may take a hybrid schedule with courses through Santa Rosa Online, provided that the student has school

counselor or classroom teacher approval for the courses, the student has completed the pre-requisite courses, and the student is able to work independently without assistance from the classroom teacher or other staff and with minimal supervision.

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 or classroom teacher approval. At the elementary level, the additional course must be taken at home, outside of the regular school day.

9.1032 Middle School

Pursuant to 1.002.45 F.S., As a part of the school day, students in Grades 6-8 may take a hybrid schedule 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 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

Pursuant to 1.002.45 F.S., 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. Additionally, students who opt to take a virtual class via a hybrid schedule must have a minimum of 2.0 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. 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 Eligibility for Participation in Extracurricular Activities

9.1061 Santa Rosa Online Full time Students Extra Curricular Activities

Santa Rosa Online full-time students are eligible to participate in extracurricular activities (e.g. sports) at the secondary level following policies and rules of Florida High School Athletic Association (FHSAA). Activities may be available at the zoned elementary and middle school. 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 or activity that operates as an extension of a brick-and-mortar class that the virtual student does not attend. (Extracurricular activities do not include gifted services.)

9.1062 Santa Rosa Online Full-Time Students/Individual Courses

Santa Rosa Online full-time students may take individual courses without enrolling full-time at their zoned school if they meet all prerequisites and the course is not at capacity.

9.107 Off-Campus Virtual

Students who opt to take a virtual class off-campus as one of their 6 courses must have a minimum of 2.0 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 through 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 Santa Rosa Online/Florida Virtual School

Through its partnership with Florida Virtual School, Santa Rosa Online, along with FLVS offers online courses to part-time and full-time students in Grades 3-12. Full-time students taking FLVS classes through Santa Rosa Online must complete these classes during the school calendar year. Course opportunities are available during Summer as well.

9.400 STATE ASSESSMENTS

Pursuant to s. 1008.22, public education students receiving full-time instruction in Santa Rosa Online, 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, located at 6556 Firehouse Road, or another district designated location. Parents of full-time Santa Rosa Online students are required to provide transportation for all contracted state assessments. Full-time Santa Rosa Online students who fail to take an assessment will not be permitted to enroll in SRO 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 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 grades 3 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. This includes SRO Flex/Hybrid students. Full time Santa Rosa Online students must finish by deadline established by Santa Rosa Online guidance.

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 Santa Rosa Online and Florida Virtual School directly through Santa Rosa Online or Florida Virtual School, both of which operate year-round.

9.602 Admission

A student not enrolled as a public education student in a district brick and mortar school, Santa Rosa Online, 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 Home Education. Home education students may take courses through Santa Rosa Home Education office, located on the Santa Rosa Online campus. Courses may be provided by Santa Rosa Online or any other approved virtual providers. 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 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 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 Home Education office located on the campus office of Santa Rosa Online 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 parents 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 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 Purpose Of Home Education
10.200 Definitions
10.300 Responsibilities When Home Educating
10.400 Initiating A Home Education Program
- **10.401 Proof of Residency**

10.500 Portfolio Requirements
10.600 Annual Evaluation
10.700 Extracurricular Activities And Students In Home Education
- **10.701 Eligibility to Participate**
- **10.702 County Registration**
- **10.703 GPA Requirements**
- **10.704 Courses**

10.800 Other Program Eligibility
- **10.801 Dual Enrollment**
- **10.802 Correspondence Schools**
- **10.803 Online Services**
- **10.804 Private Schools**
- **10.805 Florida Virtual School/District Virtual School**

10.900 Educational Choice Scholarship Recipients
- **10.901 Personalized Education Program (PEP)**
- **10.902 Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)**

10.1000 Instructional Materials
10.1100 Support Group Neutrality
10.1200 Termination Of Home Education Services By Parent/Guardian
10.1300 Enrollment In Public School
- **10.1301 Santa Rosa District Schools Process**
- **10.1302 Determine Course Equivalency**
- **10.1303 Home Education Course Credits**
- **10.1304 Alternative Validation Procedures**
- **10.1305 Award Credit Based on Demonstrated Mastery**
- **10.1306 Place the Student in the Appropriate Grade and Courses**
- **10.1307 Credit Validation (if necessary)**

10.1400 Withdrawal To Home Education From Public School
10.1500 Curricula Of Students In Home Education
- **10.1501 Course of Study**
- **10.1502 Diploma**

10.1600 Virtual Schools And Students In Home Education.
10.1700 Ese Services And Home Education Students.

10.1701 Students with Suspected Disability
10.1702 Home Education students are not automatically entitled to ESE services
10.1800 Students With Suspected Disabilities
10.1801 IEP (Individual Education Plan)
10.1802 Students with Suspected Disability-Compliance
10.1803 Home education students are not automatically entitled to ESE services through the district
10.1900 Compulsory Attendance & Truancy
10.1901 Compulsory Attendance
10.1902 TRUANCY
10.2000 Home School Eligibility For Athletes
10.2001 Registration in Home Education
10.2002 Participation
10.2003 Form Submission
10.2004 Form Submission
10.2005 County Registration
10.2006 GPA Requirements
10.2007 School of Eligibility
10.2008 Courses
10.2009 Part A-Florida Virtual School/District Virtual School
10.2010 Part B-Dual Enrollment
10.2011 Part C – Other Locations and Services
10.2100 Returning/Enrolling into a Public School from Home School
10.2101 Parent/Guardian Responsibility to Home School Department
10.2102 Parent/Guardian Responsibility to Receiving School
10.2103 Grade Placement Criteria
10.2200 Returning to a Public School from A Home Education Program
10.2201 Grades 7-12 Requesting Course Credits
10.2202 Home Education Course Credits
10.2203 Alternative Validation Procedures
10.2300 Earning A Diploma
10.2400 Students Completing High School In A Home Education Program
10.2500 State Uniform Transfer Of High School Credits
10.2600 Request For High School Credit.

10.100 DEFINITION OF HOME EDUCATION

10.100 Purpose

The school board recognizes the rights of parents and guardians to educate their children at home in lieu of regular attendance in a public or private school. This policy is to ensure the home education programs for students of the district are conducted in accordance with state laws and regulations.

10.200 Definitions

A. "Home education program" is defined as the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirements of Fla. Statute 41, 1003.01(13), and 1003.21(1), as now or hereafter amended. The district's home education program includes students age-appropriate for kindergarten through age 18.

B. "Parent" means "either or both parents of a student, any guardian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of the parent," as defined in Fla. Stat. 1000.21(5), as now or hereafter amended.

10.300 Responsibilities

District Responsibilities

District Responsibilities. -- The District's Home Education Office is the Superintendent's designee to receive and review correspondence from parents who are directing home education programs, maintain files of home education students, apply the access and privacy provisions of Fla. Stat. 1002.22 to any student records or reports created, maintained, or used by the Home Education Office, and review and evaluate the results of annual educational evaluations of home education students in the District. The Home Education Office also complies with all applicable statutes, policies, and rules.

Responsibilities of Parents or Guardians.

A parent or guardian who registers a child in the home education program shall meet the following requirements of Florida law.

A. Notify the Superintendent, through the designated Home Education Office, of the parent's or guardian's intent to establish a home education program, as provided in paragraph 5 herein.
B. Maintain a portfolio of records and materials, as provided by paragraph 6 herein.
C. Provide for an annual evaluation of the child(ren).
D. Provide written notice to the Home Education Office of the termination of a home education program consistent with the provisions of paragraph 11 herein.
E. Be familiar with, and are responsible for complying with, Fla. Stat. 1002.41, "Home Education Program.

10.400 Initiating a Home Education Program

A. Provide a written Notice of Intent to the Home Education Office of the School District within thirty (30) days of establishing the home education program. Such notice must be signed and dated by the parent and shall include the full name, address, and birth date of each child who will be registered with the Home Education Office. The notice may be sent to the Home Education Office by U. S. mail, email (with true signature on attachment), fax, or hand delivery to the Santa Rosa Online office located 6556 Firehouse Road, Milton, Florida. Additionally, an electronic Notice of Intent is available on the school district website https://www.santarosaschools.org/page/home-education) and may be completed as an accepted option.
B. Complete the withdrawal process for any child enrolled in a public or private school. If the student is withdrawing for a state scholarship, the "standard withdrawal form for scholarship students must be completed at this time and submitted to the Home Education Office.
C. Upon acceptance of "Intent to Establish a Home Education Program" form, the Santa Rosa Home Education office advises student's previous school and student is transferred to the home education department.

10.401 Proof of Residency

Proof of Residency is only required when the home education student utilizes a district service such as Dual Enrollment, Santa Rosa Online, 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.

10.500 Portfolio Requirement

a. Maintenance of Records and Materials.

The parent or guardian directing a home education program shall maintain a portfolio of records and materials, consisting of:

i. A log of educational activities, ensuring that the log is made contemporaneously with instruction, designating by title any reading, mathematics, science, or social studies materials used, and
ii. Samples of any writings, worksheets, workbooks, or creative materials used or developed by the student.
iii. Transcripts from any online instructional program utilized for academic instruction.

b. Preservation of Portfolio.

The portfolio shall be preserved by the parent or guardian for two (2) years and shall be made available for inspection by the Home Education Office upon 15 days' written notice.

c. Review of Portfolio of Student with Prior Pattern of Non-Attendance.

Students with a prior pattern of public school nonattendance(truancy) shall be subject to regular monthly portfolio reviews in accordance with Fla. Stat. 1003.26(1)(f) until the

home education review committee reaches consensus that the student's home education program is in compliance with Fla. Statute 1002.41(1)(b). The first portfolio review must occur within 30 days of the establishment of the program.

d. Failure to Provide Portfolio.

i. If the parent or guardian fails to provide a portfolio to the committee, the Home Education Office, as the Superintendent's designee, shall terminate the home education program as required by Fla. Stat. 1003.26(1)(f)2, and the parent shall be required to enroll the child within three (3) days in an attendance option that satisfies regular school attendance in: a public school; a parochial, religious, denominational, or other private school; or private tutoring program that meets the requirements of Fla. Stat. 1002.43.

ii. Pursuant to Fla. Stat. 1003.26(1)(f)2, a parent whose home education program is terminated under this paragraph shall not be eligible to reenroll the child in a home education program for 180 calendar days.

10.600 Annual Evaluation

The parent or guardian of each student in the home education program must provide an annual evaluation demonstrating that the student's educational progress is commensurate with his/her ability.

a. Submission of Evaluation. The annual evaluation must be submitted by each anniversary date of the student's Notice of Intent with the Home Education Office. The Annual Evaluation may be submitted no earlier than 8 weeks before the anniversary of the Notice of Intent. A thirty (30) day extension may be granted upon written request. The evaluation shall consist of one of the following:

i. An evaluation of the student's progress by a Florida certified teacher chosen by the parent based on a review of the portfolio and discussion with the student. Such teacher shall hold a valid Florida regular certificate to teach academic subjects at the elementary or secondary level.

ii. Any nationally normed student achievement test that is administered by a Florida certified teacher.

iii. A state student assessment test administered by a Florida certified teacher, at a location (e.g., zoned public school) and under testing conditions approved by the test publisher. The School District shall provide the test materials, monitored site and test results.

iv. An evaluation by a psychologist holding a valid active license pursuant to Fla. Stat. 490.003(7) or (8).

v. An evaluation with another other valid measurement tool as mutually agreed upon by the Home Education Office and the parent or guardian. One acceptable method to the School District is providing an official transcript from an accredited correspondence/distance learning institution.

b. Failure to Submit Evaluation.

The failure of a parent or guardian to submit an annual evaluation for each student in a home education program places the student's home education program in non-compliance. The Home Education Office, after notice to the parent or guardian, may terminate the home education program. The parent shall enroll the student in his or her zoned school or an attendance

c. Student with Probationary Status.

The Home Education Office, as the Superintendent's designee, shall review the results of the annual evaluation and notify the parents of home education students in writing regarding their probationary status if the students' progress is not at a level commensurate with their abilities. The Home Education Office shall review and re-evaluate probationary students' evaluations at the end of one year to determine if remediation has been achieved. Removal of probationary status and continuation of a home education program are contingent upon the student demonstrating educational progress commensurate with his/her ability at the end of the one-year probationary period.

10.700 EXTRACURRICULAR ACTIVITIES AND STUDENTS IN HOME EDUCATION

Elementary

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 of extracurricular interscholastic activity and extracurricular activity are interchangeable for this purpose.

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. 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 10.400.
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.

10.701 In Public Education Programs, students registered as traditional home education are eligible to participate in certain programs as follows:

A. Participate in extracurricular activities (e.g., sports) at the secondary level (grades 6-12) following the policies and rules of the Florida High School Athletic Association (FHSAA). Activities may also be available at the zoned elementary and middle school. Interscholastic extracurricular activities at a public school assigned by the district, subject to the requirements of Fla. Stat. 1006.15. Districts have the authority to develop an agreement for students to participate in these activities pursuant to Fl statute 1002.31.
B. Districts have authority to charge home education students who participate in interscholastic activities(sports)as well as intrascholastic activities(clubs) specific to the sport or extracurricular activity as determined to be reasonable pursuant to F.S.1006.15.
C. Home Education students are eligible to participate in interscholastic activities and are required to meet the FHSAA eligibility guidelines pursuant to F.S. 1002.41.
D. The FHSAA Verification Form (appropriate to the type of student requesting to participate, (see https://fhsaa.com/searchresults.aspx?q=Home%20Education) must be completed and signed by the district's home education director and dated to the current school year.

10.702 County Registration

The original date of the registration with the county is prior to the first day of school for the current school.

10.703 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.

10.704 Courses

A. Based on current courses in Section B of the EL07 or EL15(PEP)form or 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 EL07 or EL15(PEP)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 EL07 or EL15(PEP), 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 EL07 or EL15(PEP), 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 EL07 or EL15(PEP) <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.

10.800 OTHER PROGRAM ELIGIBILITY

A. The Bright Futures Scholarship Program in accordance with Florida law.
B. Dual enrollment programs, Career Dual Enrollment, Early Admission, and Credit by Examination, including admission to community colleges and admission to state universities in accordance with State laws and School Board policies.

10.801 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

A. 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.

10.802 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.

10.803 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

10.804 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/.

A. Individual courses without enrolling full-time at their zoned school if they meet all prerequisites and the course is not at capacity. F.S. 1002.44. If home education students are approved and participate in academic classes, they will be expected to follow the Student Code of Conduct and pass the exam on this document, as well as sign in and out in the school office daily upon arrival and departure.
B. Testing and evaluation services at diagnostic and resource centers in accordance with Fla. Stat. 1006.03.
C. Access instruction, if eligible, at their zoned school if the class is related to an extracurricular activity the student participates in.
D. Virtual instruction (e.g., Florida Virtual School, Santa Rosa Online) as allowed by Florida law, 1002.455.

10.805 Florida Virtual School/District Virtual School

1. If the form indicates 100% FLVS or Santa Rosa Online, our District FLVS franchise, the student must be enrolled in SRO (the district's FLVS franchise) or FLVS FT (FLVS Full- Time). 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 in. The second column, "Virtual School Name," must indicate SRO or "FLVS" in a majority of the courses. If so, then the student is eligible, Submit the EL13S Form.

10.900 Educational Choice Scholarships

Student choice scholarship recipients may be charged appropriate fees for participation based on the rules of the scholarship they receive.

- Florida law provides scholarship programs that allow parents to choose educational options that best meet the needs of their children. These programs are administered through approved Scholarship Funding Organizations (SFOs) and may allow students to attend participating private schools, receive services from approved providers both within or outside of the Santa Rosa County School District, or receive parent-directed instruction. A parent/legal guardian receives access to educational funds which are placed into an Educational Savings Account (ESA). The parent/legal guardian determines where to direct the funds in exchange for educational services.
- Participation in a scholarship program determines the student's educational status and the applicable district responsibilities. Students participating in a SFO are eligible to participate in interscholastic, intrascholastic and extracurricular district offerings as well as on-campus courses. Such students must request participation from the school district and follow district procedures and fee schedules.
- The Santa Rosa County School District recognizes the following scholarship programs.

10.901 Personalized Education Program (PEP)

- The Personalized Education Program (PEP) scholarship (Florida Statute 1002.395)
- A student participating in the PEP scholarship is registered through an eligible Scholarship Funding Organization rather than through the district's Home Education Program.
- Parents participating in PEP assume responsibility for the student's instructional program, including development of a student learning plan and compliance with progress monitoring requirements including testing requirements established in law and by the Scholarship Funding Organization.
- Students participating in PEP are **not enrolled in the district Home Education Program** and do not report to the district home education office. Home Education students who are awarded the PEP Scholarship shall terminate enrollment with the Santa Rosa County Home Education Office.
- Pursuant to section 1002.01(2), Florida Statutes, PEP students shall have the same flexibility and opportunities provided to home education students under section 1002.41(3)-(12), Florida Statutes. Such opportunities may include, as applicable, extracurricular participation, Bright Futures participation, dual enrollment, and other opportunities authorized by law. The district may require official proof of current PEP participation from the SFO and compliance with all school district applicable eligibility regarding conduct, prerequisite, capacity, scheduling, fees, and other program-specific requirements.
- Parents may be required to provide documentation verifying active PEP participation through the student's Scholarship Funding Organization when requesting participation in district opportunities.

- PEP Scholarship students who are dual enrolled shall provide the postsecondary institution with proof of PEP participation as permitted by state guidance and directed by the SFO.

10.902 Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)

- The Family Empowerment Scholarship for Students with Unique Abilities is authorized under Florida Statute 1002.394 and provides educational funding for students with specific disabilities.
- Students receiving the FES-UA scholarship may receive educational services through one of the following instructional models:

  a. Private School Enrollment

  - Students may attend a participating private school. In this case, the student is enrolled in the private school and the private school is responsible for attendance reporting and academic oversight. The student is not registered in the district Home Education Program.

  b. Home-Based Instruction

  - When parents use the scholarship to provide instruction in the home, the parent must establish and meet all requirements of a Home Education Program pursuant to Florida Statute 1002.41 to include including filing a Notice of Intent, maintaining a portfolio of records, and submitting an annual evaluation.

  c. Family Empowerment Scholarship for Educational Options (FES-EO)

  - The Family Empowerment Scholarship for Educational Options is also authorized under Florida Statute 1002.394.
  - Students receiving this scholarship *typically* attend a participating private school selected by the parent. Such students are not registered with the office of Home Education.
- Participation in district programs may be governed by applicable Florida statutes and district policies.

10.1000 Instructional Materials

The parent of a home education student shall be responsible for obtaining and paying for instructional materials; the district does not provide books, curricula, or materials for home education students.

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, and

c. Provide timely annual evaluation results in accordance with Florida Statutes to the home education office.

10.1100 Support Groups; Neutrality

Solely for the convenience of parents directing home education programs, the Home Education Office is authorized to provide a list of home education support groups, which may be able to provide assistance with curriculum, instruction, annual evaluations, and

other educational matters of interest to those directing a home education program. However, provision of such list shall not imply any direct or indirect endorsement or sponsorship of any group on the list, and the district shall not be responsible for any act or omission of any such independent support group.

10.1200 Termination of Home Education Program by Parent or Guardian

If the student's home education program is discontinued, a written notice of termination along with a copy of the annual evaluation shall be filed by the parent or guardian with the Home Education Office, as the designee of the Superintendent, within 30 days after such termination, as required by Stat. 1002.41(1)(c). The Notice of Termination form can be found on the Home Education website for Santa Rosa District Schools (https://www.santarosaschools.org/page/home-education).

10.1300 Enrollment in Public School

When a student transfers from Home Education into a Florida public school, the school must determine whether the student's prior coursework meets Florida graduation requirements. This process is guided by Florida Statutes and State Board of Education rules, primarily**:**

- §1003.4282, F.S. – High school graduation requirements
- §1003.436, F.S. – Definition of high school credit
- §1003.25, F.S. – Student records and transfer work
- Rule 6A-1.09941, F.A.C. – Uniform Transfer of High School Credits

10.1301 Santa Rosa District Schools Process

1. Review the Home Education Portfolio or Transcript

The school reviews documentation from the home education program, which may include:

- Parent-created transcript
- Portfolio of work (samples, curriculum used, reading lists)
- Course descriptions or syllabi
- Grades or evaluations
- Annual evaluation reports
  Under §1002.41, F.S., home education parents maintain a portfolio of records, which schools may review to determine course equivalency.
- 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.
- 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.

10.1302 Determine Course Equivalency

School administrators or guidance counselors determine whether the home education coursework is equivalent to Florida high school courses.

They check whether the course content aligns with:

- Florida course standards
- Required graduation credits:

Districts may assign credit if the documentation demonstrates the student completed work equivalent to a Florida course.

Returning to Public School from a Home Education Program

10.1303 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 212 course(s) in which he/she is requesting credit. Students who do not meet this requirement shall have credits validated using alternative validation procedures.

10.1304 Alternative Validation Procedures

A. By utilizing a Portfolio evaluation by the school-based guidance counselor, along with district portfolio information, 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 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.

10.1305 Award Credit Based on Demonstrated Mastery

Under §1003.436(1), F.S., a high school credit equals successful completion of a course or demonstrated mastery of course standards.

Schools may verify mastery through:

- Review of portfolio work
- End-of-course assessments
- Placement testing
- Course completion in a district program

10.1306 Place the Student in the Appropriate Grade and Courses

Consistent with school board rules and in accordance with state statute 1012.28 (5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. Grade placement and transferable credits shall be determined by the school administrator(s) or their designee. The

placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work.

Grade Placement Criteria

The Principal or a designated guidance counselor is 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. **In no instance shall the placement be based solely on the recommendation of the home educator.**

After reviewing prior coursework, the school determines:

- Credits accepted
- Credits still required for graduation
- Appropriate grade level placement

10.1307 Credit Validation (if necessary)

If the student transfers without traditional transcripts, districts may use credit validation procedures, such as:

- Successful completion of the next sequential course
- Passing district assessments
- Demonstrating competency in the subject

These procedures are allowed under Rule 6A-1.09941, F.A.C.

Students seeking initial elementary, middle or high school placement transferring from a home school, charter school, PEP, or private school shall be reviewed by the local school to determine the most appropriate grade placement. Criteria to be considered may include age and maturity, standardized achievement test results, state assessments, progress as it relates to B.E.S.T. Standards and previous records from public and private schools as well as evidence from the student's portfolio of work and achievement while in home, charter, or private school.

10.1400 Withdrawal to Home Education

When 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 the Santa Rosa Home Education office the following applies:

After three (3) school days of non-attendance or non-submission, the losing school will attempt to contact the parent by phone and/or registered letter. The student should not be withdrawn from his/her present school until requested through the Home Education Office

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 by the current school representative. 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 (3) school days, The current school will continue to count the student as absent.

B. **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.

10.1500 CURRICULA OF STUDENTS IN HOME EDUCATION

10.1501 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 and
C. Provide timely annual evaluation results in accordance with Florida Statutes to the home education office

10.1502 Diploma

The District is not authorized to provide a regular high school diploma to home education students. However, such students may take the General Education Development (GED) test at an adult education center and be awarded a GED diploma by the State of Florida if the student achieves a passing score. A letter can be obtained by the coordinator of Home Education attesting to the fact that the student has taken all academic coursework required of public-school students to receive a diploma.

If Home Education has been a temporary measure for a short amount of time, or the Home Education student has taken courses from a Florida accredited program and have the correct number of credits, students may reenter their previous high school and graduate with their cohort group. Students must be enrolled at least the entire final semester of his/her senior year to be able to earn a diploma from high school and graduate with his/her class. Students will be required to complete all graduation requirements prior to receiving a high school diploma.

Home education students do not receive diplomas from the Santa Rosa County School District. This includes Home Education students using the FLVS curriculum.

10.1600 Virtual School and Students in Home Education

See Section 9.600

10.1700 ESE SERVICES AND HOME EDUCATION STUDENTS

10.1701 Students with Suspected Disability – The Santa Rosa Home Education office complies with **Child Find requirements** under **The Individuals with Disabilities Education Act (IDEA)** to identify and evaluate students suspected of having disabilities.

10.1702 Home Education students are not automatically entitled to ESE services through the district, because they are not enrolled in the public school system.

Florida statutes include **Florida Statute 1002.41** (Home Education) and **Florida Statute 1003.57** (ESE services).

10.1800 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.

10.1801 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.

10.1802 Students with Suspected Disability

The Santa Rosa Home Education office complies with **Child Find requirements** under **The Individuals with Disabilities Education Act (IDEA)** to identify and evaluate students suspected of having disabilities.

10.1803 Home education students are not automatically entitled to ESE services through the district.

Home education students are not automatically entitled to ESE services through the district because they are not enrolled in the public school system. 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.

Florida statutes include **Florida Statute 1002.41** (Home Education) and **Florida Statute 1003.57** (ESE services).

10.1900 COMPULSORY ATTENDANCE AND TRUANCY

10.1901 COMPULSORY ATTENDANCE

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)l, 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.

10.1902 TRUANCY

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.

10.2000 Home School Eligibility for Athletics

10.2001 Registration in Home Education

Students must be registered with the home education office of the district in which they reside.

10.2002 Participation

Students may participate any school within the district beginning with the tryout. They may not try out at multiple schools for the same sport.

10.2003 Form Submission

The FHSAA Verification Form (appropriate to the type of student requesting to participate, (see https://fhsaa.com/searchresults.aspx?q=Home%20Education) must be completed and signed by the district's home education director by the established deadline.

10.2004 Form Submission

The FHSAA Verification Form (appropriate to the type of student requesting to participate), signed by director and dated the current school year.

10.2005 County Registration

The original date of the registration with the county is prior to the first day of school for the current school.

10.2006 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.

10.2007 School of Eligibility

The school must be located in the district in which the student lives.

10.2008 Courses

A. Based on current courses in Section B of the EL07 or EL15(PEP) 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 EL07 or EL15(PEP)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 EL07 or EL15(PEP)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 EL07 or EL15(PEP)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 EL07 or EL15(PEP)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.

10.2009 Part A – Florida Virtual School/District Virtual School

1) If the form indicates 100% FLVS or Santa Rosa Online, our District FLVS franchise, the student must be enrolled in SRO (the district's FLVS franchise) or FLVS FT (FLVS Full-Time). 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 in.

The second column, "Virtual School Name," must indicate SRO or "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.

10.2010 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.

10.2011 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.

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.

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).

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.

10.2100 Returning/Enrolling into a Public School from Home School

10.2101 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.

10.2102 Parent/Guardian Responsibility to Receiving School

Upon submission of the written notice of termination to the Santa Rosa Home Education Department parent/guardian shall enroll the student into the receiving school.

10.2103 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.

10-2200 Returning to Public School from a Home Education Program

10.2201 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.

10.2202 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 alternative validation procedures.

10.2203 Alternative Validation Procedures

A. Portfolio
B. valuation 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
C. Written recommendation by a Florida "General Education" certified teacher selected by the parent and approved by Superintendent's home school designee; or
D. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools; or
E. Demonstrated proficiencies on nationally normed standardized subject area assessments; or demonstrated proficiencies on district subject area exams; or
F. Demonstrated proficiencies on FAST /EOC; or
G. 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.

10.2300 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.

10.2400 Students Completing High School in a Home Education Program

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.

10.2500 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.

10.2600 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.