

BAKER COUNTY SCHOOL DISTRICT

2008-09 STUDENT PROGRESSION PLAN



In accordance with Florida Statutes 1008.25, the School Board shall adopt a Student Progression Plan.

The Baker County Student Progression Plan will be reviewed annually by a reviewing committee made up of the building principals, guidance counselors, classroom teachers, district instructional staff and the Superintendent. Revised 2008

PAULA T. BARTON, SUPERINTENDENT

SCHOOL BOARD MEMBERS

Patricia Weeks, Chairperson	District 5
Karen McCollum, Vice-Chairperson	District 3
Dean Griffis	District 2
Dwight Crews	District 1
Paul Raulerson	District 4

BAKER COUNTY SCHOOLS DIRECTORY

District Office	259-6251
Baker County High School	259-6286
Baker County Middle School	259-2226
J. Franklyn Keller Intermediate School	259-4244
Macclenny Elementary School	259-2551
Westside Elementary School	259-2216
PreKindergarten/Kindergarten Center	259-0405
Baker County Alternative School	259-1724
Educational Services	259-7825
Family Service Center	259-7871
Transportation Department	259-2444
Vocational, GED & Adult Ed. Dept.	259-0403

"WHERE CHILDREN ARE FIRST!"

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TABLE OF CONTENTS

COMPREHENSIVE PROGRAM.....	1
GRADING SYSTEM	1
ASSESSMENTS	1
PROGRESS REPORTING	2
ANNUAL REPORT	2
PROGRESS MONITORING PLAN (PMP)	2
ALLOCATION OF RESOURCES	2
ELIMINATION OF SOCIAL PROMOTION AND GOOD CAUSE EXEMPTIONS.....	2
REQUIREMENTS FOR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS.....	3
REQUIREMENTS FOR HOME EDUCATION STUDENTS RE-ENTERING PUBLIC SCHOOLS	3
PATRIOTIC PROGRAM	3
IMMUNIZATION POLICY	4
SUMMER SCHOOL.....	4
GENERAL EDUCATION DEVELOPMENT	4
FLORIDA STATUTES AND DEPARTMENT OF EDUCATION RULES.....	4
PLACEMENT OF TRANSFER STUDENTS.....	4
MINIMUM INSTRUCTIONAL HOURS IN HEALTH EDUCATION, ALCOHOL AND SUBSTANCE ABUSE PREVENTION, AND HIV/AIDS EDUCATION.....	5-
SUNSHINE STATE CURRICULUM FRAMEWORKS AND STANDARDS.....	5
REQUIREMENTS FOR ELIGIBILITY TO PARTICIPATE IN INTERSCHOLASTIC EXTRACURRICULAR STUDENT ACTIVITIES.....	5
EXTRA-CURRICULAR ACTIVITIES.....	5
ASSIGNMENT OF GRADES.....	6
APPEAL PROCESS.....	6
STATEMENT OF NONDISCRIMINATION	6
GRADES K-5 STUDENT PROGRESSION PLAN	6
GRADES 6-8 PROGRESSION PLAN	10
GRADES 9-12 PROGRESSION PLAN	13
STANDARD DIPLOMA REQUIREMENTS	13
COLLEGE READY DIPLOMA.....	14
CLASS RANK	15
GRADUATION REQUIREMENTS	15
SPECIAL CIRCUMSTANCES.....	17
GRADUATION OPTIONS.....	17
REQUIREMENTS FOR PARTICIPATION IN GRADUATION CEREMONIES.....	18
THE FLORIDA BRIGHT FUTURES SCHOLARSHIP REQUIREMENTS.....	18
STUDENT CLASSIFICATION.....	21
CERTIFICATE OF COMPLETION REQUIREMENTS.....	21
ASSESSMENT AND REMEDIATION	21
EARLY ADMISSION TO COLLEGE/DUAL ENROLLMENT	21
STUDENT PERFORMANCE STANDARDS OF EXCELLENCE	22
FLORIDA VIRTUAL SCHOOL	22
CREDIT BY CORRESPONDENCE	22
CREDIT FOR COLLEGE COURSES	23
CREDIT FROM NON-ACCREDITED SCHOOLS.....	23
OPPORTUNITY PROGRAMS.....	23
DISTRICT DROPOUT PREVENTION PROGRAMS.....	24
GED EXIT OPTION.....	24
PERFORMANCE-BASED CREDIT	24
ELECTIVE CREDIT FOR MILITARY TRAINING.....	24
COURSE OFFERING	25
STUDENT PROGRESSION PLAN AND GRADUATION REQUIREMENTS	
EXCEPTIONAL STUDENTS PRE-K-12 STUDENT PROGRESSION PLAN	25
ADMISSION AND PROMOTION	25
REQUIREMENTS FOR STANDARD DIPLOMA	25
REQUIREMENTS FOR SPECIAL DIPLOMA	27
DIPLOMA REQUIREMENTS FOR EACH EXCEPTIONALITY	27
ENNOBLES PROVISION FOR STUDENTS WITH DISABILITIES	28
GUIDELINES, MODIFICATIONS AND ACCOMMODATIONS FOR STATE AND DISTRICT ASSESSMENT OF STUDENTS WITH DISABILITIES.....	29

(applicable to all students)

COMPREHENSIVE PROGRAM

Section 1008.25(2)(a-c) mandates that the district establish a comprehensive student progression plan that includes standards for evaluating each student’s performance on the Sunshine State Standards. The progression plan must include specific levels of performance in reading, writing, science and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation or be retained within an intensive program that is different from the previous year’s program and that takes into account the student’s learning style. The progression plan must include appropriate alternative placement for a student who has been retained for two or more years.

Each student failing to meet minimum performance expectations in the above areas, must continue to be provided remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

GRADING SYSTEM

The following district-wide grading system has been adopted by the Baker County District School Board. Its numerical equivalents are:

Letter Grade	Score	Grade Point Value	Description
A	90-100	4.0	“Outstanding Progress”
B	80-89	3.0	“Above Average Progress”
C	70-79	2.0	“Average Progress”
D	60-69	1.0	“Lowest Acceptable Progress”
F	0-59	0.0	“Failure”
I	0	0.0	“Incomplete”

All averaging will be done by numerical value and not by letter value. For some classes and programs, the following letter grade will be used:

- E = “Excellent”
- S = “Satisfactory”
- U = “Unsatisfactory”
- N = “Needs Improvement”

Affixing plus or minus to the letter grade is optional in the elementary schools. Kindergarten will be evaluated by its own grading scale. Conduct grades shall be awarded in the form of:

GRADES K-5

- E = “Excellent”
- S = “Satisfactory”
- U = “Unsatisfactory”

GRADES 6-12

- S = “Satisfactory”
- U = “Unsatisfactory”

In the middle school, final semester exams are optional. If given, the worth of each exam will be determined by the classroom teacher. The value will not exceed 20% of the semester grade.

In the high school, final semester exams are required, and each is worth 20% of the semester grade. In order to determine the semester mark, double the 1st grading period and 2nd grading period grade and then add the semester exam score or grade to the total and divide by five. The resulting figure will be the semester grade or score. Parents/guardians will be notified of their child’s progress during the school year by means of formal report cards at each nine weeks interval and by progress reports during the fifth week of each quarter. Other means of keeping parents/guardians informed may consist of the following: conferences, samples of student’s work, test results, letters, informal notes, etc.

ASSESSMENTS

Each student must participate in the statewide assessment tests. Each student who does not meet specific levels of performance in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance as determined by the commissioner on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student’s difficulty and areas of academic needs.

PROGRESS REPORTING

The district will annually report to the parent of each student the progress toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics, and the student's results on each statewide assessment test. The evaluation of each student's progress will be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board.

ANNUAL REPORT

Each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The district school board must report to the parent the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information.

Beginning with the 2001-2002 school year, the district will annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following on the prior school year: the provisions of F.S. 1008.25(8) relating to public school student progression and the district policies and procedures on student retention and promotion; by grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the FCAT Reading; the number and percentage, by grade, of all students retained in grades 3 through 10; the total number of students promoted for good cause, by each category; and any revisions to the district school board's policy on retention and promotion from the prior year.

PROGRESS MONITORING PLAN

All students who take the statewide assessment test are required to score Level III or higher on the statewide assessment test as required by F.S. 1008.22. For students not meeting this requirement, the school in which the student is enrolled will develop, in consultation with the student's parent, and must implement a Progress Monitoring Plan designed to assist the student in meeting state and district expectations for proficiency.

ALLOCATION OF RESOURCES

Remedial and supplemental instruction resources will be allocated as follows: First, to students who are deficient in reading by the end of grade 3, and second to students who fail to meet performance levels required for promotion.

ELIMINATION OF SOCIAL PROMOTION AND GOOD CAUSE EXEMPTIONS

- a) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
- b) The school board may only exempt students from mandatory retention for good cause. Good cause exemptions for students in grade 3 shall be limited to the following:
 1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages (ESOL) program.
 2. 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.
 3. Students, who demonstrate an acceptable level of performance on an alternative, standardized reading assessment approved by the State Board of Education.
 4. Students, who demonstrate through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT.
 5. Students with disabilities who participate in the FCAT and who have an individual education plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading, for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1 or grade 2.

6. Students, who have received the intensive remediation in reading as required for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, or grade 2, for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day based upon an academic improvement plan that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.
- c) Requests for good cause exemptions for students from the mandatory retention shall be made consistent with the following:
1. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing Progress Monitoring Plan, individual educational plan, if applicable, report card, or student portfolio.
 2. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

REQUIREMENTS FOR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

During the adjustment period, the limited English proficient (LEP) student's English skills progress and content area efforts will be evaluated on a "satisfactory" or "needs improvement" basis until it is determined that the assignment of letter grades is appropriate. The student will be evaluated accordingly once he/she has demonstrated an understanding of learning activities and assignments. Comments will be made on progress reports/report cards concerning the student's level of performance. Instruction must be understandable, equal, and comparable in scope, sequence, and quality to that which non-LEP students receive. The LEP student is expected to participate in all learning activities appropriate for that individual's level.

Promotion and retention of LEP students is based on measurements of the student's ability to read, write, and perform mathematical functions, not whether the ability is shown in English or in the student's home language. Further description is provided in the District's approved LEP Plan.

REQUIREMENTS FOR HOME EDUCATION STUDENTS RE-ENTERING A PUBLIC SCHOOL

Grades K-8

Upon re-entry into public school from a Home Education program, the home education student will be given a norm referenced achievement evaluation (Kaufman Test of Educational Achievement/Normative Update, K-TEA/NU) as part of the re-enrollment process. The appropriate school for the student's previous grade will make the promotion decision.

Grades 9-12

6A-1.09941 State Uniform Transfer of High School Credit (see page 4, Placement of Transfer Students)

PATRIOTIC PROGRAM

Florida Statute 1003.44 recognizes the last full week of classes in September, in the state's public schools, as "Celebrate Freedom Week." The students in each social studies class shall be presented at least 3 hours of appropriate instruction, as determined by the school district, on the intent, meaning, and importance of the Declaration of Independence. On each school day during this week, school principals and teachers are required to conduct an oral recitation by students of the following excerpt of the Declaration of Independence:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."

Students will be excused from participating in the recitation of the Declaration of Independence, upon written request by a student's parent submitted to the principal.

The American Flag will be displayed daily in each classroom and flag education, including proper flag display and flag salute will be taught. The pledge of allegiance to the flag shall be recited at the beginning of the day in each elementary, middle and high school. Each student shall be informed by posting a notice in a conspicuous place that the student has the right not to participate in reciting the pledge. Students will be excused from reciting the pledge of allegiance upon written request by a student's parent, in accordance with F.S. 1003.44.

IMMUNIZATION POLICY

Prior to admittance to or attendance in a Baker County school, grades kindergarten through 12 or any other initial entrance into a Florida school, each child must present or have on file with the school a certification of immunization for the prevention of those communicable diseases, for which immunization is required by the Department of Children and Families (F.S. 1003.22).

SUMMER SCHOOL

A pupil attending summer school shall have a preliminary registration form approved by the principal of the school, which he/she attends. Pupils in Grades 9-12 will be limited to one credit or the equivalent thereof per summer unless enrolled in the performance-based program. Pupils in Grades 6, 7, and 8 will be limited to one full year or two half-year subjects, consisting of new or make-up work or remediation.

Not less than a total of one hundred and twenty clock hours shall be spent in instruction or directed study per unit subject in the regular program.

A student may earn up to one credit in summer school at any accredited high school unless enrolled in a performance-based program. Mastery of specific skills in the summer school course will be necessary in order to pass.

Admission into the summer school program shall be for the purpose of promotion and/or credit. All other requests for admission shall be approved by the principal/designee, e.g. enrollment in order to repeat a course for the purpose of improving one's GPA.

GENERAL EDUCATION DEVELOPMENT

Any candidate for a high school equivalency diploma shall be at least eighteen (18) years of age on the date of examination, except that in extraordinary circumstances as determined by the Superintendent of Schools or his/her designee in the district in which the candidate resides or attends school, said candidate may take the examination after reaching the age of sixteen (16) years. Secondary high school students age sixteen (16) years and older may enroll in adult education courses when such courses are required for high school graduation.

FLORIDA STATUTES AND DEPARTMENT OF EDUCATION RULES

Any Florida Statute or Florida Department of Education rule shall take precedence over the provisions of this progression plan provided that the statute or rule contradicts or limits the requirements of this plan.

PLACEMENT OF TRANSFER STUDENTS

- 1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credit shall be validated through performance during the first grading period as outline in subsection (2).
- 2) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outline in subsection (3).
- 3) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

- a) Portfolio evaluation by the superintendent or designee;
- b) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal
- c) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- d) Demonstrated proficiencies on nationally normed standardized subject area assessments;
- e) Demonstrated proficiencies on the FCAT; or
- f) Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety days from date of transfer to prepare for assessments outlined in paragraphs (3)(d) and (e) of this rule if required.

**MINIMUM INSTRUCTIONAL HOURS IN HEALTH EDUCATION, ALCOHOL AND
SUBSTANCE ABUSE PREVENTION, AND HIV/AIDS EDUCATION**

Students enrolled in the Baker County School District will receive the following minimum number of hours of instruction in health education, alcohol and substance abuse prevention, and HIV/AIDS education:

Grades K-3	35 hours per year
Grades 4-5	55 hours per year
Grades 6-7	35 hours per year
Grade 8	30 hours per year
Grades 9-12	75 hours in Life Management Skills (other related courses are available)

SUNSHINE STATE CURRICULUM FRAMEWORKS AND STANDARDS

The schools of Baker County will incorporate the Sunshine State Curriculum Frameworks and Standards into their programs of instruction at the appropriate grade levels and in the applicable courses.

**ELIGIBILITY TO PARTICIPATE IN INTERSCHOLASTIC EXTRACURRICULAR
STUDENT ACTIVITIES – SECTION 1006.15, F.S.**

1. Grade Point Average

a. Students Entering Grade Nine During 1997-98 and Thereafter:

For students entering grade nine during the 1997-98 school year and thereafter, a 2.0 cumulative GPA on a 4.0 scale must be maintained for participation in interscholastic extracurricular student activities.

b. Students who Entered Grade Nine Prior to the 1997-98 School Year:

For students who entered the ninth grade prior to the 1997-98 school year, there are two options relative to the maintenance of a minimum GPA for participation in interscholastic extracurricular student activities as follows:

Option 1 - The student must maintain a 2.0 or above on a 4.0 scale for courses that apply to the 24 credits required for high school graduation which are taken after July 1, 1997, or

Option 2 - The student must have an overall cumulative grade point average of 2.0 or above on a 4.0 scale. This would require the inclusion of all high school courses taken in the student's educational program, except those courses to which a forgiveness policy has been applied.

EXTRA-CURRICULAR ACTIVITIES

All students will comply with the requirements of the State of Florida as well as the Florida High School Activities Association in regards to eligibility requirements for participation in extra-curricular activities.

ASSIGNMENT OF GRADES

The initial and primary authority for the assessment of student performance and the awarding of student grades is assigned to the teacher responsible for the particular course or class.

APPEAL PROCESS

Any request regarding a review, a modification, and/or an appeal of the Baker County School District's Student Progression Plan, and/or the consequences thereof, shall be initiated at the first level of responsibility and may progress to other levels if deemed necessary.

STATEMENT OF NONDISCRIMINATION

The provisions of the Student Progression Plan of the Baker County School District shall be applied to all qualified students in a sense of equity without regard to race, color, sex, national origin, marital status, disability, age or religion.

BAKER COUNTY GRADES K - 5 STUDENT PROGRESSION PLAN

Pupil promotion in the Baker County Elementary Schools is based on an evaluation of each pupil's achievement in terms of appropriate instructional goals. The primary responsibility for determining each pupil's level of performance and ability to function academically, socially and emotionally at the next grade level is that of the classroom teacher, subject to review by and approval of the principal. However, students must also meet established requirements at each grade level. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

Pupils, who do not satisfactorily achieve established objectives for the grade to which they are assigned, will be reassigned to the same grade for the next school year or placed in a specialized class within the regular school program. The pupils are to be provided instruction designed to continue their progress toward mastery of the required standards.

For uniformity, all in-coming students from other schools shall be issued grades if enrolled 20 or more days during the grading period. No grades will be given for enrollment of less than 20 days. This is the only instance in which students would receive no grades.

If a student receives a failing grade in two subjects areas, and one of those subject areas is either reading, language arts, or mathematics, that student can be retained. Letter grades will be assigned to all major subject areas. These include reading, language arts (writing), mathematics (grades 1- 5), science (grades 3-5), and social studies (grades 4-5). A letter grade will be given for social studies (grades 1-3) as follows:

S = "Satisfactory" U = "Unsatisfactory"

In addition to the above criteria, promotion or placement of third, fourth, and fifth grade students will be consistent with Florida Statutes and the Sunshine State Standards. The appropriate teachers will certify mastery of these standards.

In addition to the above criteria, fourth grade students will be assessed in writing. The assessment tool will be the FCAT. The test will be administered during the second semester of school. Failure to demonstrate mastery of the required writing skills, as determined by the Department of Education, shall result in conferencing with parents. Retention recommendations are possible, even though the students may have passing grades.

RETENTION K--5

Retention in kindergarten will be based on a student's pre-reading skills as demonstrated on the kindergarten reading curriculum, Gates reading test or at the intensive instructional level on the DIBELS.

Retention in Grade 1 will be based on failing grades in two subject areas and one of those subject areas is either reading, language arts, or mathematics. Also, if a student receives a "D" in reading and/or language arts and scores below 39 percentile on the year-end GATES assessment he/she will be retained.

Retention in Grade 2 will be based on failing grades in two subject areas and one of those subject areas is either reading, language arts, or mathematics. Also, if a student receives a "D" in reading and/or language arts and scores below 39 percentile on the year-end GATES assessment, he/she will be retained.

Retention in grade 3 will be based on failing grades in two subject areas with one of those subject areas being reading, language arts, or math. Also, if a student receives a level 1 score on the FCAT reading, he/she will be retained.

Retention in Grades 4 and 5 will be consistent with Florida Statutes and the Sunshine State Standards (FCAT). The appropriate teachers will certify mastery of these standards.

REMEDATION K--5

Students fail to master the Sunshine State Standards if the class work average for the first three nine weeks of school is 69% or below in reading, language arts (writing), science, or mathematics. A Progress Monitoring Plan (PMP) must be prepared for the following school year. The subject areas involved for the first three nine weeks are reading, language arts (writing), or mathematics.

Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance as determined by the commissioner on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the academic improvement plan, the student may be retained.

REQUIREMENTS FOR KINDERGARTEN ADMISSION

Any child five years old on or before September 1st, of the school year may be admitted any time during the school year. Any out-of-state transfer, underage for Florida, must meet the age requirement for his/her state. At the beginning of each school year, students entering kindergarten will be assessed using the Florida Kindergarten Readiness Screener (FLKRS).

REQUIREMENTS FOR FIRST GRADE ADMISSION

Any child who has attained the age of six (6) on or before September 1st, of the school year and who has satisfactorily completed the requirements for kindergarten in a public school in accordance with the District's Student Progression Plan or in a non-public school from which the District School Board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall be admitted or promoted to the first grade. (F.S. 1003.21)

ASSESSMENT AND REMEDIATION

The school in which the student is enrolled will develop, in consultation with the student's parent, and must implement a Progress Monitoring Plan (PMP) designed to assist the student in meeting state and district expectations for proficiency.

Beginning with the 2006-07 school year, for a student identified with a deficiency in reading, the PMP shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, vocabulary, the desired levels of performance, and the instructional and support services to be provided during the regular school in addition to the regular reading instruction. Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. The district school board will assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students.

The district will provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at the Florida State University and meets, at a minimum the following specifications: assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level; provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension, provides scientifically-based and reliable assessment, provides initial and on-going analysis of each student's reading progress, is implemented during regular school hours, provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

A Progress Monitoring Plan (PMP) will be developed in consultation with the parents for all students identified as struggling readers. Beginning with the 2004-05 school year, the district will conduct a review of PMP's for all students who did not score above Level 1 on the reading portion of the FCAT and did not meet one of the good cause exemptions. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district, which may include, but are not limited to: small group instruction, class size reduction, differentiated instruction, more frequent progress monitoring, tutoring or mentoring, transition classes containing 3rd and 4th grade students, extended school day, and summer reading camps. The district shall require a student portfolio to be completed for each student.

Students with substantial reading deficiency in Grades K-5 will receive intensive reading instruction. The intensive reading instruction will include an educational program different from the previous year and take into account the student's learning style. Students, who score at the 20th percentile or below on the Stanford Ten composite reading or a Level 1 on the FCAT Reading, will receive the services described above. Those services will be detailed on a Progress Monitoring Plan (PMP) developed in consultation with the student's parent to assist the student in meeting state and district expectations for proficiency. Frequent monitoring of the student's progress in meeting the desired levels of performance shall be provided.

Beginning with the 2004-05 school year, retained students in Grade 3, demonstrating at mid-year an independent reading level at or above grade level, will be promoted to Grade 4, no later than the issuance of the first progress report during the first nine weeks. Tools used to demonstrate independent reading include: subsequent assessments, alternative assessments, and portfolio reviews, in accordance with the rules of the State Board of Education. After November 1, students promoted during the school year must demonstrate proficiency above that required to score at Level 2 on the Grade 3 Florida Comprehensive Assessment Test (FCAT).

Beginning with the 2004-05 school year, the district will provide these students with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals. Beginning with the 2004-05 school year, the district will, in addition to required reading enhancement and acceleration strategies, provide parents of students to be retained with at least one of the following instructional options: supplemental tutoring in scientifically research-based reading services in addition to the regular reading block; a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading; a mentor or tutor with specialized reading training.

Beginning with the 2004-05 school year, the district will establish a Reading Enhancement and Acceleration Development (READ) initiative. The focus of the READ Initiative shall be to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4, and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ initiative will be provided to all K-3 students at risk of retention as identified by the statewide assessment system and must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension;

READING DEFICIENCY

Any student, who exhibits a substantial deficiency in reading, based upon Sunshine State Standards and locally determined or statewide assessments conducted in kindergarten, through fifth grade, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. At the beginning of grades-K through 5, students will be assessed in reading. Based upon the results of the assessments and/or based on teacher recommendations, students who are substantially deficient in reading will be given intensive remediation. The student's reading proficiency must be reassessed at the beginning of the next year, and intensive reading instruction must continue until the reading deficiency is remedied. If the student's reading deficiency is not remedied by the end of grade 3, as evidenced by scoring Level 2 or higher on the Florida Comprehensive Assessment Test (FCAT), the student must be retained and placed in an intensive program that is different from the previous year.

Beginning with the 2002-03 school year, if the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide assessment test (FCAT) in reading for Grade 3, the student must be retained. Students retained under this provision must be provided intensive interventions in reading to address the student's specific reading deficiencies as identified by a valid and reliable diagnostic assessment to determine the nature of the student's difficulty and areas of academic need. This intensive intervention must include but not be limited to: effective instructional strategies, participation in the school's district summer reading camp, 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.

Beginning with the 2004-05 school year, an Intensive Acceleration Class for retained grade 3 students who subsequently score at Level 1 on the reading portion of the FCAT shall be established at each school, where applicable. The focus of this class shall be to increase a child's reading level at least two grade levels in one school year. The class will be provided to any student in grade 3 who scores at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion of the FCAT; will have a reduced teacher-student ratio; will provide uninterrupted reading instruction for the majority of student contact time each day; and incorporate opportunities to

master the Grade 4 Sunshine State Standards in other core subject areas; will use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year; will provide intensive language and vocabulary instruction using a scientifically research-based program, will include the use of a speech language therapist; will include weekly progress monitoring measures to ensure progress is being made; will report to the Department of Education, in the manner described by the department, the progress of students in the class at the end of the first semester.

At the end of a school year, a retained grade 3 student's progress will be determined, by a review of skills needed but not yet mastered by that student. Consideration will be given to the most appropriate placement for that student for the following school year. A heavy emphasis will be placed on a student's reading, math, and writing skills. The district will provide a student who has been retained in grade 3 for a third year and has received intensive instruction services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards.

The final decision regarding promotion, retention, or recommendations for special instruction will be made during the last six weeks of the school term, when second semester grades can be evaluated along with other test and performance data. Each "at risk" student will be evaluated prior to making a final determination on promotion or retention.

Promotion or retention will be noted on the child's report card and cumulative record at the end of the year. Parents of students being retained will be notified in writing by the principal before the last day of school.

PARENTAL NOTIFICATION

Beginning with the 2002-2003 school year, the parent of any student who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments, conducted in kindergarten, grades 1, 2, 3, 4, or 5, or through teacher observations, must be notified in writing of the following:

- 1) That his or her child has been identified as having a substantial deficiency in reading;
- 2) A description of the current services that are provided to the child.
- 3) A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
- 4) That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- 5) Strategies for parents to use in helping their child succeed in reading proficiency.
- 6) That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
- 7) The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a Progress Monitoring Plan designed to assist each student who has been identified as not meeting state or district expectations for proficiency in reading, writing, science, and mathematics.

Parents/guardians will be notified of their child's progress during the school year by means of formal report cards at each nine weeks interval and by progress reports during the fifth week of each quarter. Other means of keeping the parent/guardian informed may consist of the following: conferences, samples of student's work, test results, letters, informal notes, etc.

All students, including students with disabilities, K-5 will receive 150 minutes of physical education each week. Physical education is defined as the development of knowledge and skills regarding teamwork and fairplay; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle. Instruction may be provided by any instructional personnel regardless of certification.

BAKER COUNTY GRADES 6-8 STUDENT PROGRESSION PLAN

The required program of study for the Baker County Middle School reflects federal, state, and district requirements. Each student must participate in the statewide assessment tests.

Beginning with students entering grade 6 in the 2006-2007 school year, promotion from middle school requires that a student must successfully complete 3 middle school or higher courses in English, 3 middle school or higher courses in mathematics, 3 middle school or higher courses in social studies, 3 middle school or higher courses in science, 1 course in career and education planning, to be completed in grade 7 or 8, that must use the Florida Academic Counseling and Tracking for Students (FACTS.org) and must result in the completion of the personalized academic and career plan.

The following areas of study are offered/required for each grade:

Reading (Required, 6th Grade Only)

Remedial Reading (Required, Grades 6-8 for identified students who have scored below grade level on the Florida Comprehensive Assessment Tests (FCAT) in accordance with and pertaining to the Sunshine State Standards)

Remedial Math (Required, Grades 6-8 for identified students who have scored below grade level on the Florida Comprehensive Assessment Tests (FCAT) in accordance with and pertaining to the Sunshine State Standards)

Language Arts (Required, Reading, Spelling, Writing, English)

Mathematics (Required)

Science (Required)

Social Studies (Required)

Pre-Vocational Exploratory Wheel (Grade 7 & 8 Only)

Units of Drug Education, Consumer Education, Health Education, Computer Literacy, Character Education and other mandated state programs will be integrated throughout the curriculum.

All students are involved in a variety of electives. They include: Exploring Technology, Orientation to Technology, Exploration of Agriculture, Orientation to Agriculture Technology, Exploring Business Occupations, Orientation to Business Technology, Orientation to Life Choices, Health, Language and Math Computer Labs, Student Aides, Physical Education, and Band. Each student will take the required program, plus an elective(s), unless assigned to a special program. Students in grades 6, 7, & 8 are highly encouraged to enroll in physical education classes that stress physical fitness as a significant healthy benefit and encourages healthy, active lifestyles. Students may be pulled from Vocational, Band, and/ or Physical Education classes to fulfill remediation requirements.

A. Grade Placement:

- 1) Students failing one or more subjects in the areas of Language Arts, Reading, Math, Science, and/or Social Studies/Civics may be retained unless they attend and successfully complete summer school (if offered). Summer school students must meet strict attendance and academic requirements in order to pass and advance to the next grade level. Due to limited space and numbers, the Principal will consider age, grades, behavior and other individual student circumstances and reserves the right to accept or deny entrance to a summer school program. The curriculum in all classes will reflect the Sunshine State Standards and the Grade Level Expectations for each grade. Students are expected to have class work average of 60% or higher, which is in accordance with the state grading scale.
- 2) Students who score a level 1 in the Reading, Math, Writing (8th grade) or science sections on the state required Florida Comprehensive Assessment Tests (FCAT) may be retained or be required to attend and successfully complete an after-school remediation program, in-school remediation program (reading) or summer school (if available). Diagnostic assessments and progress monitoring will be utilized to determine the nature of the student's learning difficulty, academic needs, and progress. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment test in reading, writing,

science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

- 3) The FCAT Norm-Referenced Test is required for all students. Students who perform below the 25 percentile may be retained unless they have a yearly average of at least a "C" (70% or higher) in the subject areas of Math, Language Arts, and/or Reading.
- 4) A student in danger of being retained may be considered for promotion under the following "good cause" conditions: Limited English Proficient (LEP) students having less than 2 years of English for Speakers of Other languages (ESOL) instruction; students with disabilities whose Individual Education Plans (IEP) indicate that participation in the statewide assessments is not appropriated, consistent with State Board of Education rule; students who demonstrate an acceptable level of performance on an alternate standardized reading assessment approved by the State Board of Education rule; students who demonstrate through a student portfolio that the student is reading on grade level.
- 5) All students who score level 1 on FCAT reading must complete an intensive reading course the following year. These students will be placed in intensive reading classes that provide a core reading program as well as supplemental reading programs, diagnostic testing, and regular monitoring of progress for each individual student. Students reading at level 2 will be required to take an intensive reading course, or another course that provides reading instruction. Students who score level 1 or 2 on FCAT math must receive remediation the following year.
- 6) A student who has been retained for two or more years will have a Child Study Team and may be placed in an alternative educational setting for academic remediation and intervention.

B. Notification:

Parents of students will receive a progress report during the fifth week of each grading period. At the end of each nine weeks grading period, the parent will receive a report card of their child's level of achievement. After the 2nd and 3rd nine weeks, notification will be mailed to the parents of those students who are in danger of failing. After the fourth grading period, a letter will be mailed to the parents of those students who are retained or who may need to attend summer school (if available) for promotion. Parents will receive the results of the statewide assessment tests. The evaluation of each student's yearly academic progress will be based on the student's class work, observations, tests, district and state assessments, and other relevant information. Parents of students, who show a substantial deficiency in reading, will be notified in writing of the deficiency and a description of the school's services and supports.

C. High School Courses Taken in Grade 8 or Below:

With the approval of school staff, a student below the 9th grade may enroll in a course designated as a 9-12th grade course. Any such student shall be classified as a high school student during the period that he/she is enrolled in a 9-12th grade course. Credits earned while enrolled in high school courses taken below Grade 9 level may simultaneously be used to meet high school graduation requirements as well as for promotion to the next grade level.

D. Student Participation:

Any student that is failing any class may be ineligible to participate in any activities occurring during the school day, which includes, but may not be limited to, field trips, class trips, and school dances.

E. Personalized Academic and Career Plan

A personalized academic and career plan will be developed for all middle school students. Each student must complete an electronic education plan developed in collaboration and signed by the student, parent, teacher and/or guidance counselor. This plan will assist the student in meeting district, state, and federal educational expectations, including career planning and academic course requirements. A progress monitoring component must be included in the academic plan for students that fail to meet certain performance levels, including retentions and/or scoring below level 3 on FCAT in reading and math. Frequent monitoring of the student's progress in meeting the desired levels of performance shall also be provided.

F. Allocation of Resources:

District school boards shall allocate remedial and supplemental instruction resources to students who fail to meet

performance levels required for promotion consistent with the district school board's plan for student progression.

G. Physical Education Requirement:

Beginning with the 2009-2010 school year, students must have the equivalent of one class period per day of physical education for one semester of each year. This requirement will be waived if: a student is enrolled in a remedial course; the parent requests that the student enroll in another course; or the student is participating in physical activities outside the school day which are equal to, or in excess of, the requirements of the mandate. Counseling pertaining to the benefits of physical education is also available.

BAKER COUNTY GRADES 9-12 STUDENT PROGRESSION PLAN

STANDARD DIPLOMA REQUIREMENTS

A student must comply with the following in order to graduate with a standard diploma:

1. Mastery of minimum standards as required by the State Board of Education.
2. Pass the 10th Grade FCAT.
3. Completion of the minimum number of credits required by the District School Board. A credit for high school graduation is defined as a minimum of 114 hours of instruction in a 84-minute block class or 135 hours of instruction in a 50-minute class in a designated course which contains student performance standards as adopted by the Baker County School District, or as the equivalent of 6 semester hours of college credit. (1/2 credit is defined as 1/2 of these requirements)
4. Pursuant to Florida Statute 1003.436, it is required that a student who has not been in attendance for instruction for a minimum of 114 hours in a 84- minute block class or 135 hours in a 50 minute class and who has not made up all work that was missed, must demonstrate mastery of the student performance standards for that course of study in order to be eligible to receive credit. Mastery is defined as scoring at least 60% correct on a comprehensive course exam. Mastery assessment will not be limited to just this exam but may include other evaluative processes as dictated by course content and determined by the teacher. Such a student must also pass the minimum requirements of the course as well as pass the mastery process in order to receive credit for the course.
5. A student who has been absent from school will be given the opportunity to make up class work that has been missed; provided that such work is made up within the time specified in the Attendance Policy. However, this is not to be done at the educational expense of other students. The student, who has been absent, will arrange to make up work at times when it will not interfere with normal class activities.
6. In order for a student to receive credit for a course taken at Baker County High School, he/she must demonstrate mastery of the Sunshine State Standards and intended outcomes by earning a score of 60 or better for that course as prescribed by the school district's grading system. This assessment process will include teacher exams, unit tests, teacher observations and evaluations of student work, classroom assignments, and other requirements or evaluative criteria as established for that course. The student will also meet the requirements of the Baker County Attendance Policy. Sunshine State Standards for all courses taught at Baker County High School have been adopted by the School Board. Copies of these standards are available at the High School and the District Office.
7. The high school principal, at his/her discretion, may use for non-instructional extra-curricular activities, the difference between the 114-hour minimum requirement and the 126-hour full credit definition, in an 84-minute block class or the 135-hour minimum requirement and the 150-hour full credit definition in a 50-minute class. For those students in attendance at school on these occasions, this time used by the principal will not count against the 114-hour or the 135-hour minimum requirement. However, the High School Principal is to exercise great caution in the use of such time and to utilize other alternatives, such as adjusted class schedules where practical, so as not to interfere with the orderly process of classroom instruction.
8. **Required Minimum Grade Point Average** - Students must have a cumulative GPA of 2.0 on a 4.0 scale or its equivalent in the courses which make up the 24 required credits to graduate from high school. The CGPA will be based upon all courses taken that are classified as 9th-12th grade or dual enrollment courses, including courses taken during summer school and through other educational processes approved by the principal, which are required for graduation by the Baker County School District.

Mathematics requirements - effective for students entering Grade 9 in the 1997-98 school year and thereafter, one of three mathematics credits required for graduation must be Algebra I, a series of courses equivalent to Algebra I, or a higher level mathematics course.

Algebra Equivalencies - those courses, which are equivalent to Algebra I for graduation purposes and may be used to satisfy the graduation requirement, are the following series:

- (1) Applied Mathematics I and Applied Mathematics II
- (2) Integrated Mathematics I and Integrated Mathematics II, or
- (3) Algebra Ia and Algebra Ib.

9. If a currently enrolled student is seeking a standard diploma and is twenty (20) years of age or older by September 1 of the current school year, enrollment of the student at Baker County High School will be at the discretion of the principal. If a student is eighteen (18) years of age or older and seeking enrollment at Baker County High School, his/her enrollment will be at the discretion of the principal.

Participation in Interscholastic Extracurricular Activities – A cumulative GPA of 2.0 or above is required for participation in interscholastic extracurricular activities. Students in the 9th or 10th grade must maintain a GPA of 2.0 or above. If the student's GPA falls below the cumulative 2.0, the student must enter a contractual agreement with the district, the appropriate extracurricular governing association, and the student's parent(s). The contract must require that the student attend summer school, or its graded equivalent, between the 9th and 10th grades, or the 10th and 11th grades, as necessary. Home education students may participate in extracurricular activities at the school to which they would have been assigned according to district school attendance policies or which the student could have chosen to attend pursuant to district controlled open enrollment provisions.

During the 1999-2000 school year and each year thereafter, ninth grade students are allowed to satisfy the one credit in physical education requirement by taking personal fitness and any other 0.5 credit physical education course or by participating in two full seasons of junior varsity or varsity sports, and earning a "C" or better on the Personal Fitness Competency Exam. However, they cannot be given a credit on the transcript. All students that choose to satisfy their physical education requirements by playing an interscholastic sport must complete additional credits in elective courses to meet the 24 credits required by the state for graduation.

Level 1 Courses - No student may be granted credit toward a high school graduation for enrollment in any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate. In which case, a written assessment of the need must be included in the student's individual educational plan or in an academic improvement plan, signed by the principal, the guidance counselor, and the parent or guardian of the student. If the student is 18 years of age or older, he/she may sign.

Students, who have a 2.0 or less CGPA in Grades 9-12, will be identified through the academic progress reporting system. These students will be afforded assistance by such means as counseling, tutoring, summer school, and class schedule adjustments. Tutorial assistance may be provided after school and on Saturdays as a means of assisting students in meeting the requirements of Florida Statute 1003.43.

In the computation of the CGPA, when considering the 2.0 CGPA requirement of Florida Statute 1003.43, only 24 credits will be utilized. These 24 credits must include all courses specifically required by the State and the District, and the number of elective courses necessary to total 24 credits. Lower grades in electives or non-required courses beyond the 24 credits may be excluded from the computation.

A student may be allowed to retake a course and utilize the higher grade in computing his/her CGPA in order to meet the 2.0 CGPA requirement. However, the grades earned for all courses taken in Grades 9-12 and Grade 8 (if a high school course) will be used when computing overall CGPA's for class rankings. A maximum of one credit may be earned for a repeated course and all grades will be a part of the student's permanent record. These requirements regarding the 2.0 CGPA requisite may apply only to credits earned in the State of Florida.

9. Attend school on a full-time basis for a minimum of eight semesters. Any exceptions to the eight-semester requirement shall be initiated at the principal level and submitted to the Superintendent for approval.

COLLEGE-READY DIPLOMA

Beginning with the 1998-99 school year, Baker County High School shall award a differentiated college-ready diploma to each student who:

1. Successfully completes the requirements for a standard high school diploma as prescribed by s.1003.43. Among courses taken to fulfill the 24-academic-credit requirement, a student must take high school courses that are adopted by the Board of Regents and recommended by the State Board of Community Colleges as college-preparatory academic courses.
2. Takes the post-secondary education common placement test prescribed in Section 1008.30, F.S., or an equivalent test identified by the State Board of Education, before graduation and scores at or above the established statewide passing scores in each test area.

A college-ready diploma entitles a student to admission without additional placement testing to a public post-secondary education program that terminates in a technical certificate, an applied technology diploma, an associate in applied science degree, an associate in science degree, or an associate in arts degree, if the student enters post-secondary education within two years after earning the college-ready diploma.

CLASS RANK

For purposes of determining class rank for seniors, GPA's will be computed at the end of the seventh semester. This GPA will include weighted dual-enrollment courses.

REQUIREMENTS FOR GRADUATION:

STANDARD FOUR-YEAR GRADUATION FOR STUDENTS ENTERING GRADE 9 IN OR PRIOR TO 2006-2007

1. Students must earn a passing score on the Grade 10 Florida Comprehensive Assessment Tests (FCAT)
2. **Graduation requires** successful completion of either a minimum of 24 academic credits in Grades 9 through 12 or an International Baccalaureate curriculum. The **24 credits** shall be distributed as follows:
 - a. **English – 4 Credits**
English courses must include major concentrations in composition and literature.
 - b. **Mathematics – 3 Credits**
For students entering Grade 9 in 1997-98, and thereafter, successful completion of Algebra I or a series of courses equivalent to Algebra I (or a higher level math course for those who mastered Algebra I prior to high school).

Courses deemed "equivalent" for meeting the Algebra I graduation requirement are:

- 1) Algebra I
- 2) Algebra Honors
- 3) Algebra Ia and Algebra Ib
- 4) Applied Mathematics I and Applied Mathematics II
- 5) Integrated Mathematics I and Integrated Mathematics II

Higher level courses meeting this requirement when Algebra I content is mastered prior to Grade 9 include: any Level III course, Algebra II, or Integrated Mathematics III.

- c. **Science – 3 Credits**
Two of the credits must include a laboratory component.
- d. **American History – 1 Credit**
- e. **World History – 1 Credit**
This course shall include a comparative study of the history, doctrines, and objectives of all major political systems.
- f. **Economics – 0.5 Credit**
This course shall include a comparative study of the history, doctrines, and objectives of all major economic systems.
- g. **American Government – 0.5 Credit**
For students entering Grade 9 in the 1997-98 school year and thereafter, this course shall include the study of the U.S. Constitution and the Florida Government, including the study of the State constitution, the three branches of government, and municipal and county government.
- h. **1 credit from the following:**
Practical Arts Career Education or Exploratory Career Education
Any vocational secondary or eligible post-secondary course, identified in Section 5 (Vocational) of the *Course Code Directory*, may be used to satisfy the practical arts requirement. Selected exceptional student education vocational courses may be used to meet

this requirement for students with exceptionalities (excluding Gifted.) OR

Performing Fine Arts – Any course in music, dance, drama, painting, or sculpture may be used to satisfy the performing arts requirement. A court in any art form, in addition to painting and sculpture, that require manual dexterity or a course in speech or debate may be used to satisfy this requirement. OR

A combination of 0.5 credit from each of the above (0.5 from Practical Arts and 0.5 credit from Performing Fine Arts.) Such credit for practical arts career education or exploratory career education or for performing fine arts shall be made available in Grade 9, and students shall be scheduled into the 9th grade course as a priority.

i. Life Management Skills – 0.5 Credit

Health I-Life Management Skills (0800300) and Life Management Skills (850200) are courses that may be used to satisfy the Life Management Skills graduation requirement. Both must contain Florida Statutes requirements.

j. Physical Education – 1.0 Credit (or 0.5 credit if the student entered 9th grade prior to 1999-2000 school year)
Personal Fitness (1501300) and Adaptive Physical Education I.E.P. or 504 Plan (1500300) will continue to be required and are the only options that may be used to satisfy a half credit of this requirement with the following exceptions:

- 1) For students entering Grade 9 prior to school year 1999-2000, participation in an interscholastic sport at the freshman, junior-varsity, or varsity level for a full season will satisfy the state graduation requirement for personal fitness.
- 2) For students entering 9th grade in school year 1999-2000 and thereafter, participation in an interscholastic sport at the junior-varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of "C" or better. (If the student satisfies the physical education requirement through the interscholastic sport option, he or she must substitute a one credit elective for the physical education credit).

Adaptive Physical Education will satisfy this requirement for the students with disabilities seeking a standard diploma who cannot be assigned to Personal Fitness (1501300) pursuant to physical education guidelines in The Individual with Disabilities Education Act and Section 504 Rehabilitation Act.

For those students entering 9th grade in school year 1999-2000 and thereafter who use the Personal Fitness course to satisfy a half credit, any other physical education course will meet the other half credit. However, the other physical education course should continue to build upon the Personal Fitness course through assessment, improvement, and maintenance of personal fitness.

Participation in marching band activities as an extra-curricular activity shall satisfy a one-credit requirement in physical education.

k. Character Education – Character Education will be integrated into the curriculum district-wide for grades kindergarten through 12.

l. Electives – 8.5 credits (or 9 if the student entered 9th grade prior to the 1999-2000 school year)

3. Grade Point Average

Students must have a cumulative GPA of 2.0 on a 4.0 scale or its equivalent in the courses that make up the 24 required credits for graduation.

REQUIREMENTS FOR GRADUATION FOR STUDENTS ENTERING THE 9TH GRADE DURING THE 2007-2008 SCHOOL YEAR AND THEREAFTER:

Requirements of the Rigorous and Relevant High School Diploma

This diploma proposal combines relevance and rigor into one seamless goal for high school students.

Relevance: A student will major in an area in which he/she has a particular strength or interest.

Rigor: Each student can choose the level of challenge they want to attain in their major area.

OVERALL CREDIT REQUIREMENTS—24 CREDITS

Core Courses – 16 Credits

Major Area of Study – 4 Credits

Elective or Minor Requirements – 4 Credits

Total Credits for a High School Diploma – 24 Credits

Core Courses – All Students – 16 Credits

English – 4 Credits

Math (All students must take and pass Algebra I and Geometry) – 4 Credits

Science – 3 Credits

Social Studies – 3 Credits

PE and Health – 1 Credit

Art – 1 Credit

Major Areas of Interest– Students Choose One – 4 Credits

Agritechnology	Diversified Career Technology
Architecture & Construction Integrated	Forestry
Arts-Visual Arts	Health Promotion for Fitness
Automotive Technology	Health Science Education
Band	Integrated Health Science-Related
Business Administrative Assistant	Language Arts-Media
Career Academy of Business Administration	Mathematics
Carpentry/Cabinet Making	Physical Education
Chorus	Physical Education-Fitness
College Preparatory/Humanities Concentration	ROTC and Leadership Training-Air Force Jr. ROTC
Commercial Art Technology	STEM Modified-Science, Technology, Engineering
COMM General Communications-Journalism	Teacher Preparation
Criminal Justice and Law Studies	Technology Education-Small Engines
Culinary Arts Integrated	Television Production
Culinary Operations	

Elective or Minor Requirements – Students' Choice – 4 Credits

Students may (1) choose to concentrate three of these credits in one area to obtain a minor and have one additional credit as an elective, (2) take four elective credits, or (3) earn a double major.

Note: A student may change their major and can transfer the credits to be elective credits or may apply them toward a minor.

Students must earn a passing score on the Grade 10 reading, writing, and math sections of the Florida Comprehensive Assessment Tests (FCAT). Please note that the writing requirement is a new change effective for students entering high school during the 2006-2007 school year.

Students must have a cumulative GPA of 2.0 on a 4.0 scale or its equivalent in the courses that make up the 24 required credits for graduation.

SPECIAL CIRCUMSTANCES

Any student who completes all graduation requirements in less than eight semesters may petition the principal and Superintendent for a waiver of the eight-semester rule. If the waiver is granted, then the student will be considered as having graduated from high school and his/her records will be so annotated. Such a student shall be allowed to participate in the next graduation exercises as they normally occur.

GRADUATION OPTIONS

According to F.S. 1003.429, the Baker County High has a standard four-year high school graduation track along with two, accelerated three-year graduation options.

Students entering the 9th grade in 2004-05 may select one of three graduation options, including the standard, four-year option, the accelerated three-year college preparatory option, or the accelerated three-year career preparation option. Prior to selecting an option, designated school personnel must meet with the student and his/her parent to explain the relative requirements, advantages and disadvantages of each option. The student must submit a signed parental consent to the principal and guidance counselor to enter an accelerated program. The student must also have achieved a score of 3 in FCAT reading, writing, and mathematics in the most recent test administration. The selection of a graduation option must be completed prior to the end of Grade 9.

1. Students selecting the accelerated college preparatory program must complete 18 course credits comprised of:
4 credits in English, with a major concentration in composition and literature;
3 credits in mathematics at Algebra 1 level or higher;
3 credits in natural science, two of which must have a lab component;
3 credits in social sciences, which must include 1 credit in American history, 1 credit in world history, ½ credit in American government, and ½ credit in economics;
2 credits in the same second language;
3 credits in electives

At least 6 of the 18 credits must be received in classes that are dual enrollment, advanced placement, International Baccalaureate, Advanced International Certificate of Education, specifically listed or identified by DOE as rigorous, or weighted by the district school board for class ranking purposes. Additionally, students choosing this option must achieve a cumulative weighted grade point average of 3.5 and receive at least a weighted or unweighted grade point average of 3.5 or its equivalent, in all required courses. Students also must earn passing scores on the FCAT or scores on a standardized test that are concordant with passing scores on the FCAT.

2. Students selecting the accelerated career preparatory program must complete 18 course credits comprised of:
4 credits in English, with a major concentration in composition and literature;
3 credits in mathematics at Algebra 1;
3 credits in natural science, two of which must have a lab component;
3 credits in social science, which must include 1 credit in American history, 1 credit in world history, ½ credit in American government, ½ credit in economics;
3 credits in a single vocational or career education program, 3 credits in career and technical certificate dual enrollment courses, or 5 credits in vocational or career education courses;
2 credits in electives, unless 5 credits are earned in vocational or career education courses.
Additionally, students choosing this option must achieve a cumulative weighted grade point average of 3.0 and receive at least a weighted or unweighted grade of 2.0, or its equivalent, in all required courses. Students also must earn passing scores on the FCAT or scores on a standardized test that are concordant with passing scores on the FCAT.

If the student and his or her parent/s do not select an option, the student shall have been considered to select the four-year, 24-credit program. Regardless of which graduation option the students and parents select, students must earn passing scores on the FCAT and achieve a cumulative grade point average of 2.0 on a 4.0 scale, in addition to successfully completing credits in required number and distribution, in order to earn a standard diploma.

REQUIREMENTS FOR PARTICIPATION IN GRADUATION CEREMONIES

The graduating class of students must have completed all requirements necessary for graduation to participate in graduation exercises (i.e., Baccalaureate and Commencement ceremonies) as set forth in the Baker County School District's Student Progression Plan. Students not meeting graduation requirements, such as credit and GPA requirements, **will not be allowed to participate in graduation exercises.**

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

Each of the three scholarship awards within the Bright Futures Scholarship Program has specific criteria that must be met. However, to be eligible for an initial award from any of the three types of scholarships, a student must:

- Complete a Bright Futures Scholarship Program Student Authorization Form by spring graduation;
- Be a Florida resident;
- Earn a Florida standard high school diploma or its equivalent;
- Be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution;
- Enroll in a postsecondary education institution in Florida for at least six semester credit hours or the equivalent;
- Not have been guilty of, or pled nolo contendere to, a felony charge, and
- Use the award within three years of graduation.
- *If you enlist directly in the military after graduation, your three-year period begins upon date of separation from active duty.
- Register for at least six semester hours per term or the equivalent in quarter or clock hours.

Further information is available at www.MyFloridaEducation.com/brfuture. Select "First-Time Applicants" and click on "What are the Academic Requirements?" Questions relating to confidential information about student eligibility may be directed to the Bright Futures Hotline at **1-888-827-2004 (TOLL FREE)**.

FLORIDA BRIGHT FUTURES SCHOLARSHIPS PROGRAM REQUIREMENTS

No semester grade below "C" is allowed

	Florida Academic Scholars Award	Florida Medallion Scholars Award	Florida Gold Seal Vocational Scholars Award
Award Level	<p>Public Institution - 100% of tuition and fees determined by DOE (no lab fees) and an annual \$600.00 cost-of-education allowance prorated by term and hours</p> <p>Private Institution-Fixed award amount based on 100% of the average tuition and fees covered at a comparable Florida public institution which includes the annual \$600 cost-of-education allowance prorated by term and hours</p>	<p>Public Institution - 75% of tuition and fees determined by DOE (no lab fees)</p> <p>Private Institution-Fixed amount based on 75% of the average tuition and fees at a comparable Florida public institution prorated by terms and hours</p>	<p>Public Institution- 75% of tuition and fees determine by DOE (no lab fees)</p> <p>Private Institution– Fixed award based on 75% of the average tuition and fees at a comparable Florida public institution prorated by terms and hours</p>
Grade Point Average (GPA)	3.5 weighted GPA (based on the Bright Futures Scholarship Program Weighting System which may be different) using the credits listed below, combine with test score and community service hours	3.0 weighted GPA (based on the Bright Futures Scholarship Weighting System) using the credits and test score listed below	3.0 weighted GPA (based on Bright Futures Scholarship System) using the 15 core credits required for graduation 3.5 unweighted GPA in a minimum of 3 sequential Vocational credits
Required Credits	<p>4 English (3 with substantial writing) 3 Mathematics (Algebra 1 and above) 3 Natural Science (2 with substantial lab) 3 Social Science (any) <u>2 Foreign Language (in the same Lang.) *</u> 15 Credits</p> <p>May use up to 4 additional credits from courses in the academic areas listed above and/or AP or IB fine arts courses to raise GPA.</p> <p>*Eff. 7/1/03, American Sign Language (ASL) courses passed, will be accepted as foreign language credit</p>	<p>4 English (3 with substantial writing) 3 Mathematics (Algebra I and above) 3 Natural Science (2 with substantial lab) 3 Social Science (any) <u>2 Foreign Language (in the same lang.) *</u> 15 Credits</p> <p>May use up to 4 additional credits from courses in the academic areas listed above and/or AP or IB fine arts courses to raise GPA.</p> <p>*Eff. 7/1/03, American Sign Language (ASL) courses passed, will be accepted as foreign language credit</p>	<p>4 English 3 Mathematics 3 Natural Science 3 Social Science (Am. Hist., World Hist., Am. Govt., and Economics) 1 Practical Art or 1 Performing Art OR</p> <ul style="list-style-type: none"> • Credit in each • Life Mgt. Skills • Personal Fitness <p>For students entering Grade 9 in 1999-2000, an additional 0.5 credit in Physical Education. A minimum of 3 sequential Vocational Job Prep. or <u>Technology Ed.</u></p> <p>May use up to 4 additional credits from courses in the academic areas listed above and/or AP or IB fine arts courses to raise GPA.</p>
Community Service	1999 graduates and after – 75 hrs. (District approval needed)	No requirements	No requirements
Test Scores	Best composite score of 1270 SAT or 28 ACT – Subsections of the SAT or ACT from different test dates may be used to meet the test criteria For spring eligibility evaluations, test dates through the end of January will be admissible. For summer eligibility evaluations, test dates through the end of June will be admissible.	Best composite score of 970 SAT or 20 ACT Subsections of the SAT or ACT from different test dates may be used to meet test criteria For spring eligibility evaluations, test dates through the end of January will be admissible. For summer eligibility evaluations, test dates through the end of June will be admissible.	<p>CPT: Reading 83 Sentence Skills 83 Algebra 72 Or SAT: Verbal 440 Math 440 Or ACT: Reading 18 English 17 Math 18</p> <p>** Check with Guidance Office for current assessment requirements.</p>

*Limited English Proficient (LEP) students will be given credit toward fulfilling graduation requirements in English for Speakers of Other Languages (ESOL) courses completed satisfactorily. Rule 6A-6.0904(1)(d), F.A.C., allows for ESOL courses to serve as the Language Arts credit equivalent to English courses. Eligible LEP students shall not be denied equal access to the Florida Academic Scholars certificate program based solely on their language proficiency or participation in Basic ESOL courses and ESOL and/or Home Language instruction in math, science, social studies, and computer literacy.

STUDENT CLASSIFICATION

1. In order to be classified as a Freshman (9th), the student must graduate from the eighth grade.
2. In order to be classified as a Sophomore (10th), the student must have earned a minimum of 5 credits.
3. In order to be classified as a Junior (11th), the student must have a minimum of 11 credits.
4. In order to be classified as a Senior (12th), the student must have a minimum of 17 credits.

Students, who have passed the 10th grade FCAT, are not subject to retaking the test.

CERTIFICATE OF COMPLETION REQUIREMENTS

The school district will award a Certificate of Completion to those students who have not fulfilled the requirements set by the State Board of Education. Effective for the 1997-98 school year all students must maintain a 2.0 on a 4.0 grade point scale for courses that apply to the 24 credits required for high school graduation which are taken after July 1, 1997.

Also, a student must complete the following in order to receive a certificate of completion:

1. Earn the minimum number of credits required by the District School Board.
2. Attend high school (grades 9-12) on a full-time basis for a minimum of eight semesters. Any exceptions to the eight-semester requirement shall be initiated at the principal level and submitted to the Superintendent for approval.

ASSESSMENT AND REMEDIATION

The following students will be identified for remediation through an academic improvement plan developed in consultation with the student's parent designed to assist the student in meeting state and district expectations for proficiency.

Students scoring 299 or below on the reading or math portion of the FCAT will receive remediation the following year. The remediation will be intensive and different from the previous year's instruction that was relative to the remedial area. The remediation will use instructional practice that will take into account the student's learning style. Frequent monitoring of the student's progress in meeting the desired level of performance shall be provided.

Students enrolled in the English for Speakers of Other Languages (ESOL) program for less than two school years who meet all graduation requirements except for passing the Grade 10 FCAT may receive immersion English language instruction during the summer following their senior year. These students will earn a standard diploma upon successfully passing the Grade 10 FCAT.

Remedial instruction provided during high school may not be in lieu of English and Mathematics credits required by graduation.

In accordance with state education law, students who score at Level 1 on FCAT Reading will be enrolled in and complete an intensive reading course the following year. Students scoring a Level 2 will be enrolled in an intensive reading course or a content area course in which reading strategies are delivered. Placement of level 2 students will be determined by a diagnosis of a student's reading needs. Students scoring a Level 1 or Level 2 in FCAT Mathematics will receive remediation the following year.

ALLOCATION OF RESOURCES:

District school boards shall allocate remedial and supplemental instruction resources to students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression.

EARLY ADMISSION TO COLLEGE/DUAL ENROLLMENT

Early Admission

In order to qualify for the program, a student must comply with these requirements:

1. Complete the following number of courses:

English 3 credits	Math 3 credits	Science 3 credits
Physical Education 1/2 credit		Social Studies 3 credits

2. Maintain a 3.0 or better cumulative grade point average.
3. Obtain the written approval of legal guardian.
4. Obtain the written approval of the principal of the high school, the Superintendent, and the District School Board.
5. Satisfactorily complete Sunshine State Standards and pass the FCAT
6. Complete six semesters in grades 9-11.
7. Meet the requirements of the admitting college.

Dual Enrollment

The requirements for the Early Admission Program shall, in most cases, apply to students who seek Dual Enrollment status. Exceptions may be approved by the principal and the appropriate college representative.

Approved courses for these programs are those offered by the public community/junior colleges and the state universities and listed in the common course designation and numbering system.

NOTE: If the student withdraws or makes a "D" or "F" in a course, the student will not be allowed to retake that course through dual enrollment.

NOTE: Only the courses ENC 1101 and/or ENC 1102, taken during school hours on school days, will take the place of English 4.

NOTE: Home Education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination.

College Credit Courses (except physical education and leisure studies activity courses), which are acceptable toward fulfilling the requirements of a baccalaureate degree.

Post-secondary Vocational Courses Post-secondary Adult Vocational Courses

For all college courses taken under this section, the following weighted grade point average scale shall be used: A=5.0, B=4.0, C=3.0. No grade below a "C" will be recognized for the weighted factor. The weighted GPA is to be used for class ranking only.

STUDENT PERFORMANCE STANDARDS OF EXCELLENCE

The Student Performance Standards of Excellence will be integrated into the regular curriculum. These courses shall be offered as part of the high school curriculum or be available at the junior college level through the dual enrollment program.

FLORIDA VIRTUAL SCHOOL

The Florida Virtual School offers online courses to all students in affiliated school districts throughout the State of Florida. Any student with access to a computer and the Internet can enroll. The goal is to make instruction available at any time and in any place convenient to the student. More than forty courses are offered. Students may contact a guidance counselor for more information.

F.S. 1001.42(21)

CREDIT BY CORRESPONDENCE

To be accepted for credit, study by correspondence shall be characterized by the following:

1. The principal shall approve the course in writing.
2. The course shall be taken under the direction of an accredited institution, which has an accredited extension division.
3. The correspondence course may not duplicate a course, which is presently available to the student or where credit has already been received in the same or a similar course.

4. The student will be permitted to receive only one credit during an academic year.
5. For the correspondence credit to be used to fulfill graduation requirements, the student must be currently enrolled in high school. If the correspondence credit is earned during the summer, the student must have been enrolled during the second semester of the previous year.
6. Correspondence courses must be taken in addition to a full-time schedule. Courses must match the Course Code Directory, State Curriculum Frameworks, and Sunshine State Standards. The courses must be from a Southern Association of Colleges and Schools approved agency for elective credit only, and have prior approval of the principal.

CREDIT FOR COLLEGE COURSES

Students who satisfactorily complete a three-semester hour college course will receive 1/2 Carnegie unit credit in a course approved by the principal of the high school. The grade earned in the college course will be the one used for the high school equivalent.

CREDIT FROM NON-ACCREDITED SCHOOLS

Work or credits earned in a non-accredited school shall be validated through the use of standardized tests or other tests as determined by the principal of the individual school program. **No credit shall be allowed for work done under a private tutor.**

OPPORTUNITY PROGRAMS

Students enrolled in the Baker County School District's Opportunity Programs will experience an individualized educational program (IEP). This program will be based upon an evaluation of the student's particular needs and past experience. Students who have failed two years at the high school level are eligible to enter the Opportunity School.

Those high school students (9-12) participating in such intervention and recovery programs may earn credits towards graduation in a variety of ways as determined by the staffing committee and/or the Program Coordinator. Included in these procedures for earning credit are:

1. Successfully pass the minimum student performance standards of approved courses after receiving at least 135 hours of instruction. The presentation of course material may be modified and adapted to meet the educational and developmental needs of each student. Also, alternative methods of assessment may be employed.
2. Courses failed may be repeated and after a concentrated review, the student may demonstrate competency and receive credit by successfully passing a mastery exam for that course.
3. Under the close supervision of the Program Coordinator, the student may cross coordinate the accomplishment of the objectives of two previously identified courses that are compatible, e.g. English and Social Studies. Consequently, the student may earn two credits within the same time frame as a single course. Care will be exercised by the Program Coordinator so as not to violate the educational integrity of these courses.
4. In unusual circumstances, the Program Coordinator may recommend to the Principal that credit be awarded to a student based upon that student's performance on a standardized basic skills examination or locally developed tests. These local tests may be formulated by department chairmen utilizing semester, final, or similar examinations. This method must be approved by the staffing committee in advance.
5. If the student successfully passes a more advanced course in a series of courses, then that student may be awarded credit for those less advanced courses in that series. This method must be approved by the staffing committee in advance.
6. The department chairman of a relevant department may administer tests, both written and oral, to determine the skills level of a particular student and may recommend the awarding of credit based upon the results of his/her examination.

7. Volunteers and others may be utilized to provide tutorial services to students in this program. These services may accelerate the student through a particular course on first impulse. Where such justification exists, then the staffing committee may waive the 135-hour rule.
8. One-half of a credit may be awarded to a student in this program, when it has been demonstrated that said student has satisfied one-half of the requirements of that particular course.
9. Attendance requirements for opportunity programs are aligned with the school attendance policy. Failure to maintain adequate attendance will constitute removal from the opportunity program.

Conscious efforts must be made to assure that the educational integrity of this program is maintained. Students should never consider this program a short cut to graduation.

The eight-semester rule is also applicable to high school students who are involved in the Opportunity Program.

DISTRICT DROPOUT PREVENTION PROGRAMS

For students in district dropout prevention programs, credit will be awarded when demonstration of mastery of Student Performance Standards is successfully completed.

GED EXIT OPTION

When specified for a particular dropout prevention program, the GED Exit Option may be utilized by students, including ESE students, enrolled in that program if approval is given by the principal or designee.

Selection procedures must ensure that students who enroll in the GED Exit Option Model are those who will not graduate with their class because of credit deficiency or low GPA and are otherwise capable of completing graduation requirements. The student must be at least 16 years of age, currently enrolled in Baker County Public Schools, and enrolled in courses that meet high school graduation requirement. The student must be behind in credits, is overage for grade, is below the required 2.0 grade point average, and is in jeopardy of not graduating with his or her cohort group. The cohort group with which the student entered kindergarten is graduating or has graduated.

The student must have a minimum reading level at seventh grade as documented by the TABE or any other test to determine grade level proficiency. The student shall have demonstrated probability of success on the GED as documented by acceptable scores on official GED practice tests or a reasonable substitute such as achievement test scores administered under student conditions.

After initial eligibility, a review of student records by teachers, principal, and guidance counselors, including grades, credits, and educational plans, is completed to determine if the GED Exit Option is the most appropriate educational strategy. School staff meets with students and parents or guardian to discuss the GED Exit Option Program procedures, expectations, proposed placement, in addition to other graduation options. Student's records include notification and eligibility, parent's right to administrative review of proposed placement, and parental consent obtained prior to program placement. Parents are provided clarification that the student transcript will indicate an alternative graduation route.

PERFORMANCE-BASED CREDIT

Students (in all areas) may earn credit(s) toward graduation when properly scheduled and enrolled in the computer-assisted program of instruction at Baker County High School and/or Baker County Alternative School. In order to earn such credits, students shall demonstrate mastery of the performance standards as established by the school district for the particular course or courses in which they are enrolled. The individualized programs of instruction shall be supervised and coordinated by a teacher as assigned by the principal.

ELECTIVE CREDIT FOR MILITARY TRAINING

One elective credit toward graduation will be awarded to any student who successfully completes military basic training during the summer between the 11th and 12th grades. A grade of "A" will be assigned to the credit. The course will be identified by course code number 1800990 or its replacement. Prior to participating in this military training, the student has the responsibility to notify the school in writing, of his/her intentions to seek credit for the activity. At the conclusion of the military summer training, the student will present adequate documentation of his/her successful completion of the program.

COURSE OFFERING

All course offerings are in accordance with the Florida Course Code Directory.

BAKER COUNTY PK-12 EXCEPTIONAL STUDENTS PROGRESSION PLAN

A. ADMISSION

Students requiring special adaptations to the regular school program and qualifying for Exceptional Student Education (ESE) programs shall be admitted through an appropriately executed eligibility staffing and shall maintain a current Individual Education Plan (IEP) or Education Plan (EP) for gifted.

An eligible exceptional student may be enrolled in one (1) or more programs and may also receive Physical/Occupational Therapy as a service while enrolled in the following program(s):

Autism Spectrum Disorders	Language Impaired
Deaf or Hard of Hearing	Physically Impaired with Orthopedic Impairments
Developmentally Delayed (0-5)	Physically Impaired with Other Health Impairments
Dual-Sensory Impaired	Physically Impaired with Traumatic Brain Injured
Emotional/Behavioral Disorders	Specific Learning Disabled
Gifted	Speech Impaired
Hospital/Homebound	Visually Impaired
Intellectual Disability	

Students who become three (3) years of age may be eligible for pre-kindergarten exceptional student programs if eligibility requirements are met in any of the above programs.

B. PROMOTION

Students participating in ESE programs must meet the grade level promotion requirements for general education unless otherwise stated on the IEP.

As provided in 1008.25, F.S., an exceptional student may be retained in grade three, when reading scores, after remediation, are below level two. Refer to Elimination of Social Promotion and Good Cause Exemptions section. Good cause exemption may be used at grades 3-12.

General education standards apply, but factors to consider are:

1. Successful completion of IEP goals and objectives,
2. Chronological age,
3. Grades earned in all courses, and
4. Attendance.

Students with disabilities must meet the school district proficiency levels, unless the student's IEP indicates that the disabling conditions impact the student's progress in the general curriculum.

C. REQUIREMENTS FOR STANDARD DIPLOMA FOR EXCEPTIONAL STUDENTS

For a detailed explanation of requirements for graduation with a standard diploma, refer to the section on Graduation Requirements for Non-Exceptional Students.

Exceptional students should be awarded credit toward a standard diploma only under the following condition:

The exceptional student has taken a course (regular course code directory number) and passed the course taught by a highly qualified teacher under No Child Left Behind (NCLB).

For regular credit to be earned, exceptional students are to master the content to the same extent required of non-exceptional students. Accommodations to regular courses may include:

1. An increase or decrease in the instructional time
2. Variations in instructional strategies
3. Teacher instruction or student response through special communications systems
4. Test administration procedures and other evaluated systems to accommodate the student's disability.

Based on Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES), our district assures that it provides instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. A student with disabilities may receive a standard high school diploma without passing all or parts of the FCAT, provided the following conditions are met:

In order to be considered for the waiver from the FCAT graduation requirement, as defined in 1003.43(5)(a), the student must:

- 1) be identified as a student with a disability, as defined in 1007.02(2), F.S.;
- 2) have an Individual Educational Plan (IEP);
- 3) be a senior or student with disabilities, who remains enrolled seeking a standard diploma for whom the FCAT is the graduation test;
- 4) have demonstrated mastery of the Grade 10 Sunshine State Standards;
- 5) have taken the Grade 10 FCAT with appropriate allowable accommodations at least twice (i.e., once in grade 10 and once in grade 11) or if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grades 10, 11, or 12;
- 6) have participated in intensive remediation for FCAT Reading and/or FCAT Mathematics, if passing scores were not earned; and
- 7) be progressing towards meeting the state's 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

Through a formal IEP meeting (not reevaluation review), the IEP team is required to determine and document on the DOE prescribed form, "Waiver of FCAT Graduation Requirement for Students With Disabilities," that the FCAT cannot accurately measure the student's abilities, taking into account all allowable allocations.

In addition, the Superintendent/Designee shall review the IEP team decision and sign-off on all cases where the FCAT is waived (Principal's and Superintendent's signatures required).

Factors the IEP team would consider may include, but not be limited to:

- Were classroom accommodations different than the FCAT accommodations for the student?
- Was the student in the proper courses?
- Did the student take regular Sunshine State Standards and are the student's grades and classroom performance reflective of mastering the SSS?
- What has been the student's past performance on FACT?
- Did the student take other standardized test such as ACT or SAT I and/or SAT II?

The awarding of a special diploma or special certificate of completion does not prevent a student with disabilities from pursuing a standard diploma or from receiving a free appropriate public education until the student reaches age 22. Students may move between the Standard and Special Diploma options and between the two Special Diploma options.

Students may switch from a Standard Diploma option to a Special Diploma option and receive credit toward a Special Diploma for passing regular education courses.

Students may switch from a Special Diploma option to a Standard Diploma option and receive elective credit toward a Standard Diploma for passing exceptional student education courses.

A student who earns the required number of credits, but does not master Performance Standards or Sunshine State Standards for a Special Diploma, will receive a Special Certificate of Completion.

The Individual Education Plan (IEP) Committee shall document whether the student is pursuing a course of study leading toward a standard or special diploma on the IEP developed during the year or the year prior to the student's fourteenth birthday. This decision shall be reviewed annually.

D. REQUIREMENTS FOR A SPECIAL DIPLOMA

Sunshine State Standards for special diploma describe what certain students with a disability should be able to do at three (3) proficiency levels: independent, supported, and participatory. These standards are herein incorporated into this Student Progression Plan.

Special Diploma Requirements shall include demonstration of proficiency at the independent, supported, or participatory levels as determined through the IEP process, along with completion of the minimum number of course credits. Mastery of the Sunshine State Standards through access points for students with significant cognitive disabilities.

Students who have been properly classified as a student with intellectual disability, hearing impaired, specific learning disabled, (dyslexia, dyscalculia and developmental aphasia), autism spectrum disorders, dual-sensory impaired, physically impaired (orthopedically impaired, traumatic brain injured, and other health impairments), language impaired, or emotional/behavioral disordered, may be eligible for a special diploma.

SPECIAL DIPLOMA REQUIREMENTS FOR EACH EXCEPTIONALITY:

OPTION 1

Independent Level *	Credits
Academics	7
Life Management, including transition	1
Physical Education/Vocational/Special Skills	7
Electives	9
Supportive and Participatory Levels*	
Academic/Communication Skills	8
Personal/Home Living/ Social/Basic Leisure/Recreation Skills/Physical Education/Community Living	6
Special Skills/Miscellaneous/Vocational Ed ESE/Transition	8
Electives	2

Students must have a cumulative GPA of 2.0 on a 4.0 scale or its equivalent in the courses that make up the 24 required credits for graduation.

Student mastery of Sunshine State Standards may be documented through tracking sheets, grades, and work samples. Written documentation of student mastery must minimally include the date the standard was mastered and be signed off by the teacher who verified mastery. Teacher observations, classroom assignments, and examination are used to assess student mastery. Written documentation shall be maintained until the student graduates. Modified occupational completion points for vocational classes can be considered.

*Independent Living Level

Students functioning at an independent level are capable of working and living independently but may need occasional assistance. They need functional academics and functional daily living and working skills.

*Supportive Level

Students functioning at a supported level are capable of living and working in supported settings. They need skills addressing daily living tasks, working skills, and activities which can maximize independence and personal effectiveness.

*Participatory Level

Students functioning at a participatory level are capable of participating in major life activities and will require expensive support systems. They need opportunities for participation in tasks and activities of daily living.

OPTION 2

Option 2 may be chosen only if the student is at least 16 and has progressed to grade 9. The student will follow the Standard Diploma Option or the Special Diploma Option I until this time. Option 2 may be chosen upon completion of 10 credits. The credit requirement may be waived by the IEP team.

The second option is based on mastery of employment and community competencies. It is an individually designed option that requires the student to:

- be successfully employed in the community for a minimum of one semester, at or above minimum wages,
- achieve the measurable annual goals and short-term objectives related to employment and community competencies specified on their Transition IEP's, and
- demonstrate mastery of the employment and community competencies specified on the Graduation Plan (this plan will be written prior to entering employment under Option 2).

Gifted - Students enrolled in the Gifted Program can receive elective credit toward a standard diploma in the following multiple credit course: 7965040 Studies for Students Who Are Gifted.

Therapy - Physical/Occupational Therapy and Speech/Language Therapy (when provided on a part-time itinerant basis) would not generate credit for the student unless the 150-hour rule is satisfied.

Hospital/Homebound - The purpose of Hospital/Homebound is to provide instruction to eligible students in the hospital or the home. The course content will be specified in the IEP or will be the same as the course content of the student's regular program except as accommodations are required due to the illness or injury.

ENHANCED NEW NEEDED OPPORTUNITY FOR BETTER LIFE AND EDUCATION FOR STUDENTS WITH DISABILITIES (ENNOBLES) PROVISION

ENNOBLES provisions for transition to post-secondary education allow for the following to take place for students with disabilities:

A student who has been awarded a special diploma or a certificate of completion is eligible to enroll in certificate career education programs, and a student with a documented disability may be eligible for reasonable substitutions as prescribed in § 1007.264 and 1007.265.

Additionally, any student with a disability, except for those with intellectual disabilities, shall be eligible for reasonable substitutions for any admissions requirements, when documentation is provided that the person's failure to meet the admissions criteria is due to the disability.

Any student with a disability, except for those who have mental handicaps, shall be eligible for reasonable substitutions for graduation, for admission into a program of study, or for entry into the under division, where documentation is provided that the person's failure to meet the admissions criteria is related to the disability, and where failure to meet the graduation requirements or program admission requirements does not constitute a fundamental alternation in the nature of the program. *

*The requirements of § 1003.49, Accelerated high school graduation options, are applicable to students with disabilities working towards a standard diploma.

GUIDELINES FOR PARTICIPATION IN STATE AND DISTRICT ASSESSMENT OF STUDENTS WITH DISABILITIES

This section is related to procedures for student participation in statewide assessments, as required by Rule 6A-6.03411, FAC. (Students who are identified solely as gifted are not eligible for state assessment accommodations.)

The school district shall ensure that:

1. Each student with a disability has the opportunity to participate in any state or district assessment of student achievement with appropriate accommodations if determined appropriate by the individual educational plan (IEP) team and recorded on the student's IEP. Accommodations identified for testing situations shall be those identified in the test manual and previously utilized by the student in the classroom. Such accommodations include:

A. PRESENTATION:

Visual Accommodations—

- Regular print versions of the test may be enlarged through mechanical or electronic means
- The district test coordinator may request large print version
- Braille versions may be requested for students who use Braille materials. Some test items may be altered in format for Braille versions of the test as authorized by the Department. Test items that have no application for the Braille reader will be deleted as authorized by the Department. Student performance standards that cannot be assessed in the Braille format will be deleted from the requirements of Section 1008.22, Florida Statutes
- The student may use means to maintain or enhance visual attention to test items
- Provide student with a copy of directions read by teacher from FCAT administration script
- Mark portions of the test to direct attention to uncovered item(s)
- Use colored transparencies/overlays
- Secure papers to work area
- Increase spacing between test items
- Fewer items placed on each page
- Positioning tools such as a reading strand
- Highlight key words or phrases in directions to items
- Provide reading passages with one complete sentence per line
- Provide visual cues that relate to test instructions or interpretations (e.g., arrows and stop signs). Provide such visual cues on answer form.
- Give extra examples for practice
- Tabbing or modifying pages to allow easy turning or location of information
- Use of highlighter tape to visually separate items or to separate questions from possible answers

Auditory Accommodations—

- Signed or oral presentation may be provided for all directions and items other than reading items. Reading items must be read by the student through visual or tactile means
- Use a reader to read directions and items other than reading items
- Repeat, clarify or summarize test directions
- Allow student to demonstrate understanding of directions (e.g., repeat or paraphrase) to ensure understanding
- Use of text-to-speech technology to communicate directions, items other than reading items
- Provide verbal encouragement (e.g., "keep working" "make sure to answer every question"); may not be used to cue a student regarding correct/incorrect responses
- Use white noise (sound machines) to reduce auditory distractions
- Audio taped directions, items other than reading

B. RESPONDING:

Accommodations To Response Input—

The student may use varied methods to respond to the test, including written, signed and verbal response. Written responses may include the use of mechanical and electronic devices. A test administrator or proctor may transcribe

student responses to the format required by the test. Transcribed responses must accurately reflect the response of the student, without addition or edification by the test administrator or proctor.

- Dictate responses to proctor
- Use of speech-to-text technology to indicate answers
- Use of computer switch to indicate answers
- Use of computer / alternative keyboard to indicate answers
- Use of pointing device to indicate answers
- Use of other communication devices to indicate answers
- Enter answers directly into test booklet
- Signing responses to interpreter
- Dictate responses into a tape recorder
- Use of special paper such as raised, line, shaded line, or color-decoded for long or short response (would require that responses are then transcribed)
- Use of math guides to organize mathematical computation
- Use of writing guides (grids) to produce legible answers
- Check periodically to be sure student is marking incorrect spaces

Accommodation To Response Preparation—

- Calculator for math problems grades 7 and up
- Abacus for all grade levels for students with visual impairments

C. SCHEDULING:

- The student may be administered a test during several brief sessions allowing frequent breaks during the testing sessions, within specifications of the test administration manual. Students may be provided additional time for the administration of the test.
- Specific time of the day for specific subtests

D. SETTING:

- The student may be administered a test individually or in a small group setting. The student may be provided with adaptive or special furniture and special lighting or acoustics
- Special lighting
- Adaptive or special furniture
- Special acoustics such as FM systems to enhance sound or special rooms to decrease auditory distractions
- Increase or decrease the opportunity for movement
- Reduce stimuli (e.g., limit number of items on desk)
- Other specialized settings
- Administer the test in a familiar place such as the home with a test proctor present and/or by a familiar person

E. ASSISTIVE DEVICES:

- The student may use the following assistive devices typically used in classroom instruction.
- If the purpose of the assessment requires complex computation, calculators may be used as authorized in the test administration manual. A calculator may not be used on assessments of basic computation as specified in the test administration manual.
- Visual magnification and auditory amplification devices may be used. For students with visual impairments, an abacus may be used.
- Technology may be used without accessing spelling or grammar-checking applications for writing assessments and without using speech output programs for reading items assessed. Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must assure that test responses are the independent work of the student. Unusual circumstances of accommodations through assistive devices must be approved by the Commissioner of Education before use.
- Computerized version of test (may incorporate visual/auditory accommodations)
- Audio taped directions and test items (those which may be read)

PLEASE NOTE: The items in the mathematics section are the **ONLY** items that may be read to students who are eligible to receive special testing accommodations. In the communications section **ALL** items are reading items that must be read by the student as part of the skill tested. **NONE** of these items may be read to students who are eligible to receive special testing accommodations according to State Board Rules.

2. The IEP team should answer each of the following questions in order to facilitate informed and equitable decision-making to determine whether a student takes the FCAT or an alternate assessment.
 1. Is the student unable to master the grade-level Sunshine State Standards even with appropriate and allowable course accommodations?
 2. Is the student's demonstrated cognitive ability the primary reason for the inability to master grade-level standards?
 3. Is the student participating in a modified or functional curriculum based on competencies in the Sunshine State Standards for Special Diploma for all academic areas?
 4. Does the student require extensive direct instruction in functional academics and vocational competencies as well as domestic, community living and leisure activities?
 5. Does the student have deficits in adaptive behavior, as demonstrated by the inability to function effectively and independently in everyday living skills (interpersonal and social interactions) across a variety of settings?

If the IEP team determines that **all five questions** accurately characterize a student's current educational situation, then an **alternate assessment** should be used to provide a meaningful evaluation of the student's current academic achievement. If the answer to all five questions is not "yes," the student should participate in FCAT with accommodations, as appropriate.

- c. Each student's IEP indicates a statement of any individual accommodations in the administration of any state assessment or student to participate in such assessments.
- d. If the IEP team determines that the student will not participate in a particular state or district assessment (or part of that assessment) of student achievement, a statement of why that assessment is not appropriate for the child and how the child will be assessed will be indicated on the IEP. Additionally, if a student does not participate in the statewide assessment, our district will notify the student's parent and provide the parent with information regarding the implications of such nonparticipation. If modifications are made in the student's instruction to provide accommodations that would not be permitted on the statewide assessment tests, our district will notify the student's parent of the implication of such instructional modifications. A parent must provide signed consent for a student to receive instructional modifications that would not be permitted on the statewide assessments and must acknowledge in writing that he/she understands the implications of such accommodations.
- e. An alternate assessment procedure will be provided for each student who is excluded from state or district assessment of student achievement at each grade level where a state or district assessment is required for other students in the district.
- f. Alternate assessment procedures provide documentation of specific student performance and the scoring criteria used to assess the student's progress.
- g. Alternate assessment procedures match the instructional goals (standards and benchmarks) as determined appropriate for the student.
- h. Alternate assessment procedures address, at a minimum, areas that correspond to areas assessed through state and district assessment of student achievement. For example, reading, writing, mathematics would

correspond to the Sunshine State Standards for Special Diploma Functional Academics and Communication Domain.