

BRADFORD COUNTY

Student Progression Plan

Grades K-5

2008-2009

# STUDENT PROGRESSION PLAN

## K-5

### Table of Contents

INTRODUCTION .....	4
Student Performance Standards .....	5
Sunshine State Standards .....	5
Grade Level Expectations .....	5
District Level Expectations .....	5
Resource Allocations .....	5
ENTRANCE REQUIREMENTS .....	6
Medical Examinations .....	6
Immunization Requirements for Entrance .....	6
Proof of Date of Birth .....	6
Proof of Residence .....	7
Kindergarten Entry.....	7
First Grade Entry.....	7
In State Transfers From Non Public Schools to Kindergarten .....	8
In State Transfers From Non Public Schools to First Grade .....	8
Underage Out of State Transfers to Kindergarten & First Grade .....	8
Transfer Students .....	8
Grades for Transfer Students .....	9
Suspension & Expulsion .....	9
Alternative Education Program.....	9
HOME EDUCATION STUDENTS .....	10
ATTENDANCE.....	11
Student Absences for Religious Reasons.....	11
Student Withdrawals .....	11
INSTRUCTION .....	11
Students' Rights for Instruction .....	11
General Program .....	12
Required Instruction.....	12
Reporting Pupil Progress .....	13
Grading Scale.....	13
Kindergarten .....	13
Grades 1 & 2 .....	13
Grades 3-5.....	14
Class Conduct Grades K-5.....	14
End of Year Recognition .....	14
Annual Reports .....	14

ASSESSMENT .....	15
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) .....	16
Procedures for Initial Identification .....	16
Procedures for Determination of Eligibility .....	16
PROMOTION.....	17
Acceleration .....	17
Special Assignments .....	18
ESE Students.....	18
LEP Students.....	18
Section 504.....	18
PROFICIENCY LEVELS .....	19
Comprehensive Program.....	19
Assessment & Remediation .....	19
Reading Proficiency and Parent Notification .....	20
Successful Progression for Retained Readers.....	21
Elimination of Social Promotion .....	23
EXCEPTIONAL STUDENT EDUCATION .....	25
Promotion & Placement: Pre-Kindergarten.....	25
Promotion & Placement: Kindergarten.....	25
First Grade Placement.....	25
Profoundly Mentally Handicapped .....	25
Promotion & Retention of Students with Disabilities.....	25
Elimination of Social Promotion .....	26
Elementary Curriculum Requirements for Exceptional Students.....	26
Reporting Student Progress.....	26
Student Rights & Parental Notification .....	27
Early Intervention, Pre-Kindergarten Program.....	27
Hospital, Homebound .....	27
Assessment of Students with Disabilities .....	28
Test Accommodations for Students with Disabilities.....	28

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## **INTRODUCTION**

The purpose of this document is to present to school personnel, parents, students, and other interested citizens the board rule and administrative procedures required to implement state legislative requirements as specified in Florida Statute 1008.25. The School Board of Bradford County is dedicated to the total and continuous development of each student. The professional staff of the school system has the responsibility to develop administrative procedures to ensure the placement of each student in the program and in the level best suited to that student's unique needs. Thorough consideration will be given to the student's social, emotional, and physical development. Decisions regarding student promotion, retention, and special placement are primarily the responsibilities of the individual school's professional staff; however, the final decision in regard to placement is the responsibility of the principal. A district committee consisting of the Assistant Superintendent of Curriculum and Learning and the school principals will be convened to review any cases that may be challenged. This plan is designed to clearly reflect that promotion in Bradford County Schools is based on student achievement. It is also the intent of the school district to achieve parent understanding, cooperation, and acceptance of the student's promotion or placement.

## STUDENT PERFORMANCE STANDARDS

The State Board of Education has developed student performance standards, at all grade levels, in key academic subject areas. The standards apply to language arts, mathematics, science, social studies, the arts, health and physical education, and foreign language. For purposes of this section, the term “student performance standards” means a statement describing skills or competencies students are expected to learn. Assessments of student achievement have been developed and will be implemented to accurately measure student progress and to report this progress to parents or legal guardians.

## SUNSHINE STATE STANDARDS

The Florida Sunshine State Standards serve as guides to best practices followed to develop school improvement strategies and thereby raise student achievement. The standards describe what students should know and be able to do at designated progression levels (grades Pre-Kindergarten –2, 3-5, 6-8, 9-12). Appropriate instruction will be provided to assist students in the achievement of these standards. The Sunshine State Standards will serve as the basis for statewide assessment. Law requires the utilization of the Sunshine State Standards in the instructional program.

## DISTRICT LEVEL EXPECTATIONS

The Student Progression Plan is the official Bradford County plan of instruction and assessment for students as they progress from one level of the curriculum to the next. The Student Progression Plan provides a standard of consistency for the instructional program, as well as the assessment and reporting of a student’s classroom performances as required by the Bradford County School Board, Florida Statutes and State Board of Education Administrative Rules.

## RESOURCE ALLOCATION

The allocation of remedial and supplemental resources for instruction will be provided to schools for students who are deficient in reading by the end of grade 3 and to students who fail to meet performance levels required for promotion consistent with the district school board’s plan for student progression.

## **ENTRANCE REQUIREMENTS**

### MEDICAL EXAMINATIONS

Florida Statutes require that a student entering a Florida public school for the first time must present certification of a school entry medical examination performed within the twelve months prior to enrollment in school. Documentation of the examination must be recorded on the proper Florida Department of Health form. Without such certification, a medical appointment notice from a licensed physician signifying that the child is

scheduled for a physical examination within a thirty-day period must be presented to the school. A child may then be allowed to register and enter school. If the child fails to present evidence of a school physical examination within the thirty-day period, the principal will remove the child from school until the requirement is met. Failure to comply may result in the student being referred to the truant officer.

A child shall be exempt from the medical requirements upon receipt of a written notarized statement of the parent or guardian of such student stating objections on religious grounds. This written request must be entered into the child's permanent record.

## IMMUNIZATION REQUIREMENTS FOR ENTRANCE

A child who is entering a Bradford County School for the first time must present one of the following properly documented items:

1. A current valid certificate of immunization; or
2. Certificate of exemption for religious reasons; or
3. Certificate of exemption for medical reasons.

A thirty-day temporary written exemption may be issued by the Bradford County Health Department to permit a child who transfers into the district to attend classes until the records can be obtained. If, at the end of the thirty-day exemption period, the parent or the student fails to present a proper immunization certificate, the principal will temporarily exclude the student from school. The school administrator will instruct the parent to present the proper immunization certification to the school before the student will be allowed to re-enter.

## PROOF OF DATE OF BIRTH

Before admitting a child to pre-kindergarten or kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with state law.

If the first prescribed evidence of birth date is not available, the next evidence obtainable in the order below will be accepted:

- a. An official birth certificate indicating the child's date of birth
- b. A duly attested transcript of a certification of baptism showing the date of birth and place of baptism, accompanied by an affidavit sworn to by the parent
- c. An insurance policy on the child's life which has been in force for a least two years
- d. A bona fide contemporary Bible record of the child's birth, accompanied by an affidavit sworn to by the parent
- e. A passport or certificate of arrival in the United States, showing the age of the child

- f. A transcript of record of age shown in the child's school record, of at least four years prior to application, stating date of birth
- g. If none of these above noted evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age, and signed by a public health officer or a licensed practicing physician. This certificate shall state that the health officer or physician has examined the child and believes that the age stated in the affidavit is substantially correct.

#### PROOF OF RESIDENCE

Principals shall require proof of residency and may request documents such as deeds, rent agreements, telephone bills or utility bills. The principal shall request the assistance of the attendance officer to help verify the residence for any circumstances for which residency may be in question.

#### KINDERGARTEN ENTRY

Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year. No provision for early admission to kindergarten exists. A child must be enrolled in school for the entire school year if he/she attains the age of six years by February 1 of that school year.

#### FIRST GRADE ENTRY

Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed. Successful completion of kindergarten will be defined as:

- a. Enrolled in a public school
- b. Satisfactory completion in a nonpublic kindergarten program as evidenced by a report card or letter from principal of the previous school. All records are subject to review and approval by the principal.
- c. A review by the principal of placement test results or any other available documentation.

#### IN-STATE TRANSFERS FROM NON-PUBLIC SCHOOLS TO KINDERGARTEN

Students transferring from a non-public Florida kindergarten to Bradford County Schools must provide:

- a. Evidence of date of birth (five years of age on or before Sept. 1)
- b. Current valid certificate of immunization or a 30 day exemption from the Bradford County Health Department.
- c. Evidence of medical examination performed within the last twelve

- d. months and documented on the correct medical form.
- d. Social Security Number (District Request)

#### IN-STATE TRANSFERS FROM NON-PUBLIC SCHOOLS TO FIRST GRADE

Students transferring from a non-public first grade must provide all of the following:

- a. Evidence of successful completion of kindergarten in a non-public Florida school
- b. Evidence of date of birth (six years of age on or before Sept. 1)
- c. Current valid certificate of immunization or a 30 day exemption from the Bradford County Health Department.
- d. Evidence of a medical examination performed within the last twelve months and documented on the correct medical form
- e. Social Security Number (District Request)

#### UNDERAGE OUT-OF-STATE TRANSFERS TO KINDERGARTEN AND FIRST GRADE

Entry into kindergarten and first grade by out-of-state transfer students, who do not meet regular age requirements for admission to Florida public schools, shall be based on their previous state's age requirements. In order to qualify for placement in a Florida school, the student must have attended the out-of-state school for at least thirty days as documented by the former school. The child must also have a report card from the previous school indicating satisfactory progress. The parents will also be asked to provide the school with documentation verifying that the family lived in the state designated.

#### TRANSFER STUDENTS

Any student who enters a Bradford County school will be required to present the following items within thirty days of entry:

- a. An official letter or transcript from the former school which indicates record of attendance, academic information, and grade placement of student
- b. Evidence of date of birth
- c. Current valid certificate of immunization or 30 day exemption from the Bradford County Health Department
- d. Evidence of medical examination performed within the last twelve months and documented on the correct medical form
- e. Social Security Number (District Request)

#### GRADES FOR TRANSFER STUDENTS

When students transfer from one school to another, the sending school is requested to forward any grades received during that current grading period regardless of days

enrolled. If a student was enrolled in his/her former school for more than 30 days, the departing school shall assign the grade. If the student is registered at the new school for 15 or more days, the receiving school shall assign the grade. A student transferring from another state or private school will have his/her grade level placement determined by the principal or designee of the receiving school. All evidence of the student's work and placement shall be based upon an official transcript or record authenticated by the proper authority of the receiving school.

The conversion scale for students transferring in with grades of (E), S, N, or U shall be as follows:

S	=	90	E	=	90
N	=	69	S	=	80
U	=	59	N	=	69
			U	=	59

For students transferring in with grades of A-F the state and district adopted conversion will be used. (See page 14)

#### SUSPENSION / EXPULSION

Students under suspension or expulsion from schools inside or outside the district will be denied admission unless approved by the Superintendent or designee.

While suspended a student must be given the opportunity to complete the work assigned during the suspension period. The academic grade for the class must not be penalized if completed work assignments are submitted in a timely manner. (Timely as defined by Student Code of Conduct) Teachers will be asked to give feedback on the work submitted.

#### ALTERNATIVE EDUCATION PROGRAM

A regular education student may be assigned to the Renaissance Center through an administrative placement or an Exceptional Student Education student may be assigned as a result of plans developed as part of the IEP process. Typically, an administrative placement will follow a zero tolerance disciplinary offense. The administrative placement will be the same placement as a regular education student if the manifestation determines that the disability did not contribute to the behavior and that the placement is to be implemented with parental support.

An IEP placement in alternative school must take into consideration that all classes are regarded as consult services for ESE disabilities. This indicates that a self-contained ESE class will be able to provide more exceptional education services than an alternative setting.

Students may be administratively assigned to the Renaissance Center for a period of time as defined in the Code of Student Conduct. A hearing involving the sending school and the Renaissance Center must be conducted in order to review the case. If the student is scheduled to return to the home school, a conference must be conducted five days prior to the scheduled dismissal date. The conference needs to include representatives from the sending school and the Renaissance Center as well as the student's parents. If the home school and the Renaissance Center disagree on the most appropriate placement for the student, the case will be referred to the Expulsion Committee.

## HOME EDUCATION STUDENTS

A parent may withdraw a child from public school in order to enroll in a home education program. In order to establish a home education program the parent must complete the required registration form. The registration form and other home school documents will be located at the Director of School Improvement & Accountability office. Parents home schooling their children must maintain a portfolio of records and materials documenting the child's progress. An annual evaluation must be completed for each child in a home education program. Annual evaluations must be submitted to the Director of School Improvement & Accountability by July 30 of each school year or one calendar year after intent to enroll [or renew](#) a home education program.

When a student returns to the Bradford County District Schools after being in a home education program, school personnel will evaluate the child to determine the most appropriate grade placement.

Students, who are participating in a home education program in accordance with Florida law, may be permitted to attend the public schools of Bradford County on a part time basis. Students in home education who wish to attend public school on a part time basis must have met all the criteria for a home education program during the entire semester immediately prior to the time of the planned admission, meet the same registration requirements as full-time students, be within the same age range as the full-time students, and enroll for and attend at least one regularly scheduled class period at the zoned school the child would normally attend. Such students must register at least two weeks prior to the start of the semester they plan to attend. Full-time Bradford County students will be given priority in course registration. Home-schooled students who are excluded from a class at their zoned school due to space limitations may attend another school, if space in that class is available. Upon parent request, exceptional education students will be provided services as required by law. Although the Bradford County School Board is not responsible for the transportation of home education students, a request may be made to the Transportation Department. Two weeks prior to the start of the semester the student plans to attend, a request for one-way transportation through established services must be made for a student having a first period or last period class. The school principal will establish the time and place for arrival and departure of home education students. Students who attend school on a part-time basis are subject to all applicable rules and regulations regarding full-time students.

Home education students are not eligible to participate in social, non-academic events such as dances, field trips, intramurals, class pictures or end of year trips.

## **ATTENDANCE**

Regular school attendance is required for students between the ages of six and sixteen. Regular attendance is necessary in order for the student to take full advantage of available educational opportunities. Excessive absences may contribute to a failing grade and the possibility of retention. Further requirements for attendance are contained in the Code of Student Conduct.

### **STUDENT ABSENCES FOR RELIGIOUS REASONS**

A parent or guardian must request, in writing, to the school principal permission for absences of a student from school for religious instruction or a religious holiday. The student shall make arrangements for their school work to be done and submitted the day the student returns to school. Work, which is done in the prearranged time period will be granted full credit.

### **STUDENT WITHDRAWALS**

A statement of progress shall be given to an elementary student or parent if the student withdraws prior to the last two weeks of school.

## **INSTRUCTION**

### **STUDENT RIGHTS FOR INSTRUCTION**

All public education classes shall be available to all students without regard to race, national origin, ethnic origin, sex, disability or handicapping condition. However, this is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or in exceptional education classes. Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against, may file a grievance according to the procedure established in the Bradford County Code of Conduct.

The required program of study for the elementary grades in Bradford County schools reflects state and local requirements for elementary education and supports the Sunshine State Standards. Curriculum Frameworks for the Elementary program describe the performance descriptions, indicators, and outcomes for each area of study.

### **GENERAL PROGRAM**

Each student in grades K-5 will receive regularly scheduled instruction based on the district-adopted textbooks, other area curricula, and the Sunshine State Standards. This

will include language arts, mathematics, science/health, and social studies. The instructional schedule should be at least five hours and thirty minutes. Flexibility in designing school schedules is permissible and may reflect the integration of content determined necessary to provide an instructional program.

## REQUIRED INSTRUCTION

Teachers will provide instruction appropriate for the age and maturity level of the students in the following topics:

- a. Declaration of Independence
- b. United States Constitution/ Bill of Rights
- c. Federalist Papers
- d. Flag education
- e. Functions and interrelationships of civil government
- f. History of the United States
- g. History of the Holocaust
- h. History of African Americans
- i. Elementary principles of agriculture
- j. Drug and alcohol prevention
- k. Kindness to animals
- l. History of Florida
- m. Conservation of natural resources
- n. Comprehensive health education
- o. Such additional materials, subjects, courses, or fields as prescribed by law
- p. Contributions of Hispanics to the U.S.
- q. Contributions of women to the U.S.
- r. The nature and importance of free enterprise to the U.S. economy
- s. Character education: including patriotism, responsibility, citizenship, kindness, respect for authority, life, liberty, and personal property, honesty, charity, self-control, racial, ethnic, and religious tolerance, and cooperation.
- t. Patriotism, respect for veterans, and understanding of significance of Veteran's Day and Memorial Day

Physical education is required for 150 minutes per week for students in kindergarten through grade 5. This section also applies to students in grade six who are enrolled in a school that contains one or more elementary grades. On any day during which physical education instruction is conducted there must be at least 30 consecutive minutes per day. "Physical education" means the development or maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.

## REPORTING PUPIL PROGRESS

Parents will be notified regularly of their child's academic performance, conduct, and attendance during the school year. The grading period is divided into four nine-week periods. At the end of each grading period a report card will be distributed. Parents will be sent a mid-term progress report detailing the student's progress up to that point. Progress reports may be required on a more frequent basis for ESE students as designated in the student's IEP. The final report card for a school year will indicate the end of the year status in each of these areas. Report card grades will be based on the student academic performance in each class or course. Written papers, class participation, teacher observation, portfolio documentation, written and oral tests and or other academic performance criteria will be used to determine grades.

## GRADING SCALE

A = 90-100	E = Excellent
B = 80-89	S = Satisfactory
C = 70-79	S = Satisfactory
D = 60-69	N = Needs Improvement
F = 0-59	U = Unsatisfactory

X = Marked in a an area indicates a specific area in need of improvement

## KINDERGARTEN

Grades will be reported for language arts, math, social emotional development, work habits, and physical education. Grades may also be reported for art, music, science, social studies, and health. Grades will be reported as E, S, N, or U. (X)

## GRADES 1 AND 2

Reading, language arts, and math will be reported with a numeric grade. Science, social studies, physical education, music, art and any other resource class will be reported with an E, S, N, or U.

## GRADES 3 – 5

Reading, language arts, math, science, and social studies, will be reported with a numeric grade. Physical education, music, art and any other resource class will be reported with an E, S, N, or U.

## CLASS CONDUCT GRADES K-5

Class conduct grades in grades K-5 will be reported with an S, N, or U.

Disciplinary action shall not occur because of the national origin or limited English proficiency of a student.

#### END OF YEAR RECOGNITION

At the end of each year, schools will recognize the academic achievement of students. This may include, but is not limited to, A honor roll and AB honor roll.

#### ANNUAL REPORTS

Each year the district will provide a written report to parents detailing their child's progress towards achieving the state and district expectations for proficiency in reading, writing, science, and mathematics, including the child's results on each statewide assessment test.

By September 1 of each year the district school board will publish in the local newspaper and report in writing to the State Board of Education the following information:

- a. The provisions of the law relating to public school progression and the district school board's policies and procedures on student retention and promotion.
- b. By grade level, the number and percentage of all students in grades 3-10, performing at Levels 1 and 2 on the reading portion of the FCAT.
- c. By grade level, the number and percentage of all students retained in grades 3-10.
- d. Information on the total number of students who were promoted for good cause, by each category.
- e. Any revisions to the district school board's policy on retention and promotion from the prior year.

#### ASSESSMENT

Students in grades K-5 are evaluated annually. The tests listed below range from annual assessment to intermittent progress monitoring. A student, unless he/she qualifies for an alternate assessment, must take all statewide and district achievement tests at the appropriate grade level.

##### Grade Level

##### Test

Kindergarten

School Readiness Uniform Screening  
Any student entering public school for the first time in first grade will also be given the FLKRS within the first 30 school days.

1-2	Stanford Achievement Test – SAT 10
K-5	DIBELS
2-5	<u>Thinklink for reading, math and (science grade 3,4,5 only).</u>
3-5	Florida Comprehensive Assessment Test Reading and Mathematics
4	Florida Comprehensive Assessment Test Writing +
5	Florida Comprehensive Assessment Test Science

Performance task items are included on the fourth grade Sunshine State Standards test in reading and the fifth grade Sunshine State Standards test in math and science.

### **ENGLISH LANGUAGE LEARNERS (ELL)**

The English Language Learners (ELL) program is designed to meet the communication, academic, and social needs of Limited English Proficient students by providing them with English language skills and comprehensible instruction. The ELL program will provide comprehensible instruction through ELL strategies in order to help students function effectively and actively participate in the regular school program based on the Sunshine State Standards.

#### **ESOL PROCEDURES FOR INITIAL IDENTIFICATION**

All new students who enroll in a Bradford County School will be given the Home Language Survey form to complete. Unless clearly not feasible, home language assistance will be provided to the parent at the time of the child’s initial entry into the school. The registration process and the Home Language Survey will be conducted at the student’s home school. The survey will ask the following three questions:

1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

Regardless of responses marked, the original copy of the Home Language Survey will be kept in the student’s category “B” file. If there are any “yes” responses marked on the Home Language Survey, then a copy will be sent to the Director of Student Services.

Additionally, if there are any “yes” responses then the school ELL contact must administer the appropriate oral-aural test to the student within twenty days of initial entry. All oral-aural test information will be forwarded to the Director of Student Services.

Each school principal will designate an individual to be the ELL contact. The ELL contact may be an administrator, guidance counselor, or teacher. The principal will be responsible for selecting the ELL contact at each school.

#### PROCEDURES FOR DETERMINATION OF ELIGIBILITY

Any K-12 student designated NEP (Non-English proficient) or LEP (Limited English proficient) on the oral-aural test will enter the school’s ELL program. Any student K-3 designated FEP (Fluent English Proficient) by the test may then enter the school’s regular program. A student in grades 4-12, designated FEP by the oral-aural test, will then be given the appropriate norm referenced test at his/her regular school site within the next four weeks. In the time between initial enrollment and further assessment, the student may be served in the regular school program or temporarily assigned to the ELL program. The ELL contact and the school principal will make the decision concerning the most appropriate placement for the student until further assessment occurs.

Those 4-12 students who score at or below the 32<sup>nd</sup> percentile in both Reading and Language on a norm-referenced test will qualify for the ELL program. Students scoring below the 32<sup>nd</sup> percentile in either Reading or Language will be temporarily placed in the ELL program until the LEP Committee is able to meet and determine the most appropriate placement for the student. When the LEP Committee meets, a decision will be made to assign the student to the ELL program or the regular program. In these cases, the following criteria will be reviewed to determine placement.

- Prior educational data
- Grade placement
- Social experiences and student interview
- Observation and written recommendations of current and former instructional staff
- Mastery of basic skills in English
- Grades from current or previous grades
- Other test results
- Parent, teacher or administrative reports

The LEP Committee will be made up of the classroom teacher(s), the guidance counselor, the school ELL contact, and school administrator or designee. The parent will be invited to attend the LEP Committee meeting.

A conference will be scheduled for any child qualifying for the ELL program. With the assistance of the parent, a Limited English Proficient Plan will be developed for the student. Qualification for the program may be determined by testing and/or the LEP Committee. Parents will be sent a copy of any ELL documentation related to the student’s participation in the ELL program.

All ELL students are required to have an annual assessment to determine their level of proficiency in English language listening and speaking skills. Beginning Fall 2006 ALL identified English Language Learners will take the Florida Comprehensive English Language Learning Assessment (CELLA) to measure their academic growth. CELLA includes four levels: Level A Grades K-2, Level B (Grades 3-5), Level C (Grades 6-8 and Level D (Grades 9-12)

## PROMOTION

### ACCELERATION

Accelerated promotion is designed for a student with exceptionally high achievement who possesses physical and social/emotional maturity such that he/she may benefit from assignment to the next higher grade level than the one to which the student would normally be assigned. Acceleration should be based on evidence which includes; above average academic progress in cumulative records, minimum of absences, above grade level performance in programs for reading, language arts, and math, above average scores on state and district tests, superior performance on work samples, and evidence the child would benefit academically. Parents will be notified of the special assignment and it will be documented in the student's record. Acceleration does not apply for third graders who have not met testing standards on FCAT.

An elementary principal, after consulting with the middle school principal, may recommend that an elementary student be granted an accelerated promotion from the elementary level to the middle school. Grade level and course placement at the middle school will be the responsibility of the middle school staff.

### SPECIAL ASSIGNMENTS

A student may be moved to another grade level at any time during the school year if the principal determines that the student would benefit from the reassignment. Such a determination shall be based on a careful review of the student's report card, test data, attendance record, PMP and portfolio. Parents will be notified of the special assignment and it will be documented in the student's academic record. If such an assignment results in the child transferring to another school, the principal of the receiving school shall be consulted. If the receiving principal questions the transfer, the two principals will review the case and resolve the issue. Special assignment beyond third grade does not apply without a portfolio assessment or passing a standardized assessment as described on page 21.

### ESE STUDENTS

Students with disabilities placed in Exceptional Student Education (ESE) programs must be given special consideration based upon their exceptionality. Individual Educational Plans (IEP), developed by the IEP team, serve as the basic documentation regarding

retention and promotion. Mastery of state student performance standards will be documented in the IEP, teacher assessment, and/or teacher observation.

## LEP STUDENTS

No Limited English Proficient (LEP) student will be retained based solely on his/her language proficiency in English.

## SECTION 504

Students with a disability requiring special accommodations to the regular curriculum, who are defined as non-ESE, may receive a Section 504 accommodation plan. Section 504 students may or may not have been referred for an ESE evaluation in the past. This plan shall be developed and maintained to meet the student's individual needs. Accommodations shall not include modifications to the curriculum frameworks or course performance standards. However, accommodations may include but are not limited to any of the following: increased or decreased instructional time, a variance in instructional methodology utilized, or a special communications system. Additional accommodations, as specified on the student's 504 plan, may include flexible setting, recording of answers, revised format, and mechanical aids as appropriate to testing and as identified in the test guidelines for properly identified 504 students. These plans must be evaluated on an annual basis to determine if the special accommodation is still necessary and that the plan is meeting the instructional needs of the student.

## PROFICIENCY LEVELS

Progression from one grade to another is determined, in part, by proficiency in reading, writing, science and mathematics. Each student and his or parent must be informed of that student's academic progress.

## COMPREHENSIVE PROGRAM

Each year the district will review and establish standards for determining how well each student has mastered the performance standards approved by the State Board of Education and the district. Students must achieve specific levels of performance in reading, writing, science, and mathematics at each grade level, including the levels of performance on statewide assessments as defined by the Chancellor of Education. If a student does not achieve the required level of performance, he or she must receive remediation or be retained with an intensive program that is different from the previous year's program and that takes into account the student's learning style. The district will review and determine an appropriate alternative placement for a student who has been retained two or more years.

## ASSESSMENT AND REMEDIATION

Each student must participate in the statewide assessment tests as required by law. 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 scores below Level 3 in reading or math, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty the areas of academic need, and strategies for appropriate intervention and instruction. The Chancellor has determined that students must perform at Level 3 or above on reading and mathematics and a 3.5 or above on writing. The school in which the student is enrolled must develop, in consultation with the student's parent, and implement a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. One of the following plans will be implemented to target instruction and identify ways to improve the student's academic achievement. 1. A federally required student plan such as an Individual Education Plan, 2. A school wide system of progress monitoring for all students; or 3. An individualized progress monitoring plan. A progress monitoring plan may be initiated at any time during the school year if the teacher determines that the student is not making satisfactory progress. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by s. 1011.62(8) shall include instructional and support services to be provided to meet the desired levels of performance. Upon subsequent evaluation, if the documented deficiency has not been remediated the student may be retained. Each student who does not meet the minimum performance expectations defined by the Chancellor 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.

## READING PROFICIENCY AND PARENTAL NOTIFICATION

The goal of Bradford County and the State of Florida is that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten, grade one, grade two or grade three or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction with a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied. Additional strategies may include, but are not limited to:

1. Small group instruction.
2. Reduced teacher-student ratios.
3. More frequent progress monitoring.

4. Tutoring or mentoring.
5. Transition classes containing third and fourth grade students.
6. Extended school day, week, or year.
7. Summer reading camps.

If the student's reading deficiency is not remedied by the end of grade three, as demonstrated by scoring level 2 or higher on the statewide assessment test in reading for grade three, the student must be retained. Although the FCAT is extremely important, it is not the sole determiner of promotion. Additional evaluations, portfolio reviews and other assessments are available to determine if the child is reading at or above grade level and ready for grade promotion. The parent of any student who exhibits a substantial deficiency in reading 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 three, then the child must be retained unless he or she is exempt from mandatory retention for good cause.

No student may be assigned to a grade based solely on age or other factors that constitute social promotion. Appropriate documentation will be provided for promotion of a student who does not demonstrate an acceptable level of performance.

#### SUCCESSFUL PROGRESSION FOR RETAINED READERS

Retained third grade students must be provided intensive interventions in reading in order to remedy the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the 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. A student who participates in the district summer reading camp may be promoted to grade four if he/she passes the SAT 10 with a score of the 45<sup>th</sup> percentile or higher. A satisfactory portfolio may also be used to promote a student who successfully completes the summer reading camp. At the beginning of each school year, a review of the student progress monitoring plan must be conducted for any student who did not score above Level 1 on the reading portion of the FCAT and did not meet the criteria for one of the good cause exemptions. The review shall address additional supports and services that are needed to remediate the identified areas of reading deficiency. A review of the required portfolio must be completed for each such student. Written notification will be provided to the parent of any such student retained due to the requirements of state statute and who do not qualify for a good cause exemption. The notification must include a description of proposed

interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

A mid-year promotion may be possible for a student who was retained due to a reading deficiency as described in Florida Statutes. Such mid-year promotions of retained third grade students should occur during the first semester of the academic year.

To be eligible for mid-year promotion, a student must demonstrate that he or she:

1. Is a successful and independent reader as demonstrated by reading at or above grade level;
2. Has progressed sufficiently to master appropriate fourth grade reading skills; and
3. Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.

Standards that provide a reasonable expectation that the student has met the requirements noted above include the mastery of reading skills, consistent with the month of promotion to fourth grade, as presented in the scope and sequence of the school district's core reading program. Evidence of demonstrated mastery are as follows:

1. Successful completion of portfolio elements that meet state criteria as detailed below; or
2. Satisfactory performance on a locally selected standardized assessment as specified below.

To promote a student mid-year using a student portfolio there must be evidence of the student's mastery of third grade Sunshine State Standard Benchmarks for Language Arts and beginning mastery of the Benchmarks for fourth grade as specified by law. The student portfolio must meet the following requirements:

1. Be selected by the student's teacher;
2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
3. Include evidence of mastery of the benchmarks assessed by the grade three Reading FCAT; and
4. Include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade four Reading FCAT. This includes multiple choice, short response, and extended response items and passages that are approximately fifty percent literary text and fifty percent information text, and that are between 100-90 words with an average of 375 words. Such evidence could include chapter or unit tests from the district's adopted core reading curriculum or teacher prepared assessments that are aligned with the Sunshine State Standards. For each benchmark there must be two examples of mastery as demonstrated by a grade of "C" or better; and
5. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

To promote a student mid-year using a locally selected standardized assessment there must be evidence that the student scored at or above grade level in reading

comprehension, as demonstrated by standard scores or percentiles consistent with the month of promotion to fourth grade. The Progress Monitoring Plan (PMP) for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented the entire academic year.

The district will establish a Reading Enhancement and Acceleration Development Initiative. The focus of the READ Initiative shall be to prevent the retention of third grade students and to offer intensive accelerated reading instruction to grade K-3 students who failed to meet standards for promotion to grade four and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative shall:

1. Be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools. The assessment must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension.
2. Be provided during regular school hours in addition to the regular reading instruction.
3. Be provided by a state identified reading curriculum that has been reviewed by the Florida Center for Reading Research at FSU and meets, at a minimum the following specifications.
  - a. Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level.
  - b. Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
  - c. Provides scientifically based and reliable assessment.
  - d. Provides initial and ongoing analysis of each student's reading progress.
  - e. Is implemented during the regular school hours.
  - f. 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.

An Intensive Acceleration Class shall be established at each school for double retained grade three students who subsequently score at Level 1 on the reading portion of the FCAT. The focus of the Intensive Acceleration Class shall be to increase a child's reading level at least two grade levels in one school year. The Intensive Acceleration Class shall:

1. Be provided to any student in grade three who scores at Level 1 on the reading portion of the FCAT and who was retained in grade three the prior year because of scoring at Level 1 on the reading portion of the FCAT.
2. Have a reduced teacher-student ratio.
3. Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade four Sunshine State Standards in other core subject areas.
4. Use a reading program that is scientifically research-based and has proved results in accelerating student reading achievement within the s

- same school year.
5. Provide intensive language and vocabulary instruction using a scientifically research-based program, including use a speech language therapist.
  6. Include weekly progress monitoring measures to ensure progress is being made.
  7. Report to the Department of Education the progress of students in the class at the end of the first semester.

Students who have been retained in grade three and have received intensive instructional services but is still not ready for grade promotion, as determined by the school district, shall have the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet grade four performance standards while continuing to remediate the areas of reading deficiency.

#### ELIMINATION OF SOCIAL PROMOTION FOR THIRD GRADE STUDENTS

The district school board may only exempt students from mandatory retention for good cause. Good cause exemptions shall be limited to the following:

1. Limited English Proficient students who have had less than two years of instruction in an English for Speakers of Other Languages program.
2. Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of the 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 level 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 two years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade one, grade two or grade three.
6. Students who have received the intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade one, grade two, or grade three for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day based upon an Progress Monitoring Plan that includes specialized diagnostic information and specific reading strategies for that student. Schools shall

implement strategies that research has shown to be successful in improving reading among low performing readers.

Utilization of the national percentile score or the student portfolio may be used to exempt a student from the mandatory retention requirement. All such requests 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. Such documentation shall consist only of the existing Progress Monitoring Plan, Individual Education Plan, if applicable, report card and 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.

### **EXCEPTIONAL STUDENT EDUCATION**

Programs are available to eligible students with disabilities from 3-21 years of age. These programs are described in the Special Programs and procedures for Exceptional Students Document, which is approved by the Florida Department of Education and the Bradford County School Board. School personnel or parents may initiate the referral of a child to the Child Study Team in order to begin the referral process.

#### **PROMOTION AND PLACEMENT: PRE-KINDERGARTEN**

Children three through five years of age may be served directly by the School Board or through a School Board approved agency program. The IEP team determines eligibility for placement in the Pre-K program. The Pre-K ESE teacher will initiate an IEP meeting with the receiving elementary school prior to the beginning of the child's kindergarten grade. The IEP team will determine the placement in services that are necessary to meet the child's needs.

#### **PROMOTION AND PLACEMENT: KINDERGARTEN**

All ESE students must be five years old on or before September 1 of the school year in order to be classified as a kindergarten student. Social development and mastery of IEP

objectives are important factors to be considered in the determination of promotion and retention of ESE kindergarten students.

#### FIRST GRADE PLACEMENT

ESE students must be six years old on or before September 1 of the school year and have attended one year of kindergarten.

#### PROMOTION AND RETENTION OF STUDENTS WITH DISABILITIES

##### PROMOTION:

Students with disabilities must meet the state or district proficiency levels unless the student's IEP indicates that the disabling condition impacts the student's progress in the general curriculum. If the FCAT is determined to be inappropriate then students with disabilities who met IEP goals and objectives may be promoted based on the accomplishment of those goals and objectives. Exceptional student promotion in Bradford County's public schools is based upon an evaluation of each pupil's achievement in terms of appropriate instructional goals. The basis for making the determination should reflect consideration of the following: course modifications, progress tests, classroom assignments, daily observation, standardized tests, IEP, and other objective data. The primary responsibility for determining each pupil's level of performance and his/her ability to function academically, socially, and emotionally at the next grade level is that of the IEP committee with the principal serving as LEA representative in IEP meetings discussing promotion.

##### RETENTION:

The IEP committee may recommend to retain students with disabilities who do not satisfactorily achieve course standards for the grade to which they are assigned with the principal serving as LEA representative in the IEP meetings discussing retention. The only exception to this will be in the case of a third grader who scores Level 1 in reading and does not meet the requirements of Good Cause as outlined in this document.

#### ELIMINATION OF SOCIAL PROMOTION

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression. Students with disabilities must meet the state or district levels of performance for student progression unless the disabling condition prevents the student from attaining the required levels of performance in the regular curriculum in pursuit of a standard diploma.

## ELEMENTARY CURRICULUM REQUIREMENTS FOR EXCEPTIONAL STUDENTS

The program of study for elementary grade students with disabilities may be altered to meet the student needs. Where possible, the program of study for regular elementary grades should be followed. The level of achievement in each subject area will conform to each exceptional student's IEP. Basic or ESE courses may be used to meet these requirements. Time requirements for each subject area in elementary areas will be waived for exceptional education students in order to meet the objectives of the student's IEP. Any type of modification should be addressed in the student's IEP.

## REPORTING STUDENT PROGRESS

Parents of students with disabilities will be regularly informed as to their student's progress toward meeting the annual goals of the IEP and the extent to which the progress is sufficient to enable the student to achieve the goals by the end of the year. Mid-term progress reports indicating progress toward meeting annual goals will be provided to the parents. Students with disabilities should receive report card grades in special education classes based on instructional level rather than grade placement. For students receiving standard report forms, progress will be determined and reported according to procedures for basic education students as outlined in the Student Progression Plan.

Parents/guardians must be notified in writing at any time during a grading period when it is apparent that the student may fail, or is doing unsatisfactory work in any course or grade assignment. Notification should include progress reports as well as letters, documented phone calls and parent conferences. Every effort will be made to provide home language communications. Such notification shall also apply to conduct. No student shall receive an unsatisfactory conduct grade if parents have not been notified. The opportunity for a conference with the teacher or principal must be provided to the parent of any student who may be retained. Parents or guardians of each student will be notified in writing annually of the progress of the student toward achieving the identified levels of expectations for proficiency in reading, writing, science, and mathematics and the student's results on each statewide assessment test (or as identified in the IEP).

## STUDENT'S RIGHTS / PARENT NOTIFICATION

Status with regard to mastery of regular or special standards should be discussed with parents at each IEP meeting to include an explanation of the following: the type of standards a student is attempting to master and the relationship to future curricular options should be discussed with parents, as well as the ramifications of not mastering regular or special student performance standards.

## EARLY INTERVENTION PRE-KINDERGARTEN PROGRAM

This program serves economically at-risk three and four year old students. Eligibility is based on the following criteria:

1. Depending on the specific class the child is being registered for, he/she

- must be three or four years old by September 1.
- 2. Family income, including food stamps and other governmental monetary assistance, must be below a designated level.
- 3. Documentation of the child's physical examination and immunization record must be provided.
- 4. Proof of residency must be provided.
- 5. Alternate methods of qualifying are available for children who do not meet the above criteria. These methods include children from abused, drug involved or foster homes or who are marginal in terms of exceptional student education placement.

## TRANSFER STUDENT WITH DISABILITIES

For those students who were served in an ESE student program in another district, state or residential facility, the following procedure should be followed:

- 1. The student is enrolled in the appropriately zoned school.
- 2. School personnel will obtain parent permission and request records from the former school district.
- 3. A temporary assignment through a temporary IEP will be made until eligibility is determined. These assignments can be made permanent by the IEP team if enough information is available, or if an instate IEP has been received.
- 4. An IEP committee will be convened to determine the most appropriate educational placement in the least restrictive school environment to meet the individual needs of the student.

If minimal information is acquired upon entrance, the student will be placed in the most comparable placement/services can be determined.

## HOSPITAL / HOMEBOUND

This program is available for students in grades K-5 and Pre-K ESE students who have a medically diagnosed physical or psychological condition which confines them to a home or a hospital setting in order for them to continue their education. Eligibility is determined by an attending physician or psychiatrist certifying that the student is expected to be in a home or hospital program for fifteen school days or longer, or has a chronic condition requiring extended absences. Students may be served totally at home or they may be eligible for intermittent services.

- 1. Students will be staffed eligible and an IEP will be developed to address specific areas of instruction.
- 2. The H/H teacher will provide grades for the time the student is in this program.
- 3. Due to the nature of the H/H instructional services, students will be exempt from the district's attendance requirements while enrolled in the H/H program.

Students must meet the following three conditions to be placed in hospital/homebound instruction:

- a. Is confined to home or hospital for at least 15 consecutive school days.
- b. Will be able to participate in and benefit from an instructional program.
- c. Is under medical care for illness or injury, which is acute, catastrophic or chronic in nature.

## ASSESSMENT OF STUDENTS WITH DISABILITIES

Test accommodations are authorized when determined appropriate by the IEP committee for any student who is an eligible exceptional student and has a current IEP. Only those accommodations that are implemented in the classroom on a daily basis may be authorized. Accommodations on standardized tests must be in accordance with guidelines outlined in the test manual. A student with disabilities receiving only consultative services is also eligible for test accommodations. Students classified solely as gifted shall not receive any special test accommodations. An alternate assessment may be administered to any student with disabilities if recommended and documented by the IEP committee.

## TEST ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Utilization of testing accommodations shall have no bearing upon the type of diploma or certificate issued to the student completing school. In no case shall the accommodation authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

Accommodations are available in the following area based on the student's IEP:

1. Presentation:
  - Enlargement of regular print using mechanical or electronic means.
  - Large print and Braille versions of the test.
  - Signed or oral presentation, excluding reading passages and test questions.
  - Methods to provide visual attention to items
2. Responding:
  - Writing in the test book or on separate paper
  - Signing answers
  - Answers written in Braille on separate paper
  - Providing answers verbally
3. Scheduling:
  - Extended time
  - Break options
  - Extended day (limited cases)
4. Setting:

Small groups  
Individual  
Specially designed room

5. Assistive Devices:
  - Visual magnification
  - Assistive Technology

Unique accommodations must be requested and must be approved by the Commissioner of Education. All accommodations must reflect what is currently acceptable by the State Board of Education. Accommodations are available to any student with a disability and a current IEP.

# **BRADFORD COUNTY**

## **Student Progression Plan**

Grades 6-8

2008-2009

Updated 7/8/08

# STUDENT PROGRESSION PLAN

## Grades 6-8

### Table of Contents

INTRODUCTION .....	4
Performance Standards .....	5
Sunshine State Standard.....	5
Grade Level Expectations .....	5
District Level Expectations.....	5
Resource Allocations .....	5
ENTRANCE REQUIREMENTS .....	6
Medical Examinations .....	6
Immunization Requirements for Entrance .....	6
Suspension and Expulsion .....	7
Proof of Residence.....	7
Transfer Students .....	7
Grades for Transfer Students .....	7
Alternative Education Program.....	8
Bridge Program.....	8
HOME EDUCATION STUDENTS .....	8
ATTENDANCE.....	9
Student Absences for Religious Reasons.....	9
Student Withdrawals.....	10
INSTRUCTION.....	10
Students' Rights for Instruction.....	10
Middle School Curriculum .....	10
Required Instruction for Grades 6-8 .....	11
Reporting Pupil Progress .....	12
Grading Scale.....	12
Report Cards .....	12
Class Conduct Grades 6-8.....	13
Honor Roll Student Selection .....	13
Annual Reports .....	13
ASSESSMENTS.....	14
ENGLISH LANGUAGE LEARNERS.....	14
Procedures for Initial Identification.....	14
Procedures for Determination of Eligibility .....	15

PROMOTION.....	16
Middle School Requirements for Promotion .....	16
Special Assignments .....	16
LEP Students.....	17
ESE Students.....	17
Section 504 Students.....	17
Acceleration: High School Credit Earned at the Middle Grades.....	17
Florida Virtual School.....	18
ACCELERATED THREE YEAR GRADUATION OPTION.....	19
PROFICIENCY LEVELS .....	20
Comprehensive Program.....	20
Assessment & Remediation .....	20
Reading Proficiency & Parental Notification .....	21
Elimination of Social Promotion .....	21
SECONDARY SCHOOL REDISGN ACT .....	22
EXCEPTIONAL STUDENT EDUCATION .....	22
Regular Student Performance Standards .....	22
Special State Student Performance Standards .....	22
Middle School Course Requirements for ESE Students.....	22
Reporting Student Progress.....	23
Student Rights and Parent Notification .....	23
Promotion and Retention of Students with Disabilities.....	23
Transfer Student with Disabilities .....	24
Hospital & Homebound .....	24
Assessment of Students with Disabilities .....	25
Test Accommodations for Students with Disabilities.....	25

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## INTRODUCTION

The purpose of this document is to present to school personnel, parents, students, and other interested citizens the board rule and administrative procedures required to implement state legislative requirements as specified in Florida Statute 1008.25. The School Board of Bradford County is dedicated to the total and continuous development of each student. The professional staff of the school system has the responsibility to develop administrative procedures to ensure the placement of each student in the program and in the level best suited to meet the student's unique needs. Thorough consideration will be given to the student's social, emotional, and physical development. Decisions regarding student promotion, retention, and special placement are primarily the responsibilities of the individual school's professional staff; however, the final decision in regard to placement is the responsibility of the principal. This plan is designed to clearly reflect that promotion in Bradford County schools is based on student achievement. It is also the intent of the school district to achieve parent understanding, cooperation, and acceptance of the student's promotion.

## STUDENT PERFORMANCE STANDARDS

The State Board of Education has developed student performance standards, at all grade levels, in key academic subject areas. The standards apply to language arts, mathematics, science, social studies, the arts, health and physical education, and foreign language. For purposes of this section, the term “student performance standard” means a statement describing a skill or competency students are expected to learn. Assessments of student achievement have been developed and will be implemented to accurately measure student progress and to report this progress to parents or legal guardians.

## SUNSHINE STATE STANDARDS

The Florida Sunshine State Standards serve as guides to best practices in order to implement school improvement strategies and thereby raise student achievement. The standards describe what students should know and be able to do at designated progression levels (grades Pre-Kindergarten -2, 3-5, 6-8, 9-12). Appropriate instruction will be provided to assist students in the achievement of these standards. The Sunshine State Standards will serve as the basis for statewide assessments. Law requires the utilization of the Sunshine State Standards into the instructional program.

## DISTRICT LEVEL EXPECTATIONS

The Student Progression Plan is the official Bradford County plan of instruction and assessment for students as they progress from one level of the curriculum to the next. The Student Progression Plan provides a standard of consistency for the instructional program, as well as the assessment and reporting of student’s classroom performances as required by the Bradford County School Board, Florida Statutes and State Board of Education Administrative Rules.

## RESOURCE ALLOCATION

The allocation of remedial and supplemental resources for instruction will be provided to schools for students who are deficient in reading, math, and science and who fail to meet performance levels required for promotion consistent with the district school board’s plan for student progression.

## ENTRANCE REQUIREMENTS

### MEDICAL EXAMINATIONS

Florida Statutes require that a student entering a Florida public school for the first time must present certification of a school entry medical examination performed within the twelve months prior to enrollment in school. Documentation of the examination must be recorded on the proper Department of Health form. Without such certification, a medical

appointment notice from a licensed physician signifying that the child is scheduled for a physical examination within a thirty-day period must be presented to the school. A child may then be allowed to register and enter school. If the child fails to present evidence of a school physical examination within the thirty-day period, the principal will excuse the child from school until the requirement is met.

A child shall be exempt from the medical requirements upon receipt of a written notarized statement of the parent or guardian of such student stating objections on religious grounds. This certified written request must be entered into the child's permanent record. Failure to properly obtain and provide the appropriate medical documentation will result in the student being referred for truancy.

### IMMUNIZATION REQUIREMENTS FOR ENTRANCE

A child who is entering a Bradford County School for the first time must present one of the following properly documented items:

1. A current valid certificate of immunization; or
2. Certificate of exemption for religious reasons; or
3. Certificate of exemption for medical reasons.

**A thirty-day temporary written exemption may be issued by the Bradford County Health Department to permit a child who transfers into the district to attend classes until the records can be obtained.** Parents who do not obtain the exemption may not enter their child in school. This also applies to students who are continuing but do not have the appropriate immunizations to enter school. If, at the end of the thirty-day exemption period, the parent or the student fails to present a proper immunization certificate, the principal will temporarily exclude the student from school. The school administrator will instruct the parent to present the proper immunization certification to the school before the student will be allowed to re-enter.

### SUSPENSION / EXPULSION

Students under suspension or expulsion from schools inside or outside the district will be denied admission unless approved by the Superintendent or his designee.

While suspended a student must be given the opportunity to complete the work assigned during the suspension period. The academic grade for the class must not be penalized if completed work assignments are submitted in a timely manner. Teachers will be asked to give feedback on the work submitted. Refer to the Code of Student Conduct for further clarification.

## PROOF OF RESIDENCE

Principals may, at any time, require proof of residency and may accept documentation such as deeds, rent agreements or utility bills. The principal may refer to the attendance assistant to help verify the residence for any circumstances for which residency may be in question.

## TRANSFER STUDENTS

Any student who enters a Bradford County school will be required to present the following items within thirty days of entry:

- a. An official letter or transcript from the former school which indicates record of attendance, academic information, and grade placement of student;
- b. Evidence of date of birth.
- c. Current valid certificate of immunization upon entry, or entry with Health Department written exemption see immunizations page (6)
- d. Evidence of medical examination performed within the last twelve months and documented on the correct medical form. (Out of State Transfers must have new Florida physical.)
- e. Social Security Number (District Request)

## GRADES FOR TRANSFER STUDENTS

When students transfer from one school to another, the sending school is requested to forward any grades received during that current grading period regardless of days enrolled. If a student was enrolled in his/her former school for more than 30 days, the departing school shall assign the grade. If the student has been in the receiving school for 15 days or more, then the receiving school shall assign the report card grades. A student transferring from another state or private school will have his/her grade level placement determined by the principal or designee of the receiving school. All evidence of the student's work and placement shall be based upon an official transcript or record authenticated by the proper authority of the receiving school.

## ALTERNATIVE EDUCATION PROGRAM

A regular education student may be assigned to the Renaissance Center through an administrative placement or an Exceptional Student Education may be assigned as a result of plans developed as part of the IEP process. Typically, an administrative placement will follow either a ten-day suspension, a pattern of disruptive behavior, defiance of authority, or a zero tolerance disciplinary offense. An IEP placement in alternative school must take into consideration that all classes are regarded as consult services for ESE disabilities. This indicates that a self-contained ESE class will be able to provide more exceptional education services and is a more restrictive environment than an alternative setting.

Students may be administratively assigned to the Renaissance Center for a period of time as defined in the Student Code of Conduct. A hearing involving the sending school and the Renaissance Center must be conducted in order to review the case. If the student is scheduled to return to the home school, a conference must be conducted five days prior to the scheduled dismissal date. The conference needs to include representatives from the sending school and the Renaissance Center as well as the student's parents. If the home school and the Renaissance Center disagree on the most appropriate placement for the student, the case will be referred to the District Discipline Review Committee.

## BRIDGE

The RJE Renaissance Center hosts a program called "Bridge". This program offers an alternative to out of school suspension. Students are sent to the Bridge for five to ten days in lieu of an out of school suspension. This enables students to continue to work on grade level in order to receive a grade, as well as to work on addressing the issues and behaviors that caused them to be assigned to the Bridge program. This program serves as a deterrent from returning and having to remain in the RJE Renaissance Center for a longer placement.

## HOME EDUCATION STUDENTS

A parent may withdraw a child from public school in order to enroll in a home education program. In order to establish a home education program the parent must complete the required registration form. The registration form and other home school documents will be at the Director of School Improvement & Accountability office. Parent's home schooling their children must maintain a portfolio of records and materials documenting the child's progress. An annual evaluation must be completed for each child in a home education program. Annual evaluations must be submitted to Director of School Improvement & Accountability by July 30 of each school year or one calendar year after intent to enroll or renew a home education program.

When a student returns to the Bradford County District Schools after being in a home education program, school personnel will evaluate the child and review any available academic records to determine the most appropriate grade placement.

Students, who are participating in a home education program in accordance with Florida Statutes, may be permitted to attend the public schools of Bradford County on a part time basis. Students in home education who wish to attend public school must have met all the criteria for a home education program during the entire semester immediately prior to the time of the planned admission, meet the same registration requirements as full-time students, be within the same age range as the full-time education students, and enroll for and attend at least one regularly scheduled class period at the zoned school the child would normally attend. Such students must register at least two weeks prior to the start of the semester they plan to attend. Full-time Bradford County students will be given priority in course registration. Home-schooled students who are excluded from a

class at their zoned school due to space limitations may attend another school, if space in that class is available. Classes will be capped based upon scheduling flexibility and not the maximum class capacity. Home education students may not enroll in more than two courses at Bradford Middle School. These classes will be scheduled according to class availability and students may not be able to attend in sequential order. If classes are not scheduled in sequential order the student is not allowed to remain on campus between classes. Parents are responsible to ensure that their children comply with this requirement. If a student remains on campus he/she may be denied registration in BMS classes. Upon parent request exceptional education students will be provided services as required by law. Although the School Board of Bradford County is not responsible for the transportation of home education students, a request may be made to the Transportation Department. Two weeks prior to the start of the semester the student plans to attend, a request for one-way transportation through established services must be made for a student having a first period or last period class. The school principal will establish the time and place for arrival and departure of home education students. Students who attend school on a part-time basis are subject to all applicable rules and regulations regarding full-time students.

Home education students are not eligible to participate in social, non-academic events such as dances, field trips, intramurals, class pictures or end of year trips. Home education students may not participate in any activity not covered under the Florida High School Athletics Association. In order to participate in an academic related field trip, the student must attend the same class on campus and complete all the activities that are required of the regular education students. In order to participate in any of the activities noted above a home education student must be taking at least two classes on the Bradford Middle School campus. Participation in activities governed by the by-laws of the FHSAA will be allowed according to the rules established by that organization.

## ATTENDANCE

Regular school attendance is required for students between the ages of six and sixteen. Regular attendance is necessary in order for the student to take full advantage of available educational opportunities. Excessive absences may contribute to a failing grade and the possibility of retention. (See the Bradford County Student Code of Conduct for additional information related to attendance.)

## STUDENT ABSENCES FOR RELIGIOUS REASONS

A parent or guardian must request, in writing, to the school principal permission for absences of a student from school for religious instruction or religious holiday. The student shall make arrangements for their schoolwork to be done and submitted the day the student returns to school. Work, which is done in the prearranged time period, will be granted full credit.

## STUDENT WITHDRAWALS

A statement of progress and a copy of the PMP shall be given to a middle school student or parent if the student withdraws prior to the last two weeks of school.

## INSTRUCTION

### STUDENTS' RIGHTS FOR INSTRUCTION

All public education classes shall be available to all students without regard to race, nationality, ethnic origin, sex, disability or handicapping condition, pregnancy, parenthood, or marital status. However, this is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students.

Any student, who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against, may file a grievance according to the procedure established in School Board Policy related to Student Complaints and Grievances.

The required program of study for middle grades in Bradford County Schools reflects state and local requirements for middle grade education and supports the Sunshine State Standards. Curriculum Frameworks for the Middle School Program describe the performance roles, outcomes and indicators for each area of study.

### MIDDLE SCHOOL CURRICULUM

The curriculum for grades 6-8 includes:

1. Three years of mathematics.
2. Three years of language arts, which shall include experiences in reading, writing and speaking.
3. Three years of science, which shall include instruction in life science, earth/space science or physical science.
4. Three years in social studies, which shall include the study of United States history and government, world geography, Florida history and world history.
5. One semester of physical education per year unless enrolled in remediation classes. FLDOE recommends (required 2009-2010) 225 minutes of physical education for each week for students in grade 6 through 8. FS. 1003.455
6. Computer literacy skills.
7. Elective courses in the related arts, which may include art, band, journalism, business education and health.
8. Specialized instruction for identified students

- Comprehensive health education shall include substance abuse prevention, acquired immune deficiency syndrome and communicable disease prevention, human growth and development, human sexuality and pregnancy prevention, and personal health hygiene. Instruction will follow the guidelines listed below:
- a. Abstinence from sexual activity outside of marriage is the expected standard for all school age children.
  - b. Abstinence from sexual activity is a certain way to avoid pregnancy, sexual transmission of acquired immune deficiency syndrome, and other communicable diseases, which are transmitted sexually.
10. Beginning with students entering grade 6 in the 2006-2007 school year, additional promotion requirements include successful completion of one course in career and education planning to be completed in the 7<sup>th</sup> or 8<sup>th</sup> grade.

#### REQUIRED INSTRUCTION FOR GRADES 6-8

Teachers will provide instruction appropriate for the age and maturity level of the students in the following:

- a. Declaration of Independence
- b. United States Constitution/ Bill of Rights
- c. Federalist Papers
- d. Flag education
- e. Functions and interrelationships of civil government
- f. History of the United States
- g. History of the Holocaust
- h. History of African Americans
- i. Elementary principles of agriculture
- j. Drug and alcohol prevention
- k. Kindness to animals
- l. History of Florida
- m. Conservation of natural resources
- n. Comprehensive health education
- o. Such additional materials, subjects, courses, or fields as prescribed by law
- p. Contributions of Hispanics to the U.S.
- q. Contributions of women to the U.S.
- r. The nature and importance of free enterprise to the U.S. economy
- s. Character education: including patriotism, responsibility, citizenship, kindness, respect for authority, life, liberty, and personal property, honesty, charity, self-control, racial, ethnic, and religious tolerance, and cooperation.
- t. Patriotism, respect for veterans, and understanding of significance of Veteran's Day and Memorial Day

## PHYSICAL EDUCATION

Beginning in the 2009-2010 school year, the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 thru 8.

The requirement to participate in physical education shall be waived for a student for a student who meets the following criteria:

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

Each school district shall notify the student's parent of the waiver options before scheduling the student to participate in physical education.

## GRADING SCALE

Florida Course Descriptions for Grades 6-12 provide the essential content and course requirements for courses listed in the Course Code Directory for Florida schools. This document forms the basis for instruction for each course. To successfully complete a course, a student must master the objectives listed in the Curriculum Frameworks and obtain a passing grade for the class. The grading scale is as follows:

- A = 90 – 100
- B = 80 – 89
- C = 70 – 79
- D = 60 – 69
- F = 0 – 59

If a student enters grades 6-8 during the school term and the school does not receive grades from the previous school, the final average will be computed using Bradford County grades divided by the number of grading periods that the student attended a Bradford County school. If grades from the previous school can be obtained, they will be used, along with the child's Bradford County grades for that term, to determine the final average for the course.

## REPORT CARDS/MID-TERM PROGRESS REPORTS

Parents will be notified regularly of their child's academic performance, conduct, and attendance during the school year. The grading period is divided into four nine-week periods. At the end of each grading period a report card will be distributed. Parents will be sent a mid-term progress report detailing the student's progress up to that point. The final report card for a school year will indicate the end of the year status in each of these areas. Report cards will be based on the student academic performance in each class or course. Written papers, class participation, teacher observation, portfolio documentation, written and oral tests and or other academic performance criteria will be used to determine grades. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

## CLASS CONDUCT GRADES 6-8

The system for reporting class conduct is as follows:

- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory

Disciplinary action shall not occur because of the national origin or limited English proficiency of a student.

## HONOR ROLL STUDENT SELECTION

An Honor Roll will be established to recognize and reward academic excellence for Bradford County students. Schools will be encouraged to offer the Beta Club for qualified eighth grade students.

## ANNUAL REPORTS

Each year the district will provide a written report to parents detailing their student's progress towards achieving the state and district expectations for proficiency in reading, writing, science, and mathematics including the student's results on each statewide assessment test.

By September 1 of each year the district school board will publish in the local newspaper and report in writing to the State Board of Education the following information:

1. The provisions of the law relating to public school progression and the district school board's policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the reading portion of the FCAT.
3. By grade, the number and percentage of all students in grades 3-10.
4. Information on the total number of students who were promoted for good

- cause.
5. Any revisions to the district school board’s policy on retention and promotion from the prior year.

### ASSESSMENT

Students in grades 6-8 are evaluated annually. Students, unless he/she qualifies for an alternate assessment must take all statewide and district achievement tests at their appropriate grade level.

Grade Level	Test
6-8	Florida Comprehensive Assessment Test Reading and Mathematics
8	Florida Comprehensive Assessment Test Writing/Science

Performance task items are included on the 8<sup>th</sup> grade Sunshine State Standards test in reading, math and science.

### ELL –ENGLISH LANGUAGE LEARNERS

The English Language Learners (ELL) program is designed to meet the communication, academic, and social needs of Limited English Proficient students by providing them with English language skills and comprehensible instruction. The ELL program will provide comprehensible instruction through ELL strategies in order to help student’s function effectively and actively participate in the regular school program based on the Sunshine State Standards.

#### ELL PROCEDURES FOR INITIAL IDENTIFICATION

All new students who enroll in a Bradford County School will be given the Home Language Survey form to complete. Unless clearly not feasible, home language assistance will be provided to the parent at the time of the child’s initial entry into the school. The registration process and the Home Language Survey will be conducted at the student’s home school. The survey will ask the following three questions:

1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

Regardless of responses marked, the original copy of the Home Language Survey will be kept in the student's category "B" file. If there are any "yes" responses marked on the Home Language Survey, then a copy will be sent to the Director of Student Services. Additionally, if there are any "yes" responses then the school ESOL contact must administer the appropriate oral-aural test to the student within twenty days of initial entry. All oral-aural test information will be forwarded to the Director of Student Services.

Each school principal will designate an individual to be the ELL contact. The ELL contact may be an administrator, guidance counselor, or teacher. The principal will be responsible for selecting the ELL contact at each school.

## PROCEDURES FOR DETERMINATION OF ELIGIBILITY

Any K-12 student designated NEP (Non English Proficient) or LEP (Limited English Proficient) on the oral-aural test will enter the school's ELL program. A student in grades 4-12, designated FEP (Fluent English Proficient) by the oral-aural test, will then be given the appropriate norm referenced test at his/her regular school site within the next four weeks. In the time between initial enrollment and further assessment, the student may be served in the regular school program or temporarily assigned to the ELL program. The ELL contact and the school principal will make the decision concerning the most appropriate placement for the student until further assessment occurs. Those 4-12 students who score at or below the 32<sup>nd</sup> percentile in both Reading and Language on a norm-referenced test will qualify for the ELL program. Students scoring below the 32<sup>nd</sup> percentile in either Reading or Language will be temporarily placed in the ELL program until the LEP Committee is able to meet and determine the most appropriate placement for the student. When the LEP Committee meets, a decision will be made to assign the student to the ELL program or the regular program. In these cases, the following criteria will be reviewed to determine placement.

- Prior educational data
- Grade placement
- Social experiences and student interview
- Observation and written recommendations of current and former instructional staff
- Mastery of basic skills in English
- Grades from current or previous grades
- Other test results
- Parent, teacher or administrative reports

The LEP Committee will be made up of the classroom teacher(s), the guidance counselor, the school ELL contact, and school administrator or designee. The parent will be invited to attend the LEP Committee meeting.

A conference will be scheduled for any child qualifying for the ELL program. With the assistance of the parent, a Limited English Proficient Plan will be developed for the

student. Qualification for the program may be determined by testing and/or the LEP Committee. Parents will be sent a copy of any ELL documentation related to the student's participation in the ELL program.

All ELL students are required to have an annual assessment to determine their level of proficiency in English language listening and speaking skills. Beginning Fall 2006 ALL identified English Language Learners will take the Florida Comprehensive English Language Learning Assessment (CELLA) to measure their academic growth. CELLA includes four levels: Level A Grades K-2, Level B (Grades 3-5), Level C (Grades 6-8 and Level D (Grades 9-12)

## PROMOTION

### MIDDLE SCHOOL REQUIREMENTS FOR PROMOTION

Many elements are to be considered in the promotion of students. Items to be considered are performance on progress tests, classroom assignments, daily observations, state and district test results, mastery of course performance standards, and other objective data. Also to be considered are social/emotional maturity, study habits and work skills. Student promotion is based upon evaluation of each student's achievement level.

Requirements for promotion from a school composed of middle Grades 6, 7, and 8 are:

1. Passing grades in the core subjects of language arts, mathematics, social studies and science. All core requirements must be met before promotion to the 9<sup>th</sup> grade.
2. Maintaining a satisfactory attendance record as defined in State Statute, and the Code of Student Conduct.

Student assignment to a grade level will be based on multiple variables, not solely on age or other factors that might constitute social promotion. Students who fail two or fewer core courses may be promoted and scheduled for course recovery to allow them to retake the courses that have been failed. Students who fail more than two courses must be retained.

Beginning with students entering grade 6 in the 2006-2007 school year, additional promotion requirements include successful completion of one course in career and education planning to be completed in the 7<sup>th</sup> or 8<sup>th</sup> grade. This requirement must be met before promotion to 9<sup>th</sup> grade.

### SPECIAL ASSIGNMENTS

A student may be moved to another grade level at any time during the school year if the principal determines that the student would benefit from the reassignment. A student contract will be developed to outline the requirements that the student must meet in order to continue the reassignment. Failure to meet the requirements will result in the student

being returned to his/her original placement. Parents will be notified of the special assignment and it will be documented in the student's academic record. Parental involvement will be required in order for the reassignment to be successful. If such an assignment results in the child transferring to another school, the principal of the receiving school shall be consulted and a determination made about the appropriate placement of the student. If the receiving principal questions the transfer, the two principals will review the case and resolve the issue.

#### LEP STUDENTS

No Limited English Proficient (LEP) student will be retained based solely on his/her language proficiency in English.

#### ESE STUDENTS

Students placed in Exceptional Student Education (ESE) programs for students with disabilities must be given special consideration. An Individual Educational Plan (IEP), with input from the IEP team, serves as the basic documentation regarding retention and promotion. The IEP, Implementation Plans, teacher assessment, and/or teacher observations will document mastery of state ESE student performance standards.

#### SECTION 504 STUDENTS

Students with a disability requiring special accommodation to the regular curriculum who do not meet ESE requirements, but are defined as disabled based on a documented medical or emotional condition that interferes with learning shall receive a Section 504 accommodation plan. Section 504 students may or may not have been referred for an ESE evaluation in the past. This plan shall be developed and maintained to meet the student's individual needs. Accommodations shall not include modifications to the curriculum frameworks or course performance standards. However, accommodations may include but are not limited to any of the following: increased or decreased instructional time, a variance in instructional methodology utilized, or a special communications system. Additional accommodations, as specified on the student's 504 plan, may include flexible setting, recording of answers, revised format, and mechanical aids as appropriate to testing and as identified in the test guidelines for properly identified 504 students. Section 504 eligible students, who do not meet ESE requirements, have the same rights to accommodations during a test administration as designated by the 504 Plan. These plans must be evaluated on an annual basis to determine if the special accommodation is still necessary and that the plan is meeting the instructional needs of the student.

#### ACCELERATION: HIGH SCHOOL CREDIT EARNED AT THE MIDDLE GRADES

Credit earned by a seventh or eighth grader in a course designated in the Course Code Directory as grade 9-12 may be used to satisfy high school graduation requirements. (High school credit will only be awarded if the student earns a grade of "C" or higher.)

Seventh or eighth grade students may enroll in high school credit earning courses. This enables these students to earn high school credit as well as eighth grade promotional credit. Courses approved by high school credit include Alegbra I, Algebra I Honors, or any other course approved by the principal. During the 2008-2009 school year, additional courses will be explored to allow seventh and eighth grade students further options for high school credit. Both core classes and related arts are being explored.

All credit earning courses will become part of the student's official transcript and shall be included in the calculation of the GPA required for graduation. This enables these students to be afforded the opportunity to earn high school credit as well as seventh/eighth grade promotional credit. Students wishing to take Algebra I Honors should consider taking the course through the Florida Virtual School. Students desiring to take any other courses must make a formal written request to the principal. Teacher recommendation, parent permission, and approval of the high school principal (or designee) must be obtained before any students will be approved for high school courses. A review committee composed of the middle grade principal, high school principal, Assistant Superintendent for Curriculum and Learning and middle and high school counselors will consider the request by reviewing appropriate, district and state/national testing results. Approvals will be made by data from student achievement on a case-by-case basis. Middle school students, who are determined capable of successfully completing above level courses, may take classes for credit at the high school level based upon course availability.

## FLORIDA VIRTUAL SCHOOL

Any middle grade student may participate in Florida Virtual School courses that are specifically designed for the middle grade level as long as the courses do not conflict with the program that will be offered at the school during the middle grade level. Any middle grade student may participate in the Florida Virtual School program. In order to enroll in FLVS classes a guidance counselor must approve the request to enroll. All grades received from the FLVS will be included in the student's official grade record. Low grades may not be dropped. Seventh /Eighth grade students may take high school classes that will not conflict with the courses that will be required at the high school level. Seventh/Eighth grade students will not be allowed to take Algebra I if taught at the middle grade level. Courses such as Global Studies or Marine Science would be acceptable courses.

A request for an exemption to this policy may be made in writing to the principal of the school. In the request for an exemption the parent needs to indicate the course that he/she wants the student to take and the reasons for that request. At that time a district review committee will be convened to review the exemption request. The district review team will include representatives from administration and guidance from each school involved. Information such as test scores, report card grades and teacher recommendations will be reviewed to determine if approval of the request is appropriate for the child. A written

response will be forwarded to the parent. A copy of the parent's request and the school's response will be filed in the student's "B" file.

### ACCELERATED THREE YEAR GRADUATION OPTION

Beginning with SY 2006-2007 each student in grades 6 through 9 and their parents will be provided with information concerning the 3-year and 4-year graduation options. Options are available for a college preparatory program or a career preparatory program. Prior to selecting one of the three year accelerated graduation options the following requirements must be met.

1. Designated school personnel shall meet with the student and the student's parent to give an explanation of the relative requirements, advantages, and disadvantages of the designated graduation option, and the student must also receive the written consent of the student's parent.
2. The student shall submit to the high school principal and guidance counselor a signed parental consent to enter the three year accelerated program.
3. The student shall have achieved at least an FCAT reading achievement level of 3, an FCAT mathematics achievement level of 3 and an FCAT writing score of 3 on the most recent assessments taken by the student.

Schools shall provide each ninth grade student and their parents with information concerning the three year and four year high school graduation options including the respective curriculum requirements for those options, so that the students and their parents may select the postsecondary education or career plan that best fits their needs. The information shall include a timeframe for achieving each graduation option. The selection of one of the graduation options must be completed by the student prior to the end of grade nine and is exclusively up to the student and parent. If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements for a standard high school diploma. Students desiring to pursue one of the three year programs must earn passing scores on the FCAT or scores on a standardized test that are concordant with passing scores on the FCAT.

### PROFICIENCY LEVELS

Progression from one grade to another is determined, in part, by proficiency in reading, writing, science, and mathematics. Each student and his or her parent must be informed of the student's academic progress.

### COMPREHENSIVE PROGRAM

Each year the district will review and establish standards for determining how well each student has mastered the performance standards approved by the State Board of Education and the district. Students must achieve specific levels of performance in reading, writing, science, and mathematics at each grade level, including the levels of performance on statewide assessments as defined by the Chancellor of Education. If a student does not achieve the required level of performance, he or she must receive remediation or be retained with an intensive program that is different from the previous

year's program and that takes into account the student's learning style. The school will review and determine an appropriate alternative placement for a student who has been retained two or more years.

#### ASSESSMENT AND REMEDIATION

Each student must participate in the statewide assessment tests as required by law. 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 scores below Level 3 in reading or math, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty the areas of academic need, and strategies for appropriate intervention and instruction. The Chancellor has determined that students must perform at Level 3 or above on reading and mathematics and a 3.5 or above on writing. The school in which the student is enrolled must develop, in consultation with the student's parent, and implement a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. One of the following plans will implemented to target instruction and identify ways to improve the student's academic achievement. 1. A federally required student plan such as an individual education plan, 2. A school wide system of progress monitoring for all students; or 3. An individualized progress monitoring plan. A progress monitoring plan may be initiated at any time during the school year if the teacher determines that the student is not making satisfactory progress. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by s. 1011.62(8) shall include instructional and support services to be provided to meet the desired levels of performance. Upon subsequent evaluation, if the documented deficiency has not been remediated the student may be retained. Each student who does not meet the minimum performance expectations defined by the Chancellor 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.

#### READING PROFICIENCY AND PARENTAL NOTIFICATION

The goal of the Bradford County School System and the State of Florida is that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied. The parent of any student who exhibits a substantial deficiency in reading 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.

#### ELIMINATION OF SOCIAL PROMOTION

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

#### FLORIDA SECONDARY SCHOOL REDESIGN ACT

The Florida Secondary School Redesign Act is designed so that students promoted from the 8<sup>th</sup> grade have the necessary academic skills for success in high school and students graduating from high school have the necessary skills for success in the workplace and postsecondary education.

#### EXCEPTIONAL STUDENT EDUCATION

##### REGULAR STUDENT PERFORMANCE STANDARDS

Exceptional education students may pursue regular student performance standards. Consideration for promotion of ESE students who are pursuing regular student performance standards will be based on promotion requirements as specified in the Student Progression Plan for basic education students with accommodations as identified in the Individual Educational Plan. The ESE teacher and regular education teacher are responsible for consulting on the IEP goals and accommodations on a regular basis throughout the year.

##### SPECIAL STATE STUDENT PERFORMANCE STANDARDS

State performance standards for ESE students are utilized in the district. Since these standards are included in the instructional program, a passing grade in the basic subject areas will serve as documentation of mastery of the standards.

Consideration for promotion of ESE students who are pursuing special state student performance standards will be made on the basis of the following criteria:

1. Mastery of other IEP objectives
2. Classroom performance
3. Standardized testing or alternative assessment
4. Social development

ESE academic courses have special performance standards. By their nature they are not content equivalent to basic education courses and parents must be made aware of this

whenever a student is suggested for placement in one or more of the ESE academic courses.

## MIDDLE SCHOOL COURSE REQUIREMENTS FOR ESE STUDENTS

All middle school exceptional education students will be required to pass the same general areas as basic education students, unless otherwise specified in their Individual Educational Plan. The level of achievement for these courses will conform to each student's IEP. Basic, ESE or vocational courses may be used to meet these requirements. Course length or time requirements for each class for middle school ESE students may be adjusted if specified and documented in the IEP. Basic education, career and technical courses may be modified for exceptional students as specified in the IEP.

## REPORTING STUDENT PROGRESS

Parents of students with disabilities will be regularly informed as to their child's progress toward the annual goals identified on the IEP and the extent to which the progress is sufficient to enable the student to achieve the goals by the end of the year. Students with disabilities should receive report card grades in special education classes based on instructional level rather than grade placement. For students receiving standard report cards, grades will be determined according to procedures for basic education students as outlined in the Student Progression Plan.

Parents must be notified in writing any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. Notification should include progress reports as well as letters, documented phone calls and parent conferences. Every effort will be made to provide communications in the home language unless clearly not feasible. Such notifications shall also apply to conduct. No student shall receive an unsatisfactory conduct grade if parents have not been notified. The opportunity for a conference with the teacher or principal must be provided to the parent of any student who may be retained. Parents or guardians of each student will be notified in writing annually of the progress of the student toward achieving the identified levels of expectations for proficiency in reading, writing, science, and mathematics and the student's results on each statewide assessment test.

## STUDENT RIGHTS / PARENT NOTIFICATION

Status with regard to mastery of regular or special standards should be discussed with parents at each IEP conference. IEP conferences should also address the following items:

1. Graduation options
2. Utilization of regular student performance standards or special student performance standards.
3. Problems encountered if student performance standards are not achieved.

## PROMOTION / RETENTION OF STUDENTS WITH DISABILITIES

### PROMOTION

Students with disabilities must meet the state or district proficiency levels unless the student's IEP indicates that the disabling condition impacts the student's progress in the general curriculum. Students with disabilities who meet IEP goals and objectives may be promoted based on the accomplishment of those goals and objectives. Exceptional student promotion in Bradford County Schools is based upon an evaluation of each pupil's achievement in terms of appropriate instructional goals. The basis for making the determination should reflect consideration of the following: course modifications, progress tests, classroom assignments, daily observations, standardized tests, IEP information and other objective data. The primary responsibility for determining each pupil's level of performance and their ability to function academically, socially, and emotionally at the next grade level is that of the IEP committee with the principal or principal's designee serving as the LEA representative in IEP meetings discussing promotion.

### RETENTION

Students with disabilities, who do not satisfactorily achieve course standards for the grade to which they are assigned, may be retained by the IEP committee with the principal or principal's designee serving as LEA representative in IEP meetings discussing retention.

### TRANSFER STUDENT WITH DISABILITIES

For those students who were served in an ESE student program in another district, state or residential facility, the following procedure should be followed:

5. The student is enrolled in the appropriately zoned school.
6. School personnel will obtain parent permission and request records from the former school district.
7. A temporary assignment through a temporary IEP will be made until eligibility is determined. These assignments can be made permanent by the IEP team if enough information is available, or if an instate IEP has been received.
8. An IEP committee will be convened to determine the most appropriate educational placement in the least restrictive school environment to meet the individual needs of the student.

If minimal information is acquired upon entrance, the student will be placed in the most comparable placement/services can be determined.

### HOSPITAL / HOMEBOUND

This program is available to middle grade students who have a medically diagnosed physical or psychological condition, which confines them to a home or hospital setting, to

continue their education. An attending physician or psychiatrist determines eligibility and certifies that the student is expected to be in a hospital/homebound program for fifteen school days or longer, or has a chronic condition requiring extended absences. Students may be served totally at home or they may be eligible for intermittent services. Students who are eligible for homebound instruction may be given the option to take fewer classes than a regular education student.

1. Students will be staffed eligible and an IEP will be developed to address the specific areas of instruction.
2. The hospital/homebound teacher will provide grades for the time the student is in this program.
3. Due to the nature of the hospital/homebound program, students will be exempt from the district's attendance requirements while enrolled in the program.

Students must meet the following three conditions to be placed in hospital/homebound instruction:

- a. Is confined to home or hospital for at least 15 consecutive school days.
- b. Will be able to participate in and benefit from an instructional program.
- c. Is under medical care for illness or injury, which is acute, catastrophic, or chronic in nature.

## ASSESSMENT OF STUDENTS WITH DISABILITIES

Test accommodations are authorized when determined appropriate by the IEP committee for any student who is an eligible exceptional student and has a current IEP. Only those accommodations that are implemented in the classroom on a daily basis may be authorized. Accommodations on standardized tests are must be based on the most current set of directions from the testing agency. A student with disabilities receiving only consultative services is also eligible for test accommodations. Students classified solely as gifted shall not receive any special test accommodations. An alternate assessment may be administered to any student with disabilities as recommended by the IEP committee.

## TEST ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Utilization of testing accommodations shall have no bearing upon the type of diploma or certificate issued to the student completing school. In no case shall the accommodation authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

Accommodations are available in the following area based on the students IEP:

1. Presentation:  
Enlargement of regular print using mechanical or electronic

means.

Large print and Braille versions of the test.

Signed or oral presentations, excluding reading passages and test questions.

Methods to provide visual attention to items.

2. Responding:

Writing in the test book or on separate paper.

Signing answers.

Answers written in Braille on separate paper.

Providing answers verbally.

3. Scheduling:

Extended time

Break options

Extended day (limited cases)

4. Small Groups

Small Groups

Individual

Specially designed room

5. Assistive Devices:

Visual magnification

Assistive Technology

Unique accommodations must be requested and must be approved by the Commissioner of Education. All accommodations must reflect what is currently acceptable by the State Board of Education. Accommodations are available to any student with a disability and a current IEP.

**BRADFORD COUNTY**

**Student Progression Plan**

**GRADES 9-12**

**2008-2009**

Revised 7/8/08

# STUDENT PROGRESSION PLAN

## Grades 9-12

### Table of Contents

INTRODUCTION .....	4
Student Performance Standards .....	5
Sunshine State Standards .....	5
Course Descriptions .....	5
District Level Expectations .....	5
Resource Allocation .....	5
ENTRANCE REQUIREMENTS .....	6
Transfer Students .....	6
Grades for Transfer Students .....	6
Bridge Program .....	7
Alternative Education Program .....	7
Placement of Transfer Students .....	7
Home Education Students .....	8
COURSE OF STUDY .....	10
Student Rights for Instruction .....	10
Annual Report .....	10
Required Instruction .....	11
Graduation Requirements .....	11
Certificate of Completion .....	12
Fast Track .....	12
Credits Required .....	13
Accelerated Three Year Graduation Option (General Requirements) .....	16
Three Year College Preparatory Graduation Option .....	17
Three Year Career Preparatory Graduation Option .....	18
High School Equivalency Diploma .....	19
Adult Student High School Diploma .....	19
Performance Based Program .....	20
High School Credit Earned at the Middle Grades .....	20
Course Credit .....	20
Grade Classification .....	21
High School Hourly Credit Attendance Requirements .....	21
High School Credit Recovery .....	21
Advanced Placement Courses .....	22
Credit by Examination .....	22
International Baccalaureate Program .....	22
Advanced Certificate Program .....	22
Vocational Dual Enrollment .....	22
Dual Enrollment .....	23
Florida Virtual School .....	23
Grading Scale .....	24

Reporting Student Progress.....	24
Weighted GPA .....	24
Minimum Grade Point Average.....	25
Grade Forgiveness Policy .....	25
Requirements for Extracurricular Activities.....	25
GRADUATION.....	26
Valedictorian and Salutatorian.....	26
Rank in Class .....	26
High School Graduation Ceremonies .....	27
ASSESSMENT .....	28
BRIGHT FUTURES SCHOLARSHIP PROGRAM.....	29
ATTENDANCE .....	30
Student Absences for Religious Reasons.....	30
Part Time Attendance for Home Education Students.....	30
ENGLISH LANGUAGE LEARNERS (ELL).....	31
ELL Procedures for Identification .....	31
Procedures for Determination of Eligibility .....	32
PROFICIENCY LEVELS .....	33
Comprehensive Program.....	33
Assessment & Remediation .....	33
Reading Proficiency & Parental Notification .....	34
EXCEPTIONAL STUDENT EDUCATION .....	34
Regular Student Performance Standards .....	34
Level I Courses .....	34
Special State Student Performance Standards .....	35
Reporting Student Progress.....	35
Student Rights & Parent Notification .....	36
Promotion of Students with Disabilities .....	36
Retention of Students with Disabilities.....	36
Transfer Students with Disabilities.....	36
Hospital / Homebound .....	37
Assessment of Students with Disabilities .....	38
Section 504.....	38
Graduation.....	38
Test Accommodations for Students with Disabilities.....	39
Special Diploma.....	40
Special Certificate of Completion.....	40
Special Diploma – Option I .....	40
Special Diploma – Option II.....	40
Standard Diploma Option .....	40

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## **INTRODUCTION**

The purpose of this document is to present to school personnel, parents, students, and other interested citizens the board rules and administrative procedures required to implement state legislative requirements as specified in Florida Statute 1008.25. The School Board of Bradford County is dedicated to the total and continuous development of each student. The professional staff of the school district has the responsibility to develop administrative procedures to ensure the placement of each student in the program and at the level best suited to that student's unique needs. It is also the intent of the school district to achieve parent understanding and cooperation in all student matters.

## STUDENT PERFORMANCE STANDARDS

The State Board of Education has developed student performance standards, at all grade levels, in key academic subject areas. The standards apply to language arts, mathematics, science, social studies, the arts, health and physical education and foreign language. For purposes of this section, the term “student performance standards” means a statement describing skills or competencies students are expected to learn. Assessments of student achievement have been developed and will be implemented to accurately measure student progress and to report this progress to parents or legal guardians.

## SUNSHINE STATE STANDARDS

The Florida Sunshine State Standards serve as guides to best practices followed to develop school improvement strategies and thereby raise student achievement. The standards describe what students should know and be able to do at designated progression levels. Appropriate instruction will be provided to assist students in the achievement of these standards. The Sunshine State Standards will serve as the basis for statewide assessment. Law requires the utilization of the Sunshine State Standards into the instructional program.

## COURSE DESCRIPTIONS

The Bradford County School Board has adopted the Course Descriptions developed by the Florida Department of Education. These course descriptions indicate the Sunshine State Standards presented in each course for grades 9-12 for which credit is awarded. Students are required to master the content of each course in order to receive credit to be used toward graduation.

## DISTRICT LEVEL EXPECTATIONS

The Student Progression Plan is the Bradford County plan of instruction and assessment for students as they progress from one level of the curriculum to the next. The Student Progression Plan provides a standard of consistency for the instructional program, as well as the assessment and reporting of a student’s classroom performances as required by the, School Board of Bradford County, Florida Statutes and the State Board of Education Administrative Rules.

## RESOURCE ALLOCATION

The allocation of remedial and supplemental resources for instruction will be provided to schools for students who are deficient in reading, math, and science and who fail to meet performance levels required for promotion or graduation consistent with the district school board’s plan for student progression.

## ENTRANCE REQUIREMENTS

### TRANSFER STUDENTS

Any student who enters a Bradford County School will be required to present the following items within thirty days of entry:

1. An official letter or transcript from the former school which indicates record of attendance, academic information, and grade placement of student
2. Evidence of date of birth
3. Current valid certificate of immunization
4. Evidence of medical examination performed within the last twelve months and documented on the correct medical form
5. Social Security Number (District Request)
6. Proof of residence
7. Notarized proof of guardianship

The principal will have the final decision in reviewing data and making a placement assignment.

### IMMUNIZATION REQUIREMENTS FOR ENTRANCE

A child who is entering a Bradford County School for the first time must present one of the following properly documented items:

4. A current valid certificate of immunization; or
5. Certificate of exemption for religious reasons; or
6. Certificate of exemption for medical reasons.

**A thirty-day temporary written exemption may be issued by the Bradford County Health Department to permit a child who transfers into the district to attend classes until the records can be obtained. Parents who do not obtain the exemption may not enter their child in school. This also applies to students who are continuing but do not have the appropriate immunizations to enter school. If, at the end of the thirty-day exemption period, the parent or the student fails to present a proper immunization certificate, the principal will temporarily exclude the student from school. The school administrator will instruct the parent to present the proper immunization certification to the school before the student will be allowed to re-enter. Failure to properly obtain and provide the appropriate medical documentation/immunizations will result in the student being referred for truancy.**

### GRADES FOR TRANSFER STUDENTS

When students transfer from one school to another, the sending school is requested to send any grades received during that current grading period, regardless of number of days

enrolled. If a student was enrolled in his/her former school for more than 30 days, the departing school shall assign the grade. If the student is registered at the new school for 15 or more days, the receiving school shall assign the grade. A student transferring from another state or private school will have his/her grade level placement determined by the principal or designee of the receiving school. All evidence of the student's work and placement shall be based upon an official transcript or record authenticated by the proper authority of the receiving school.

## BRIDGE PROGRAM

The RJE Renaissance Center hosts a program called "Bridge". This program offers an alternative to out of school suspension. Students are sent to the Bridge Program for five to ten days in lieu of an out of school suspension. This enables students to continue to work on grade level in order to receive a grade as well as to work on addressing the issues and behaviors that caused them to be assigned to the Bridge program. This program serves as a deterrent from returning and having to remain in the Renaissance Center for a longer placement.

## ALTERNATIVE EDUCATION PROGRAM

A regular education student may be assigned to the Renaissance Center through an administrative placement or an Exceptional Student Education may be assigned as a result of plans developed as part of the IEP process. Typically, an administrative placement will follow either a ten-day suspension or a pattern of disruptive behavior or defiance of authority or a zero tolerance disciplinary offense. The administrative placement will always be a stronger placement if the manifestation determines that the disability did not contribute to the behavior and that the placement is to be implemented with parental support.

For students with an IEP placement must take into consideration that all classes are regarded as consult services for ESE disabilities. This indicates that a self-contained ESE class will be able to provide more exceptional education services than an alternative setting.

Students may be administratively assigned to the Renaissance Center for a period of time as defined in the Student Code of Conduct. A hearing involving the sending school and the Renaissance Center must be conducted in order to review the case. If the student is scheduled to return to the home school, a conference must be conducted five days prior to the scheduled dismissal date. The conference, which needs to be initiated by the Renaissance Center, should include representatives from the sending school and the Renaissance Center as well as the student's parents.

## PLACEMENT OF TRANSFER STUDENTS

Any student in grades 9-12 who transfers into the district and whose credits can be verified must meet all provisions of the district's Student Progression Plan and State of

Florida requirements appropriate for that grade. If a senior level student transfers into Bradford High School from a public school in one of the other forty-nine states, or from a Department of Defense school, or from a school accredited by a regional accrediting agency, that student will be allowed to graduate provided they meet all of the requirements of the former school. All evidence of work completed or credits earned at another school shall be based on an official transcript authenticated by the proper school authority. Work completed or high school credits earned in a Florida public school, or from a public school in one of the other forty-nine states, or from a Department of Defense school, or from a school accredited by a regional accrediting association shall be accepted at face value subject to validation if deemed necessary. Credits from any other type of educational institution, school or agency will be subject to review and evaluation by the principal or designee of the receiving school.

Out of State and Out of Country transfer students who have met all requirements for the standard high school diploma except for passage of the 10<sup>th</sup> Grade FCAT or an alternative assessment by the end of Grade 12 must be provided the following learning opportunities:

- Participation in an accelerated high school equivalency diploma preparation program during the summer.
- Upon receipt of a certificate of completion, be allowed to take the Common Placement Test (CPT), and be admitted to remedial or credit courses at a state community college as appropriate.
- Participation in an adult general education program as provided in S. 1004.93, F.S. for such time as the student requires to master English, reading, mathematics, or any other required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of any fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the Grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma.

## HOME EDUCATION STUDENTS

A parent may withdraw a child from public school in order to enroll in a home education program. In order to establish a home education program the parent must complete the required registration form. The registration form and other home school documents will be at the Director of School Improvement & Accountability office. Parents home schooling their children must maintain a portfolio of records and materials documenting the child's progress. This portfolio must be maintained for two years. An annual evaluation must be completed for each child in a home education program. Annual evaluations must be submitted to Director of School Improvement & Accountability by July 30 of each school year, or one calendar year after intent to enroll, or renew a home education program.

Students desiring to enroll at Bradford High School who have previously attended

non-public schools and/or home education programs will first register at the school. prior to assigning the student to any classes, the principal will notify the Director of School Improvement and Accountability. The student may be given a standardized achievement test such as the TABE or CTBS to determine student placement. The administrative and guidance staff will carefully review the test results and any other transcripts or relevant information provided by the student and/or his parent or legal guardian. Credits for a home education student shall be validated through performance during the first grading period. A student transferring into a school shall be placed at the appropriate sequential course level 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 one of the methods listed.

1. Portfolio evaluation Director of School Improvement and Accountability.
2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal.
3. Demonstrated proficiencies on nationally normed standardized subject area assessments.
4. Demonstrated proficiencies on the FCAT.

Students must be provided at least ninety days from date of transfer to prepare for assessments outlined in items 3 and 4 above. At the recommendation of the principal, the guidance staff will develop a Bradford High School schedule based on credits accepted from the non-public or home education program.

If a home education student plans to graduate from Bradford High School, the student and his/her parent must contact a Bradford High School guidance counselor to conduct a credit review. Students who wish to graduate from Bradford High School must have a credit review prior to the beginning of the eighth semester, and be enrolled as a full-time BHS student for the remainder of the school year (eighth semester). Ranking will be recalculated at the end of the eighth semester for determining Honor graduates for graduation ceremonies. Failure to do so will result in the student not being allowed to participate in graduation activities.

Home education students are not eligible to participate in social, non-academic events such as dances, field trips, intramurals, class pictures, or end of year trips. Participation in field trips that are academic in nature would require that the student has participated in the same academic instruction as the regular education students on campus. Home education students may not participate in any activity not covered under the Florida High School Athletics Association. Home education students are not allowed to participate in cheerleading, student government activities, flag corps or dance team. In order to participate in any of the activities noted above a home education student must be taking at least two classes on the Bradford High School campus. Participation in activities governed by the by-laws of the FHSA will be allowed according to the rules established by that organization.

Any home education students who participate in the Florida Virtual School program or the dual enrollment program or vocational program will be under the same rules and guidelines as a regular education student attending Bradford High School full time.

## **COURSE OF STUDY**

### **STUDENT RIGHTS FOR INSTRUCTION**

All public education classes shall be available to all students without regard to race, national or ethnic origin, sex, disability or handicapping condition, pregnancy, parenthood, or marital status. However, this is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students.

Any student, who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against, may file a grievance according to the procedures established in School Board Policy under Student Complaints and Grievances.

The required program of study for high school students in Bradford County reflects state and local requirements for high school education and supports the Sunshine State Standards. Curriculum Frameworks for the high school program describe the performance roles, outcomes and indicators for each area of study.

### **ANNUAL REPORTS**

Each year the district will provide a written report to parents detailing their student's progress towards achieving the state and district expectations for proficiency in reading, writing, science, and mathematics including the student's results on each statewide assessment test.

By September 1 of each year the district school board will publish in the local newspaper and report in writing to the State Board of Education the following information:

1. The provisions of the law relating to public school progression and the district school board's policies and procedures on student retention and promotion.
2. By grade level, the number and percentage of all students in grades 3-10, performing at levels one and two on the reading portion of the FCAT.
3. By grade, the number and percentage of all students in grades 3-10.
4. Information on the total number of students who were promoted for good cause.
5. Any revisions to the district school board's policy on retention and promotion from the prior year.

## REQUIRED INSTRUCTION

Teachers will provide instruction appropriate for the age and maturity level of the students in the following topics:

- a. Declaration of Independence
- b. United States Constitution/ Bill of Rights
- c. Federalist Papers
- d. Flag education
- e. Functions and interrelationships of civil government
- f. History of the United States
- g. History of the Holocaust
- h. History of African Americans
- i. Elementary principles of agriculture
- j. Drug and alcohol prevention
- k. Kindness to animals
- l. History of Florida
- m. Conservation of natural resources
- n. Comprehensive health education
- o. Such additional materials, subjects, courses, or fields as prescribed by law
- p. Contributions of Hispanics to the U.S.
- q. Contributions of women to the U.S.
- r. The nature and importance of free enterprise to the U.S. economy
- s. Character education: including patriotism, responsibility, citizenship, kindness, respect for authority, life, liberty, and personal property, honesty, charity, self-control, racial, ethnic, and religious tolerance, and cooperation.
- t. Patriotism, respect for veterans, and understanding of significance of Veteran's Day and Memorial Day

## GRADUATION REQUIREMENTS

In order to graduate from Bradford High School, a student must successfully complete the 24 credits listed in this document, pass the FCAT, and have a GPA of at least a 2.0. Courses used for graduation must be Level II or above or appropriate non-leveled courses. Students may only be enrolled in Level I courses, if after review of their academic records, standardized test scores and teacher evaluations, it can be determined that a more rigorous course of study would be inappropriate for the student. Level I courses, including intensive classes, will only be counted as electives. They may not be used to meet graduation requirements for core courses. Any student placed in a Level I course must have a Progress Monitoring Plan or Individual Education Plan, which outlines the methods and strategies to address the deficiencies.

Students follow the graduation requirements in place at the time they enter the grade 9 unless otherwise designated by state statute. Students may select one of the three high school graduation options.

## CERTIFICATE OF COMPLETION

A certificate of completion may be awarded to a student who satisfies one of the following:

- A. completes standard graduation course credit requirements, but who is unable to earn a passing score on the FCAT,
- B. achieve below the cumulative grade point average requirement but has earned the 24 credits necessary for a regular diploma,

and who completes all other applicable requirements for graduation prescribed by the district school board pursuant to s. 1008.25. (Completes all required remediation)

An ESE student may elect to remain in secondary school as a full-time or part-time student until the age of 22 and receive instruction to remedy the deficiencies to complete a standard diploma. A student who has received a certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard high school diploma whenever the requirements are completed.

## FAST TRACK

In order to help students who might lose hope of graduation, the Bradford Union Area Career Technical Center has implemented a strategy for addressing this problem. The Coordinator of Adult and Community Education has coordinated with the high school a plan to identify, counsel, and recruit students into the GED Fast Track program. This will include students who are currently enrolled at Bradford High School and have not passed the FCAT. The Fast Track program will give students who may otherwise drop out of school a viable option through preparation to take the GED exam. The objective of identifying, recruiting, and placing students in an intensive class will break the cycle of hopelessness through failure. This will be accomplished through a coordinated effort with the administration, guidance office, exceptional education office, and records office at the high school. Parents will also be asked for support of this option.

The senior guidance office will counsel and review test scores from the October administration of the FCAT of the student's senior year. During this session, a letter from the office of the Coordinator of Adult and Community Education will be presented to the students who did not pass the FCAT. The content of this letter will include the following: a statement about the opportunity that awaits the student through preparation for the State of Florida High School Diploma; a schedule of the classes to include the time of the classes, which will be held at Bradford Union Area Career-Technical Center; telephone numbers and appropriate contacts for additional information; and a copy of the GED schedule of testing. Parents will also be informed via letter of the Fast Track

option. If there is no response within 10 days, those parents not responding will be called and invited to meet with the guidance office or the adult education contact person at the Bradford Union Area Career-Technical Center.

Another avenue for identifying students will involve the coordination of the Bradford County ESE office. This will be done through the inclusion of a statement in the Individual Education Plan, which will offer the Fast Track as an option for students who might fail the FCAT. This will include an opportunity for students to attend remedial classes, to help improve scores.

#### CREDITS REQUIRED (for freshmen entering August 2004, 2005, & 2006)

1. English – 4 credits  
English courses must include major concentrations in composition, reading for information, and literature.
2. Mathematics – 3 credits  
Successful completion of Algebra I or a series of courses equivalent to Algebra I (or a higher level mathematics course for those who have already completed an Algebra I course that is not reflected in the high school transcript or have clearly mastered Algebra I content). Courses or series of courses deemed “equivalents” for meeting the Algebra I graduation requirement are:
  - Algebra I
  - Algebra I Honors
  - Algebra Ia and Algebra Ib
  - Integrated Mathematics I and Integrated Mathematics IIHigher level courses meeting this requirement when Algebra I content is mastered but not reflected in the transcript: any Level III math course, Algebra II, or Integrated Mathematics III
3. Science – 3 credits  
Two of the science credits must include a laboratory component. Agriscience Foundations may count as a science credit.\*  
Agriscience Foundations does not count as a prerequisite for the lab sciences offered at BHS. Students who count this class as a science credit will need to take three (3) additional science credits to meet graduation requirements. (Beginning with the entering 9<sup>th</sup> graders in 2008-2009)
4. American History – 1 credit
5. World History – 1 credit  
This course shall include a comparative study of the history, doctrines, and objectives of all major political systems.
6. Economics – 0.5 credit  
This course shall include a comparative study of the history, doctrines, and objectives of all major economic systems  
American Government – 0.5 credit  
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.

7. 1 credit from:
  - Practical Arts Career Ed. OR Exploratory Career Ed. OR Performing Fine Arts OR
  - A combination of 0.5 credits from each of the above.
8. Life Management Skills – 0.5 credit  
Health I – Life Management Skills (0800300) or Life Management Skills (8502000) may be used to satisfy this requirement. (Last required for freshmen of SY 2006-2007).
9. Computer Science or Technology Courses – 0.5 (for incoming ninth graders in 2005-2006). This requirement is no longer applicable for freshmen starting in the 2006-2007 school year.
10. Physical Education - 1.0 credit to include assessment, improvement, and maintenance of personal fitness. Personal Fitness (1501300) is required to satisfy a half credit of this requirement. 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. The following exceptions apply:
  - a. 1.0 credit in Adaptive Physical Education IEP or 504 Plan (1500300) satisfies this requirement for those exceptional education students seeking a standard diploma who cannot be assigned to Personal Fitness (1501300) pursuant to Act physical education in The Individuals with Disabilities Act (IDEA 1997 and Section 504 of the Rehabilitation Act.)
  - b. Participation in an interscholastic sport at the junior varsity, or varsity level, for two full seasons, satisfies the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of “C” or better.
  - c. Completion of one semester with a grade of “C” or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity (such as eurythmics, dance corps, or flag corps), with regular practice with and performance in marching band activities satisfies a one-half credit requirement in physical education. This one-half credit may not be used to satisfy the personal fitness requirement for adaptive physical education under an individual educational plan (IEP) or 504 plan.
  - d. Completion of one semester with a grade of “C” or better in a Reserve Officer Training Corps (ROTC) class that has a substantial component of drills as part of the course description satisfies a one half-credit requirement in physical education. This one-half credit may not be used to

satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.

A student is not required to take the one credit in physical education during the ninth grade year.

11. Electives – Any course listed in this directory that is appropriate for 9<sup>th</sup> grade or above may fulfill an elective credit for graduation except Study Hall and other courses identified as noncredit (NC), Adult Basic Education, and GED Preparation. Students who do not meet the FCAT requirement, must take the intensive reading class. Credit from the intensive reading class will count as an elective.

Students may receive a half elective credit in social studies and a half credit elective for student completion of non-paid voluntary community or school service work (activities can't be used by the organization for profit and must be pre-approved by the principal or designee). Students must complete a minimum of 75 hours of service in either category. Activities are to be conducted outside of the regular school day. Guidelines for compliance will be developed by the principal. Note: 1003.43 (k) states that district school boards *may* award a maximum of one-half credit in social studies and one-half elective credit...

No student may be granted credit toward high school graduation for enrollment in the following programs or courses.

1. More than a total of nine elective credits in remedial programs. (majors)
2. More than one credit in exploratory vocational courses.
3. More than three credits in practical arts family and consumer science classes.

### **CREDIT CHANGES FOR SY 2007-2008 FRESHMEN**

**Beginning** with students entering their first year of high school in the **2007-2008** school year, graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admissions. Graduation requirements will include the above credit requirements and the following additions/changes: F.S. 1003.428

\* 4 credits in Math (One of which must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course.)

\* 1 credit in fine arts. Courses listed in the Course Code Directory under Art, Dance, Drama/Theatre, and Music meet the Fine Arts requirement. No practical arts credit is accepted for this requirement.

\* 1 credit physical education to include integration of health.

\*Eight credits in majors, minors, or electives:

4 credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the student as part of the education plan required by s. 1003.4156.

4 credits in elective courses selected by the student as part of the education plan required by the student as part of the education plan. These credits may be combined to allow for a second major area of interest pursuant to subparagraph 1., a minor of interest, elective courses, intensive reading or mathematics intervention courses, or credit recovery courses.

Parents and students may access the FLDOE Major Areas of Interest Website to receive a complete listing of the major areas for their school. The web address is:  
<http://www.fldoe.org/HSMajors/ListSchoolMajors.aspx>

### ACCELERATED THREE YEAR GRADUATION OPTIONS (General Requirements)

Students who enter ninth grade in the 2004-2005 school year and thereafter may select, an accelerated three year graduation option. Options are available for a college preparatory program or a career preparatory program. Prior to selecting one of the three year accelerated graduation options the following requirements must be met:

1. Designated school personnel shall meet with the student and the student's parent to give an explanation of the relative requirements, advantages, and disadvantages of the designated graduation option.
2. The student shall submit to the high school principal and guidance counselor a signed parental consent to enter the three year accelerated program.
3. The student shall have achieved at least an FCAT reading achievement level of 3, an FCAT mathematics achievement level of 3 and an FCAT writing score of 3 on the most recent assessments taken by the student.

Schools shall provide each ninth grade student and their parents with information concerning the three year and four year high school graduation options including the respective curriculum requirements for those options, so that the students and their parents may select the postsecondary education or career plan that best fits their needs, and the school must receive written consent from the student's parent. The information shall include a timeframe for achieving each graduation option. The selection of one of the graduation options must be completed by the student prior to the end of grade nine and is exclusively up to the student and parent. The district shall extend this deadline to the first semester of grade 10 for a student who entered a Florida public school after grade nine upon transfer from a private school or another state or who was prevented from choosing a graduation option due to illness during grade nine. If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements for a standard high school diploma. Students desiring to pursue one of the three year programs must earn passing scores on the FCAT or scores on a standardized test that are concordant with passing scores on the FCAT.

If, at the end of grade ten, a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the student and parent of the following:

1. The requirements that the student is not currently meeting.
2. The specific performance necessary in grade eleven for the student to meet the accelerated graduation requirements.
3. The right of the student to change to the four-year program.

A student who selected one of the accelerated three year graduation options shall automatically move to the four year program set forth if the student:

1. Exercises his or her right to change to the four year program.
2. Fails to earn five credits by the end of grade nine or fails to earn eleven credits by the end of grade ten.
3. Does not achieve a score of 3 or higher on the grade ten FCAT writing assessment.
4. By the end of grade eleven does not meet any of the other requirements such as grade point average (GPA) or FCAT scores in reading and mathematics.

Any student who selected an accelerated graduation option before July 1, 2004 may continue that program, and all statutory program requirements that were applicable when the student made the program choice shall remain applicable to the student as long as the student continues that program.

### THREE YEAR COLLEGE PREPARATORY GRADUATION OPTION (Specific Requirements)

For this option at least six of the eighteen credits required for completion of this program must be received in classes that are dual enrollment, advanced placement, Baccalaureate, Advanced International Certificate of Education, specifically listed or identified by the Department of Education as a rigorous course or weighted by the district school board for class ranking purposes. The eighteen credits required for completion of this program shall be the primary requirements and shall be distributed as follows:

1. Four credits in English, with major concentration in composition and literature.
2. Three credits in mathematics at the Algebra I level or higher from the list of courses that qualify for state university admission.
3. Three credits in natural science, two of which must have a laboratory component.
4. Three credits in social studies, which must include one credit in American history, one credit in world history, one-half credit in American government, and one-half credit in economics.

5. Two credits in the same second language unless student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses.
6. Three elective credits.

In the college preparatory program students must achieve a cumulative weighted grade point average of at least a 3.0 (3.5 beginning SY 2006-2007 for incoming 9<sup>th</sup> graders) on a 4.0 scale, or its equivalent, in the required courses. Students must also receive a weighted or unweighted grade that earns at least a 3.0 or its equivalent to earn course credit toward the eighteen credits required for the college preparatory accelerated three year high school graduation program.

Students who enter grade 9 in the 2006-2007 school year and thereafter must have at least 6 of 18 credits required for completion of this program in classes that are International Baccalaureate Program, the Advanced Placement Program, dual enrollment, or Advanced International Certificate of Education. Honors courses will not meet this requirement.

#### THREE YEAR CAREER PREPARATORY GRADUATION OPTION

A student entering this program must successfully complete a minimum of eighteen academic credits in grades nine through twelve. The eighteen credits shall be the primary requirements and shall be distributed as follows:

1. Four credits in English, with major concentration in composition and literature.
2. Three credits in mathematics, one of which must be Algebra I.
3. Three credits in natural science, two of which must have a laboratory component.
4. Three credits in social sciences, which must include one credit in American history, one credit in world history, one-half credit in American government, and one-half credit in economics.
5. Three credits in a single vocational or career education program, three credits in career and technical certificate dual enrollment courses, or five credits in vocational or career education courses.
6. Two credits in electives unless five credits are earned in the student's designated vocational program.

A student in a career preparatory program must achieve a cumulative weighted grade point average of at least a 3.0 on a 4.0 scale, or its equivalent, in the courses required for the career preparatory accelerated graduation option. The student must also receive a weighted or unweighted grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the eighteen credits required for the career preparatory accelerated three year high school graduation option.

A student who selects one of the accelerated three-year graduation options shall automatically move to the four-year program stated in S. 1003.43, F.S. if the student:

\* Exercises his or her right to change to the four-year program

\* Fails to earn five credits by the end of Grade 9 or fails to earn 11 credits by the end of grade 10.

\* Does not achieve a score of 3 or higher on the Grade 10 FCAT Writing assessment.

\* By the end of grade 11 does not meet the requirements of S. 1003.429(1) and (6), F.S.

Note: A student who has not completed all of the requirements for the three-year graduation program, including earning passing scores on the FCAT and achieving the required grade point average, must be required to meet the 24-credit program pursuant to S. 1003.43, F.S. and must attend high school a fourth year.

### HIGH SCHOOL EQUIVALENCY DIPLOMA (GED)

A candidate for a high school equivalency diploma shall be at least 18 years old or if in the case of extraordinary circumstances, 16 years old. A Child Study Team is recommended prior to requesting permission to take the GED. Extraordinary circumstances may include, but are not limited to:

1. Having a physical or psychological problem that impairs the student's ability to attend school.
2. Child care responsibilities.
3. Court action.
4. Family hardship.

Sixteen and seventeen year old students must also have parent permission to take the test and must pass a pre-GED test before being permitted to take the actual GED.

### ADULT STUDENT HIGH SCHOOL DIPLOMA

Clarification – Eligibility for a high school diploma is an adult student who has met all other graduation requirements but is returning to pick-up a missing credit.

Applicants for an adult high school diploma may be allowed the following options.

1. An elective credit may be substituted for the one credit physical education requirement.
2. The lab component for science may be eliminated if the required facilities do not exist or are inaccessible.
3. Any art, drama, dance or music class may be used to satisfy the performing arts requirement.

The issuing agency for the Bradford Adult Student High School Diploma will be the Bradford Union Area Career Technical Center.

PERFORMANCE BASED DIPLOMA PROGRAM (Academy of Academics)  
See attachment C

## HIGH SCHOOL CREDIT EARNED AT THE MIDDLE GRADES

Credit earned by an seventh or eighth grader in a course designated in the Course Code Directory as grade 9-12 may be used to satisfy high school graduation requirements. (High school credit will only be awarded if the student earns a grade of “C” or higher.) Seventh and eighth grade students may enroll in high school credit earning courses. This enables these students to earn high school credit as well as eighth grade promotional credit. Courses approved by high school credit include Alegbra I, Algebra I Honors, or any other course approved by the principal.

All credit earning courses will become part of the student’s official transcript and shall be included in the calculation of the GPA required for graduation. This enables these students to be afforded the opportunity to earn high school credit as well as seventh/eighth grade promotional credit. Students wishing to take Algebra I Honors should consider taking the course through the Florida Virtual School. Students desiring to take any other courses must make a formal written request to the principal. A review committee composed of the middle grade principal, high school principal, Assistant Superintendent for Curriculum and Learning and middle and high school counselors will consider the request. Approvals will be made on a case-by-case basis. Middle school students, who are determined capable of successfully completing above level courses, may take classes for credit at the high school level based upon course availability. Teacher recommendation, parent permission, and approval of the high school principal (or designee) must be obtained before any students will be approved for high school courses.

## COURSE CREDIT

Mastery of student performance standards for regular education students must be demonstrated for each course prior to credit being awarded. Demonstrated mastery can be determined by factors such as: checklists, class assignments, homework, special projects, laboratory activities, reports, research papers, notebooks, class participation, portfolios or the passing of a comprehensive semester examination covering the performance standards of the semester unit of instruction of a course for which credit is awarded. Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit. Credit for high school graduation may be earned for volunteer activities and non-academic activities that have been approved by the State Board of Education. All courses taken must be included in calculating the GPA. Courses in excess of the required 24 credits may not be dropped.

## GRADE CLASSIFICATION

The following credit calculation will be used for students entering ninth grade in 2005-2006.

Classification	Credits
9 <sup>th</sup> Grade	Successful Completion of 8 <sup>th</sup> grade
10 <sup>th</sup> Grade	6 Credits (1 Math, 1 Eng., & 1 Sci.) and completion of 2 sem.
11 <sup>th</sup> Grade	12 Credits (2 Math, 2 Eng., & 2 Sci.) and completion of 4 sem.
12 <sup>th</sup> Grade	18 Credits (3 Math, 3 Eng., & 3 Sci.) and completion of 6 sem.
Graduation	24 Credits

## HIGH SCHOOL HOURLY CREDIT ATTENDANCE REQUIREMENTS

One full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards. The student must also have completed all course requirements as specified in the Student Progression Plan and the approved course description before credit may be earned for the course. See the Bradford County Student Code of Conduct for additional guidelines relating to attendance and credits.

## HIGH SCHOOL CREDIT AWARDING

The Bradford County School District maintains a one-half credit earned system that includes courses on a full-year basis; and

One-half credit shall be awarded if the student successfully completes either the first or second half of a full year course but fails to successfully complete the other half. If the student successfully completes either the first or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades in each half would result in a passing grade, the student must successfully meet additional school board requirements, such as class attendance, homework, participation, and other indicators of performance.

## HIGH SCHOOL CREDIT RECOVERY

Several options will be made available to students to recover credits from failed course work in core academic and non-core academic classes. These options will be provided during designated class periods at Bradford High School using the Ed Options Novel Program and the evening credit recovery classes at Bradford Union Area Career Technical Center using Odysseyware. Course work in these classes will require the student to complete all submissions of modules and final exam with a minimum of 70% and maintain an overall average of 80% in the final course grade to receive credit. Placement in all credit recovery programs will require the approval of guidance and the

school administration. Any exceptions to this policy must be pre-approved by the principal and District.

#### ADVANCED PLACEMENT COURSES

Advanced Placement Courses are administered by the College Board for eligible secondary students. Post secondary credit shall be awarded to students who score a minimum of 3 on a 5 point scale on the corresponding AP exam. Students shall be exempt from any fees. Advanced placement courses may be taken along with dual enrollment courses.

#### CREDIT BY EXAMINATION

Credit by examination shall be the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. Minimum scores required for an award of credit are stated by the State Board of Education in the statewide articulation agreement.

#### INTERNATIONAL BACCALAUREATE PROGRAM

The International Baccalaureate Program is the curriculum whereby students are enrolled in a program of studies offered through the IB program. The State Board of Education has established rules that specify the cutoff scores and IB examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination.

#### ADVANCED INTERNATIONAL CERTIFICATE

The Advanced International Certificate of Education Program is the enrollment of eligible secondary students in a program of studies offered through the advanced International Certificate of Education Program administered by the University of Cambridge Local Examinations Syndicate. The specific course for which the student receives credit is determined by the community college or university that accepts the student for admission. Students shall be exempt from the payment of any fees.

#### INTRA-COUNTY VOCATIONAL DUAL ENROLLMENT

Vocational dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma.

#### INTER-COUNTY VOCATIONAL DUAL ENROLLMENT

The Bradford-Union Vocational dual enrollment program represents a cooperative effort between Bradford County School Board and Union County School Board. Through the

Bradford-Union Inter-County Vocational Dual Enrollment program, Union County secondary student in grades nine through twelve are able to attend Bradford-Union Area Career and Technical Center postsecondary job preparatory programs and earn high school credits.

The Bradford County School Board/Union County School Board Articulation Agreement in Appendix “B” provides specific details regarding student participation in the vocational inter-county vocational dual enrollment program. No changes can be made to the dual enrollment program unless both parties are in agreement.

## DUAL ENROLLMENT

The dual enrollment program represents a cooperative effort between the School Board of Bradford County and Santa Fe Community College. Through the dual enrollment program, Bradford High School students are able to earn college credits while still in high school.

The School Board of Bradford County / Santa Fe Community College Articulation Agreement in Appendix “A” provides specific details regarding student participation in the dual enrollment program. No changes can be made to the dual enrollment program unless both parties are in agreement.

## FLORIDA VIRTUAL SCHOOL

A student may earn credits offered through the Florida Virtual School. Students requesting to take a course offered by the Florida Virtual School must have approval from a guidance counselor and the student’s parents. Guidance approval may be denied if the student has failed to establish an acceptable academic record that includes a GPA of at least a 2.0 and a score of a Level 2 on the most recent administration of the FCAT. (All exceptions must be approved by the principal). Guidance approval will be required regarding the number of on-line courses a student may take at any one time. Students who drop two FLVS classes with a grade of Withdraw Failure (WF) will not be allowed to take any other FLVS course. Students who withdraw with any other withdrawal code and who subsequently enter a BHS course must understand that they may not receive credit if they have missed 60% or more of the scheduled class time. Credit recovery will only be offered to students who have completed the entire FLVS course with a grade of “D” or “F”. All grades received from FLVS courses shall be counted toward the final GPA calculation. Counselors will provide a report to the principal listing all of the students taking Florida Virtual School classes. Students intending to accelerate graduation by using the Florida Virtual School courses must have a written plan approved by the administration, guidance, and parents, which outlines the projected course plan for the high school program. The plan will identify projected courses taken within and out of the regular high school program. All students are subject to all guidelines established by the Florida Virtual School. It is recommended that core courses needed for graduation be completed by the end of the seventh semester.

Students expecting to replace a course for graduation must be enrolled and active prior to dropping a class. It is recommended that courses necessary for graduation need to be started in the first semester of the senior year.

### GRADING SCALE

- A = 90 – 100
- B = 80 – 89
- C = 70 – 79
- D = 60 - 69
- F = 0 – 59

### REPORT CARDS/MID-TERM PROGRESS REPORTS

A report of student academic progress, conduct, behavior, and attendance in each subject area shall be made each nine weeks during the school year. As required by law progress reports shall be sent to parents mid-way during the nine weeks grading period. The evaluation of this progress must be based on classroom work, written papers, class participation, portfolio documentation, observations, tests, district and state assessments and other relevant information. At the end of each semester, the parent or guardian of each student in grades 9-12 who has a cumulative grade point average of less than 2.5 must be notified that the student is at risk of not meeting the requirements for graduation. The notice shall contain an explanation of the policies the district has put in place to assist the student in meeting the grade point average requirement.

### WEIGHTED GPA

The following charts compare the differences between unweighted and weighted courses. The charts will be used for students who graduate in 2004 and after.

Unweighted Quality Points by Course Type			Weighted Quality Points by Course Type		
Letter Grade	For a Semester Course	For an Annual Course	Letter Grade	For a Semester Course	For an Annual Course
A	2.0	4.0	A	2.5	5.0
B	1.5	3.0	B	2.0	4.0
C	1.0	2.0	C	1.5	3.0
D	0.5	1.0	D	1.0	2.0
F	0.0	0.0	F	0.0	0.0

For students beginning ninth grade in school year 2003-2004 the following courses will be weighted:

All Honors Courses                      All Dual Enrollment Courses  
All Advanced Placement Courses      All Level III Courses

### MINIMUM GRADE POINT AVERAGE

Students entering ninth grade must keep a cumulative GPA of 2.0 on a 4.0 scale in courses that make up the 24 required credits for graduation. The school will utilize a one-half credit earned system, including courses offered on a full year basis, in awarding credit for high school graduation. A student enrolled in a full year course will receive one-half credit if the student successfully completes either the first or second half of the course but fails the other half and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full year course will receive full credit if the averaging of the grades in each half results in a passing grade, provided that additional requirements by the school board, such as class attendance, are met.

The parents of students who have a cumulative grade point average (GPA) of less than 2.5 at the end of each semester in Grades 9,10,11, and 12 shall be notified that the student is At-Risk of not meeting the graduation requirements. This notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement.

### GRADE FORGIVENESS POLICY

Academic grade forgiveness for required courses shall only be utilized to replace a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course. Academic grade forgiveness for elective courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same, a comparable or another course. These restrictions on forgiveness do not apply to students below 9<sup>th</sup> grade taking high school courses. Such students may repeat a course for forgiveness with grades above a “D”. Any course grade not replaced according to district policy shall be included in the calculation of the cumulative grade point average required for graduation. All courses and grades must be included on a student’s transcript. The authority of the school board to adopt a forgiveness policy does not provide the authority to alter a student’s record to delete the forgiven course and grade. The forgiveness policy is for the express purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school.

### REQUIREMENTS FOR EXTRACURRICULAR ACTIVITIES

In order to participate in interscholastic extracurricular student activities a student must meet the following participation standards:

1. Maintain a grade point average of 2.0 or above on a 4.0 scale or its equivalent in the previous semester; or

2. Maintain a cumulative grade point average of 2.0 or above or its equivalent during the junior and senior years in the courses required for graduation.
3. If a ninth or tenth grade student's cumulative GPA falls below 2.0 or its equivalent in the courses required by statute for graduation, the student may execute and fulfill the requirements of an academic performance contract between the student, the school district, the appropriate governing association, and the student's parents or guardian as defined by FHSAA.
4. Maintain a satisfactory conduct record as defined in the Student Code of Conduct.

## GRADUATION

### VALEDICTORIAN, SALUTATORIAN, AND HONOR GRADUATES

The cumulative weighted averages of seniors are ranked at the end of the first semester of the student's senior year. The top senior becomes Valedictorian, and the second senior becomes Salutatorian. Valedictorian and Salutatorian determination will be made at the end of the seventh semester. In order to be Valedictorian, Salutatorian a student must have been in attendance at Bradford High School for the last semester of their junior year and the entire first semester of their senior year and have passed the FCAT. Ranking will be recalculated at the end of the eighth semester for determining Honor graduates for graduation ceremonies. An honor recognition endorsement may be added to diplomas for individuals who exceed the minimum requirements. To be considered for the Valedictorian or Salutatorian position, or class rank a student must have been enrolled in a traditional high school program for a total of seven semesters by the end of the first semester of the senior year. They also must have earned all credits required for graduation by the end of the regular school year, not counting summer school. Graduation honors will be awarded according to weighted grade point averages as follows:

Outstanding Honors	4.0000 to 4.5000
High Honors	3.7500 to 3.9999
Honors	3.5000 to 3.7499

### RANK IN CLASS

A student's grade point average shall be calculated by utilizing all courses listed in the Course Code Directory, all dual enrollment courses taken and completed from any accredited two or four year college or university, courses from the Florida Virtual School Program, and approved home school transfer credits.

The calculations shall apply to all grades for which credit has been earned and shall include the ninth grade, in most cases, through the first semester of the senior year (usually seven semesters). Calculations will be based on the weighted GPA.

In calculating GPA for graduation, all courses will be used in determining the final GPA. Credit for all courses taken will be included in the final calculation

Ranking will be recalculated at the end of the eighth semester for determining Honor graduates for graduation ceremonies.

## HIGH SCHOOL GRADUATION CEREMONIES

Students who meet the requirements for a standard or special diploma at the end of the regular school term shall be eligible to participate in graduation exercises unless district or school rules dealing with discipline or rules relative to graduation exercise participation are violated. Any violation is subject to review by the school principal for determination of outcome. Ranking will be recalculated at the end of the eighth semester for determining Honor graduates for graduation ceremonies.

Home Education students who wish to graduate from Bradford High School must have a credit review prior to the beginning of the eighth semester, and be enrolled as a full-time BHS student for the remainder of the school year (eighth semester).

Students who fail to meet the minimum credits and other requirements prescribed by the School Board of Bradford County, even though they have passed the FCAT, shall not participate in graduation exercises and shall not receive a certificate of completion.

During the first six weeks of school, school staff will notify each student as to his/her credit standing in order that he/she can plan for graduation activities. A written graduation credit check will be completed and discussed with each senior student and junior/senior students who are behind in credits and unable to be classified as a senior. The counselor will make every reasonable effort to insure that each senior and junior/senior student has completed all required course work prior to the end of the school year. For transfer students, the graduation credit check should be reviewed with the student as soon as records are received and evaluated by the guidance counselor. Both the student and school staff will sign the checklist. A copy will be placed in the student's "B" file.

Students eligible for a certificate of completion shall participate in graduation exercises. During all phases of graduation exercises, including rehearsals, baccalaureate and commencement under the following conditions:

1. completed the required courses and units of credit in grades 9-12 with a passing grade, and
2. meet the 2.0 grade point average requirement.

### Notes:

- a certificate of completion is not a diploma
- A student who earns a GED rather than a regular diploma may not participate in regular commencement exercises

- Students who are eligible to participate in commencement exercises who receive a suspension during the final days of the school year, may forfeit senior privileges, including the privilege of participating in commencement exercises.

Any reference made relative to the certification of students exiting high school during graduation exercises shall be limited to certification of the entire class. An example of wording or a statement that would be acceptable for use in the exercises would be: “Senior’s of the class of (year) are certified as graduates or have completed their high school course of study as prescribed by the School Board of Bradford County and the State of Florida”. The high school shall submit its plan for closing activities to the superintendent for approval prior to advertising the information to students. This approval will include, but not be limited to exam schedule, final date for senior completion of graduation requirements, deadline date to inform students who will or will not graduate, baccalaureate date, and commencement date.

### **ASSESSMENT**

Students in grades 9 and 10 are evaluated annually. Students, unless he/she qualifies for an alternate assessment, must take all statewide achievement tests at their appropriate grade level.

Grade Level	Test
9-10	Florida Comprehensive Assessment Test Reading and Mathematics
10	Florida Comprehensive Assessment Test Writing +
11	Florida Comprehensive Assessment Test Science

Performance task items are included on the 10<sup>th</sup> grade SSS test in reading, math, and on the 11<sup>th</sup> grade science test. Students must pass the FCAT-Sunshine State Standards test in order to graduate. Students will have five more opportunities after the tenth grade March administration of the test to pass. A passing score on the SAT or ACT as (SY 2007-2008 ACT/SAT Equivalent Score has been defined as 15/) determined by the Florida Legislature may be substituted for the FCAT. A student shall be required to take the grade ten FCAT a total of three times without earning a passing score in order to use the scores on an alternative assessment. This requirement shall not apply to a student who is a new student to the public school system.

The PLAN test will be given to all tenth grade students free of charge. Students should contact a guidance counselor about scheduling a time to take the PSAT, SAT, ACT, or ASVAB. Dates and price information is available in the guidance department.

## BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Bright Futures Scholarship Program is the umbrella program for Florida's three state-funded scholarships based on academic achievement of high school students: the Florida Academic Scholars Award, the Florida Medallion Scholars Award, and the Florida Gold Seal Vocational Scholars Award. Each of the three scholarship awards within the Bright Futures Scholarship Program has specific eligibility criteria. In addition, to be eligible for an initial award from any of the three types of scholarships, a student must:

1. Complete and submit the application and the financial aid form during your senior year, prior to graduating from high school. Students are responsible for submitting their own application.
2. Be a Florida resident and a US citizen or eligible non-citizen, as determined by the postsecondary institution the student attends.
3. Earn a Florida Standard high school diploma or its equivalent.
4. Be accepted by and enrolled in an eligible Florida public or private postsecondary educational institution.
5. Enroll in a postsecondary educational institution in Florida for at least six semester credit hours, or the equivalent, per term.
6. Not have been found guilty of, or pled no contest to, a felony charge
7. Begin using the award within three years of high school graduation.

### FLORIDA ACADEMIC SCHOLARS AWARD:

2. Provides 100% of tuition at a public institution.
3. Must have a 3.5 weighted GPA in core academic classes as determined by the state Department of education.
4. Must have successfully completed specific college preparatory courses.
5. Must have completed 75 hours of community service approved by the district.
6. Must have a minimum composite score of 1270 SAT (based upon the combined Critical Reading and Math sections only) or 28 ACT (excluding the writing section).

### FLORIDA MEDALLION SCHOLARS AWARD:

1. Provides 75% of tuition at a public institution.
2. Must have a 3.0 weighted GPA in core academic classes as determined by the state Department of education..
3. Must have successfully completed specific college preparatory courses.

4. Must have a minimum composite score of 970 SAT (based upon the combined Critical Reading and Math sections only), or 20 ACT (excluding the writing section).

#### FLORIDA GOLD SEAL VOCATIONAL SCHOLARS AWARD

1. Provides 75% of tuition at a public institution.
2. Must have a 3.0 weighted GPA using the 15.5 core credits in core academic classes as determined by the state Department of education.
3. Must have a 3.5 in a minimum of three vocational credits in one vocational program.
4. Must have minimum subtest scores on the CPT or SAT or ACT ( see the Department of Education website listed below for the minimum scores).

For additional information visit the web site: [www.firm.edu/doe/brfuture](http://www.firm.edu/doe/brfuture)

#### ATTENDANCE

A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement, such as final exams.

#### STUDENT ABSENCES FOR RELIGIOUS REASONS

A parent or guardian must request, in writing, to the school principal permission for absences of a student from school for religious instruction or religious holiday. The student shall make arrangements for their schoolwork to be done and submitted the day the student returns to school. Work, which is done in the pre-arranged time period, will be granted full credit.

#### PART TIME ATTENDANCE FOR HOME EDUCATION STUDENTS

Students, who are participating in a home education program in accordance with Florida law, may be permitted to attend the public schools of Bradford County on a part-time basis. The Director of School Improvement and Accountability will determine whether or not the student has met all of the home school requirements. Students in home education who wish to attend public school must have met all criteria for a home education program during the entire semester immediately prior to the time of the planned admission, meet the same registration requirements as full-time students, be within the same age range as the full-time education students, and enroll for and attend at least one regularly scheduled class period at the zoned school the child would normally attend. Such students must register their intent at least two weeks prior to the start of the semester they plan to attend. Full time Bradford County students will be given priority in course registration. Classes will be capped based upon scheduling flexibility and not the maximum class capacity. Home education students may not enroll in more than two courses at Bradford High School. These classes will be scheduled according to class availability and students may not be able to attend in sequential order. If classes are not scheduled in sequential order the student is not allowed to remain on campus between

classes. Students who attend classes are also under all policies and discipline procedures established in the Code of Student Conduct while they are on campus. Parents are responsible to ensure that their children comply with this requirement. If a student remains on campus he/she may be denied registration in BHS classes. Home school students may register for course(s) based on course availability, as determined by the BHS principal and/or BUACTC Director, after full time BHS students are registered. Upon parent request, exceptional education students will be provided services as required by law. Although the School Board of Bradford County is not responsible for the transportation of home education students, a request may be made to the Transportation Department. Two weeks prior to the start of the semester the student plans to attend, a request for one-way transportation through established services may be made for a student having a first period or last period class. The school principal will establish the time and place for arrival and departure of home education students. Students who attend school on a part-time basis are subject to all applicable rules and regulations regarding full-time students.

## **ENGLISH LANGUAGE LEARNERS (ELL)**

The program for English Language Learners (ELL) is designed to meet the communication, academic, and social needs of Limited English Proficient students by providing them with English language skills and comprehensible instruction. The ELL program will provide comprehensible instruction through ELL strategies in order to help students function effectively and actively participate in the regular school program based on the Sunshine State Standards.

### **ELL PROCEDURES FOR INITIAL IDENTIFICATION**

All new students who enroll in a Bradford County School will be given the Home Language Survey form to complete. Unless clearly not feasible, home language assistance will be provided to the parent at the time of the child's initial entry into the school. The registration process and the Home Language Survey will be conducted at the student's home school. The survey will ask the following three questions:

1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

Regardless of responses marked, the original copy of the Home Language Survey will be kept in the student's category "B" file. If there are any "yes" responses marked on the Home Language Survey, then a copy will be sent to the Director of Exceptional Student Education. Additionally, if there are any "yes" responses then the school ELL contact must administer the appropriate oral-aural test to the student within twenty days of initial entry. All oral-aural test information will be forwarded to the Director of Exceptional Student Education.

Each school principal will designate an individual to be the ELL contact. The ELL contact may be an administrator, guidance counselor, or teacher. The principal will be responsible for selecting the ELL contact at each school.

Beginning Fall 2006 ALL identified English Language Learners will take the Florida Comprehensive English Language Learning Assessment (CELLA) to measure their academic growth. CELLA includes four levels: Level A Grades K-2, Level B (Grades 3-5), Level C (Grades 6-8 and Level D (Grades 9-12)

#### PROCEDURES FOR DETERMINATION OF ELIGIBILITY

Any K-12 student designated NEP (Non English Proficient) or LEP (Limited English Proficient) on the oral-aural test will enter the school's ELL program. A student in grades 4-12, designated FEP (Fluent English Proficient) by the oral-aural test, will then be given the appropriate norm referenced test at his/her regular school site, within the next four weeks. In the time between initial enrollment and further assessment, the student may be served in the regular school program or temporarily assigned to the ELL program. The ELL contact and the school principal will make the decision concerning the most appropriate placement for the student until further assessment occurs. Those 4-12 students who score at or below the 32<sup>nd</sup> percentile in both Reading and Language on a norm-referenced test will qualify for the ELL program. Students scoring below the 32<sup>nd</sup> percentile in either Reading or Language will be temporarily placed in the ELL program until the LEP Committee is able to meet and determine the most appropriate placement for the student. When the LEP Committee meets, a decision will be made to assign the student to the ELL program or the regular program. In these cases, the following criteria will be reviewed to determine placement:

- Prior educational data
- Grade placement
- Social experiences and student interview
- Observation and written recommendations of current and former instructional staff
- Mastery of basic skills in English
- Grades from current or previous grades
- Other test results
- Parent, teacher or administrative reports

The LEP Committee will be made up of the classroom teacher(s), the guidance counselor, the school ELL contact, and school administrator or designee. The parent will be invited to attend the LEP Committee meeting.

An LEP conference will be scheduled for any child qualifying for the ELL program. With the assistance of the parent, an LEP will be developed for the student. Qualification for the program may be determined by testing and/or the LEP Committee. Parents will be sent a copy of any ELL documentation related to the student's participation in the ELL program.

All ELL students are required to have an annual assessment to determine their level of proficiency in English language listening and speaking skill. Beginning Fall 2006 ALL identified English Language Learners will take the Florida Comprehensive English Language Learning Assessment (CELLA) to measure their academic growth. CELLA includes four levels: Level A Grades K-2, Level B (Grades 3-5), Level C (Grades 6-8 and Level D (Grades 9-12)

### **PROFICIENCY LEVELS**

Progression from one grade to another is determined, in part, by proficiency in reading, writing, science, and mathematics. Each student and his or her parent must be informed of that student's academic progress.

### **COMPREHENSIVE PROGRAM**

Each year the district will review and establish standards for determining how well each student has mastered the performance standards approved by the State Board of Education and the district. Students must achieve specific levels of performance in reading, writing, science, and mathematics at each grade level, including the levels of performance on statewide assessments as defined by the Chancellor of Education. If a student does not achieve the required level of performance, he or she must receive remediation with an intensive program that is different from the previous year's program and that takes into account the student's learning style. The district will review and determine an appropriate alternative placement for the student.

### **ASSESSMENT AND REMEDIATION**

Each student must participate in the statewide assessment tests as required by law. 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 scores below Level 3 in reading or math, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty the areas of academic need, and strategies for appropriate intervention and instruction. The Chancellor has determined that students must perform at Level 3 or above on reading and mathematics and a 3.5 or above on writing. The school in which the student is enrolled must develop, in consultation with the student's parent, and implement a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. One of the following plans will be implemented to target instruction and identify ways to improve the student's academic achievement. 1. A federally required student plan such as an individual education plan, 2. A school-wide system of progress monitoring for all students; or 3. An individualized progress monitoring plan. A progress monitoring plan may be initiated at any time during the school year if the teacher determines that the student is not making satisfactory progress. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by s. 1011.62(8) shall include instructional and support services to be provided to meet the desired levels of performance. Upon subsequent evaluation, if the

documented deficiency has not been remediated the student may be retained. Each Chancellor 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.

## READING PROFICIENCY AND PARENTAL NOTIFICATION

The goal of the School Board of Bradford County and the State of Florida is that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remediated. The parent of any student who exhibits a substantial deficiency in reading 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.

## EXCEPTIONAL STUDENT EDUCATION

### REGULAR STUDENT PERFORMANCE STANDARDS

Exceptional education students may pursue regular student performance standards. Consideration for promotion of ESE students who are pursuing regular student performance standards will be based on promotion requirements as specified in the Student Progression Plan for basic education students with accommodations as identified in the Individual Educational Plan.

### LEVEL 1 COURSES

No student shall be granted credit toward high school graduation for enrollment in a Level 1 class unless the student's assessment indicates that a more rigorous course of study would be inappropriate. A written assessment of the need must be included in the student's IEP signed by the principal or administrative designee, the guidance counselor, and the parent or guardian of the student, or the student if the student is 18 years of age or older.

## SPECIAL STATE STUDENT PERFORMANCE STANDARDS

State performance standards for ESE students are utilized in the district. Since these standards are included in the instructional program, a passing grade in the basic subject areas will serve as documentation of mastery of the standards.

Consideration for promotion of ESE students who are pursuing special state student performance standards (Diploma Options 1 & 2) will be made on the basis of the following criteria:

1. Mastery of other IEP objectives based upon Special Option Diploma Sunshine State Standards
2. Classroom performance
3. Standardized testing or alternative assessment
4. Social development

ESE academic courses have special performance standards embedded in them. By their nature they are not content equivalent to basic education courses and parents must be made aware of this whenever a student is suggested for placement in one or more of the ESE academic courses.

## REPORTING STUDENT PROGRESS

Parents of students with disabilities will be regularly informed as to their child's progress toward the annual goals identified on the IEP and the extent to which the progress is sufficient to enable the student to achieve the goals by the end of the year. Students with disabilities should receive report card grades in special education classes based on instructional level rather than grade placement. For students receiving standard report cards, grades will be determined according to procedures for basic education students as outlined in the Student Progression Plan.

Parents must be notified by the student's teacher in writing any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. Notification should include progress reports as well as letters, documented phone calls and parent conferences. Every effort will be made to provide communications in the home language unless clearly not feasible. Such notifications shall also apply to conduct. No student shall receive an unsatisfactory conduct grade if parents have not been notified. The opportunity for a conference with the teacher or principal must be provided to the parent of any student who may be retained. Parents or guardians of each student will be notified in writing annually of the progress of the student toward achieving the identified levels of expectations for proficiency in reading, writing, and mathematics and the student's results on each statewide assessment test.

## STUDENT RIGHTS AND PARENT NOTIFICATION

Status with regard to mastery of regular or special standards should be discussed with parents at each IEP conference. IEP conferences should also address the following items:

1. Graduation options
2. Utilization of regular student performance standards or special student performance standards.
3. Problems encountered if student performance standards are not achieved.
4. Options for transition to postsecondary programs.

## PROMOTION OF STUDENTS WITH DISABILITIES

(Special Diploma Option I & II only)

Students with disabilities must meet the state or district proficiency levels unless the student's IEP indicates that the disabling condition impacts the student's progress in the general curriculum. Students with disabilities who meet IEP goals and objectives may be promoted based on the accomplishment of those goals and objectives. Exceptional student promotion in Bradford County schools is based upon an evaluation of each student's achievement in terms of appropriate instructional goals. The basis for making the determination should reflect consideration of the following: course modifications, progress tests, classroom assignments, daily observations, standardized tests, IEP information and other objective data. The primary responsibility for determining each student's level of performance and their ability to function academically, socially, and emotionally at the next grade level is that of the IEP committee with the representative of the school district serving as the LEA representative in IEP meetings discussing promotion.

## RETENTION OF STUDENTS WITH DISABILITIES

Students with disabilities, who do not satisfactorily achieve course standards for the grade to which they are assigned, may be retained by the IEP committee with the representative of the school District serving as LEA representative in IEP meetings discussing retention.

## TRANSFER STUDENT WITH DISABILITIES

For those students who were served in an ESE student program in another district, state or residential facility, the following procedure should be followed:

9. The student is enrolled in the appropriately zoned school.
10. School personnel will obtain parent permission and request records from the former school district.
11. A temporary assignment through a temporary IEP will be made until eligibility is determined. These assignments can be made permanent by

- the IEP team if enough information is available, or if an instate IEP has been received.
12. An IEP committee will be convened to determine the most appropriate educational placement in the least restrictive school environment to meet the individual needs of the student.
  13. If minimal information is acquired upon entrance, the student will be placed in the most comparable placement/services can be determined.

#### HOSPITAL / HOMEBOUND PROGRAM

This program is available to high school students who have a medically diagnosed physical or psychological condition, which confines them to a home or hospital setting, to continue their education. An attending physician or psychiatrist determines eligibility and certifies that the student is expected to be in a hospital/homebound program for fifteen school days or longer, or has a chronic condition requiring extended absences. Students may be served totally at home or they may be eligible for intermittent services. Students who are eligible for homebound instruction may be given the option to take fewer classes than a regular education student. This may affect graduation completion. Required forms can be obtained from the school guidance counselor, or the ESE office. Forms then need to be turned in to the district ESE office.

1. Students will be staffed eligible if program requirements have been met and an IEP will be developed to address the specific areas of instruction.
2. The hospital / homebound teacher will provide grades for the time the student is in this program.
3. Due to the nature of the hospital / homebound program, students will be exempt from the district's attendance requirements while enrolled in the program.
4. Parents must provide a doctor's note prior to the student reentering school.
5. An IEP meeting must be scheduled to dismiss the student from the program. This must take place before the student is reenrolled in regular classes.

Students must meet the following three conditions to be placed in hospital/homebound instruction:

- a. Is confined to home or hospital for at least 15 consecutive school days.
- b. Will be able to participate in and benefit from an instructional program.
- c. Is under medical care for illness or injury, which is acute, catastrophic, or chronic in nature.

## ASSESSMENT OF STUDENTS WITH DISABILITIES

Test accommodations are authorized when determined appropriate by the IEP committee for any student who is an eligible exceptional student and has a current IEP. Only those accommodations that are implemented in the classroom on a daily basis may be authorized. Accommodations on standardized tests must be based on the most current set of directions from the testing agency. A student with disabilities receiving only consultative services is also eligible for test accommodations. Students classified solely as gifted shall not receive any special test accommodations. An alternate assessment may be administered to student's with disabilities who meet specific criteria as recommended by the IEP team.

### SECTION 504

Students requiring special adaptation to the regular curriculum who do not meet ESE requirements, but are defined as disabled based on a documented medical condition that interferes with learning shall receive a Section 504 accommodation plan. This plan shall be developed and maintained to meet the student's individual needs. Accommodations shall not include modifications to the curriculum frameworks or course performance standards. However, accommodations may include any of the following: increased or decreased instructional time, a variance in instructional methodology utilized, or a special communications system. Additional accommodations as specified on the student's 504 plan, may include flexible setting, recording of answers, revised format, and mechanical aids as appropriate to testing. Section 504 eligible students, who do not meet ESE requirements, have the same rights to accommodations during a test administration as designated by the 504 Plan.

### GRADUATION

In order to provide the opportunity for exceptional education students to meet graduation requirements, courses or programs of study may be modified/accommodated through one of the following strategies.

1. Assignment of the exceptional student to an exceptional class for a Level I course with the same student performance standards as those for nonexceptional students.
2. Assignment of the exceptional student to a general education class for instruction, which provides accommodations to address the student's disability.

The determination of which of these strategies to employ will be based upon an assessment of the student's needs and shall reflect this decision in the student's individual education plan.

## TEST ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Utilization of testing accommodations shall have no bearing upon the type of diploma or certificate issued to the student completing school. In no case shall the accommodation authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

Some accommodations that students commonly use in the classroom are not allowed on FCAT. The parent must give his or her signed consent for the use of those accommodations in the classroom and must acknowledge in writing, that he or she understands the possible future consequences of using accommodations in the classroom that are not permitted on the FCAT.

Accommodations are available in the following areas based on the students IEP as well as upon individual needs unique to the student:

1. Presentation:
  - Enlargement of regular print using mechanical or electronic means.
  - Large print and Braille versions of the test.
  - Signed or oral presentation, excluding reading passages and test questions.
  - Methods to provide visual attention to items.
2. Responding:
  - Writing in the test book or on separate paper.
  - Signing answers
  - Answers written in Braille on separate paper.
  - Providing answers verbally.
3. Scheduling:
  - Extended time
  - Break options
  - Extended day (limited cases)
4. Setting:
  - Small groups
  - Individual
  - Specially designed room
5. Assistive Devices:
  - Visual magnification
  - Assistive Technology

Unique accommodations must be requested and must be approved by the Commissioner of Education. All accommodations must reflect what is currently acceptable by the State Board of Education. Accommodations are available to any student with a disability whose current IEP documents need.

## SPECIAL DIPLOMA

A special diploma may be awarded to students classified as “educable mentally handicapped”, “trainable mentally handicapped”, or “profoundly mentally handicapped”. Students may also be classified as “hearing impaired”, “specific learning disability”, autistic, physically or language impaired” or “emotionally behaviorally disabled”. These students may be allowed to meet state and local school board requirements rather than standard high school requirements.

### SPECIAL DIPLOMA - OPTION 1

ESE students graduating under Option 1 must demonstrate mastery of the Student Performance Standards for Exceptional Students and earn the minimum number of credits listed below. These credits may be earned either in the general or special curriculum. Five credits must be earned each year in to be promoted to the next grade level.

English or Intensive Reading	4 credits
Mathematics	3 credits
Social Studies	1 credit
Science	1 credit
Life Management (or an alternative course as approved by Principal)	0.5 credit
Physical Education	0.5 credit
Electives	10 credits
<b>TOTAL</b>	<b>20 credits</b>

### SPECIAL DIPLOMA - OPTION 2

The Special Diploma Option 2 is based on mastery of employment and community competencies. Under this option the student must be successfully employed in the community at or above minimum wage for at least one semester and must demonstrate mastery of the annual goals and short term objectives related to employment and community competencies as specified on the student’s Transition Individual Educational Plan. In addition, the student must demonstrate mastery of the competencies specified in the Employment and Community Competencies Training Plan. Students graduating under Option 2 requirements must make a reasonable attempt to earn at least ten credits including the courses listed below:

English and/or Intensive Reading	2 credits
Reading 9-12 or Life Skills Reading 9-12	
Mathematics	2 credits

The remaining 6 credits must be selected from the following areas:

Life Management (or approved alternative course), Physical Education, Science, Social Studies, or Vocational

#### SPECIAL CERTIFICATE OF COMPLETION

A special certificate of completion is available to students with disabilities who don't meet all the graduation requirements for special diploma. It certifies that the student passed the required ESE courses in high school, but failed to master all the Sunshine State Standards for Special Diploma.

#### STANDARD DIPLOMA OPTION

An ESE student may decide to complete a standard diploma program. In order to graduate a student must successfully complete the 24 credits listed in this document, pass the FCAT and/or be enrolled in the required state remediation, and have a GPA of 2.0. An ESE student, who has not passed the FCAT and meets the FCAT waiver requirements as defined by statutes, may be eligible for a standard diploma by meeting the criteria for an FCAT waiver option. Courses used for graduation must be Level II or above. Level I courses may not be counted toward high school graduation unless the IEP team determines by a review of test scores that a more rigorous course of study would be inappropriate, in which case a written assessment of need must be included in the individual education plan. Students may only be enrolled in Level I courses, if after review of their academic records, standardized test scores and teacher evaluation, it can be determined that a more rigorous course of study would be inappropriate for the student. Any student placed in a Level I course must have a Progress Monitoring Plan or Individual Education Plan, which outlines the deficiency and strategies to address the deficiencies.

## **Appendix A**

Dual Enrollment Agreement with  
Santa Fe Community College

**BRADFORD-UNION CAREER AND TECHNICAL CENTER  
UNION COUNTY SCHOOL DISTRICT**

**DUAL ENROLLMENT**

**INTER-INSTITUTIONAL ARTICULATION AGREEMENT**

This agreement between the Bradford-Union Career and Technical Center (hereafter referred as the (“Receiving Institution”) and the Union County School District (hereafter referred as the “Sending District”) is entered into for the purpose of allowing secondary student in grades nine through twelve from the “Sending District” to attend postsecondary job preparatory programs offered by the “Receiving Institution”. Secondary school student enrolled under this dual enrollment agreement shall receive from the “Sending District” high school credits for such dual enrollment towards the student’s high school diploma and will receive Postsecondary Vocational credit from the “Receiving Institution”.

It is further understood that this agreement is being entered into in support of a philosophy stated in Florida’s school plan, “Support For Learning” F.S. 1006.02, that a concerted effort should be made by teachers, guidance counselors, principals, and supervisors to ensure that “Students graduation from Florida’s public schools shall be prepared to begin a career and continue their education at a postsecondary technical school, community college or university.”

This vocational dual enrollment agreement is available to the secondary students from the “Sending District” who are seeking a certificate from a complete job preparatory program, but shall not sustain student enrollment in isolated vocational courses.

This initial agreement includes the following components in accordance with provisions outlined in Florida Statutes 240.116 and 240.1161:

**Item (a)** To be eligible to enroll in programs of this dual enrollment agreement, secondary students of the “Sending District” may enroll during school hours, after schools hours, and during the summer term in accordance with F.S. and must:

1. be enrolled in grades 9 – 12 (other grade levels or students by exception and recommendation of the “Sending District’s” guidance and administrative staff);
2. be a student in good standing (not disruptive or under expulsion/suspension, etc.);
3. take the Test of Adult Basic Education (TABE) as required by F.S. 239.213 within the first six weeks of admission.

The dually enrolled secondary school student must agree to sign and abide by the provisions contained within the “Receiving Institution’s” instructional program student contract, the student handbook, and other rules that are established for the operation of the school program of the “Receiving Institution”.

**Item (b)** Student screening and monitoring prior to and subsequent to enrollment will be accomplished as follows:

1. The required Test of Adult Basic Education (TABE) will be administered by the “Receiving Institution” in accordance with procedures to be developed in conjunction with the “Sending District”.
2. An admission committee (comprised of representatives of the administration, guidance, and program staff of the “Receiving Institution” with appropriate representation of the “Sending District”) will meet at an appropriate time prior to each major enrollment period to review and approve applicants for dual enrollment under the provisions of this agreement.
3. The dual enrollment programs offered by the “Receiving Institution” are not compulsory and each student enrolled under this program will be treated as a mature individual; therefore, few disciplinary problems are expected. In instances where: a student refuses to follow the rules and regulations established by the “Receiving Institution”; where the student does not respond to counseling; where the student’s conduct seriously affects the “Receiving Institution’s” program in a negative way; and where attempts at correction fail to bring about the proper adjustment, the principal of the appropriate school in the “Sending district” shall request removal from the program.
4. Progress reports for the students enrolled under this dual enrollment agreement will be sent to the appropriate school of the “Sending District” by the “Receiving Institution”.

Appropriate intervals for the forwarding of these progress reports are to be determined by the Articulation Committee established under Item (c) below.

**Item (c)** To ensure the quality of the educational experiences received by students enrolled under this dual enrollment agreement, and to facilitate a communication link between the schools involved, an articulation committee is established.

**Item (d)** The “Receiving Institution” and “Sending District” will assume the following responsibilities relative to the cost of operating the dual enrollment program:

The "Sending District" shall assume the responsibility for providing any textbooks or workbooks required for students who are enrolled in programs under this dual enrollment agreement. The "Sending District" maintains ownership of these instructional materials as purchased, and may at its discretion purchase the materials independently, or reimburse the "Receiving Institution" for such materials provided to the dually enrolled students.

2. The student will be responsible for providing such consumable instructional supplies as notebooks, paper, pencils, etc.; any uniforms or special clothing required; or refundable deposits required. The students are exempt from payment of registration, matriculation, or laboratory fees.
3. The "Receiving Institution" will provide for instructional personnel, instructional equipment, specialized instructional supplies and other costs normally associated with operation of this instructional program.
4. Any unique, unusual, or unanticipated costs associated with, or arising from the provision of educational services to the students enrolled pursuant to this agreement that are not addressed in Items 1-3 above shall be assumed or shared by either the "Sending District" or "Receiving Institution" based upon mutual consent.

Under this dual enrollment agreement the "Sending District" would count the time that students spend in the dual enrollment program in the F.T.E. Program 103, and the "Receiving Institution" would count that same time under the appropriate "Workforce Development Information System" (WDIS) Program in accordance with F.S. 236.081 (i)(j).

**Item (e)** Transportation between the "Receiving Institution" and "Sending District's" facilities for secondary students enrolled under this dual enrollment agreement will be provided by the "Sending District".

The Superintendent of Schools of the "Sending District" and "Receiving District" shall be responsible for incorporating, either directly or by reference, this dual enrollment agreement with the "Sending District's" and "Receiving District's" Pupil Progression Plan.

This agreement is to be effective for the 2006-2007 school year, and will continue in effect until cancelled by either party. Cancellation of this agreement by action of either party shall occur with the end of the school year during which such cancellation notice is given, or sooner if mutually agreed upon.