

Entry into Kindergarten and First Grade by Out-of-State Transfer Students:

1. Any student who transfers from an **out-of-state public school** and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required.
2. Any student who transfers from an **out-of-state nonpublic school** and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring and if the transfer of the student's academic credit is acceptable under rules of the School. Prior to admission, the parent or guardian must also provide the data required.
3. In order to be admitted to Florida schools, such a student transferring from an out-of-state school must **provide the following data:**
 - a. 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;
 - b. An official letter or transcript from proper school authority, which shows record of attendance, academic information and grade placement of the student;
 - c. Evidence of immunization against communicable diseases as required in Section 1003.22, Florida Statutes; Evidence of date of birth in accordance with Section 1003.21, Florida Statutes; and
 - d. Evidence of a medical examination completed within the last twelve (12) months in accordance with Section 1003.21, Florida Statutes.

Grades 2-5 Transfer Students

A student in grades 2-5 who transfers from any other public or private school in the United States or a foreign country is placed in comparable classes, and all records from the previous school are accepted.

Grade 3 students who transfer from any public or private school in the United States or a foreign country after the current year's Florida state-mandated, standardized ELA administration must show Good Cause for promotion prior to being promoted to fourth grade.

If the transfer occurs after the current school year, and there is proof of promotion (i.e., report card) from the previous school, the student may be promoted based on this information.

English Language Learner (ELL) Transfer Students

In accordance with State Board of Education Rule [6A-6.0905](#), ELLs are identified and assessed to determine eligibility for services, in accordance with State Board of Education Rule [6A-6.0902\(1\)\(2\)](#).

The English for Speakers of Other Languages (ESOL) coordinator and the Student Services Coordinator/school counselor/administrator shall review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL Program placement. See State Board Education Rule [6A-6-6.0902\(3\)\(b\)](#). Parental input regarding educational background should be taken into consideration especially when transcripts, records, or report cards are not readily available. This information is documented and filed in the English Language Learners (ELL) folder. Families will be assisted when necessary for language translation in order to ensure proper communication of program/courseplacement.

An ELL Committee meeting must be conducted under the following circumstances: a student's placement is based on age, there is a lack of information about prior schooling (no transcript or report card), or prior schooling does not meet grade level requirements. An administrator must participate in the ELL Committee and placement process as outlined in the district ELL Plan.

Exceptional Student Education (ESE) and Gifted Transfer Students

The State Board of Education Rules [6A-6.0331](#), and the District's Exceptional Student Education Policies and Procedures (SP&P), address the requirements for Individual Educational Plans (IEPs) or Educational Plans (EPs), as well as the requirements for students who transfer to the School within Florida and students who transfer from outside of Florida.

ESE and Gifted Students Who Transfer Within Florida

If an Exceptional Education Student (ESE) or Gifted student, who had an IEP or EP that was in effect in a previous Florida school district, transfers and enrolls in a CSUSA managed school, the School and Local Education Agency (LEA) will ensure that a Free Appropriate Public Education (FAPE) is provided to the student, which includes services comparable to those described in the child's IEP/EP from the previous Florida school district or CSUSA school, until the School does either of the following:

- Adopts the child's IEP/EP from the previous School District or CSUSA school; or
- Develops, adopts, and implements a new IEP/EP, possibly in conjunction with the Local Education Agency, that meets the applicable requirements of State Board of Education Rule [6A-6.03028](#) or [6A-6.03019\(1\)](#).

ESE and Gifted Students Who Transfer from Outside Florida

If an Exceptional Student Education (ESE) student, who had an IEP or EP that was in effect in a previous school district in another state, transfers and enrolls in a new school within the same school year, the School and LEA will ensure students are provided with a FAPE, which includes services comparable to those described in the child's IEP/EP from the previous School, until the School does both of the following:

- Conducts an initial evaluation in accordance with [State Board of Education Rule 6A-6.0331](#) (if determined to be necessary by the School); and
- Develops, adopts, and implements a new IEP/EP, if appropriate, possibly in conjunction with the Local Education Agency, that meets the applicable requirements of State Board of Education [Education Rule 6A-6.0331](#).

Students Who Transfer with Section 504 Accommodation Plans

A transferring student with an active Section 504 Accommodation Plan is a student who was previously enrolled in any other school or agency with an active Section 504 Accommodation Plan and who is enrolling in a Florida school district. Upon notification that a transferring student is one with an active Section 504 Accommodation Plan, the receiving school must review and revise, as necessary, the existing active Section 504 Accommodation Plan and supporting documentation. Until that review is complete, the receiving school must implement the student's current Section 504 Accommodation Plan to the maximum extent reasonable in the current placement. If, following the receiving school's review, it is determined that the Section 504 Accommodation Plan is not appropriate; the school must evaluate the student consistent with Section 504 procedures, and develop and implement an appropriate Section 504 Accommodation Plan.

WITHDRAWAL PROCEDURES

Student Withdrawal During the School Year

A student who leaves before the close of the school term shall receive grades on the report card covering the terms in attendance. A student will not meet promotion requirements unless he/she enrolls in another school to complete the academic year. The parent(s) of a student who leaves school during the last two (2) weeks of the school year must show evidence that the withdrawal is necessary and the student must successfully complete examinations as appropriate. Principals may have the authorization to make arrangements for the administration of any tests or examinations as appropriate, prior to withdrawal.

Principals may determine that the requirements for early withdrawal do not have to be met when unusual/extenuating circumstances arise. Student withdrawal must be approved by the school principal.

Withdrawals for Enrollment in Home Education Program

To withdraw a student for enrollment in a Home Education Program, the custodial parent(s) must initiate the withdrawal process at the school, complete the exit interview and report to the local school district to register the student in the new program.

CURRICULUM

The School's Guaranteed and Viable Curriculum (GVC) incorporates the performance standards as defined by the Florida Department of Education (FLDOE) Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and Next Generation Sunshine State Standards (NGSSS), as applicable.

The curriculum includes standards/benchmarks for the following content areas:

- English Language Arts
- Mathematics
- Science
- Social Studies
- World Language
- Fine Arts (Music/Art)
- Physical/Health Education

These standards delineate the academic achievement for which the state will hold schools accountable. Research-based instructional materials are provided as tools to support instruction in elementary school classrooms.

Remediation and Intensive Instruction

The school has an established, comprehensive program for student progression which must include specific levels of performance in reading, writing, mathematics, and science for each grade level, including the levels of performance on statewide assessments which a student must receive remediation, or be retained and provided intensive instruction. This intensive instruction is different from the previous year's programming and takes into account the student's learning style. School personnel uses all available resources to achieve parent understanding and cooperation regarding the student's grade placement.

Remedial and supplemental (academic) instruction resources must be allocated to students based on student data and the needs of the school. A student's reading proficiency will be monitored, and the intensive instruction will continue until the student demonstrates grade level proficiency pursuant to Florida Statute 1008.25(5)(a).

Reading Remediation

The K-12 Comprehensive Reading Plan for the school outlines specific intervention programs, schedules, and strategies to address necessary instruction and remediation for students in all grade levels.

Any student in kindergarten through third grade who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations, must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. Pursuant to Florida Statutes 1002.20(11) and 1008.25, the parent(s) of any grade K-3 student who exhibits a substantial deficiency in reading, based upon school- determined or statewide assessments conducted in kindergarten, 1st grade, 2nd grade, 3rd grade, or based on teacher observations, must be notified in writing.

Third Grade Intensive Instruction

Grade 3 students retained for reading must be provided intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in 3rd Grade Summer School at the district. In accordance with Florida Statute 1008.25, these services and supports include a minimum of ninety (90) minutes of daily, uninterrupted, scientifically evidence-based reading instruction, an additional thirty (30) minutes of intensive intervention, and other strategies, which may include, but are not limited to the following:

- Small group instruction;
- Integration of science and social studies content within the ninety (90) minute block;
- Reduced teacher-student ratios;
- More frequent progress monitoring;
- Tutoring or mentoring;
- Transition classes containing 3rd grade and 4th grade students; and/or
- Extended school day, week, or year.

Third grade students retained for reading must have a highly effective teacher as determined by the teacher's performance evaluation in accordance with Florida Statute 1012.34, and beginning July 1, 2020, provide students who are retained under Florida Statute 1008.25 (5)(b), including students participating in the school district's summer reading camp under subparagraph (a)2., with a highly effective teacher certified or endorsed in reading.

NOTE: Course recovery expectations for grades 6-12 are outlined later in this document.

Mathematics Remediation

Students in grades K-5 who are identified as being below grade level on school-level assessments must receive remediation in one (1) of the following ways:

- Remediation in a before or after school tutorial program;
- Small group instruction, based on documented student deficiencies;
- One-on-one instruction, based on documented student deficiencies; and/or
- Computer software programs that work on fluency in basic skills

NOTE: Course recovery expectations for grades 6-12 are outlined later in this document.

Enrichment Opportunities

The School will provide multiple opportunities for advanced students to participate in enrichment activities. To accommodate learners that need enrichment, teachers can differentiate in three ways: with the content students are learning, the process in which the material is being taught, and the product that is developed to demonstrate learning. Specific strategies may include, and are not limited to:

- Marzano's High Probability instructional strategies
- Cross-curricular instruction and learning
- Multiple intelligences
- Project-based learning
- Cooperative learning
- Challenge-based learning
- Academy/Certification models
- High school programming

As a tool to support differentiation, the School may also utilize blended learning strategies that include:

- Opportunity to learn content that may not be offered in a traditional brick-and-mortar classroom (i.e. students can take a variety of world languages or electives to meet student interest)
- Remedial and credit recovery programs that provide opportunities for students to work at their grade level learning fundamental skills to make academic gains
- Unlimited access to work at the student's pace and time
- Programs that accommodate "Flipped Learning," which allows students to learn the lesson at home and practice what is learned in the classroom
- Additional programs for advanced (enrichment) academics

ADVANCED COURSEWORK

High School Level Coursework in Middle school

Students in middle school who demonstrate readiness are eligible to take advanced courses in which they will earn high school credit. The possible courses offered include, but are not limited to, Algebra I, Geometry, Biology, Physical Science, Digital Info Tech and U.S. History. Entry of students into a high school level course is up to the discretion of the principal. The principal will take into consideration various factors to determine academic readiness, including student grades, performance on state assessments, and results from a screening exam. Students must be proficient in previous year's course, as well as perform in the upper quartile of the proficient levels on state assessments³. Students who wish to take Geometry must first take and pass the Algebra I course and EOC. Students who wish to take Algebra II must first take and pass the Geometry course and EOC. Students must maintain proficiency in the high school level course in order to maintain course enrollment.

College Credit Coursework in High School

Students in high school who demonstrate readiness are eligible to take advanced courses in which they may earn college credit.

SPECIAL PROGRAMS

English for Speakers of Other Languages (ESOL) Programs

In accordance with State Board of Education Rules [6A-6.0902](#), [6A-6.0903](#), [6A- 6.0904](#); [6A- 6.0908](#), students who are identified as English Language Learners (ELLs) must be given equal access to the general curriculum. ELLs are placed in courses based on need and eligibility. The student's Individual ELL Plan documents the instructional strategies required to ensure the student has an equal opportunity to master the General Education curriculum.

³ Students who earned a 3, 4 or 5 on the state assessment are considered proficient or above proficiency.¹⁴

Considerations for English Language Learners

In accordance with State Board of Education Rules [6A-6.0902](#), [6A-6.0903](#), and [6A-1.09432\(6\)](#), students identified as ELL must meet the levels of performance indicated on the Student Progression Charts. Promotion for an ELL shall be based on the student's academic performance, regardless of the level of English Language proficiency. Retention of these ELL students requires the review and recommendation of the ELL Committee and may not be based solely on lack of English proficiency, demonstration of grade-level content knowledge in English, or on a score on any single assessment instrument. ELLs are required to meet student performance standards for the appropriate grade level. However, for ELLs whose Date Entered a United States School (DEUSS) falls within one (1) year prior to the assessment date may be exempt from participating in the English Language Arts component of the state assessment in accordance with [6A-1.09432](#). The Consent Decree and Title III requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language. The Consent Decree and Title III requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language.

An ELL Committee must meet to determine whether an ELL should be retained. Adequate progress, as defined in the ELL Plan and at least one (1) other criterion, shall be used by the Committee as grounds for promotion. An ELL may be retained, if the ELL Committee determines that the student has not progressed satisfactorily according to his/her ELL Plan.

Gifted Education Programs

Students enrolled in the Gifted Program have an opportunity to access a qualitatively differentiated curriculum, which consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student.

Students identified as gifted, under State Board of Education Rule [6A-6.03019](#), have an Educational Plan (EP) that outlines goals, strengths, and weaknesses that provide direction for the instructional program. The Differentiated Instructional Program may include advanced-level content and enrichment that address the student's special abilities and interests.

Section 504 Accommodation Plans

A student is eligible for accommodations, under Section 504 of the Rehabilitation Act of 1973, if the student is determined to have a physical or mental impairment that substantially limits one (1) or more major life activities of such student. In addition, a student with either a record of impairment, or who is regarded as having impairment, is protected from discrimination under both Section 504 and the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act of 2008, effective January 1, 2009.

A student meets the requirement of being regarded as having impairment by establishing that the student has been subjected to a prohibited act because of an actual or perceived physical or mental impairment, whether or not the impairment limits or is perceived to limit a major life activity. This provision shall not apply to a student's impairments that are transitory and minor. A transitory impairment has an actual or expected duration of six (6) months or less. A 504 Team, consisting of knowledgeable individuals who are familiar with the student and who understand the evaluation data and special services options, must meet as necessary to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one (1) or more of the student's major life activities.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activities also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

An episodic or in remission impairment is a disability if it would substantially limit a major life activity when active. Impairment that substantially limits one (1) major life activity need not limit other major life activities in order to be considered a disability.

The determination of whether the impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as:

- Medication, medical supplies, equipment or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
- Use of assistive technology;
- Reasonable accommodations or auxiliary aids or services; or
- Learned behavioral or adaptive neurological modifications. However, the ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether the impairment substantially limits a major life activity. To ensure compliance for all school decisions made under Section 504 and ADA, two (2) components are necessary. First, the parent(s) must always be notified of any meeting scheduled to determine eligibility or subsequent meetings to make changes to the Section 504 Accommodation Plan. Secondly, a 504 Team must make service, accommodation, and placement decisions. A Section 504 Accommodation Plan cannot be changed without proper parental notice and a 504 Team Meeting. The individual student's Section 504 Accommodation Plan documents the accommodations and/or modifications that are required to ensure that the student has an equal opportunity to access the General Education curriculum. [Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104]

Considerations for Section 504 Accommodation Plans

As outlined in Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104, a student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a Free Appropriate Public Education (FAPE) and has an equal opportunity to access the General Education curriculum in the least restrictive environment. If a Section 504 Team decides to make any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan, such alteration must be documented in the student's 504 Accommodation Plan. A parent of a student with an active Section 504 Accommodation Plan must be notified of any proposed changes to the 504 Accommodation Plan. In addition, a parent must be given the opportunity to provide input on decisions made by the 504 Team.

A student with an active Section 504 Accommodation Plan must meet the School's levels of performance in order to be promoted. Parent(s) must be notified if a student with a 504 Accommodation Plan is being considered for retention. The Team must determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Accommodation Plan. If the Team determines that the below grade level performance is caused by the disability, the student's placement must be re-evaluated.

The re-evaluation must include a review of the student's: records, the intellectual and academic abilities, and other pertinent information provided by the teachers. Comprehensive documentation regarding student placement must be provided each time re-evaluation occurs.

If the Section 504 Team determines that the below grade level performance is not caused by the disability, the student is treated in the same manner as any General Education student.

Exceptional Student Education (ESE) Programs

Pursuant to State Board of Education Rule [6A-6.03028](#), Individual Education Plans (IEPs) for students with disabilities enrolled in an Exceptional Student Education (ESE) Program must specify the specially designed instruction and related services that are necessary to meet each student's unique needs. Refer to Florida Statute [1003.57](#).

All students must be given access to the general curriculum, as is appropriate, in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the General Education standards should be the basis of their curriculum. For some students, modified standards and/or benchmarks in one (1) or more content areas may be more appropriate. Access Points are expectations for students with significant cognitive disabilities when accessing the General Education curriculum. Access Points reflect the core intent of the standards with reduced levels of complexity.

In all cases, the IEP Team, which must include the parent(s), makes special program placements and educational decisions. The IEP must include a statement of measurable annual goals, including benchmarks or short-term objectives, when appropriate, related to meeting the student's needs that result from the student's disability. During the IEP development process, the parent(s) and student, when appropriate, should be participants in the discussions around how the student will be involved/progress in the general curriculum, and how the student will participate in appropriate activities. The IEP shall also address how each of the student's other educational needs (that result from the student's disability) will be met. [State Board of Education Rule [6A-6.03028\(3\)\(h\)2](#)]

The IEP will specify whether accommodations/modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations/modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as developed by the IEP Team. The IEP must contain an explanation of the extent, if any, to which the student will not participate with non-disabled students in the General Education class (Refer to the district's *Exceptional Student Education Policies and Procedures (SP&P)* for details). In compliance with the least restrictive environment mandate, a student with a disability may be removed from the General Education environment, only if the nature and/or severity of the disability is such that education in General Education classes, with the use of supplementary aids and services cannot be achieved satisfactorily [*Exceptional Student Education Policies and Procedures (SP&P)*].

The School shall establish procedures that provide the opportunity for one (1) or both of the student's parent(s) to participate in meetings and decisions concerning the student's IEP. A written notice of the meeting must be provided to the parents and must indicate the purpose, time, and location of the meeting, as well as whom, by title or position, will be attending.

Considerations for Exceptional Student Education (ESE) Students

In order to be promoted to the next grade level, a student with a disability who is enrolled in an ESE program must meet the School's performance indicators for the grade level in which he or she is enrolled. The primary responsibility for determining each student's level of performance is that of the General Education teacher, in collaboration with the Special Program teacher. The principal may (upon recommendation of the instructional staff and the IEP Team) determine that the promotion requirements have been satisfied.

Other factors that may be considered to determine if promotion requirements have been met may include the following:

- Previous retention history;
- Current goals and objectives on the student's IEP;
- Social/emotional behavior;
- Attendance;
- Placement and a possible change in the current placement;
- Grades; and/or
- Current accommodations/modifications/services.

In accordance with Florida Statute 1008.25(1), it is the responsibility of the School to provide all students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. Pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), the IEP for each child with a disability must include a statement of measurable annual goals, including academic and functional goals. The IEP must meet the child's needs that result from the disability to enable the child to be involved in and make progress in the General Education curriculum. The IDEA requires the LEA to provide a Free Appropriate Public Education (FAPE) to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade-to-grade. Generally, a FAPE must be available to all children with disabilities residing in the State between the ages of three (3) and twenty-one (21), inclusive, including children with disabilities who have been suspended or expelled from school. [34 C.F.R. § 300.101(a)] State law requires that ESE students who are included in the General Education curriculum must meet the School's and/or State levels of performance for student progression; unless the student's IEP Team determined that the student should follow a modified curriculum aligned with ESE course requirements and benchmarks.

State law prohibits social promotion for any public-school student, including ESE students. Social promotion occurs when a student is promoted based on factors other than the student achieving School and state levels of performance for student progression. The law mandates that “No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.” [Florida Statute [1008.25\(6\)\(a\)](#)]

This law includes specific Good Cause Exemptions to the state’s promotion requirements. With specific reference to ESE students, the law exempts “Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.” [Florida Statute [1008.25\(6\)\(b\)\(2\)](#)]

ESE students must participate in statewide assessments, unless their current IEP indicates that participation in statewide assessments is not appropriate, consistent with applicable State Board of Education requirements. (Refer to Florida Statute [1008.212](#) as to the extraordinary exemption that must be granted by the Education Commissioner to exempt the student from taking the assessment.)

Extended School Year (ESY) for Exceptional Student Education (ESE) Students

Extended School Year (ESY) services means specially designed instruction and related services that are provided to an ESE student beyond the normal school year of the School in accordance with the student’s IEP. ESY services must meet State Educational Standards and are always at no cost to the parent.

In accordance with State Board of Education Rule [6A-6.03028\(3\)\(g\)\(12\)](#), at least annually, an IEP Team for each ESE student must consider whether ESY services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the student. ESY services must be provided if a student’s IEP Team determines, on an individual basis, that the services are necessary for the provision of a FAPE to the student. The IEP Team will determine the goals and objectives using the current IEP and documentation of progress. ESY services may not be limited to particular categories of disability or unilaterally limit the type, amount, or duration of those services. An ESE student who fails a General Education course would follow the same guidelines for promotion and retention as stated further in this document under Performance Levels for Student Promotion.

ASSESSMENTS—STATEWIDE, SCHOOL & END-OF-COURSE ASSESSMENTS

Statewide Assessments

In accordance with [Florida Statute § 1008.22](#), all eligible students in grades 3 and above must participate in all regular state-mandated assessments for accountability purposes, except as prescribed by the Commissioner of Education. Students must take the state assessment aligned to their course enrollment.

The Florida Assessment of Student Thinking (FAST) refers to the new Coordinated Screening Progress Monitoring (CSPM) System assessments, which are aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

FAST VPK-2

The FAST VPK-2 assessments for Reading and Math will be administered three times per year. PM1 will occur within the first 30 school days, PM2 will occur in the middle of the school year and PM3 will occur at the end of the school year. These computer-adaptive assessments are Renaissance's Star Early Literacy, Star Reading and Star Math.

English Language Learners (ELLs)

For ELLs, administration of FAST VPK-2 assessments should be conducted as close as possible to the conclusion of the 30-day administration period and after the English language proficiency test has been administered. A student identified as ELL should be screened, unless the student has arrived in the United States in the last thirty (30) days and has sufficient difficulty speaking, reading, writing or understanding the English language.

FAST 3-10 Reading and 3-8 Math

Each subject-area test will be administered in one session. PM1 and PM2 will be used for informational purposes only and will not be used for accountability. PM3 will be a summative assessment used for accountability purposes (2023 is a baseline year). Tests will be computer-adaptive through Cambium's Test Delivery System (TDS) secure browser.

Florida Statewide Science Assessment (SSA)

The statewide, standardized Science assessment shall be administered annually at least once at the elementary and middle grades levels. The SSA measures student achievement of the Next Generation Sunshine State Standards in science. Usually students in grades 5 and 8 participate in the statewide science assessment. Students enrolled in accelerated science pathways and courses may take these assessments in earlier grade levels in order to accelerate their learning.

End-of-Course Assessments

All middle school students enrolled in any of the courses that require an End-of-Course (EOC) Assessment shall participate in the EOC Assessment administration that is specific to that course. Students in middle grades who are enrolled in an EOC course must take the EOC assessment and cannot take the grade level assessment.

The following tables list the statewide assessments administered for each grade level and subject area based on the FLDOE as of August 2022⁴:

Category	Assessment	Grade Level
Florida Assessment of Student Thinking (FAST)	Renaissance STAR Early Literacy, Reading and Math	VPK-2
Florida Assessment of Student Thinking (FAST)	FAST Reading	3-10
Florida Assessment of Student Thinking (FAST)	FAST Writing	4-10
Florida Assessment of Student Thinking (FAST)	FAST Mathematics	3-8

Category	Assessment	Grade Level
BEST EOCs	Algebra 1 Geometry	Middle School/High School
NGSSS EOCs	Civics	Middle School
	U.S. History Biology 1	Middle School/High School

Category	Assessment	Grade Level
Next Generation Sunshine State Standards (NGSSS) Assessments	Statewide Science Assessment	5 & 8*
FSA Retakes	ELA Writing ELA Reading Algebra 1 EOC	Middle School/High School

*See notation for acceleration opportunities above

The Florida Standards Alternate Assessment (FSAA)

The FSAA provides options to those students for whom participation in the Florida Standards Assessment (FSA) is not appropriate, even with accommodations, as identified in the student's Individualized Education Plan (IEP). It is expected that only students with the most significant cognitive disabilities who are eligible under the Individuals with Disabilities Education Act (IDEA) will participate in the FSAA.

Subject Grade	Grade
Access ELA	3-10
Access Math	3-8
Access Science	5 & 8
Access Civics	7
Access Algebra 1 Access Biology 1 Access Geometry Access U.S. History	High School

⁴ This chart is subject to change based on adjustments made by the FLDOE.

ACCESS for ELLs

ACCESS for ELLs must be administered to all K-12 students classified as ELL with a code of LY on the first day of the test administration window.

School Assessments

Listed below are measurement tools that will be used for assessment purposes to monitor progress throughout the year. These are all used to determine the progress of students with regard to mastery of the standards and reaching a level of proficiency on statewide assessments. The listed assessment tools do not preclude the School from incorporating other measures that may be determined necessary to support the mission of the School or may be required per Florida law.

- Interim Diagnostic Assessments, which include up to three administrations in the areas of English/language arts, mathematics, and science. The Northwest Evaluation Association (NWEA) currently provides the Measures of Academic Progress (MAP) Growth. i-Ready currently provides an i-Ready diagnostic assessment.
 - NWEA MAP Growth: Aligned to the BEST Standards, MAP assesses students with engaging, ability-appropriate content. NWEA is an adaptive assessment; therefore, as a student responds to questions, the test difficulty adjusts to the student's zone of proximal development.
 - NWEA MAP Growth for Science: Aligned to state science standards, test items are helpful for assessing students up to and including 8th grade, prior to more specialized science curriculum in high school, and measures student mastery of science concepts within the three major domains of science: life sciences, earth and space sciences, and physical sciences. Administration of MAP for Science is required in grades 5 and 8, but the School will have the option of offering this assessment to other grade levels (including Biology) if desired.
 - i-Ready ELA and Math Diagnostic Assessment: Aligned to the BEST Standards, the iReady Diagnostic Assessment assesses students with engaging, ability-appropriate content. This is an adaptive assessment; therefore, as a student responds to questions, the test difficulty adjusts to the student's zone of proximal development.
- Benchmark Assessments and Instructional Focus Assessments (IFAs) will be used to gauge students' progress on mastery of the Guaranteed and Viable Curriculum (GVC). These assessments will be administered after standards are taught and will be scheduled in between diagnostic assessment periods.
- Standards-Based Assessments are formative assessments that are designed to evaluate whether a student has mastered (a) specific standard(s). Each assessment will measure the academic performance of each student on (a) particular standard(s), based on content that has been introduced and practiced.
- Early Literacy Assessments (NWEA MAP Reading Fluency or a similar assessment) will be administered up to three times annually in grades K-2 to monitor progress of students' literacy skills over time, and to provide formative assessment data to teachers.

Assessment Accommodations

Allowable accommodations will be provided to eligible students on school and state assessments in accordance with their IEP, 504 and/or ELL plan.

National and International Education Comparisons

Pursuant to Florida Statute 1008.22 (2), Florida school districts shall participate in the administration of the National Assessment of Educational Progress, or similar national or international assessments, both for the national sample and for any state-by-state comparison programs that may be initiated, as directed by the Commissioner. The administration of such assessments shall be in addition to, and separate from, the administration of the statewide, standardized assessments.

GRADING POLICY

Academic grades are a reflection of student mastery of the standards being taught and should not be skewed by non-academically related aspects. This grading approach provides teachers with a more accurate indicator of the proficiency level of the student as it relates to state standards. Therefore, student academic work will not be graded based on behavior and students will not be academically penalized for turning in late assignments or cheating. However, students will receive appropriate behavioral consequences for these actions, in addition to completing an alternative, standards-based assignment or assessment to measure mastery in instances of cheating or plagiarism.

Students will be given ample opportunity to practice the standards taught both in class and through home learning assignments, in order to demonstrate what they have learned. A child who does not complete class work during school hours may have to complete this work in addition to home learning assignments. The purpose of home learning assignments is to develop study habits in children early on in their academic lives and reinforce concepts that have been taught or to work on projects that have been assigned. If a student fails to turn in home learning, he/she should complete it for the following day. If a child consistently fails to complete home learning, there may be consequences in the classroom. It is important to note that home learning is the student's responsibility.

Parents will have real-time access to grades in the electronic grade book, and teachers will communicate with families before a report card with final grades is issued to address any concerns about students who are failing.

Grading Scale

Academic Grades	
Kindergarten through First Grade Scale: E, S, N, U	Second Grade through Twelfth Grade Scale: A, B, C, D, F
E = Excellent (90-100)	A = 90-100
S = Satisfactory (75-90)	B = 80-89
N = Needs Improvement (65-74)	C = 70-79
U = Unacceptable (0-64)	D = 60-69
	F = 0-59

Citizenship Grades
The Citizenship Grade is comprised of three personal development skills: conduct, effort, and participation.
Scale: E, S, N, U
E = Excellent
S = Satisfactory
N = Needs Improvement
U = Unacceptable

REPORTING STUDENT PROGRESS

The School will utilize a proprietary report card to keep parents informed of their child's academic growth. The report card will give parents a comprehensive overview of their child's current skill level and a measure of his/her progress toward attaining mastery of the standards, as it contains both a practice grade and a mastery grade. It also includes a component regarding citizenship, aligned with integrated character education, which measures student performance based on conduct, participation, and effort. Attendance reports will also be included, noting absences and tardies.

Parent Notification Requirements

Parent(s) must be notified in writing of the School's promotion requirements. Parent(s) of English Language Learners (ELLs) must be notified using the appropriate translated version of the School's promotion requirements.

All notifications to parent(s) who are not proficient in the English Language shall be in the language or other mode of communication commonly used by the parent(s) unless such communication is clearly not feasible.

School personnel will notify parent(s) in writing of student progression requirements within the first two (2) months of school. The requirements may be included in the parent/student handbook or sent home in some other written form. [Florida Statute [1008.25](#)]

The parent(s) of a student who is not making adequate progress will be notified in writing each marking period in the comment section of the student's report card. As outlined in Florida Statute [1008.25\(8\)\(a\)](#), an annual written report must be provided to the parent of each student on the student's progress toward achieving proficiency.

Frequency of Grade Reports/Progress Reports

All students will receive the Report Card at the end of each marking period. The Progress Report will be distributed to families at the mid-point of every marking period.

Based on guidelines from the LEA, parent(s) of students with disabilities enrolled in Exceptional Student Education (ESE) must also be informed of their child's progress toward his or her annual Individual Education Plan (IEP) goals at least as often as their non-disabled peers receive report cards.

Instruction Through Mobile Learning

As a school of choice, it is understood how important it is to provide a variety of curriculum and instructional options for students. As such, our mobile learning may be integrated into the instructional programming which will be monitored and supported at the school center by teachers. All mobile learning is fully and completely part of the school's educational program. A complete list of courses offered is available at the school.

STUDENT PROMOTION PERFORMANCE LEVELS

Reading, Writing, Mathematics, and Science

The School expects students to progress through specific levels of performance in ELA, mathematics, social studies and science for each grade level. Social studies and science standards and expectations are infused within ELA for K-5. These levels of performance will be used to identify students who must receive remediation and may be retained, as well as students who have mastered content and wish to move beyond the expectation for students in the same grade level. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement, as referenced in Florida Statute [1008.25\(6\)\(a\)](#). No student may be retained solely on the basis of standardized assessments. Students shall meet the appropriate performance levels for Next Generation Sunshine State Standards (NGSSS) or Florida BEST Standards, as set forth in State Board of Education Rule [6A-1.09401](#).

Promotion

If a student masters any of his or her current grade level objectives prior to the ending of the school year, that student will have the opportunity to work toward mastery on standards above his/her grade level. Any student who masters grade level material and is provided instruction and learning opportunities above their current grade level assignment will continue to participate in whole group activities and electives with their same aged peers.

Retention

Recommendation for Promotion/Retention

The school must provide compelling, verifiable evidence when student performance on appropriate grade level assessments is not indicative of daily classroom performance. Factors may include, but are not limited to the following:

- Previous retentions;
- Level of text at which student is independently successful;
- Observations;
- Checklists;
- Student portfolios;
- Classroom assessments; and/or
- Current grades/marks.

The ultimate decision for promotion or retention is made by the Principal based on evaluation of verifiable evidence.

K-5 Student Progression Charts

At CSUSA, reading is a primary focus in compliance with Florida Statute [1002.33\(7\)\(a\)2](#). The Student Progression charts show identified performance levels as they relate to state assessments, as well as other assessments and indicators pursuant to Florida Statute [1008.25\(2\)\(a\)](#). While progression from one grade to the next is based on mastery of standards in core subject areas – English language arts, Math, Science, and Social Studies – all grade levels can take into consideration multiple factors with regard to promotion and retention. This includes performance in all areas and social and emotional readiness. The following chart is a guide for teachers and administrators to appropriately target students who may be eligible for promotion or retention. The teacher, parent, Response to Intervention (RtI)/Multi-Tiered System of Support (MTSS) representative, and Principal will work together to ensure a plan is in place to support students. The ultimate decision for promotion or retention is made by the Principal.

K-2 Student Progression Chart
Promotion Criteria Guidance based on Spring/End-of-Year benchmark data

Promote Above Grade Level (AGL)		Promote On Grade Level (OGL)		Promote with PMP Below Grade Level (BGL)		Retain with PMP-Below Grade Level			
Grade Level	Decision	NWEA MAP Reading Fluency	NWEA Reading	NWEA Math	iReady Reading	iReady Math	Lexile Level	FAST Early Literacy/Reading	FAST Math
K	Promote - AGL	Exceeds	80%ile	75%ile	80%ile	75%ile	165+	80%ile	75%ile
	Promote - OGL	Meets	50%ile (RIT Score 153)	50%ile (RIT Score 157)	50%ile (401)	50%ile (378)	110-164	50 th %ile (784)	50 th %ile (TBA)
	Promote - BGL	Approaching	35%ile	30%ile	35%ile	30%ile	BR	35%ile	30%ile
	Retain	Below	1%ile-34%ile	1%ile-29%ile	1%ile-34%ile	1%ile-29%ile	NR	1%ile-34%ile	1%ile-29%ile
1 st	Promote - AGL	Exceeds	80%ile	75%ile	80%ile	75%ile	571+	80%ile	75%ile
	Promote - OGL	Meets	50%ile (RIT Score 171)	50%ile (RIT Score 176)	50%ile (454)	50%ile (407)	165-570	50 th %ile (846)	50 th %ile (841)
	Promote - BGL	Approaching	35%ile	30%ile	35%ile	30%ile	137-164	35%ile	30%ile
	Retain	Below	1%ile-34%ile	1%ile-29%ile	1%ile-34%ile	1%ile-29%ile	136 and below	1%ile-34%ile	1%ile-29%ile
2 nd	Promote - AGL	Exceeds	80%ile	75%ile	80%ile	75%ile	796+	80%ile	75%ile
	Promote - OGL	Meets	50%ile (RIT Score 185)	50%ile (RIT Score 189)	50%ile (505)	50%ile (434)	425-795	50 th %ile (936)	50 th %ile (912)
	Promote - BGL	Approaching	35%ile	30%ile	35%ile	30%ile	367-425	35%ile	30%ile
	Retain	Below	1%ile-34%ile	1%ile-29%ile	1%ile-34%ile	1%ile-29%ile	366 and below	1%ile-34%ile	1%ile-29%ile

3-5 Student Progression Chart
Promotion Criteria Guidance based on Spring/End-of-Year benchmark data

Promote- AGL Above Grade Level	Promote- OGL On Grade Level	Promote – BGL with PMP- Below Grade Level	Retain with PMP- Below Grade Level
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Grade Level	Decision	NWEA MAP Reading Fluency	NWEA Reading	NWEA Math	iReady Reading	iReady Math	Lexile Level	FAST Reading	FAST Math
3rd	Promote - AGL	Exceeds	80%ile	75%ile	80%ile	75%ile	986+	4+	4+
	Promote - OGL	Meets	60%ile (RIT Score 197)	50%ile (RIT Score 201)	60%ile (534)	50%ile (458)	645-985	3	3
	Promote - BGL	Approaching	50%ile	30%ile	50%ile	30%ile	610-644	2	2
	Retain	Below	1%ile- 49%ile	1%ile- 29%ile	1%ile- 49%ile	1%ile-29%ile	609 and below	1	1
4th	Promote - AGL	Exceeds	80%ile	75%ile	80%ile	75%ile	1161+	4+	4+
	Promote - OGL	Meets	50%ile (RIT Score 204)	50%ile (RIT Score 210)	50%ile (558)	50%ile (479)	850-1160	3	3
	Promote - BGL	Approaching	35%ile	30%ile	35%ile	30%ile	815-850	2	2
	Retain	Below	1%ile- 34%ile	1%ile- 29%ile	1%ile- 34%ile	1%ile-29%ile	814 and below	1	1
5th	Promote - AGL	Exceeds	80%ile	75%ile	80%ile	75%ile	1261+	4+	4+
	Promote - OGL	Meets	50%ile (RIT Score 210)	50%ile (RIT Score 218)	50%ile (579)	50%ile (490)	950-1260	3	3
	Promote - BGL	Approaching	35%ile	30%ile	35%ile	30%ile	900-949	2	2
	Retain	Below	1%ile- 34%ile	1%ile- 29%ile	1%ile- 34%ile	1%ile-29%ile	899 and below	1	1

NOTE: In accordance with Florida Statute [6A-1.094221](#), third grade students earning an NWEA MAP RIT score, STAR scale score or iReady scale score in the 50th percentile or higher (197+ based on the 2020 NWEA MAP RIT Scale Norms Study and 534+ based on the 2020 iReady Percentile to Score Conversion) in the Spring testing window qualify for a good cause exemption for promotion to fourth grade based on an approved alternative standardized reading assessment if MAP/iReady was administered AFTER the third-grade FAST Reading assessment. MAP/iReady may be administered up to two times total (in the Spring window) if there are at least 30 days between administrations. See Third Grade Mandatory Retention section for more information.

Middle School Progression

The credit requirements prior to entry into high school are as follows:

Course	Credits	Requirements
English Language Arts	3 ⁵	Can be middle or high school level courses. Shall emphasize literature, composition, and technical text.
Mathematics	3	Can be middle or high school level courses (each school must offer at least one high school level math course). To earn high school credit for Algebra 1 or Geometry, a middle school student must pass the corresponding EOC assessment, which counts for 30% of the student's grade in that course, and earn a passing grade in the course.
Science	3	Can be middle or high school level courses. To earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.
Social Studies	3	One of these courses must be at least one semester of a civics education course. The Civics EOC counts as 30% of the student's grade for that course. State requirements for career planning may be met through middle school social studies courses (usually in 8 th grade).
Physical Education	1.5	Students must take physical education for one semester of each year unless a qualifying waiver is in place.
Electives	4.5	Offered in the areas of reading, art, music, world language, and others. Elective options will be determined based on teacher certification and student interest. Students that are participating in course recovery to meet promotion criteria may waive their elective course.

Students must pass each semester with a grade of "D" or higher in the core subject areas to be promoted to 9th grade.⁶ Below are options that each student will be offered in order to recover their grades and pass each course.

- If a student fails the first two quarters, he or she may:
 - Participate in course recovery for the second semester and be assigned content from the entire first semester
 - Participate in course recovery over the summer and be assigned content from the entire first semester

⁵ This is the minimum requirement for promotion. The CSUSA model allows for two periods of ELA courses per year in the schedule to emphasize the importance of literacy.

⁶ Some final grade calculations may be changed to align with district SIS calculations.

- If a child fails the second two quarters, he or she may:
 - Participate in course recovery over the summer and be assigned content from the entire second semester
- If a child fails the entire course, he or she may:
 - Participate in course recovery over the summer and be assigned content from the entire year
 - Participate in course recovery the following school year

A student may only have the option to participate in course recovery in the following school year for **one** course in either social studies or science. If a student fails ELA or Mathematics, then he or she must participate in course recovery during the current school year or over the summer.

The student is issued the failing grade until one of the above options is successfully completed.

In addition, the following options may be used as alternate documentation of successful completion of required courses:

- Student has successfully completed the course through the blended program offered at the School.
- Student has scored an acceptable level (3, 4, or 5 in ELA, Math, Science, Algebra I, Geometry, Biology or Civics) on subject related FSA, NGSSS Statewide Science Assessment or EOC.
- Student has successfully completed the course through a summer or tutorial program.
- Student is a transfer student with documentation showing successful completion of core content courses.
- Student has documented mastery of course requirements by receiving a grade of C or better on a final exam, semester exams, or an end-of- course exam.

Students completing eighth grade will be promoted to ninth grade following successful completion of the above requirements. Students will be retained in eighth grade if any of the above requirements are not met. If a student does not pass a required core semester class in sixth, seventh or eighth grade, and does not meet one of the alternate documentation methods, parents will be notified that the student will not be eligible for promotion to high school and will be retained in 8th grade unless the courses are successfully completed through credit recovery options. The final decision regarding grade placement is the responsibility of the principal.

Middle school students must have the equivalent of one class period per day of physical education for one semester of each year. Students in grade K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that the parent requests the student be enrolled in another course from among the courses offered as options by the School.
- The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

Credit Requirements for High School Graduation

Students entering grade nine as of 2019-2020 need to complete the requirements below from the Florida Department of Education in order to graduate. Students will be offered the 24-credit standard diploma option and may be offered either (or multiple combinations of) the Advanced International Certificate of Education (AICE) diploma, the International Baccalaureate (IB) diploma and/or the Advanced Placement (AP) diploma. Industry certification options may also be offered. Some requirements below are eligible for exemption for students obtaining an AICE Diploma.

CREDIT REQUIREMENTS	
English Language Arts (ELA) – 4 credits	ELA I, II, III, IV ELA Honors, AICE, IB and/or AP courses may satisfy this requirement
Mathematics – 4 credits	Must Include Algebra 1 and Geometry
Social Studies – 3 credits	1 credit in World History
	1 credit in U.S. History
	.5 credit in U.S. Government
	.5 credit in Economics with Financial Literacy <i>New financial literacy requirement of .5 credit for the 2023-2024 ninth grade cohort.</i>
Science – 3 credits	Must include Biology I, and two equally rigorous science courses Two of three required credits must have a laboratory component
OTHER REQUIREMENTS	
1 Credit	Fine/Performing Arts, Speech and Debate, or Practical Arts
1 Credit	Physical Education (to include the integration of health)
7.5 Credits	Electives
.5 Credits	Personal Financial Literacy
1	Online Course
Students must earn a 2.0 grade point average on a 4.0 scale	

The School will offer courses made available by Florida Department of Education. The courses listed will be connected with course codes out of the Florida Department of Education course code directory as provided on their website at this [link](#).

Course/Credit Recovery

All available assessment results, including the results of statewide, standardized English Language Arts assessments and end-of-course assessments for Algebra I and Geometry, will be used to advise students in grades 9-12 of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation.

Students in grades 6-12 may validate mastery of the content standards in the failed courses through the following options:

- Retaking the course through course recovery offered by the School. The students will waive the right to an elective course and enroll in the appropriate remedial course(s).
- On-line competency-based course in the summer on school grounds.
- Repeating the course at the school during the elective period.

As stated in Middle School Progression, below are options that each student will be offered in order to recover their grades and pass each course.

- If a student fails the first two quarters, he or she may:
 - Participate in course recovery for the second semester and be assigned content from the entire first semester to re-take
 - Participate in course recovery over the summer and be assigned content from the entire first semester
- If a child fails the second two quarters, he or she may:
 - Participate in course recovery over the summer and be assigned content from the entire second semester
- If a child fails the entire course, he or she may:
 - Participate in course recovery over the summer and be assigned content from the entire year
 - Participate in course recovery the following school year

A student may only have the option to participate in course recovery in the following school year for **one** course in either social studies or science. If a student fails ELA or Mathematics, then he or she **must** participate in course recovery during the current school year or over the summer.

The student is issued the failing grade until one of the above options is completed. School administrators may reach out to their state team or their Edgenuity/Edmentum representative for more information on course recovery implementation.

THIRD GRADE MANDATORY RETENTION AND GOOD CAUSE EXEMPTIONS

Florida Statute [1008.25](#) addresses reading and requires remediation of deficiencies in grades K-3. If the student's reading deficiencies are not remedied by the end of 3rd grade, as demonstrated by scoring at Level 2 or higher on the statewide reading assessment for 3rd grade, the student must be retained. This statute specifies the conditions for granting exemptions for Good Cause. Good Cause Exemptions shall be limited to the following seven scenarios:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of other Languages (ESOL) program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirement of Section [1008.212, F.S.](#)
3. Students who demonstrate an acceptable level of performance on an alternative standardized English Language Arts assessment approved by the State Board of Education, which includes NWEA MAP and iReady (see progression chart for grade 3 within this document).
4. Students who demonstrate, through a student portfolio, that he/she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment. (See Good Cause Portfolio below.)
5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an IEP or a Section 504 Accommodation Plan that reflects that the student has received intensive remediation in reading for more than two (2) years, but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received intensive reading intervention (not remediation) for 2 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.

Third Grade Good Cause Exemption Documentation

The classroom teacher must provide the principal with documentation that indicates the student should be promoted based on one (1) of the Good Cause Exemption criteria listed above. This documentation should consist only of the existing Individual Education Plan (IEP), 504 Accommodation Plan and/or Progress Monitoring Plan (PMP), the report card, the student portfolio, or other qualifying assessment data. Documentation for Exemptions 3 and 4 shall be consistent with Florida Statute [1008.25\(6\)\(c\)](#).

In the case of Good Cause Exemptions due to academic performance (mandatory retention at 3rd grade only), the teacher will complete all necessary documentation for the student portfolio results. Instructional Focus Assessments (IFAs) may be used to track standard mastery for third grade portfolio purposes. The school principal and administrative team shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained.

Students who are promoted to grade 4 with a good cause exemption will be provided with supports and interventions in accordance with Florida Statute [1008.25\(5\)\(c\)](#).

Mid-Year Promotion of Retained Third Grade Students

In accordance with State Board of Education Rule [6A-1.094222](#), students retained in grade 3 that can demonstrate that he/she is a successful and independent reader and performing at or above grade level in reading and language arts may be promoted midyear. Midyear promotions should occur during the first semester of the academic year. Documentation for midyear promotion should include successful completion of portfolio elements that meet State criteria or satisfactory performance on a locally selected standardized assessment. Midyear promotion for third grade students is conducted in collaboration with the district. [Florida Statute § [1008.25\(7\)\(b\)3](#)]

A student portfolio (described above) that is used to document during-the- school-year promotion to grade 4 must have evidence of the student's mastery of 3rd grade Language Arts Florida Standards and beginning mastery of the 4th grade standards.

Per Florida Statute [1008.25\(7\)\(b\)\(3\)](#), students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4 and provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills.

Summer Reading Academy

In accordance with Florida Statute [1008.25\(7\)\(a\)&\(7\)\(b\)](#), the purpose of the Third Grade Summer Reading Academy, usually provided by the local school district, is to provide extended instructional services and support to students who score Level 1 on the Grade 3 statewide, standardized ELA/Reading assessment, by providing them with extended intensive interventions that must include effective instructional strategies, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

Whole-Grade and Mid-Year Promotion

The school will adhere to all statutory requirements regarding mid-year promotion for retained third grade students according to State Board Rule [6A- 1.094222](#) Standards for Mid-Year Promotion of Retained Third Graders. In all other grade levels, students will progress according to the progression charts found earlier in this document and the School Principal will make all final decisions regarding whole-grade and mid-year promotions.

ACRONYMS LIST

504 – Section 504 of the Rehabilitation Act of 1973
ADA – Americans with Disabilities Act
AICE – Advanced International Certificate of Education
AP – Advance Placement
BEST – Benchmarks for Excellent Student Thinking
DH – Department of Health
ELA – English Language Arts
ELL – English Language Learners
EOC – End-of-Course Assessment
EP – Education Plan
ESE – Exceptional Student Education
ESOL – English for Speakers of Other Languages
ESY – Extended School Year
FAPE – Free Appropriate Public Education
FAST – Florida Assessment of Student Thinking
FLDOE- Florida Department of Education
FLKRS – Florida Kindergarten Readiness Screener (AKA STAR)
FSA – Florida Standards Assessment
FSAA- Florida Standards Alternate Assessment
FTE – Full-Time Equivalent Enrollment
GVC – Guaranteed and Viable Curriculum
IDEA- Individuals with Disabilities Education Act
IEP – Individualized Education Program
LEA – Local Education Agency
MAP – Measures of Academic Progress
MPG – MAP for Primary Grades
MTSS – Multi-Tiered System of Supports
NGSSS – Next Generation Sunshine State Standards
NWEA – Northwest Evaluation Association
PMP – Progress Monitoring Plan
RIT – Rasch Unit Scale
RTI – Response to Intervention
SP&P – ESE Policies and Procedures
SWD – Students with Disabilities

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Attachment F

Assessment Schedule



Balanced Assessment System 2025-2026

CSUSA FL Assessment	FLDOE State Assessment	Fall Window	Winter Window	Spring Window
NWEA MAP & Reading Fluency		8/29-9/23	11/28-1/5	3/25-5/31
Progress Learning IFAs		Administered at the end of each unit (see IFCs for recommended dates)		
NWEA MAP EOCs & Progress Learning EOCs		8/14-9/29	11/27-1/5	2/26-5/31
	FAST K-2	8/7-9/29	12/4-1/26	4/15-5/31
	FAST 3-8 Math FAST 3-10 Reading	8/14-9/29	12/4-1/26	5/1-5/31
	FAST Writing			4/1-4/12
	EOCs (Alg, Geo, Bio, Civ, US Hist)	9/11-10/6	11/27-12/15	5/1-5/31
	SSA 5th & 8th			5/6-5/17
	HS Retakes Alg 1 & 10th ELA	9/11-9/29		2/19-3/8
	WIDA/ACCESS for ELLs			1/22-3/15
INSERT YOUR DISTRICT WINDOWS HERE ☐				

Access FLDOE's most updated assessment calendar [HERE](#), including FSAA windows, SAT, ACT, FCLE, etc. CSUSA schools must follow district-established daily testing schedules within these windows.

DRAFT

Required CSUSA FL Assessments

Platform	Grades/Enrolled Courses	Subjects/Tests	Required Windows
NWEA MAP Reading Fluency	K-3	MAP Reading Fluency	Fall, Winter, Spring
NWEA MAP Growth	K-8	Math K-2 (only K-1), Math 2-5, Math 6+	Fall, Winter, Spring *Fall optional for Kinder*
NWEA MAP Growth	K-10 (Plus 11th/12th Re-takers)	Reading K-2 (only K-1), Reading 2-5, Reading 6+	Fall, Winter, Spring
NWEA MAP Growth	3rd, 4th, 6th & 7th Science	Science 3-5, Science 6-8	Spring *Fall and Winter strongly encouraged
NWEA MAP Growth	5th & 8th Science	Science 3-5, Science 6-8	Fall, Winter, Spring
NWEA MAP	Biology EOC	Life Science 9-12	Fall, Winter, Spring
NWEA MAP	Algebra 1 EOC	Algebra 1	Fall, Winter, Spring
NWEA MAP	Geometry EOC	Geometry	Fall, Winter, Spring
Progress Learning	Civics EOC	Civics Benchmark	Winter (S1 content) Spring (cumulative)
Progress Learning	US History EOC	US History Benchmark	Winter (S1 content) Spring (cumulative)
Progress Learning	K-10	ELA IFAs	All Units
Progress Learning	K-8, Algebra & Geometry EOCs	Math IFAs	All Units
Progress Learning	3-8 & Biology EOC	Science IFAs	All Units
Progress Learning	Civics EOC US History EOC	Social Studies IFAs	All Units

Classical Learning Test (CLT) *Optional

Platform	Grades/Enrolled Courses	Subject/Tests	Required Windows
Classical Learning Test (CLT ³⁻⁶)	Grades 3-6	Four Sections: Verbal Reasoning (2) (Literature, Historical Fiction, Historical Non-Fiction, Civics, & the Arts) Quantitative Reasoning (2) (Math)	Fall (October & November) Spring (March, April, & May)
Classical Learning Test (CLT ⁸)	Grades 7 & 8	Three Sections: Verbal Reasoning, Grammar & Writing, & Quantitative Reasoning	Fall (October & November) Spring (March, April, & May)
Classical Learning Test (CLT ¹⁰)	Grades 9 & 10	Three Sections: Verbal Reasoning, Grammar & Writing, & Quantitative Reasoning	Fall (October & November) Spring (March, April, & May)
Classical Learning Test (CLT)	Grades 11 & 12	Three Sections: Verbal Reasoning, Grammar & Writing, & Quantitative Reasoning *Optional Essay Included	Fall (October & November) Spring (March, April, & May)

Access the CLT's most updated assessment calendar [HERE](#), along with information about each test, online & paper-based testing options, and partner colleges/universities that accept the CLT for admission to secondary institutions.

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Attachment G

Student Code of Conduct

SARASOTA COUNTY SCHOOLS
2023-2024 Code of Student Conduct



<https://www.sarasotacountyschools.net/>

THE DISTRICT SCHOOL BOARD OF SARASOTA COUNTY

Bridget Ziegler, Chair
Karen Rose, Vice-Chair
Thomas Edwards
Timothy Enos
Robyn Marinelli

Sarasota County Schools District Office
1960 Landings Boulevard
Sarasota, Florida 34231

Sarasota County School District Vision Statement
Working as one for the success of all.

Sarasota County School District Mission Statement
The School District of Sarasota County prepares students to achieve the highest learning standards by engaging a high-quality staff, involved parents, and a supportive community.

Approved as to Form and Content.


Signature
05/31/23

Date



SARASOTA COUNTY SCHOOLS
2023-2024 Code of Student Conduct

300.0 — CODE OF STUDENT CONDUCT

Behavior and Consequence Chart Code of Conduct

300.1 - Dress Code

Dress Code

Infographic

“Each district school board shall adopt a dress code policy that prohibits a student, while on the grounds of a public school during the regular school day, from wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment.” (FL State Statue 1006.07)

The Sarasota County School District has established procedural guidelines for student dress, in accordance with School Board Policy 5.37.

Individual schools are expected to use the district dress code guidelines as minimum standards and are encouraged to extend their own standards to meet the uniqueness of their school community. Schools are encouraged to obtain input from school stakeholders, including School Advisory Councils, parents, staff and students as they establish a school dress code policy.

The principal’s decision on the appropriateness of dress will be final. Refusal to comply with the school’s dress code policy is an infraction under this code.

Students have a RIGHT to:

- Wear appropriate clothes or the school uniform, as long as those clothes or the way the clothes are worn are appropriate for the school setting, adhere to the school dress code, are not dangerous to health or safety, and do not disrupt the learning environment.
- Learn without a disruption to the school or classroom environment.

Students have a RESPONSIBILITY to:

- Comply with the school dress code.
- Wear their current/valid student ID (visible at all times).
- Be respectful of their peers at all times regardless of what they are wearing.
- Come to school fully clothed and wear clothes that are not dangerous to health or safety, do not disrupt the learning process, and stay within the school dress code.
- Dress in a way not offensive to others at school or at school-sponsored events, including, but not limited to:

At all times, no:

- exposed undergarments



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- jeans, shorts, skirts, dresses, or pants worn below the hips
- jeans, shorts, skirts, dresses, or pants with rips above the mid-thigh
- jeans, shorts, skirts, dresses, or pants with the inseam or out-seam shorter than the mid-thigh
- excessively short skirts, shorts, or dresses that at any time expose underwear or body parts in an indecent or vulgar manner
- pajamas or slippers
- excessively low-cut tops
- see-through clothing (includes mesh material mid-thigh and above)
- clothing of an ethnic or racially offensive nature
- clothing must cover the mid-thigh when standing naturally
- sleeveless shirts must have straps with a minimum width of one inch (about two fingers) and the gap below the armpit cannot be in excess of three inches (about four fingers)
- Not wear items or markings which are offensive, suggestive, indecent, or associated with gangs; as identified by the Florida Gang Intent Act of 1990 or as outlined or provided by Chapter 874, Florida Statutes.
- Not wear items that encourage the use of drugs, tobacco, alcohol, violence, weapons, or support discrimination on account of race, color, religion, ethnic or national origin, age, disability, veteran or military status, marital status, pregnancy, sex, gender, gender identity or expression, sexual orientation, or any other characteristic protected by federal or state law or School Board policy.

300.2 — Electronic Devices

Students may possess an electronic device at schools, however according to [Florida House Bill 379](#) students may not use such devices during instructional time except when expressly directed by a teacher solely for educational purposes. Teachers shall designate an area for such devices during instructional time. The School Board is not responsible for preventing theft, loss, damage, or vandalism to electronic devices or technology brought onto its property or vehicles or used during or for a school-related purpose. Refer to Sarasota County [School Board Policy 5.38](#). The regulation of electronic devices and other technology shall at all times be consistent with state and federal law.

- Students may not use any electronic devices or other technology during school, on school vehicles or property or at a school-sponsored activity to access and/or view websites that are otherwise blocked to students at the school. Students may never use School Board devices or technology to do so, regardless of location. In special circumstances, with permission from a supervising school district employee, a student may use an electronic device or technology for communication.
- Students may not possess any electronic device or other technology during testing, unless explicit authorization is given, regardless of the student's location during the testing or who owns the device, even if the device or technology is turned off or the



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student does not use it. Violation of this rule will result in the student's test being invalidated.

- If an electronic device or technology disrupts a class or students, for example by ringing, flashing, or vibrating, the student possessing the device or technology will be subject to disciplinary action. Any student who uses an electronic device or technology in a manner that materially disrupts classwork or involves substantial disorder or the invasion of the rights of others, including by threatening, bullying, harassing, discriminating against, or intimidating another student or district staff member through email, social network posting, or other electronic messages or technology, also will be subject to disciplinary action as determined by the school administration.
- Personally-owned electronic devices and technology used in violation of school rules will be confiscated and returned to the student's parent or guardian.

300.3 — Technology Use

Technology and electronic devices are an integral part of a student's educational experience and must be used in a way that is consistent with the goals of Sarasota County Schools' acceptable use policy and [Social Media guidelines](#) and consistent with state and federal law, regardless of who owns the device or technology. Technology includes, but is not limited to computers, smartphone, smart devices, other electronic devices, software, e-mail, the Internet, other network resources, cell phones and cameras. Student use of technology is a privilege; students are responsible for using technology appropriately. This includes the use of school district equipment away from school grounds.

The following are also inappropriate and/or illegal uses of technology:

- Accessing social media platforms through the use of internet access provided by the school district, except when expressly directed by a teacher solely for educational purposes, [per HB 379](#).
- Using the TikTok platform or any successor platform on district-owned devices, through internet provided by the school district, or as a platform to communicate or promote any district school sponsored club, extracurricular organization, or athletic team, [per HB 379](#).
- Transmission of any material in violation of federal, state, or local law, or School Board policy, regulation, or Code of Student Conduct while using a School Board-owned device or technology, during school, while on school property or vehicles, while using School Board networks, or during school-sponsored activities. This includes, but is not limited to copyrighted material; threatening, obscene, or pornographic material; vandalizing data, test questions and/or answers; student work products; trade secrets; and computer viruses, "worms" or "trojans."
- Utilizing technology for commercial activities while using a School Board-owned device or technology, during school, while on school property or vehicles, while using School Board networks, or during school-sponsored activities, unless explicitly



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permitted by the School Board or its designee.

- Downloading and/or printing music, games, images, words, videos or inappropriate files or content while using a School Board-owned device or technology, during school, while on school property or vehicles, while using School Board networks, or during school-sponsored activities.
- Modifying the original pre-set software or hardware on any School Board-owned technology or device, including, but not limited to: loading software applications not authorized by the school board; changing the computer name; changing or removing operating system and extensions; altering security/filtering software; altering the pre-loaded operating system or application; or taking apart the computer for access to internal parts, accessing or altering password.
- Using applications (apps) including video conferencing, social media, chats, e-mail, instant messaging, web pages, or other technology or communication operations in a manner that materially disrupts classwork or involves substantial disorder or the invasion of the rights of others.
- Gaining or attempting to gain unauthorized access to the School Board's network, computer servers, or data files.
- Gaining or attempting to gain unauthorized access to non-School Board networks, computer servers, or data files utilizing School Board-owned equipment.
- Using profanity, obscenity, discussing drugs, or using other languages which may be offensive to another user, or reposting and copying personal communications without the author's prior consent, while using a School Board-owned device or technology, during school, while on school property or vehicles, while using School Board networks, or during school-sponsored activities.
- Attempting to log on to the district's network using another person's identity.
- Bypassing or attempting to bypass the district's filtering software, including the use of proxies or VPNs.
- Using computers, networks, and online telecommunication systems in a manner that materially disrupts classwork or involves substantial disorder or the invasion of rights of others, including but not limited to engaging in plagiarism, reproduction of state- or teacher-made tests, textbooks, teaching materials, non-authored text, cheating and theft of ideas.
- Accessing, posting or recording distributing offensive, threatening, bullying, harassing, obscene, inflammatory, or pornographic material while using a School Board-owned device or technology, during school, while on school property or vehicles, while using School Board networks, during school-sponsored activities, or while off-campus in a manner that materially disrupts classwork or involves substantial disorder or the invasion of rights of others.
- Using network access to destroy information that belongs to others.
- Copying software or other copyright-protected materials in violation of copyright laws.
- Using the School Board network, technology, or devices for any illegal activity or



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private business purposes or accessing inappropriate Internet sites including social media applications (apps).

- “Hacking” into the school’s computer systems or unauthorized modification of computer settings. These acts will be considered vandalism and disruption of a school function and will be treated as such.
- Using technology to threaten, harass or bully other students or staff while using a School Board-owned device or technology, during school, while on school property or vehicles, while using School Board networks, during school-sponsored activities, or while off- campus in a manner that materially disrupts classwork or involves substantial disorder or the invasion of rights of others.
- Using a School Board computer, applications (apps), tablets, electronic devices, video, camera, technology, network, or program in any manner other than for appropriate educational purposes, without explicit authorization.
- Students should have no expectation of privacy either when using school district computer equipment or network services as activities, files, and transmissions are being logged and monitored as appropriate.

Violations will result in serious disciplinary actions, which may include an arrest if any criminal law is broken. Examples of such violations would be computer hacking or trespass, harassment, or threats via computer or computer fraud.

300.4 — Student Search and Seizure: F.S. 1006.09 (9)

School personnel may search students reasonably suspected of being in possession of contraband or other prohibited items while on school district property or wherever students are under the official supervision of district employees, such as on field trips, at extracurricular activities, or while being transported to and from such places either by school bus, by approved drivers, or by other means of conveyance.

- **School personnel may conduct** a search of a student, a student’s possessions, a student’s locker, or any other storage area on school property without a warrant when school personnel have reasonable suspicion that illegal, prohibited or harmful items or substances, or stolen property, maybe concealed on a student’s person or in a storage area.
- **School personnel are encouraged** to attempt to obtain consent from a student to search for illegal, prohibited, harmful items or substances, or stolen property, but may proceed with a search without a student’s consent, upon reasonable suspicion of a prohibited or illegally possessed substance or object.
- **School personnel has the authority** to search a student’s backpack, purse, or wallet, upon reasonable suspicion, if the student refuses to reveal the contents inside.
- **School lockers are the property** of the district and are subject to periodic searches without prior notice and without reasonable suspicion of a violation of the law.



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- **Parking a vehicle on school district property** is a privilege that may be extended to students. All students desiring to park a vehicle on school district property shall be required to sign a consent form allowing the vehicle, upon reasonable suspicion, to be searched by the principal or his or her designee. Refusal of a student to cooperate in the request to search his or her vehicle shall result in the revocation of the student's parking permit for two (2) years from the date of refusal.

* This subsection does not prohibit the use of metal detectors or specially trained animals in the course of a search for illegally possessed substances or objects.

300.5— Pledge of Allegiance

Florida law F.S. §1003.44 (1) requires that the Pledge of Allegiance must be recited at the beginning of the day in every Florida public elementary, middle and high school. The law also grants students the right not to participate in reciting the pledge. Upon written request by a parent/guardian, a student must be excused from reciting the pledge, including being excused from standing and placing the right hand over the student's heart.

300.6— Bullying, Harassment and Student Dating Violence & Abuse

Bullying is defined by SESIR Reporting guidelines: Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying, as defined in Section 1006.147(3)(b), F.S. -Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systematic or chronic behavior, evaluate for Harassment.

SESIR Bullying must include 3 elements: It must be 1) repeated; 2) intentional; and 3) involve a power imbalance

Harassment is defined by SESIR Reporting guidelines: Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property; has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or has the effect of substantially disrupting the orderly operation of a school, including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose. Instances of Harassment that are chronic or repeated in nature will be evaluated for Bullying or Bullying-related. Harassment involves one-time insulting behaviors.

Bullying and harassment also encompass retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment in



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good faith. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with the intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by incitement or coercion; accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system; or acting in a manner that has an effect substantially similar to the effect of bullying or harassment. The regulation of bullying and harassment shall be consistent with state and federal law. Online conduct or speech the District that materially disrupts classwork or involves substantial disorder or invasion of the rights of others is prohibited.

Cyberstalking as defined in [F.S. §784.048 \(1\) \(d\)](#) means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

“Cyberstalk” means:

1. To engage in a course of conduct to communicate, or to cause to be communicated, directly or indirectly, words, images, or language by or through the use of electronic mail or electronic communication, directed at or pertaining to a specific person; or
2. To access, or attempt to access, the online accounts or Internet-connected home electronic systems of another person without that person’s permission, causing substantial emotional distress to that person and serving no legitimate purpose.

Conduct that constitutes bullying and harassment, as defined herein, is prohibited. The District upholds that bullying or harassment of any student or school employee is prohibited as follows:

- during any education program or activity conducted by a public K-12 educational institution;
- during any school-related or school-sponsored program or activity;
- on a school bus or other transportation of or provided by a public K-12 educational institution; or
- through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K-12 educational institution.

In any other context permitted by state and federal law or when it involves speech or conduct that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. Incidents of bullying or harassment shall be reported to the school’s administration as per School Board Policies [2.70](#), [2.71](#), [2.71a](#). The principal or designee will investigate all reports of bullying that have been deemed a violation of the policy pursuant to the steps



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outlined in School Board Policy 2.70, 2.71, 2.71a.

A maximum of ten (10) school days shall be the limit from the initial filing of incidents to the completion of the investigative procedural steps. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment and the investigative procedures that follow. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the *Code of Student Conduct*. The Sarasota School District Bullying and Harassment School Board Policy 2.70 will be publicized at the beginning of each school year for staff, parents and students.

300.6 a Sexual Assault, Sexual Battery and Sexual Offenses (Other)

Note: Definitions within this section reflect Florida Department of Education SESIR reporting guidelines (SESIR.org) as well governing Florida State Statutes.

Sexual Assault is defined by SESIR Reporting guidelines and as contemplated by Chapter 784, Florida Statutes. This term includes any incident that includes rape, fondling, indecent liberties, or child molestation, or threatened rape. Both males and females can be victims of sexual assault. The threat must include all the following elements: 1) intent; 2) fear; and 3) capability.

Sexual Battery as defined by SESIR Reporting guidelines and contemplated by Chapter 794, Florida Statutes, is forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or object. Both males and females can be victim of sexual battery.

Examples:

- Student or other raping someone.
- Student or other attempting to rape someone.

Non-Examples:

- Students engaging in consensual sex acts. (Consensual sex is not Sexual Battery. Refer to Sexual Offenses (Other) as a possible SESIR code).
- Student or other threatening to rape someone. (Refer to Sexual Assault as a possible SESIR code.)

Note: This is a "Violent Incident" and must be reported in the related element "Injury-Related." and must also be "Reported to Law Enforcement."



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

Sexual Offenses (Other) as defined by SESIR Reporting guidelines and as contemplated by Chapters 794, 796, 800, and 827, Florida Statutes, including other sexual contact, including intercourse, without force or threat of force. Subjecting an individual to lewd sexual gestures or comments or sexual activity or exposing private body parts in a lewd manner.

Examples

- Student or other participating in sexual activity in front of a student.
- Student or other intentionally exposing genitals.
- Two or more students engaging in sexual activity.
- Student or other soliciting or encouraging a person to commit a sexual act.
- Student or other touching the buttocks of another in a lewd, lascivious manner.

Non-Examples

- Students kissing consensually.
- Student swearing.
- A kindergarten child relieving himself publicly.
- A first-grade student hugging another.
- Student inadvertently touching breasts or buttocks of another.
- Inappropriate or suggestive gestures.

In accordance with F.S. § 1002.40, the following reported incidents: Battery, Harassment, Robbery, Hazing, Bullying, Kidnapping, Physical Attack, Sexual Offenses, Assault, Battery, Threat or Intimidation, and Fighting are eligible for HOPE Scholarship Notification. For more information about HOPE Scholarship, please visit: FLDOE.org/HOPE_Scholarship or speak with your student's school administrator.

300.7 — Gangs

It is essential that schools be safe and orderly to provide environments that foster learning and high academic achievement. In order to promote an orderly learning environment in our schools while preparing students for later success in the world of work, the School Board of Sarasota County has taken a proactive approach and has established procedural guidelines concerning youth gang activity. These guidelines are to address problems associated with youth gangs through proactive education and disciplinary action, when necessary. Any



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student who is associated with a gang and/or participates in gang activity as outlined by this policy is subject to immediate disciplinary action. This includes, but is not limited to, gang dress, gang symbols/signs and gang tattoos. If a parent is concerned about a student's possible involvement in gang activity, he or she should contact a school counselor, school administrator or School Resource Officer.

300.8 — Discrimination

Students have a RIGHT to:

- Attend school in an environment where all students and adults are treated equally, without regard to race, color, religion, sex, national origin, age, disability, marital status, genetic information, sexual orientation, gender identity, or gender expression.
- Attend school in an environment free from discrimination, hostility, bullying and/or harassment, including sexual harassment or when based on another protected classification.

Students have a RESPONSIBILITY to:

- Treat others fairly and with respect.
- Conduct themselves and their activities in such a manner that they treat others equally on account of race, color, religion, ethnic or national origin, age, disability, veteran or military status, marital status, pregnancy, sex, gender, gender identity or expression, sexual orientation, or any other characteristic protected by federal or state law or School Board policy.
- Report occurrences of discrimination, harassment, bullying, hostility, or retaliation based on membership in a protected classification as described above, to appropriate school personnel.

Please refer to the Human Resources web page for more information regarding the reporting of discrimination or harassment at: <https://www.sarasotacountyschools.net/EQUITY>

300.9- Discipline Policies and Procedures

Violations of the Code of Student Conduct occur in varying degrees of severity. These behaviors are aligned with the district's discipline policy, from least severe (Level 1) to most severe (Level 4). The range of consequences for offenses appears in the Behaviors and Consequences chart following this section. Please note that all SESIR incidents will be reported on an Event and Discipline Report.

LEVEL ONE

Attendance Incidents



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Tardiness, habitual
Truancy/unexplained absence
Leaving school grounds without permission

Rules Violations Incidents

Dress code violation
Public display of affection
Cheating
Failure to comply with class/school rules
Disobeying rules on the school bus

Disruptive Incidents

Disruptive behavior
Disrespectful language
Confrontation Lying/misrepresentation
Articles disruptive to the school
Unauthorized use of medication
Unauthorized use of medication
Unauthorized sale/distribution of materials
Inappropriate activity

LEVEL TWO

Disruptive/Physical/Verbal Incidents

Bus disruption Disobedience/insubordination Profane/obscene language
Physical aggression (not involving law enforcement)
Repetitive disruptive behaviors
Repetitive disobedience/open defiance
Insubordination

Property Incidents

Abuse of school property/minor vandalism
Petty theft (under \$750)

Rules Violations and Other Serious Incidents

Unserved detention
Forgery of a document or signature
Severe/repetitive inappropriate activity

Local law enforcement authorities shall be notified when any crime or delinquent act is



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committed on school property or school-sponsored transportation, or during a school-sponsored activity.

LEVEL THREE

All Level Three offenses will result in out-of-school suspension and possible recommendation for expulsion.

Alcohol (SESIR) Bullying Bullying/Harassment Fighting
Hazing
Sexual Harassment
Threat Intimidation
Dangerous Prohibited Items

Property Incidents

Grand Theft more than \$750
Criminal Mischief more than \$1,000 (includes materials/labor)
Electronic Device Misuse
Reckless vehicle use
Forgery/misrepresented documents

Other Incidents

Tobacco/Nicotine
Disruption on Campus Trespassing
Sexual offense (Other)
Off Campus Felony Arrest
Other Major Incidents

LEVEL FOUR

Minimum mandatory punishment for Level Four offenses: out-of-school suspension and recommendation for expulsion.

Possession, use, sale, intent to sell, or distribution of drugs, imitation drugs represented as drugs or prescription medications
Possession, use, manufacture, sale, storage, or distribution of alcohol or intoxicating beverages
Battery Aggravated
Breaking and Entering/Burglary Arson
Armed Robbery/Robbery
Battery or aggravated battery on a school district employee Kidnapping or abduction
Homicide Simple Battery
Sexual Assault/Battery Weapons Possession
*There is a mandatory minimum punishment of one (1) full year (365 days) of a disciplinary



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consequence for zero-tolerance offenses.

School Environment Safety Incident Reporting (SESIR) is outlined in the Florida Statute 6A-1.0017. “The purpose of this rule is to set forth the requirements school districts and charter schools must use to report disruptive or criminal incidents to the Florida Department of Education so that the data can, in turn, be used in required state and federal reports...SESIR data is also used to design and evaluate interventions to provide a safe learning environment. SESIR is not a law enforcement reporting system.” Sarasota County School administrators, resource officers, threat assessment teams, and staff are trained on reporting procedures and will remain in compliance with state statute. Discipline and school-based interventions are at the discretion of school administrators.

300.10— Zero Tolerance

F.S. §1006.13 mandates that, “Each school district shall adopt a policy of zero tolerance that defines criteria for reporting to a law enforcement agency any act that occurs whenever or wherever students are within the jurisdiction of the district school board; defines acts that pose a serious threat to school safety; defines petty acts of misconduct; minimizes the victimization of students, staff, or volunteers, including taking all steps necessary to protect the victim of any violent crime from further victimization; establishes a procedure that provides each student with the opportunity for a review of the disciplinary action imposed pursuant to s. 1006.07.” F.S. §1006.07. Any student who is determined to have brought a firearm or weapon, as defined in Chapter 790, Florida Statutes to school, to any school function, or onto any school-sponsored transportation, or to have possessed a firearm at school, will be expelled, with or without continuing educational services, from the student’s regular school for a period of not less than 1 full year and referred to mental health services identified by the school district pursuant to F.S. §1012.584 (4) and the criminal justice or juvenile justice system. Also, refer to School Board Policy 5.321

Possession of Weapons and Other Prohibited Articles for additional information.

Any student who is determined to have made a threat or false report, as defined by F.S. §790.162 and F.S. §790.163, respectively, involving school or school personnel’s property, school transportation, or a school-sponsored activity will be expelled, with or without continuing educational services, from the student’s regular school for a period of not less than 1 full year and referred for criminal prosecution and mental health services identified by the school district pursuant to F.S. §1012.584 (4) for evaluation or treatment, when appropriate. In complying with the law, the School Board of Sarasota County has enacted School Board Policy 5.32. Please review this policy carefully for a list of offenses that, in the absence of mitigating circumstances, will cause the student to be brought before the Board for expulsion.

All students are expected to follow the rules of this Handbook and Code of Student Conduct on their way to and from school. The principal or designee may take administrative action if



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students' misconduct in route to or from school has a harmful effect on the health, safety or welfare of themselves, other students and/or the school.

300.11— Behaviors and Consequences Chart

All possible behaviors/actions have not been included on this chart, and the omission of any behavior or action from this chart does not preclude the school administration from taking appropriate action to resolve any situation. A school administrator may develop additional consequences for a particular behavior as long as these consequences do not violate school board policies or state statutes. The following behaviors and consequences framework were developed in accordance with SESIR reporting requirements.

PLEASE NOTE THE FOLLOWING:

- Shaded areas represent levels of possible consequences for each behavior. Consequences are at the discretion of the school administrators.
- All possible behaviors/actions have not been included on this chart, and the omission of any behavior or action from this chart does not preclude the school administration from taking appropriate action to resolve any situation.
- Based on the nature of the incident(s), students may be referred for a threat assessment.
- Based on the nature of the incident(s), students may be referred to a mental health assessment.
- Based on the outcome, students may be referred to SWST, CARE, and/or additional school-based or community services.

See Behavior and Consequences Chart in Section 300.9 [Behavior and Consequence Chart Code of Conduct](#)

300.12—Prohibition of Weapons

No student, while on school property, school transportation, or in attendance at a school-sponsored function, shall be in the possession of any article prohibited by law or rules of the district/school, or any article which could reasonably be considered as a weapon. Any student who brings a weapon may be expelled from the regular school for not less than one year and referred to law enforcement or the juvenile justice system for criminal prosecution.

Violations include any firearm, explosive device, or other weapons as defined by [Chapter 790, Florida Statutes](#) the possession, sale, distribution, display, transfer or use of any firearm, explosive device, or other weapons, whether operable or inoperable, loaded or unloaded. Examples include, but are not limited to, the following: guns, BB pistols, firecrackers, bullets, facsimile guns, smoke bombs or shock devices. Violations also include the possession of any object or material deliberately used to damage property, intended for use or that may be used to inflict harm or intimidate any person. This includes the possession of a knife of any size of length, a box cutter or any other sharp object, mace, pepper spray or any aerosol chemical propellant.



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Weapons Possession as defined by SESIR Reporting guidelines and as contemplated by Section 790.001(6) and (13), Florida Statutes, Possession of a firearm or any instrument or object as defined by Section 790.001(6) and (13), F.S., that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm.

Examples

- Student or other possessing a firearm or knife.
- Student or other wielding a knife, pocketknife, or other sharp or pointed implement as a weapon.

Non-Examples

- Student, after investigation, found to possess a common pocketknife or eating utensil with no intent to harm.
- Student possessing items not covered under law or district policy such as pointed instruments, pens, or pencils.

300.13 — Prohibition of Drugs

No student, while on school property or school transportation, or in attendance at a school-sponsored function, shall possess, use, store, sell, distribute or be under the influence of any substance defined as a controlled substance under state or federal law, regardless of whether prescribed or authorized.

These include, but are not limited to, marijuana, hallucinogens, inhalants, or any substance which requires a physician's prescription or authorization, or any substance, synthetic or otherwise, designed to create a sense of euphoria or intoxication, or any substance represented by or that mimics or imitates an illegal or controlled substance, such as "designer drugs." No student, while on school property, school transportation, or in attendance at a school-sponsored function, shall possess, use, store, sell or distribute any equipment or device for the purpose of preparing, measuring, or using controlled substances, "designer drugs", or other unauthorized or drugs. These include, but are not limited to, items listed in F.S. §499.005, and items that may be determined to be drug paraphernalia or electronic cigarettes under the criteria set out in Florida Statutes and/or school/ School Board Policy 5.322.

SESIR defines drug use as the use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.

Examples

- Student or other possessing or being under the influence of illegal drugs at school, at school-sponsored events, or on school transportation.
- Student passing a marijuana cigarette around in the school bathroom.



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- Student giving prescription drugs prescribed for someone else to another.
- Student selling cocaine to another.

Non-Examples (students may still subject to disciplinary action)

- Students taking medication prescribed for themselves.
- Student giving an aspirin or other over-the-counter medication to another in dosage prescribed.
- Student using inhalers for asthmatic condition.

300.14— Disciplinary Actions

In order to maintain safe and effective learning conditions, it may be necessary to impose disciplinary consequences for behaviors that disrupt the learning environment or pose a danger to students or school personnel. The following briefly describes the disciplinary actions recognized by the school district and the school board.

300.15— Student Detention, Search, and Seizure

An instructional or administrative staff member is authorized to temporarily detain a student when there is reasonable suspicion that the student has violated a school board policy. This authority permits appropriate search procedures by administrative staff or designees, including searches of vehicles parked on school campuses, and supervised canine searches of student lockers, vehicles, purses, shoes, socks, pockets, backpacks, or other storage areas, the use of metal detectors and the seizure of suspect items. See [School Board Policy 5.31](#).

300.16— Removal from Class

If a student causes a disruption to the educational environment, the student may be removed from the classroom.

300.17— In-School Restriction (Alternative Education Environment)

This program provides for on-campus restriction in lieu of out-of-school suspension at the discretion of the administrator. However, due to problems of supervision or lack of facilities at some schools, in-school restrictions may not be offered at all schools. Appropriate behavior and attention to schoolwork are essential for this option to be available.

300.18— Restriction of Privileges

Any student involved in a violation of the Code of Student Conduct may have the student's privileges restricted. The student may be denied participation in extracurricular activities. The student may be assigned to report frequently to a specified staff member who will assist in monitoring the adjustment to specific situations pertaining to the school and the student during this probationary period.



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300.19— School Bus Suspension

The privilege of riding the bus may be denied. In such cases, transportation shall be provided by the parent or guardian.

300.20—Due Process for Suspension and Expulsion

When disciplinary actions reach the level of suspension or expulsion of a student, the following procedural steps are implemented to protect the interests of the student. The principal or designee will use and follow the steps in the Due Process Checklist, including identifying whether a student is receiving Exceptional Student Education, 504 plan, or English for Speakers of Other Languages (ESOL) services. Prior to suspension, a recommendation for expulsion or administrative assignment to an alternative school program, the student shall be provided due process and have the right to:

- Be advised of the charges/accusations.
- Be provided an opportunity to respond to the charges.
- Be provided an opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident.
- Be advised why they are being suspended or recommended for expulsion.

During a period of suspension that constitutes a change of placement and/or expulsion, students with disabilities are afforded the right to receive educational services that allow the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in the student's IEP. Florida Rule: 6A-6.03312, FAC-Discipline Procedures for Students with Disabilities.

300.20a — Suspension

When suspension from school is being considered for a student, certain procedures are required by law. A school principal or designee may suspend a student from school for up to 10 (ten) school days per incident for persistent disobedience and/or gross misconduct. The principal or designee takes this action when he or she has exhausted other disciplinary strategies or when alternatives have at least been considered but have been rejected as inappropriate in a given situation. Conferences to resolve the problem are scheduled with the parent/guardian, student and appropriate administrator.

As a result of Florida State Statute 1006.09 ,when a suspension is implemented, the parent/guardian will be informed of each suspension and the reasons for the suspension in writing within 24 hours by United States mail. The parent/guardian will be informed through written notification, that he or she has a right to a hearing with the principal. The principal's decision to suspend a student is final. Any student may appeal an alleged failure to provide due process to the superintendent or designee. Students will be remanded to the custody of their parent/guardian with specific coursework assignments to be completed. This disciplinary action excludes a student from entering or remaining on any school campus for any purpose, and he or

