

6A-6.0521 Dropout Prevention and Academic Intervention Programs.

(1) Definitions.

(a) “Credit Recovery courses” mean elective, credit-bearing courses in English, mathematics, science and social studies, listed in the current year’s Course Code Directory incorporated in Rule 6A-1.09441, F.A.C., with specific content requirements defined by state academic standards. Credit Recovery courses can be used in conjunction with local school district course grade forgiveness policies, as authorized by Section 1003.4282(4), F.S., or as remediation for students needing to prepare for an End-of-Course assessment retake.

(b) “Disruptive behavior” means the behavior described in Section 1003.53(1)(c)3.a. and b., F.S.

(c) “Dropout Prevention and Academic Intervention Programs” means a variety of programs designed to lead to improved academic achievement, attendance and discipline for a student who has been identified as academically unsuccessful, having a pattern of excessive absenteeism or truancy, a history of disruptive behavior or identified by a schools early warning system.

(d) “Program category” means the broad eligibility area as defined in Rule 6A-1.0014, F.A.C., appropriate for the provision of dropout prevention and academic intervention services.

(e) “Standard high school diploma” means a diploma that meets all the requirements of Section 1002.3105, or 1003.4282, F.S.

(f) “State of Florida Performance-Based Exit Option diploma” means a diploma that meets the requirements of Section 1003.435, F.S.

(2) Requirements.

(a) Credits. Students served in dropout prevention and academic intervention programs must retain their right to earn the number and type of credits required for a standard high school diploma.

(b) Coordination. All dropout prevention and academic intervention programs must coordinate with appropriate agencies and other school programs that provide services to participating students in order to fully utilize human and financial resources. A part of this coordination must to ensure that procedures for postsecondary transition include child care referral, career counseling and academic and vocational training options. Appropriate agencies include, but are not limited to: the Department of Health, the Department of Children and Families, the Department of Juvenile Justice, the Department of Law Enforcement, the Department of Corrections, the Department of Commerce, and the Florida Interagency Coordinating Council for Infants and Toddlers.

(c) Exceptional student education (ESE) referral. An exceptional student referred for enrollment in a dropout prevention and academic intervention program must have an individual educational plan (IEP) review prior to enrollment. A staff representative of the dropout prevention department in the district must participate in that review. This requirement does not apply to students served in county or municipal jail programs and Department of Juvenile Justice detention or residential programs.

(d) Limited English proficient students. Limited English proficient students, meeting the eligibility criteria for individual dropout prevention and academic intervention program categories, must be considered for enrollment in the appropriate dropout prevention and academic intervention program based on student needs. Limited English language proficiency must not be used as a criterion for enrollment.

(e) Parent notification.

1. Except as set forth in subparagraph (2)(e)2., at least five (5) days before a student is initially enrolled in, or at least five (5) days before a student initially receives services under, a dropout prevention and academic intervention program, the student's parent or guardian must be notified by certified mail, return receipt requested, of such assignment or service in accordance with Section 1003.53(5), F.S. After the initial notice, notice must be provided annually.

2. The notice in subparagraph (2)(e)1. is not required for county or municipal jail programs and Department of Juvenile Justice detention and residential programs.

3. Notification must be in the parent's primary language or other mode of communication commonly used by the parent unless clearly not feasible pursuant to Rule 6A-6.0908, F.A.C.

4. A school board may adopt a policy that allows a parent or guardian to agree to an alternative method of notification upon a student's placement or service in a dropout prevention or academic intervention program.

(f) Student records. Records of students participating in dropout prevention and academic intervention programs must contain the following:

1. The students' dropout prevention and academic intervention program category.

2. Students' entry and exit dates in the dropout prevention and academic intervention program.

3. Documentation of the eligibility of each student and any required interventions that is dated prior to each enrollment in a dropout prevention and academic intervention program. Eligibility for multi-year programs must be documented annually.

4. Number of instructional periods or hours of participation.

5. Evaluation of each student's academic and behavioral progress.

6. Annual written documentation of parent notification and evidence of involvement in the enrollment decision.

(g) Eligibility. Districts must establish and implement eligibility criteria and procedures for each individual dropout prevention and academic intervention program offered in their district. Eligibility must be based on academic achievement, attendance, and discipline, pursuant to Section 1003.53(1)(b)-(c), F.S.

(h) Academic Intervention Plan. For each student in a dropout prevention and academic intervention program, an individual academic intervention plan must be developed no more than thirty (30) calendar days after a student's entry into the program. An ESE student's academic intervention plan must be consistent with the student's IEP. At a minimum, the plan must include:

1. Measurable objectives, strategies, supports and related services that support the program's goals to improve academic achievement, attendance and discipline, as appropriate; ~~and~~

2. Progress monitoring procedures; and

3.2. Transition goals to support the next educational placement or postsecondary options.

(i) Certification. Dropout prevention teachers must be instructional personnel as defined in Section 1012.01, F.S. The school district must ensure that only qualified instructional personnel, consistent with the Florida Course Code Directory and Instructional Personnel Assignments as adopted in Rules 6A-1.09441, 6A-1.0502, and 6A-1.0503, F.A.C., provide instruction in dropout prevention and academic intervention programs.

(j) Credit Recovery course procedures. Districts must develop procedures for implementation of Credit Recovery courses which are designed to result in students meeting state academic standards. At a minimum, the procedures must:

1. Require that students enrolled in a Credit Recovery course must have previously attempted a corresponding non-credit recovery course;

2. Require that students enrolled in a Credit Recovery course meet end-of-course assessment requirements pursuant to Section 1003.4282, F.S.;

3. Describe how the district will develop individually designed courses of study for students so that students can meet course standards. Credit Recovery courses are not bound by the hour requirements contained in Section 1003.436(1)(a), F.S.

4. Describe any available related student services and accommodations required by IEPs, Section 504 plans or English Language Learner plans, if applicable to the student;

5. Describe the course delivery model and how the district will ensure Credit Recovery courses are aligned to the state academic standards. Options include direct instruction, blended learning pursuant to Section 1011.61(1), F.S., or district virtual instruction programs, virtual charter schools, Florida Virtual School (FLVS), virtual course offerings and district franchises of FLVS pursuant to Sections 1002.33 1002.37, 1002.45, 1002.455, 1003.498 and 1011.62(1), F.S.; and

6. Describe the district's grading process, the criteria for competency of standards to complete the course, the reporting of credits on a student's transcript when a student takes a Credit Recovery course for grade forgiveness purposes, and how the course completion records will be maintained by the district.

Rulemaking Authority 1001.02, 1003.53 FS. Law Implemented 1003.53 FS. History—New 10-30-90, Amended 6-19-91, 7-7-92, 9-5-93, 1-2-95, 7-26-16, 11-21-23.