



K-12
Student Progression Plan

2025-2026

STUDENT PROGRESSION PLAN

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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 at 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 responsibility 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 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.

FLORIDA STATE STANDARDS

The standards adopted by the Florida Department of Education 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. Curricular content for all subjects must integrate critical-thinking, problem-solving, and skills in workforce-literacy; communication, reading, and writing; mathematics; collaboration; contextual and applied-learning; technology-literacy; information and media-literacy; and civic engagement. The Florida Standards will serve as the basis for statewide assessment. Law requires the utilization of the Florida Standards in 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 Florida Standards presented in each course for grades K-12. Course descriptions outline the required instructional content and students are expected to master the content of each course.

DISTRICT LEVEL EXPECTATIONS

The Student Progression Plan is the official Bradford County School Board 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 performance as required by the Bradford County School Board, Florida Statutes and State Board of Education Administrative Rules.

RESOURCE ALLOCATIONS

The allocation of remedial and supplemental resources for instruction will be provided to schools for students who are deficient in reading, math, science and social studies and to students who fail to meet performance levels required for promotion consistent with Florida state law and the district School Board's plan for student progression.

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 students with disabilities.

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 Florida Standards. The Course Code Descriptions describe the performance, indicators, and outcomes for each area of study.

GENERAL PROGRAM

Each student in grades K-12 will receive regularly scheduled instruction based on the district-adopted textbooks, other area curricula, and the state standards. This will include

reading, language arts, mathematics, science/health, PE and social studies. The instructional schedule will be at least the minimum required by the state for FEFP funding. 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 (F.S. 1003.42):

- 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 the significance of Veteran's Day, Memorial Day, and Medal of Honor Day. Instructional staff members are encouraged to use the assistance of local veterans and Medal of Honor recipients when possible.
- u. American Founder's Month- September
- v. Medal of Honor Day- March 25
- w. Substance use and abuse prevention education, grades K-12.
- y. Integrated civic education, grades K-12.
- z. Victims of Communism
- aa. History of Asian-Americans and Pacific Islanders

Classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in pre-kindergarten through grade 8, or in grades 9-12 in a manner that is not age-appropriate or developmentally appropriate for students in accordance with state standards.

ELEMENTARY SECTION

GRADES K-5

ENTRANCE REQUIREMENTS

SCHOOL SAFETY

At the time of initial registration for school in the Bradford County School District, each student must note previous school expulsions, arrests resulting in a charge, juvenile justice actions, and any corresponding referral to mental health services by another school district (1006.07, F.S.).

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 (F.S. 1033.22). Documentation of the examination must be recorded on the proper state department of health form. If the form is not from Florida, a school nurse will review it for Florida requirements. 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 truancy 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.

ADMISSION AND PLACEMENT OF STUDENTS

1. Admissions

- a. Evidence that the student resides in the school's designated zone is required for student enrollment. Examples of evidence include, utility bill, bill of sale or deed for house, lease agreement, rent receipt, homestead exemption receipt, etc.) 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. Students determined to be homeless will be admitted to school and referred to the district homeless contact.
- b. Birth certificate, or other evidence of age is required for enrollment.
- c. Students entering school for the first time, or transferring from out of state, must present a current, valid certificate of immunization (DH 680 form) or a current, valid certificate of exemption (DH 681).
- d. Students entering school for the first time, or transferring from an out of state school, must present a valid certification of school-entry health examination (Section 1033.22, F.S.) performed within one year prior to enrollment or an

exemption upon written parent request stating objection to the examination based on religious grounds.

2. Grade Placement

The placement of any student new to an elementary school will be determined by the principal and staff of the school on the basis of test results administered by the school or other appropriate considerations. The principal may request that the parent present a report card, or other evidence of school attendance, to aid in the proper placement of the student.

IMMUNIZATION REQUIREMENTS FOR ENTRANCE

A child who is entering a Bradford County School for the first time, or transferring from out of state, must present one of the following properly documented items:

1. A current valid certificate of immunization (DH 680 form); or
2. a current valid certificate of exemption (DH 681 form)

The school board will enforce policies requiring each child to have certification of immunization on file with the immunization registry prior to admittance to or attendance in a public school. Any child who is excluded from participation in the immunization registry must present or have on file with the school such certification of immunization. This section of law is also amended to require the screening of students for scoliosis at the appropriate age. 1003.22, F.S

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.

Some students/families may qualify for an exemption due to special circumstances and will need to be referred to the Bradford County Health Department for a Temporary Medical Exemption.

Homeless students shall be admitted and referred to the district homeless contact for assistance with documentation, as needed.

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

When considering the eligibility of a child for enrolling in a school:

1. A special power of attorney relative to the guardianship of a child of a military family and executed under applicable law is sufficient for the purposes of enrolling the child in school and for all other actions requiring parental participation and consent.

2. The district is prohibited from charging local tuition to a transitioning military child placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent.
3. A transitioning military child, placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent, may continue to attend the school in which he or she enrolled while residing with the custodial parent.
4. The district will facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline; to the extent they are otherwise qualified.
5. If a child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.
6. Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state shall process and furnish the official education records to the school in the receiving state within 10 days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.
7. The district must give 30 days from the date of enrollment or within such time as is reasonably determined under the rules adopted by the Interstate Commission for students to obtain any immunizations required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.
8. Students shall be allowed to continue their enrollment at grade level in the district commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.
9. Placement and attendance rules specify that if a student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.

10. The district must initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to:
1 Gifted and talented programs; and
2 English Language Learners (ELL).

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, driver's license with accurate address, rental 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. Students determined to be homeless will be admitted to school and referred to the district homeless contact.

KINDERGARTEN ENTRY (F. S. 1003.21)

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 except for students coming from another state with an earlier admission date. 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. See ACCEL as a possibility for students previously attending a private kindergarten.

FIRST GRADE ENTRY (F. S. 1003.21)

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. No provision for early admission to 1st grade exists, except for students coming from another state with an earlier admission date. Successful completion of kindergarten will be defined as:

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

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 months and documented on 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
- e. twelve months and documented on the correct medical form
- f. 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 30 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)

GRADE PLACEMENT FOR STUDENTS WITHOUT RECORDS, HOME EDUCATION AND FROM NON-PUBLIC SCHOOLS

A student enrolling for the first time who has no verifiable scholastic records (primarily ELL or homeless students) or other non-public records will be placed by the principal in appropriate classes. The course or grade placement will be validated through the following:

1. satisfactory completion of academic work within a grading period;
2. successful completion of appropriate subject or grade level examinations; and
3. overall classroom performance.

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
N = 69
U = 59

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

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

To combine grades from both schools for a grading period use the following procedure:

1. Count the number of days that the student has been enrolled at the school during the grading period.
2. Multiply the course grade by the number of days.
3. Subtract the number of days enrolled at the school from 45. This is the number of days at the previous school.
4. Multiply the course grade from the previous schools by the number of days at the previous school.
5. Add the totals from 2 and 4 above.
6. Divide the sum by 45.
7. The result is the student's grade.

Example: A student enrolls on the 20th day of the grading period. His grade for the period in attendance at the school is a 79-C. The transfer grade is a 69-D.

1. 25 days at Bradford school
2. 25×79 (Bradford grade) = 1975
3. 45 days - 25 = 20 days at previous school
4. 69 (previous school grade) \times 20 days = 1380 (transfer grade)
5. $1975 + 1380 = 3355$
6. $3355 / 45 = 74.5$ (Combine grade for the report card)

PROCEDURES FOR MAINTENANCE AND TRANSFER OF STUDENT RECORDS (1003.25 F. S.)

(1) Each principal shall maintain a permanent cumulative record for each student enrolled in a public K-12 school. Such records shall be maintained in the form, and contain all data, prescribed by rule by the State Board of Education. The cumulative record is confidential and exempt from the provisions of s. 119.07(1) and is open to inspection only as provided in chapter 1002.

(2) The procedure for transferring and maintaining records of students who transfer from school to school shall be prescribed by rules of the State Board of Education. The transfer of records shall occur within 3 school days. The records shall include:

- (a) Verified reports of serious or recurrent behavior patterns, including threat assessment evaluations and intervention services.
- (b) Psychological evaluations, including therapeutic treatment plans and therapy or progress notes created or maintained by school district or charter school staff, as appropriate.

(3) Procedures relating to the acceptance of transfer work and credit for students shall be prescribed by rule by the State Board of Education.

TRANSFER STUDENTS WITH DISCIPLINARY ISSUES

Each student is required at the time of initial registration to note previous school expulsions, arrests resulting in a charge, juvenile justice actions, and any corresponding referrals to mental health services by another school district (1006.07 FS).

Districts have the authority to honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board or private school, or lab school, for an act which would have been grounds for expulsion according to the receiving district school board's code of student conduct, in accordance with the following procedures:

1. A final order of expulsion shall be recorded in the records of the receiving school district.
2. The expelled student applying for admission to the receiving school district shall be advised of the final order of expulsion.
3. The district school superintendent of the receiving school district may recommend to the district school board that the final order of expulsion be waived and the student be admitted to the school district, or that the final order of expulsion be honored and the student not be admitted to the school district. If the student is admitted by the district school board, with or without the recommendation of the district school superintendent, the student may be placed in an appropriate educational program and referred to mental health services identified by the school district pursuant to s. 1012.584(4), when appropriate, at the direction of the district school board.

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.

If appropriate, while suspended a student must be given the opportunity to complete the work assigned during the suspension period from the prior school. This is the responsibility of the parent. The academic grade for the class must not be penalized if completed work assignments are submitted in a timely manner (timely as defined by the Student Code of Conduct). Teachers will be asked to give feedback on the work submitted.

HOME EDUCATION STUDENTS

A parent may withdraw a child from public school in order to enroll a child in a home education program. In order to establish a home education program the parent must complete the required

registration form or turn in a Notice of Intent to establish a Home Education program. The registration form and other homeschool documents will be located at the office of the Coordinator of Attendance Compliance and Student Recovery. Parents who homeschool 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 Coordinator of Attendance Compliance and Student Recovery one calendar year after intent to enroll in a home education program.

Students who are participating in a Home Education Program or the Family Empowerment Scholarship, 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. The student must 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. Students must register at least two weeks prior to the start of the semester they plan to attend. Full-time Bradford 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 class periods may not be available 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 Bradford High School classes.

The procedures under Placement of Transfer Students must be followed for students desiring to enroll in the Bradford County School District who have previously attended home education. 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.

BRADFORD VIRTUAL SCHOOL (mydistrict) (FS 1002.45)

The virtual instruction options for which this eligibility section applies include:

- School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs for students enrolled in the school district.
- Authorized full-time virtual charter school instruction.
- Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state.

A student is eligible if he/she:

- resides in Bradford County and/or was enrolled in a Florida public school the prior school year; and was present in school for the October and February FTE counts;
- or is the dependent child of a member of the United States Armed Forces who was transferred to Florida within the last 12 months:

- or was enrolled during the prior school year in a school district virtual instruction program or a K-8 Virtual School Program;
- or the student has a sibling who is currently enrolled in the school district virtual instruction program and that sibling was enrolled in such program through the end of the prior school year,
- is eligible to enter kindergarten or 1st grade, or
- is eligible to enter grades 2-5 and is enrolled *full-time* in the virtual program.

Other Information:

- A student who has no technology or internet access at home may apply for assistance by qualifying for free or reduced lunch status. A county form must be completed and turned into the Virtual Education Facilitator.
- The enrollment window is 90 days from the end of school year through the beginning of the following school year.
- Students must comply with compulsory attendance requirements.
- Students must take all state assessment tests, including EOCs.
- Any parent who fails to have their child do the appropriate online work will be withdrawn from virtual education and will be required to re-enroll back into the public school within 3 days.
- A part-time program is available.

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

PHYSICAL EDUCATION REQUIREMENT

Physical education is required for 150 minutes per week for students in kindergarten through grade 5. “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. Classroom teacher-led PE is an acceptable method of meeting the required 150 minutes per week if the classroom teacher provides structured activities such as walking or calisthenics.

Physical Education waivers may be accepted for students meeting any of the following:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that:
 - the parent requests 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.

In addition to the physical education requirements, recess is required for a minimum of 20 minutes each day. Recess will be a free-play recess that is supervised, safe, and unstructured for students in grades kindergarten through grade 5.

REPORTING STUDENT 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. Grades will be posted online every week in all core courses to further inform parents of academic progress. At the end of each grading period a report card may be distributed. Parents will be provided 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 = 4

B = 80-89 = 3

E = Excellent

S = Satisfactory

C = 70-79 = 2
D = 60-69 = 1
F = 0-59 = 0

S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

At the end of the semester, each of the 9-weeks grades will be converted to a scale of 0-4 for determining the final semester grade. The two semester grades are averaged for the final grade.

GRADES KINDERGARTEN

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.

GRADES 1ST - 2ND

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. In order to determine a student's ability to apply grade-level reading skills in the content areas, reading of all assessments will be limited. In first grade, assessments will not be read to students after the first semester. In second grade, assessments will not be read to students all year. Exceptions apply to ESE students who have reading as an accommodation for math, science and/or social studies, as indicated in the IEP.

GRADES 3RD - 5TH

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. In order to determine a student's ability to apply grade-level reading skills in the content areas, reading of all assessments will be limited. In third-fifth grades, assessments will not be read to students. Exceptions apply to ESE students who have reading as an accommodation for math, science and/or social studies, as indicated in the IEP.

CLASS CONDUCT GRADES K-5

Class conduct grades in grades K-5 will be reported with an E, S, N, or U on student report cards. Student disciplinary action shall not occur because of race, color, national origin, limited English proficiency, sex, disability, age, religion, or any other basis prohibited by law.

ACADEMIC RECOGNITION

Schools will recognize the academic achievement of students at the end of each nine-week grading period. This may include, but is not limited to, A honor roll (all A's) and AB honor roll (must have at least one A), perfect attendance, etc.

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 standardized statewide assessment test. Each year the district school board will annually publish in the local newspaper and on the district website 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 statewide, standardized ELA assessment.
- c. By grade level, the number and percentage of all students retained in grades K -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 policies and procedures 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. Students must take all statewide and district achievement tests at the appropriate grade level unless they qualify for Florida Standards Alternate Assessment.

<u>Grade Level</u>	<u>Test</u>
Kindergarten - 2nd	Coordinated Screening & Progress Monitoring (STAR Reading/STAR Early Literacy & STAR Math); District benchmark assessments; District EOY Assessments
3rd - 5th	Coordinated Screening & Progress Monitoring (Cambium) Reading, Math; District science assessments; Curriculum Based assessments; District EOY assessments; Florida state assessments in ELA, Math Science(5th only)

Home education students must be permitted to take an assessment during the regular administration of such assessment (1003.4295, F.S).

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 Florida 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 Director 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 "A" file. If there are any "yes" responses marked on the Home Language Survey, then a copy will be sent to the Director of ESE. 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 ESE.

Each school principal will designate an individual to be the ELL contact. The ELL contact may be an administrator or school counselor. 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 4-12th grade students who score at or below the 32nd percentile in both Reading and Language on a norm-referenced test will qualify for the ELL program. Students scoring below the 32nd 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 & written recommendations of current & former instructional staff,

Mastery of basic skills in English,

Grades from current or previous years,

Other test results, and

Parent, teacher or administrative reports.

The LEP Committee will be made up of the classroom teacher, the school 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. All identified English Language Learners will take the Access for English Language Learners 2.0 Assessment -to measure their academic growth.

REMEDICATION AND RETENTION OF ELL STUDENTS

1. The ELL Committee may exempt ELL students who have been in the program for two years or less from mandatory retention. Exemption considerations include the following:
 - a. amount of time in the country;
 - b. academic experience(s);
 - c. time needed to reach proficiency based on research;
 - d. oral language proficiency in English;
 - e. reading and writing proficiency in English; and
 - f. cultural background.
2. No ELL students may be retained solely due to language acquisition without proof that the teacher used ESOL teaching strategies. Documentation of the use of ESOL teaching strategies appropriate to the student's level of English proficiency must be recorded in the teacher's lesson plans.
3. The ELL Committee must meet to discuss any student recommended for retention prior to the retention of that student. A teacher will inform parents in a language they understand.

ELL EXIT PROCEDURES

Schools are encouraged to provide ESOL support for as long as the student has difficulty meeting Florida Standards Assessments, Access for English Language Learners 2.0 assessment, or WIDA. Students may exit from the ESOL program and are classified as English proficient when the exit criteria indicated below are met.

GRADE EXIT INDICATORS

1. Proficient on the Access for English Language Learners 2.0 assessment as indicated by FLDOE.
2. Exit by ELL Committee Recommendation
3. Exit by IEP/ELL Committee Recommendation

The ELL or IEP/ELL Committee will consider the following criteria to override low test scores:

1. extent and nature of prior educational and social experiences and student interview;
2. written recommendation and observation by current and previous instructional and supportive services staff;
3. level of mastery of basic competencies or skills in English and home language according to appropriate local, state and national criterion-referenced standards;
4. grades from the current or previous year; and
5. test results other than those used in initial language proficiency assessment.

Once the student is exited, ELL Student Plan Part A must be completed. An exit letter in the home language, where feasible, will be sent home to the parents by the District Office. Also, the monitoring section, ELL Plan Part C must be completed at the appropriate reporting periods.

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 to entering kindergarten students or for third graders who have not met testing standards on Florida's statewide assessment program.

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. ACCEL is the process for determining eligibility and placement options.

ACADEMICALLY CHALLENGING CURRICULUM to ENHANCE LEARNING (ACCEL)

ACCEL are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grades 12. Each school must offer the following ACCEL options: Whole-grade and midyear promotion; subject-matter acceleration that may result in a student attending a different school, and virtual instruction in higher grade level subjects.

Parents, teachers, school counselors, or administration may request a referral to determine eligibility for acceleration. Parent permission is required.

Principals must implement the district established ACCEL options and procedures for determining eligibility of a student which are in accordance with FS 1002.3105 and Bradford County School Board Policy. Any change a principal would like to consider must be approved by the Assistant Superintendent.

Establishment of eligibility includes a review of local assessments, statewide assessments, student Grade Point Average (GPA), attendance and conduct records. Student maturity will also be a consideration. If these records do not support the request for acceleration, the principal may deny initial eligibility.

After initial eligibility is determined, procedures include the establishment of an Acceleration Review Committee consisting of the principal or designee, school counselor, current teacher, acceleration teacher, and the parent/guardian. Recommendation from one or more of the student's teachers in core-curricula courses may also be needed. Whole grade promotion will include testing with the IOWA Student Acceleration Scale.

If a student qualifies for acceleration, an Acceleration Contract will be developed. If the student fails to meet the criteria set in the contract, the student will be returned to the previous grade placement.

Consideration for acceleration will be limited to one ACCEL referral, per student, per 12-month period. A committee consisting of no less than the parent, teacher, school counselor and administrator will determine eligibility.

Acceleration shall commence at natural transition points within the school calendar, in accordance with Board Policy. Students who are determined eligible in accordance with Board Policy will be promoted by whole grade or subject at a semester or beginning of the year.

Students who are referred for possible accelerated placement 60 or more days prior to the beginning of school year shall be evaluated prior to the students' first day of school, with the exception of incoming kindergarteners. Students who are referred for possible accelerated placement 60 or more days prior to the beginning of the second semester (mid-year) shall be evaluated prior to the start of the second semester.

SPECIAL ASSIGNMENTS

A student may be moved down 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, progress monitoring data, attendance record, and portfolio.

If a student has had multiple retentions due to attendance, a principal may consider developing a contract to increase attendance for the purpose of promotion. 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 does not apply to third grade.

EXCEPTIONAL EDUCATION STUDENTS

Students with disabilities placed in Exceptional Student Education (ESE) programs must be given special consideration based upon their needs. 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.

ENGLISH LANGUAGE LEARNERS

English Language Learners (ELL) will not be retained based solely on his/her language proficiency in English.

SECTION 504

A student is determined to have a disability under Section 504 regulations if the student meets any one of the three "prongs" of eligibility listed in 34 CFR 104.3(j)(1). A disabled student: "(i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment."

The prong under which the student is eligible will assist in determining which of the Section 504 protections are extended to the student. For example, although students eligible under any of the three prongs receive the nondiscrimination protections of Section 504, the requirements of a Free

Appropriate Public Education (FAPE) are more limited. Section 504 plans are developed for students who demonstrate a need for accommodations within the educational setting. However, the definition states that in order to be eligible for an accommodation plan, the student must "have a physical or mental impairment which substantially limits one or more major life activities." Major life activities under Section 504, includes caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

A Section 504 plan describes the accommodations that the school will provide to support the student's education. The team that determined the student's eligibility for Section 504 and identified the needed accommodations will write the accommodation plan. A 504 plan requires documentation of the condition and how the student is substantially limited and accommodations needed.

Development of a Health Plan may be more appropriate if the student's educational needs are not impacted.

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 PROGRAMS

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 English Language Arts (ELA), Science, Social Studies 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 SUPPORT (FS 1008.25)

Each student must participate in the standardized statewide assessment program as required by law. Each student who does not achieve Level 3 or above on the statewide, standardized English Language Arts or Mathematics assessments must be evaluated to determine the nature of the student's area(s) of academic needs and strategies for providing academic support to improve the student's performance.

A student who is not meeting the district or state requirements for satisfactory performance in English Language Arts and Mathematics shall be covered by one of the following plans:

- 1.) A federally required student plan such as an Individual Educational Plan (IEP),
- 2.) A school wide system of progress monitoring, including MTSS,
- 3.) An individualized progress monitoring plan.

SUBSTANTIAL DEFICIENCIES IN READING AND PARENTAL NOTIFICATION (FS 1008.25)

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 evidence based intensive reading instruction immediately following the identification of the reading deficiency. A student with a substantial reading deficiency must be covered by a federally required student plan such as an individual education plan for individualized progress monitoring plan, or both, as necessary. The student's reading proficiency must be monitored and the evidence based intensive instruction must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment.

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required for grade 3. 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, standardized English Language Arts assessment test for grade three, the student must be retained.

The school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of the student's deficiency, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading; shall be consulted in the development of a plan; and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected. Notification will also include 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 identified areas of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade 3, then the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies for parents to use in helping their child succeed in reading proficiency.
6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language

Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.

8. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated the ability to read at grade level. See page 28 for more information.

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.

A student may be recommended for retention by the school-based MTSS Student Success Team. A student who is retained must be in the MTSS process. Retention decisions must be based on report card grades, grade-level expectations and additional sources of student achievement data. There should be a preponderance of evidence that has been collected over time.

The parent/guardians must be notified throughout the school year. Notification should include parent conferences and invitations to MTSS meetings. All notifications must be documented. Notification should occur no later than January 15.

Other factors to consider include:

1. Due to increasing social-emotional risk, it is best to retain students in kindergarten or 1st grade.
2. Review previous retention(s). Under most circumstances, a student should be retained only once in elementary school (grades K- 5), except for mandatory 3rd grade retention. Regardless of retention an intensive intervention program is required.
3. Traumatic Events - A traumatic event may occur in a student's life that may negatively affect his/her performance in school. Retention may have a negative impact on the student's performance for academic achievement.

The final decision for grade placement is the responsibility of the principal.

Retention of Students with Disabilities and English Language Learners (ELL's)/Limited English Proficient (LEP) students must be determined by the IEP team or the school's ELL/LEP Committee except in the case of mandatory retention for reading deficiencies in grade 3.

Students who are retained must continue to be monitored closely through the MTSS process.

3RD GRADE GOOD CAUSE PROMOTION

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

1. Limited English proficient students who have had less than 2 years of instruction in an English Language Learners Program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of Florida Statute 1008.212.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
4. A student who demonstrates through a student portfolio that he or she has mastered the language arts standards assessed by the grade 3 ELA. Students must have 3 examples of mastery per standard at 70% or above.
5. Students with disabilities who participate in the statewide, standardized English Language Arts assessment, and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading and English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received intensive remediation in reading and English Language Arts, for two or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.

Utilization of good cause (above) number three (national percentile score) or number four (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 recommendations 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.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific

reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of reading strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties.

SUCCESSFUL PROGRESSION FOR RETAINED GRADE 3 STUDENTS

Retained grade 3 students must be provided research-based 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 evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension instructional strategies. Participation in the summer reading camp which must incorporate the instructional and intervention strategies listed above is also a part of the interventions as well as a minimum of 90 minutes of daily, uninterrupted reading instruction that incorporates the instructional and intervention strategies listed above, 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 4 if he/she passes the SAT 10 with a score of the 45th percentile or higher. A satisfactory portfolio may also be used to promote a student who successfully completes the summer reading camp.

1. The school district shall provide grade 3 students who are retained with intensive instructional services and supports to remediate identified areas of reading deficiency, including participation in the school district's summer reading camp as required under paragraph (a) and a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district, which may include, but are not limited to:

- a. Uninterrupted reading instruction for the majority of student contact time each day.
- b. Small group instruction
- c. Reduced teacher-student ratios
- d. More frequent progress monitoring
- e. Tutoring or mentoring
- f. Transition classes containing 3rd and 4th grade students
- g. Extended school day, week, or year
- h. The use of explicit, systematic, and multisensory reading interventions.
- i. A read-at-home plan.

2. 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 including the reason the child does not qualify for promotion. 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.

3. Section 1008.25(5)(b), F.S. provides mid-year promotions of retained third grade students should occur during the first semester of the academic year.

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

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

(2) The criteria for students promoted before November 1 must provide a reasonable expectation that the student has met the requirements of this rule including the mastery of third grade reading skills as presented in the English Language Arts Florida Standards. Evidence is as follows:

- (a) Satisfactory performance on locally selected standardized assessment(s) measuring English Language Arts Standards as specified in subsection of this rule; or
- (b) Satisfactory performance on a state approved alternative assessment as delineated in State Board Rule 6A-1.094221; or
- (c) Successful completion of portfolio elements that meet state criteria in subsection (3) of this rule;

(3) To promote a student mid-year using a student portfolio, there must be evidence of the student's mastery of third grade English Language Arts Florida Standards. The student portfolio must meet the following requirements:

- (a) Be selected by the school district;
- (b) Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- (c) Include evidence of mastery of the standards assessed by the grade three English Language Arts Florida Standards assessment as required by Rule 6A- 1.094221, F.A.C. Evidence can include successful completion of multiple choice items and text-based responses, chapter or unit tests from the district or school adopted core reading curriculum, or the state provided third grade student portfolio. Portfolios should contain 50% literary and 50% informational texts.
- (d) Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

(4) The criteria for students promoted after November 1 must provide a reasonable expectation that the student has met the requirements of this rule and that the student's progress is sufficient to master appropriate grade 4 level reading skills. These students must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade four.

(5) The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year and if necessary for additional school years.

4. Students retained under this provision shall be provided instruction by a highly effective teacher as determined by the teacher's performance evaluation.

5. An Intensive Acceleration Class shall be established, when applicable, at each school for double retained grade three students (Those retained who subsequently score at Level 1 on the reading portion of the Florida statewide assessment program. 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:

- a. Be provided to any student in 3rd grade who scores Level 1 on the state ELA assessment, and who was retained in grade three the prior year because of scoring Level 1.
- b. Have a reduced teacher-student ratio.
- c. Provide uninterrupted reading instruction for the majority (180 minutes) of student contact time each day and incorporate opportunities to master the grade four Florida State Standards in other core subject areas.
- d. Use a reading program that is scientifically research-based and has proved results in accelerating student reading achievement within the same school year.
- e. Provide intensive language and vocabulary instruction using a scientifically research-based program, including using a speech language therapist.

MATH DEFICIENCY AND PARENTAL NOTIFICATION

Any student in kindergarten through grade four who exhibits a substantial deficiency in mathematics, or the characteristics of dyscalculia upon screening, progress monitoring, or assessment data, statewide assessments or teacher observation must:

1. Be provided systematic and explicit mathematics instruction to address his or her specific deficiencies through either daily, targeted small group interventions based on need or supplemental, evidence based mathematics interventions before and/or after school, delivered by a highly-qualified teacher or a trained tutor.
2. The student receiving instruction under #1 must be monitored and instruction must be adjusted based on student need.
3. A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify the students as having a substantial mathematics deficiency and initiate intensive mathematics interventions. In addition, a school may not wait until an evaluation conducted pursuant to f.s. 1003.57 is completed to provide appropriate interventions for a student whose parent submits documentation from a licensed professional which demonstrates that the student has been diagnosed with dyscalculia. Such interventions shall be initiated upon receipt of the documentation and based on the students specific areas of difficulty as identified by the licensed professional.
4. The mathematics proficiency of a student receiving additional math interventions must be monitored and the interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide standardized mathematics assessment. The State Board of Education shall identify, by rule guidelines, for determining whether a student in kindergarten through grade 4 has a substantial deficiency in mathematics.
5. The parent of a student who exhibits a substantial deficiency in mathematics must be notified in writing of the following:
 - a. That his or her child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to

the parent, of the exact nature of the student's difficulty in learning and the lack of achievement in mathematics.

- b. A description of the services being provided to the child.
- c. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified areas of mathematics deficiency.
- d. Strategies, including multi sensory strategies and programming, through a home-based plan the parent can use in helping his or her child succeed in mathematics. The home-based plan must provide access to the identified resources
- e. After the initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the academic interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in an improvement.

INSTRUCTIONAL REQUIREMENTS- ELEMENTARY GRADES

A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and/or Mathematics must be covered by one of the following plans:

1. a federally required student plan such as an individual education plan;
2. A schoolwide system of progress monitoring for all students, except students that score Level 4 or above on the ELA and Math assessments may be exempted from participation by the principal; or
3. An individualized progress monitoring plan.

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 Student Success Team in order to begin the Multi-Tiered System of Supports (MTSS) 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 and 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 Florida statewide assessment program 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 accommodations, IEP progress reports, classroom assignments, daily observations, standardized tests, IEP goals, 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 school administrator serving as LEA representative in IEP meetings discussing promotion.

RETENTION

The IEP committee may recommend retaining students with disabilities who do not satisfactorily achieve course standards for the grade to which they are assigned. The school administrator must serve as the 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 following the general education curriculum must meet the state or district levels of performance for student progression unless the student's IEP team has determined the student should follow a modified curriculum aligned with ACCESS courses.

RETENTION OF ELL STUDENTS

Retention for ELL/LEP students must be determined by a school's ELL/LEP committee, except in the case of mandatory retention for reading deficiencies in Grade 3.

INSTRUCTIONAL ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Accommodations are changes to the way a student with disabilities accesses curriculum, demonstrates learning, or how he or she is tested. Accommodations do not change the content of the standards, but may require a change of instructional methods, materials, assignments, time demands and schedules, learning environments, and special communications systems or assistive technologies. These accommodations must be identified and documented on the student's IEP. Most students with disabilities can achieve general state content standards pursuant to rule 6A-1.09401, F.A.C. Effective accommodations must be in place to support involvement of students with disabilities in general education and modified technology courses. Exceptional education students who are using general state content standards to attain a standard diploma will have to meet the same requirements as do regular education students. The student's Individual Educational Plan (IEP) will address the areas of academic need and accommodations to the general curriculum. Students with disabilities participate in the district's K-12 Comprehensive Reading Plan and supplemental and intensive instructional support as appropriate.

The general state content standards are the foundation of curriculum, instruction, and assessment for all Florida students. However, students with significant cognitive disabilities utilize Access Points to access the general curriculum. Access Points consist of foundation skills that are clearly linked to the general education content. The content is reduced in depth and complexity to provide access to the standards, while still providing rigor and challenging academic expectations.

ESE students who are following the Access Points for Students with Significant Cognitive Disabilities will participate in the Florida Standards Alternate Assessment (FSAA). IEP Teams are responsible for determining whether students with disabilities will be instructed on Florida Standards and assessed with the Florida statewide assessment program/End of Course (EOC) assessments or on Access Points and assessed with the Florida Standards Alternate Assessment (FSAA) based on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.) Parents must sign consent for their student to receive instruction on Access Points.

REPORTING STUDENT PROGRESS

All parents will be notified of their child's achievement during the school year with at least the same frequency as that of non-disabled peer enrollment in the same school. Progress toward IEP goals will be reported to the parent at the time designated on the IEP.

REPORT CARDS AND GRADING

A student's placement in an Exceptional Student Education (ESE) program may not be designated on the report card due to Family Education Rights and Privacy Act (FERPA). ESE students must receive a report regarding progress toward IEP goals and objectives along with the report card. An ESE student shall not be penalized with a lower grade for using accommodations.

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 during the initial 10 days 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 in-state IEP has been received. 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.
4. If minimal information is acquired upon entrance, the student will be placed in the most comparable placement/services can be determined.

HOSPITAL / HOMEBOUND PROGRAM

The Hospital / Homebound Program is available for those students whose medical condition prohibits attendance in a regular school program and who are under medical care for an illness or injury, which is acute or catastrophic, or chronic illness, or a repeated intermittent illness due to a persisting medical problem and which confines the student to home or hospital and restricts activities for an extended period of time (at least 15 school days). Students must meet eligibility and submit documentation by a physician to the Exceptional Education and Student Services Department. School counselors have information on this process and entrance requirements.

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.

ESE students who are following the Access Points for Students with Significant Cognitive Disabilities will participate in the Florida Standards Alternate Assessment (FSAA). IEP Teams are responsible for determining whether students with disabilities will be assessed with the Florida statewide assessment program or with the FSAA based on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.). The IEP team should consider the student's present level of educational performance in reference to the Florida State Standards. The IEP team should also be knowledgeable of the Florida statewide assessment program guidelines and the use of appropriate testing accommodations. In order to be eligible to participate in the FSAA, the following criteria must be met.

- Does the student have a significant cognitive disability, IQ of 67 or below?
- Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09041, F.A.C.?
- Does the student require direct instruction in academic areas of English language arts, mathematics, social studies, and science based on access points in order to acquire, generalize and transfer skills across settings.

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:

- **Presentation**—Use specialized formats, including large print, Braille, sign language, or oral presentation, and use assistive devices and other presentation supports to access information
- **Responding**—Respond to questions or prompts on the assessments in alternate modes, including dictation, sign language, and the use of assistive devices and other response supports.
- **Scheduling**—Increase the length of time to complete instruction and assessment or change the way the time is organized
- **Setting**—Change the location in which instruction and assessment are given or change the conditions of the instruction and assessment setting
- **Assistive Technology**—Use assistive technology to access information or respond to questions or prompts
- **Paper–Pencil Testing** - regular print, large print, one-item per page, and reading passage booklet (for reading only)
- **Computer Based Accommodations** - Text-to-Speech and Answer Masking

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.

EXTRAORDINARY EXEMPTIONS (1008.212, F.S.)

Establishes for students with disabilities; extraordinary exemptions, as defined:

- “Circumstance” is defined to mean a situation in which accommodations allowable for use on the statewide standardized assessment, a statewide standardized end-of-course (EOC) assessment, or an alternate assessment pursuant to S. 1008.22(3)(c), F.S., are not offered to a student during the current year’s assessment administration due to technological limitations in the testing administration program that lead to results that reflect the student’s impaired sensory, manual, or speaking skills rather than the student’s achievement of the benchmarks assessed by the statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment; and
- “Condition” is defined to mean an impairment, whether recently acquired or long standing, that affects a student’s ability to communicate in modes deemed acceptable for statewide assessments, even if appropriate accommodations are provided, and creates a situation in which the results of administration of the statewide standardized assessment, an EOC assessment, or an alternate assessment would reflect the student’s impaired sensory, manual, or speaking skills rather than the student’s achievement of the benchmarks assessed by the statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment.

Parents must sign consent for a student to participate in the FSAA. A student with a disability may be allowed a special exemption from participating in Florida’s statewide assessment program or FSAA due to extraordinary circumstances that affect the student’s ability to communicate in acceptable modes for statewide assessment. A specific process and timeline must be followed as outlined in Rule 6A-1.0943(5)F.A.C.

For a student with a disability for whom the IEP determines that a circumstance or condition (as defined above) prevents the student from physically demonstrating the mastery of skills that have been acquired and are measured by a statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment pursuant to s. 1008.22(3)(c), F.S., shall be granted an extraordinary exemption from the administration of the assessment;

A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, F.A.C., *is not*, in and of itself, an adequate criterion for the granting of an extraordinary exemption.

MIDDLE SCHOOL SECTION

GRADES 6-8

ENTRANCE REQUIREMENTS

SCHOOL SAFETY

At the time of initial registration for school in the Bradford County School District, each student must note previous school expulsions, arrests resulting in a charge, juvenile justice actions, and any corresponding referral to mental health services by another school district (1006.07, F.S.).

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 state department of health form. If the form is not from Florida, a school nurse will review it for Florida requirements. 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.

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, discipline (including criminal charges), academic information, ELL, ESE/504 eligibility 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.
- d. Evidence of medical examination performed within the last twelve months and documented on the correct medical form,
- e. Social Security Number (District Request),
- f. Proof of residency and
- g. Notarized proof of guardianship, if necessary.

DISCLOSURE REQUIREMENT

Parents/guardians are required to share any current disciplinary or criminal incidents.

PROOF OF RESIDENCE

Principals may, at any time, require proof of residency and may accept documentation such as deeds, driver's license with accurate address, rental 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. Students determined to be homeless will be admitted to school and referred to the district contact for the homeless support.

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.

The school board will enforce policies requiring each child to have certification of immunization on file with the immunization registry prior to admittance to or attendance in a public school. Any child who is excluded from participation in the immunization registry must present or have on file with the school such certification of immunization. This section of law is also amended to require the screening of students for scoliosis at the appropriate age. 1003.22, F.S

Seventh Grade: In addition to kindergarten through twelfth grade vaccines, students entering or attending seventh grade need the following vaccinations:

- One dose of tetanus-diphtheria-pertussis (Tdap) vaccine in grades seven through twelve • An updated DH 680 form to include Tdap, must be obtained for submission to the school.

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.

Homeless students shall be admitted and referred to the district homeless contact for assistance with documentation, as needed.

Some students/families may qualify for an exemption due to special circumstances and will need to be referred to the Bradford County Health Department for a Temporary Medical Exemption.

PLACEMENT OF TRANSFER STUDENTS

In accordance with State Board Rule 6A-1.09942, to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country. The procedures shall be as follows:

(1) Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.

(2) Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.

(3) Alternative Validation Procedure - If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

- (a) Portfolio evaluation by the superintendent or designee;
- (b) Demonstrated performance in courses taken at other public or private accredited schools;
- (c) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- (d) Demonstrated proficiencies on the Florida State Assessments; or
- (e) Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(d) and (e) of this rule if required.

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.

Students in virtual courses will be advised to complete the current virtual courses to avoid receiving a W/Fs. The following transfer grading procedure does not apply to virtual progress/grades.

Students returning from home school will need a report card from the parent indicating the courses and grades that a student has completed. This can be a parent developed report card. Students will be monitored the first 9-weeks for appropriate grade placement.

To combine grades from both schools for a grading period use the following procedure:

1. Count the number of days that the student has been enrolled at the school during the grading period.
2. Multiply the course grade by the number of days.
3. Subtract the number of days enrolled at the school from 45. This is the number of days at the previous school.
4. Multiply the course grade from the previous schools by the number of days at the previous school.
5. Add the totals from 2 and 4 above.
6. Divide the sum by 45.
7. The result is the student's grade.

Example: A student enrolls on the 20th day of the grading period. His grade for the period in attendance at the school is a 79-C. The transfer grade is a 69-D.

1. 25 days at Bradford school
2. 25×79 (Bradford grade) = 1975
3. $45 \text{ days} - 25 = 20$ days at previous school
4. 69 (previous school grade) $\times 20$ days = 1380 (transfer grade)
5. $1975 + 1380 = 3355$
6. $3355/45 = 74.5$ (Combine grade for the report card)

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 at the 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.

PROCEDURES FOR MAINTENANCE AND TRANSFER OF STUDENT RECORDS (1003.25 F.S.)

(1) Each principal shall maintain a permanent cumulative record for each student enrolled in a public K-12 school. Such records shall be maintained in the form, and contain all data, prescribed by rule by the State Board of Education. The cumulative record is confidential and exempt from the provisions of F.S. 119.07(1) and is open to inspection only as provided in chapter 1002.

(2) The procedure for transferring and maintaining records of students who transfer from school to school shall be prescribed by rules of the State Board of Education. The transfer of records shall occur within 3 school days. The records shall include:

(a) Verified reports of serious or recurrent behavior patterns, including threat assessment evaluations and intervention services.

(b) Psychological evaluations, including therapeutic treatment plans and therapy or progress notes created or maintained by school district or charter school staff, as appropriate.

(3) Procedures relating to the acceptance of transfer work and credit for students shall be prescribed by rule by the State Board of Education.

TRANSFER STUDENTS WITH DISCIPLINARY ISSUES

Each student is required at the time of initial registration to note previous school expulsions, arrests resulting in a charge, juvenile justice actions, and any corresponding referrals to mental health services by another school district (1006.07, F.S.).

Districts have the authority to honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board or private school, or lab school, for an act which would have been grounds for expulsion according to the receiving district school board's code of student conduct, in accordance with the following procedures:

1. A final order of expulsion shall be recorded in the records of the receiving school district.
2. The expelled student applying for admission to the receiving school district shall be advised of the final order of expulsion.
3. The district school superintendent of the receiving school district may recommend to the district school board that the final order of expulsion be waived and the student be admitted to the school district, or that the final order of expulsion be honored and the student not be admitted to the school district. If the student is admitted by the district school board, with or without the

recommendation of the district school superintendent, the student may be placed in an appropriate educational program and referred to mental health services identified by the school district pursuant to s. 1012.584(4), when appropriate, at the direction of the district school board.

SUSPENSION / EXPULSION

Any student, including those returning to the district, who has not fulfilled the requirements of a suspension/expulsion must do so before admission to the regular school. 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.

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

When considering the eligibility of a child for enrolling in a school:

- A special power of attorney relative to the guardianship of a child of a military family and executed under applicable law is sufficient for the purposes of enrolling the child in school and for all other actions requiring parental participation and consent.
- The district is prohibited from charging local tuition to a transitioning military child placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent.

A transitioning military child, placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent, may continue to attend the school in which he or she enrolled while residing with the custodial parent.

- The district will facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadlines, to the extent they are otherwise qualified.
- If a child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.
- Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the

sending state. Upon receipt of the request, the school in the sending state shall process and furnish the official education records to the school in the receiving state within 10 days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.

- The district must give 30 days from the date of enrollment or within such time as is reasonably determined under the rules adopted by the Interstate Commission for students to obtain any immunizations required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.
- Students shall be allowed to continue their enrollment at grade level in the district commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.
- Placement and attendance rules specify that if a student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.
 - The district must initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to: Gifted and talented programs; and English as a second language (ESL).

ALTERNATIVE EDUCATION PROGRAM

1. A regular education student may be assigned to the Alternative Education Program through an administrative placement. Typically, an administrative placement in the Alternative Education Program will follow either a suspension, a pattern of disruptive behavior, defiance of authority, or a zero tolerance disciplinary offense.
2. An Exceptional Student Education student may be assigned as a result of plans developed as part of the IEP process.

Students may be administratively assigned to the Alternative Education Program or other alternative placement for a period of time as defined in the Student Code of Conduct. A meeting involving the sending school and the Alternative Education Program may be conducted in order to review the case. If an ESE student is scheduled to return to the home school, an IEP meeting must be conducted five days prior to the scheduled dismissal date. The conference needs to

include representatives from the sending school and the Alternative Education Program as well as the student's parents. Students attending will be assigned seven courses as similar to those at the home school as possible. For all students entering or exiting of the program, the teachers must report a final or transfer grade.

Refer to Drop Out Prevention Plan for further information. Students in Alternative Education must continue to attend through the end of the school year even if courses are completed.

HOME EDUCATION STUDENTS

A parent may enroll a child in a Home Education Program. In order to establish a home education program the parent must complete the required registration form or turn in a Notice of Intent to establish a Home Education program. The registration form and other documents will be available in the office of the Coordinator of Attendance, Truancy and Student Recovery. Parents who homeschool their children must maintain a portfolio of records and materials documenting the child's progress. An annual evaluation must be completed for each child enrolled in the Home Education Program. Annual evaluations must be submitted to the Coordinator of Attendance, Truancy and Student Recovery by July 30 of each school year or one calendar year after intent to enroll or renew a Home Education Program.

If there is a prior history of truancy, the parent or guardian of any child enrolling in home education will be required to submit a portfolio on the 30th day for review to the Coordinator of Attendance, Truancy and Student Recovery. If any parent or guardian fails to submit appropriate portfolio documentation the child will be withdrawn from home education and will be required to re-enroll back into the public school within 3 days.

When a student returns to the Bradford County School District 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. The procedures under Placement of Transfer Students must be followed for students desiring to enroll in the Bradford County School District who have previously attended home education.

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. The student must 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. 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 class periods may not be available 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.

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 whose parents transport their own 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, intramural sports, class pictures or end of year trips, unless they are enrolled in at least two classes on the Bradford Middle School campus.

Home education students may not participate in any activity not covered under the Florida High School Athletics Association. Participation in activities governed by the by-laws of the FHSAA will be allowed according to the rules established by that organization. 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.

A Home Education student may enroll in a public school solely for career and technical courses or programs. Industry certifications, national assessments and statewide assessments offered by the district shall be available to the home education student. (BCSD policy 4.21).

Private School Students - Athletic Participation

Students residing in Bradford County who attend private schools may try out for participation on athletic teams if the schools have less than 125 students, are not members of FHSAA and do not offer interscholastic or intrascholastic athletic programs. Parents/guardians must notify the Athletic Director, in writing, a minimum of 4 weeks prior to the official start of the season, in accordance with the FHSAA calendar, of the intent to try out. All student records must be made available to the school and FHSAA, including, but not limited to, academic, financial, disciplinary, and attendance records. Additionally, academic and attendance records must be provided to the coaches every 4.5 weeks. It is the responsibility of the student to notify the coach of any disciplinary action at the private school. A failure to do so will result in dismissal from the team. Students must follow all Bradford County Code of Conduct rules and regulations when participating. Parents are responsible to transport children to and from the school. This applies only to FHSAA sports.

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 shall be given to a middle school student and/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. The state course code descriptions for the Middle School Program describe the performance roles, outcomes and indicators for each area of study.

MIDDLE SCHOOL CURRICULUM (F. S. 1003.42)

In order for a student to be promoted to high school from the middle grades, they must successfully complete the following courses:

- Three middle grades or higher* courses in English language arts.
- Three middle grades or higher* courses in mathematics.
- Three middle grades or higher* courses in science.

- Three middle grades or higher* courses in social studies.
 - One of these social studies courses must be Civics. There is a statewide, standardized end-of-course exam for Civics that must be taken and factored in as 30% of a student's course grade.

*May include high school courses for high school credit.

<http://www.fldoe.org/academics/standards/middle-grades-pr.stml>

The curriculum for grades 6-8 includes:

1. Three years of mathematics. Level 1 and 2 students will take intensive math in place of an elective.
2. Three years of language arts, which shall include experiences in reading, writing and speaking. Level 1 and 2 students will take intensive reading in place of an elective.
3. Three years of science, which shall include instruction in life science, earth/space science and physical science
4. Three years in social studies, which shall include: World History, Civics, United States History and a component of financial literacy.
5. One semester of physical education per year
6. Elective courses in the related arts, which may include art, band, and or computer literacy skills.
7. If a student fails a core required course in mathematics, science, language arts or social studies, he or she will take the course again the next school year or he/she may make it up over the summer through Florida Virtual School.
8. Students will be encouraged to take a CTE course that has an industry certification attached.
9. Comprehensive age-appropriate, evidence-based, and developmentally appropriate health education shall include substance abuse prevention, prevention of child sexual abuse, exploitation, and human trafficking, Acquired Immune Deficiency Syndrome and communicable disease prevention, human growth and development, human sexuality and pregnancy prevention, and health hygiene. Instruction will include content listed below:
 - a. Awareness of the benefits of sexual abstinence from sexual activity outside of marriage as the expected standard and the consequences of teenage pregnancy.
 - 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. Successful completion of one Internet-based course in career and education planning (including a detailed explanation of advanced and career-based high school courses and the diploma designation options) , or a state approved course to integrate career and education planning to be completed in the 7th or 8th grade. This course must include a personalized academic and career plan including research-based assessment to assist students in determining educational and career options and goals. Emphasis will be on technology or the application of technology in the career fields, and entrepreneurship skills. The course must include information from The Department of Economic Opportunity's economic security report.

PHYSICAL EDUCATION (1003.455)

Students are required to take the equivalent of one class period per day of physical education for one semester of each year for students enrolled in grades 6 - 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. The waiver must be requested two weeks prior to the beginning of the semester.

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 Course Code Descriptions and obtain a passing grade for the class. The grading scale is as follows:

A	=	90 – 100	=	4
B	=	80 – 89	=	3
C	=	70 – 79	=	2
D	=	60 – 69	=	1
F	=	0 – 59	=	0

GRADE POSTING, REPORT CARDS, MID-TERM PROGRESS REPORTS

Parents will be notified regularly of their child's academic performance, conduct, and attendance during the school year. Departmental grading procedures will be established and followed by all teachers. Grades will be posted online every week in all core courses to further inform parents of academic progress. For report card and progress report purposes, teachers will enter a numeric grade value. 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.

CLASSROOM ASSESSMENT PROCEDURES

In order to determine a student's ability to apply grade-level reading skills in the content areas, reading of all assessments will be limited. In sixth-eighth grades, assessments will not be read to students. Exceptions apply to ESE students who have reading as an accommodation for math, science and/or social studies, as indicated in the IEP.

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.

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.

Each year the district school board will annually publish in the local newspaper and/or on the district website 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 1 and 2 on the reading portion of the statewide, standardized ELA assessment.
3. By grade level, the number and percentage of all students retained in grades K-10. Information on the total number of students who were promoted for good cause, by each category.
4. Any revisions to the district school board's policies and procedures 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	Coordinated Screening & Progress Monitoring (Cambium) Reading, Math; District science assessments; Curriculum Based measures (textbook exams); District EOY Assessments; Florida statewide assessments in ELA, Math, Science (8th only); STAR reading and math
8	Florida state assessments in ELA, Math, Science, District EOY assessments, Civics. (Some state assessments are 30% of final course grade)

A student transferring in after the beginning of the second term of grade 8 is not required to meet this requirement if there is documentation that three social studies courses have already been completed or two year-long courses that include civics. If this is not the case, the student must be immediately enrolled in Civics, participate in the Civics EOC and the results of the EOC must constitute 30% of the course grade.

BMS students taking any high school courses for credit must take and pass any assessments in accordance with state and/or district graduation requirements.

Any student wishing to take an EOC before completing the course must take a subject area exam and demonstrate 65% proficiency in order to sit for the EOC. The Civics course cannot be capped.

Home education students must be permitted to take an assessment or exam during the regular administration of such assessment or exam (1003.4295, F.S).

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 students function effectively and actively participate in the regular school program based on the Florida 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, school 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 grade students who score at or below the 32nd percentile in both Reading and Language on a norm-referenced test will qualify for the ELL program. Students scoring below the 32nd 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 & written recommendations of current and former instructional staff,
- Mastery of basic skills in English,
- Grades from current or previous grades,
- Other test results, and

- Parent, teacher or administrative reports.

The LEP Committee will be made up of the classroom teacher(s), the school 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. All identified English Language Learners will take the Access for English Language Learners 2.0 assessment to measure their academic growth.

REMEDATION AND RETENTION FOR ELL STUDENTS

1. The ELL Committee may exempt ELL students who have been in the program for two years or less from mandatory retention. Exemption considerations include the following:
 - a. amount of time in the country;
 - b. academic experience(s);
 - c. time needed to reach proficiency based on research;
 - d. oral language proficiency in English;
 - e. reading and writing proficiency in English; and
 - f. cultural background.
2. No ELL student may be retained solely due to language acquisition without proof that the teacher used ELL teaching strategies. Documentation of the use of ELL teaching strategies appropriate to the student's level of English proficiency must be recorded in the teacher's lesson plans.
3. The ELL Committee must meet to discuss any student recommended for retention prior to the retention of that student. A teacher will inform parents in a language they understand.

ELL EXIT PROCEDURES

Schools are encouraged to provide ELL support for as long as the student has difficulty meeting Florida Standards Assessments and Access for English Language Learners 2.0 assessment and WIDA. Students may exit from the ELL program and are classified as English proficient when the exit criteria indicated below are met.

GRADE EXIT INDICATORS

1. Proficient on the Access for English Language Learners 2.0 assessment as indicated by FLDOE.

2. Exit by ELL Committee Recommendation Exit by IEP/ELL Committee Recommendation

The ELL or IEP/ELL Committee will consider the following criteria to override low test scores:

1. extent and nature of prior educational and social experiences and student interview;
2. written recommendation and observation by current and previous instructional and supportive services staff;
3. level of mastery of basic competencies or skills in English and home language according to appropriate local, state and national criterion-referenced standards;
4. grades from the current or previous year; and
5. test results other than those used in initial language proficiency assessment.

Once the student is exited, ELL Student Plan Part A must be completed. An exit letter in the home language, where feasible, will be sent home to the parents by the District Office. Also, the monitoring section, ELL Plan Part C must be completed at the appropriate reporting periods.

PROMOTION

MIDDLE SCHOOL REQUIREMENTS FOR PROMOTION

Many elements are to be considered in the promotion of students. The district shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted Florida Standards the following subject areas: reading and other language arts, mathematics, science, social studies, and physical education, and the arts.

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 9th grade.
2. Maintaining a satisfactory attendance record as defined in State Statute, and the Code of Student Conduct.
3. Participation in a course in career and education planning which results in a personalized academic and career plan.
4. Participation in at least one semester of Physical Education per year, unless a PE waiver is completed.

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 more than two core courses must be retained. Students who fail one or two core courses may have the opportunity to

recover those courses if summer school is offered. Eighth graders and deficient math students will have priority in summer school placement. If they successfully recover those courses they will be promoted. Administrative review may allow a student to be promoted if the student's schedule permits recovery during the next school year.

A student in middle grades who takes a high school course for high school credit and earns a C, D, or F may replace the grade with a grade of C or higher or an equivalent of a grade of C or higher earned subsequently in the same or comparable course.

All courses and grades must be included in the transcript. The forgiveness provision does not give the authority to delete the forgiven course and grade from the student record.

ELL STUDENTS

English Language Learner (ELL) students will not 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.

EARLY WARNING SYSTEM

A school that includes any of grades 6, 7, or 8 shall implement an early warning system to identify students in grades 6, 7, and 8 who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:

- Attendance below 90 percent, regardless of whether the absence is excused or a result of out-of-school suspension.
- One or more suspensions, whether in school or out of school.
- Course failure in English Language Arts or mathematics.
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

When a student exhibits two or more early warning indicators a school-based MTSS team formed for the purpose of implementing the requirements of this paragraph shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days' written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location, and provide the parent the opportunity to participate.

SECTION 504

A student is “disabled” under the Section 504 regulations if the student meets any one of the three “prongs” of eligibility listed in 34 CFR 104.3(j)(1). A disabled student:

“(i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.” The prong under which the student is eligible will assist in determining which of the Section 504 protections are extended to the student. For example, although students eligible under any of the three prongs receive the nondiscrimination protections of Section 504, the requirements of FAPE are more limited.

Section 504 plans are developed for students who demonstrate a need for accommodations within the educational setting. However, the definition states that in order to be eligible for an accommodation plan, the student must "have a physical or mental impairment which substantially limits one or more major life activities." Major life activities under Section 504, includes caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

A Section 504 plan describes the accommodations that the school will provide to support the student's education. The team that determined the student's eligibility for Section 504 and identified the needed accommodations will write the accommodation plan. A 504 does require documentation of evaluations and accommodations. It is very useful to have a written plan to provide clarity and direction to the individuals delivering services or making accommodations.

Development of a Health Plan may be more appropriate if the student’s educational needs are not impacted.

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. Sixth - eighth grade students may enroll in high school credit earning courses. This enables these students to earn high school credit as well as seventh/eighth grade promotional credit. Courses approved by high school credit include Algebra I, Algebra I Honors, Geometry, Ag Science Foundations, and Introduction to Information Technology or any other course approved by the principal. Students may be placed in Algebra I if they pass the FSA Math at level 3 and/or pass the appropriate pre-test and teacher recommendation.

Accelerating ESE students must have any EOC score count as 30% of the final grade. No IEP 30% grade waiver is available for the purpose of determining the student’s course grade and completing the requirements for middle grades promotion.

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, including high school courses taken virtually. This enables these students to be afforded the opportunity to earn high school credit as well as seventh/eighth grade promotional credit. 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. 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.

ACCEL ACADEMICALLY CHALLENGING CURRICULUM to ENHANCE LEARNING (ACCEL)

ACCEL are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students. Each school must offer the following ACCEL options: Whole-grade and midyear promotion; subject-matter acceleration that may result in a student attending a different school, and virtual instruction in higher grade level subjects. Students in grades 6 -8 must complete promotion requirements for each grade-level, but can do so at accelerated pace through BHS and virtual courses, or by passing course exams with 70% proficiency.

Parents, teachers, school counselors, or administration may request a referral to determine eligibility for acceleration. Parent permission is required.

Establishment of eligibility includes a review of local assessments, statewide assessments, student GPA, attendance and conduct records. Student maturity will also be a consideration. If these records do not support the request for acceleration, the principal may deny initial eligibility.

Principals must implement the district established ACCEL options and procedures for determining eligibility of a student which are in accordance with FS 1002.3105 and BCSB Policy. Any change a principal would like to consider must be approved by the Assistant Superintendent.

After initial eligibility is determined, procedures include the establishment of an Acceleration Review Committee consisting of the principal or designee, school counselor, current teacher, acceleration teacher, and the parent/guardian.

Consideration for acceleration will be limited to one referral, per student, per 12-month period. Acceleration shall commence at natural transition points within the school calendar, in accordance with school board policy. Students who are determined eligible in accordance with Board Policy will be promoted by whole grade or subject at a semester or beginning of the year. Students who are referred for possible accelerated placement 60 or more days prior to the beginning of the school year shall be evaluated prior to the students' first day of school. Students who are referred for possible accelerated placement 60 or more days prior to the beginning of the second semester (mid-year) shall be evaluated prior to the start of the second semester.

FLORIDA VIRTUAL SCHOOL (FS 1001.42)

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 school counselor and the student's parents. Guidance shall not deny access to any approved online courses if the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, ability-level and age appropriateness. Course recovery will only be offered to students who have completed the entire FLVS course with a grade of "F", or required high school courses with a C, D or an F. If a student withdraws from a course when completing less than 50% of the course, and receives a "WF" or a "WP" then the student earns no grade for the time spent in the course ("WF" – Withdrew Failing, "WP" – Withdrew Passing). All grades received from FLVS courses shall be counted toward the final GPA calculation. Access shall be available to students during and after the normal school day and through summer school enrollment.

Full time virtual students who meet conduct and academic requirements may participate in interscholastic and intrascholastic extracurricular activities. FLVS full-time students are allowed to participate in extracurricular activities if required by a BMS course they are enrolled in (i.e. allow, if space available, to take band class to participate in the band). These students are to register their intent at the district school before the beginning date of the year/season for the activity/course. All other BCSB policies also apply to FLVS students.

BRADFORD VIRTUAL SCHOOL FRANCHISE (FS 1002.37, 1002.45)

This is an option for 6th- 8th grade students to take courses online. If eligible, any Bradford County or out-of -zone student, including private and home education students, may take My District Bradford Virtual (MDVS) courses. Students may participate in accordance with the following guidelines:

- Part-time Bradford Virtual students are defined as taking less than 6 courses
- Full-time Bradford Virtual students are defined as taking 6 courses with at least 4 MDVS courses.
- Students may take a maximum of six full credit courses per year. See a school counselor for other options available to those short of credits.
- Guidance will advise students seeking virtual course enrollment, who have 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 FSA.
- Course recovery will only be offered to full-time students who have completed the entire course with a grade of "F", or required high school courses with a C, D or an F. All grades received from courses shall be counted toward the final GPA calculation.
- Access to computers shall be available to students during and after the normal school day.
- The enrollment window is 90 days from the end of school year through the beginning of the following school year.
- It is the responsibility of the school counselor to determine if virtual courses will be appropriate for students. Students who score level I or II on FSA Reading and are non-fluent may not be best served in virtual classes.
- Students must comply with compulsory attendance requirements.

- Students must take all state assessment tests, including EOCs.
- Students not completing all course work within the semester will receive an F.
- A student who has no technology or internet access at home may apply for assistance if qualifying for free lunch status. A county form must be completed and turned into the Virtual School Facilitator.

ACCELERATED THREE YEAR GRADUATION OPTION

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 from the student's parent.
2. The student shall have met the proficiency levels defined by the State as adequate progress in reading, math and writing on the most recent assessment 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 post-secondary education or career plan that best fits their needs. The selection of one of the graduation options may be completed by the student at any time during grades 9-12. If the student and parent fail to select one of the accelerated high school graduation options, 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 FSA or scores on a standardized test that are concordant with passing scores on the FSA.

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 PROGRAMS

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 English-Language Arts (ELA), science, social studies 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 SUPPORT (f.s. 1008.25, 1003.4156)

Each student must participate in the standardized statewide assessment program as required by law. Each student who does not achieve Level 3 or above on the statewide, standardized English Language Arts or Mathematics assessments must be evaluated to determine the nature of the student's difficulty in the areas of academic need, and strategies for providing academic support to improve the student's performance.

A student who is not meeting the district or state requirements for satisfactory performance in English Language Arts and mathematics shall be covered by one of the following plans:

- 1.) A federally required student plan such as an individual education plan,
- 2.) A school wide system of progress monitoring, including MTSS, for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
- 3.) An individualized progress monitoring plan.

If a middle grades student scores at Level 1 or Level 2 on FSA Reading or, when the state transitions to other English Language Arts assessments, the following year the student may be required to enroll in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery. Decisions regarding placement for remediation will be based on the district's Decision Tree Charts found in the K-12 Reading Plan.

If a middle grades student scores Level 1 or Level 2 on the state mathematics assessment, the student must receive remediation. Level 1 students and identified level 2 students will be required to take an intensive math course. For all other level 2 students remediation will be integrated into the student's required mathematics course.

All students taking Algebra 1 at BMS receiving a C and scoring less than a level 3 must retake Algebra 1.

READING PROFICIENCY AND PARENTAL NOTIFICATION

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 parent of any student who exhibits a substantial deficiency in reading must be notified in writing.

INSTRUCTIONAL REQUIREMENTS- MIDDLE SCHOOL

A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and/or Mathematics must be covered by one of the following plans:

4. a federally required student plan such as an individual education plan;
5. A schoolwide system of progress monitoring for all students, except students that score Level 4 or above on the ELA and Math assessments may be exempted from participation by the principal; or
6. An individualized progress monitoring plan.

If after intervention, the student has not shown improvement, diagnostic assessments will be used to determine specific areas of deficiency and this data will contribute to the development of a progress monitoring plan. Per HB 7039, the individualized progress monitoring plan shall include, at a minimum:

1. The student's specific, identified reading or mathematics skill deficiency.
2. Goals and benchmarks for student growth in reading or mathematics
3. A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress.
4. For a substantial reading deficiency, the specific evidence-based literacy instruction, based on the science of reading, that the student will receive
5. Strategies, resources, and materials that will be provided to the student's parent to support the student to make reading or mathematics progress.
6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

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.

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 teachers are responsible for consulting on the IEP goals and accommodations on a regular basis throughout the year.

FLORIDA ACCESS POINTS PERFORMANCE STANDARDS

Access Points for ESE students are utilized in the district. Since these Access Points 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 Access Points performance standards will be made on the basis of the following criteria:

1. Mastery of other IEP objectives based upon Access Points performance standards
2. Classroom performance
3. Standardized testing or alternative assessment
4. Social development

ESE academic courses have Access Points 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.

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, or career technical 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 the procedures for basic education students as outlined in the Student Progression Plan.

Parents 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 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 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, and deferment
2. Utilization of regular student performance standards or Access Points,
3. Problems encountered if student performance standards are not achieved, and
4. Options for transition to postsecondary programs.

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, student performance data, 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. A designee from receiving school will be invited to participate in the IEP meeting.

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:

The student is enrolled in the appropriately zoned school.
School personnel will obtain parent permission and request records

from the former school district.

A temporary assignment during the initial 10 days 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 in-state IEP has been received.

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 PROGRAM

The Hospital / Homebound Program is available for those students whose medical condition prohibits attendance in a regular school program and who are under medical care for an illness or injury, which is acute or catastrophic, or chronic illness, or a repeated intermittent illness due to a persisting medical problem and which confines the student to home or hospital and restricts activities for an extended period of time (at least 15 school days). Students must meet eligibility and submit documentation by a physician to the Exceptional Education and Student Services Department. School counselors have information on this process and entrance requirements.

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 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 areas based on the student's IEP:

- **Presentation**—Use specialized formats, including large print, Braille, sign language, or oral presentation, and use assistive devices and other presentation supports to access information

- **Responding**—Respond to questions or prompts on the assessments in alternate modes, including dictation, sign language, and the use of assistive devices and other response supports
- **Scheduling**—Increase the length of time to complete instruction and assessment or change the way the time is organized
- **Setting**—Change the location in which instruction and assessment are given or change the conditions of the instruction and assessment setting
- **Assistive Technology**—Use assistive technology to access information or respond to questions or prompts
- **Paper–Pencil Testing** - regular print, large print, one-item per page, and reading passage booklet (for reading only)
- **Computer Based Accommodations** - Text-to-Speech and Answer Masking

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.

EXTRAORDINARY EXEMPTIONS (1008.212, F.S.)

Establishes for students with disabilities; extraordinary exemptions, as defined:

- “Circumstance” is defined to mean a situation in which accommodations allowable for use on the statewide standardized assessment, a statewide standardized end-of-course (EOC) assessment, or an alternate assessment pursuant to S. 1008.22(3)(c), F.S., are not offered to a student during the current year’s assessment administration due to technological limitations in the testing administration program that lead to results that reflect the student’s impaired sensory, manual, or speaking skills rather than the student’s achievement of the benchmarks assessed by the statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment; and
- “Condition” is defined to mean an impairment, whether recently acquired or longstanding, that affects a student’s ability to communicate in modes deemed acceptable for statewide assessments, even if appropriate accommodations are provided, and creates a situation in which the results of administration of the statewide standardized assessment, an EOC assessment, or an alternate assessment would reflect the student’s impaired sensory, manual, or speaking skills rather than the student’s achievement of the benchmarks assessed by the statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment.

For a student with a disability for whom the IEP determines that a circumstance or condition (as defined above) prevents the student from physically demonstrating the mastery of skills that have been acquired and are measured by a statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment pursuant to s. 1008.22(3)(c), F.S., shall be granted an extraordinary exemption from the administration of the assessment;

A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, F.A.C., *is not*, in and of itself, an adequate criterion for the granting of an extraordinary exemption.

High School Section

Grades 9-12

ENTRANCE REQUIREMENTS

SCHOOL SAFETY

At the time of initial registration for school in the Bradford County School District, each student must note previous school expulsions, arrests resulting in a charge, juvenile justice actions, and any corresponding referral to mental health services by another school district (1006.07, F.S.).

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.

TRANSFER STUDENTS

Any student who enters a Bradford County School will be required to present the following items within 30 days of entry:

- a. An official letter or transcript from the former school which indicates record of attendance, discipline (including criminal charges), academic information, ELL, ESE/504 eligibility 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 7,
- d. Evidence of medical examination performed within the last twelve months and documented on the correct medical form,
- e. Social Security Number (District Request),
- f. Proof of residency
- g. Notarized proof of guardianship, if necessary

DISCLOSURE REQUIREMENT

Parents/guardians are required to share any current disciplinary or criminal incidents.

PROOF OF RESIDENCE

Principals may, at any time, require proof of residency and may accept documentation such as deeds, driver's license with accurate address, rental 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. Students determined to be homeless will be admitted to school and referred to the district contact for homeless support.

The principal will have the final decision in reviewing data and making a placement assignment or denying enrollment of non-resident students who have misrepresented the residency and/or records (grade placement, attendance, discipline, etc.).

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.

The school board will enforce policies requiring each child to have certification of immunization on file with the immunization registry prior to admittance to or attendance in a public school. Any child who is excluded from participation in the immunization registry must present or have on file with the school such certification of immunization. This section of law is also amended to require the screening of students for scoliosis at the appropriate age. (1003.22, F.S)

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.

Homeless students shall be admitted and referred to the district homeless contact for assistance with documentation, as needed. Some students/families may qualify for an exemption due to special circumstances and will need to be referred to the Bradford County Health Department for

a Temporary Medical Exemption.

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. 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.

UNIFORM TRANSFER OF CREDITS

In accordance with SBR 6A-1.09941, to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools. The procedures shall be as follows:

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

Portfolio evaluation by the superintendent or designee;

- a. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- b. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- c. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- d. Demonstrated proficiencies on a statewide, standardized assessment; or
- e. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(d) and (e) of this rule if required.

PROCEDURES FOR MAINTENANCE AND TRANSFER OF STUDENT RECORDS (1003.25, F.S.)

1. Each principal shall maintain a permanent cumulative record for each student enrolled in a public K-12 school. Such records shall be maintained in the form, and contain all data, prescribed by rule by the State Board of Education. The cumulative record is confidential and exempt from the provisions of f.s. 119.07(1) and is open to inspection only as provided in chapter 1002.
2. The procedure for transferring and maintaining records of students who transfer from school to school shall be prescribed by rules of the State Board of Education. The transfer of records shall occur within 3 school days. The records shall include:
 - a. Verified reports of serious or recurrent behavior patterns, including threat assessment evaluations and intervention services.
 - b. Psychological evaluations, including therapeutic treatment plans and therapy or progress notes created or maintained by school district or charter school staff, as appropriate.

Procedures relating to the acceptance of transfer work and credit for students shall be prescribed by rule by the State Board of Education.

STATE ASSESSMENT AND UNIFORM TRANSFER OF CREDITS

If a student transfers to a Florida public high school from out of county, out of state, a private school, or a home education program and the student's transcript shows Algebra I the student must pass the assessment unless the student earned a comparative score pursuant to s. 1008.22, F.S., passed a statewide assessment in that subject administered by the transferring entity, or passed the statewide assessment the transferring entity uses to satisfy the requirements of the federal Elementary and Secondary Education Act.

If a student's transcript shows a credit in high school reading or English Language Arts II or III, the student must take and pass grade 10 state ELA assessment or earn a concordant score on the SAT or ACT as specified by state board rule or, when the state transitions to other ELA assessments, earn a passing score on the ELA assessment.

A final course grade and course credit in Algebra I, Geometry, Biology I, or U.S. History, the transferring final grade and credit must be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade.

VIRTUAL TRANSFERS

Students in virtual courses will be advised to complete the current virtual courses to avoid receiving a W/Fs. The following transfer grading procedure does not apply to virtual progress/grades.

ELEVENTH AND TWELFTH GRADE TRANSFERS

Students who enter a Florida public school at the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a

1. grade point average and meet the requirements of F.S. 1008.22.

Students who earn the required 24 credits for the standard high school diploma except for passage of any must-pass assessment under s. 1003.4282 or an alternative assessment by the end of grade 12 must be provided the following learning opportunities:

- a. Participation in an accelerated high school equivalency diploma preparation program during the summer.
- b. Upon receipt of a certificate of completion, be allowed to take the College Placement Test and be admitted to remedial or credit courses at a Florida College System institution, as appropriate.

Participation in an adult general education program (adult high school) as provided in s. 1004.93 for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. A student attending an adult general education program, shall have the opportunity to take any must-pass assessment an unlimited number of times in order to receive a standard high school diploma.

Students who have been enrolled in an ESOL program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of any must-pass assessment or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the required assessment or alternate assessment and receive a standard high school diploma upon passage of any must-pass assessment or the alternate assessment.

TRANSFER STUDENTS WITH DISCIPLINARY ISSUES

Each student is required at the time of initial registration to note previous school expulsions, arrests resulting in a charge, juvenile justice actions, and any corresponding referrals to mental health services by another school district. (FS 1006.07).

Districts have the authority to honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board or private school, or lab school, for an act which would have been grounds for expulsion according to the receiving district school board's code of student conduct, in accordance with the following procedures:

1. A final order of expulsion shall be recorded in the records of the receiving school district.
2. The expelled student applying for admission to the receiving school district shall be advised of the final order of expulsion.
3. The district school superintendent of the receiving school district may recommend to the district school board that the final order of expulsion be waived and the student be admitted to the school district, or that the final order of expulsion be honored and the student not be admitted to the school district. If the student is admitted by the district school board, with or without the recommendation of the district school superintendent, the student may be placed in an appropriate educational program and referred to mental health services identified by the school district pursuant to s. 1012.584(4), when appropriate, at the direction of the district school board.

SUSPENSION / EXPULSION

Any student, including those returning to the district, who has not fulfilled the requirements of a suspension/expulsion must do so before admission to the regular school. 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. Teachers will be asked to give feedback on the work submitted. Refer to the Code of Student Conduct for further clarification.

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

When considering the eligibility of a child for enrolling in a school:

1. A special power of attorney relative to the guardianship of a child of a military family and executed under applicable law is sufficient for the purposes of enrolling the child in school and for all other actions requiring parental participation and consent.
2. The district is prohibited from charging local tuition to a transitioning military child placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent.
3. A transitioning military child, placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the

custodial parent, may continue to attend the school in which he or she enrolled while residing with the custodial parent.

4. The district will facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline; to the extent they are otherwise qualified.
5. If a child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.
6. Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state shall process and furnish the official education records to the school in the receiving state within 10 days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.
7. The district must give 30 days from the date of enrollment or within such time as is reasonably determined under the rules adopted by the Interstate Commission for students to obtain any immunizations required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.
8. Students shall be allowed to continue their enrollment at grade level in the district commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.
9. Placement and attendance rules specify that if a student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.
10. The district must initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to: 1) Gifted and talented programs; and 2) English as a second language (ESOL).

11. A student whose parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order shall be considered a resident of the school district for purposes of enrollment when the order is submitted to the school district and must be provided preferential treatment in the controlled open enrollment process of the school district pursuant to s. 1002.31, Florida Statutes.

A school comprised of grades 9, 10, 11, and 12, or grades 10, 11, and 12, the school's grade shall also be based, in addition to current criteria, and on the percentage of students who earned an Armed Services Qualification Test score that falls within Category II or higher on the Armed Services Vocational Aptitude Battery and earned a minimum of two credits in Junior Reserve Officers' Training Corps courses from the same branch of the United States Armed Forces, beginning with the 2022-2023 school year. Amends: Sections 1003.05, 1008.34, Florida Statutes.

ALTERNATIVE EDUCATION PROGRAM

A regular education student may be assigned to alternative education through an administrative placement or an ESE student may be assigned as a result of plans developed as part of the IEP process. Typically, an administrative placement will follow either a 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.

Students may be administratively assigned to the Alternative Education Program or other alternative placement for a period of time as defined in the Student Code of Conduct. A hearing involving the sending school and the Alternative Education Program may be conducted in order to review the case. If an ESE student is scheduled to return to the home school, an IEP meeting must be conducted prior to the scheduled dismissal date. The conference, which will be initiated by the sending school, should include representatives from the sending school and the Alternative Education Program as well as the student's parents. Students attending will be assigned seven courses as similar to those at the home school as possible.

For all students entering or exiting the program, the teachers must report a final or transfer grade.

Students in Alternative Education must continue to attend through the end of the school year even if courses are completed with the exception of seniors who may be dismissed pending approval from the principal and Superintendent. Additionally, seniors that are assigned to alternative education through the end of the school year will not be allowed to participate in BHS graduation exercises and other BHS senior events.

HOME EDUCATION STUDENTS

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. The student must 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. 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. 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 class periods may not be available 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 Bradford High School classes

A parent may enroll a child in a home education program. In order to establish a home education program, the parent must complete the required registration form or turn in a Notice of Intent to Establish a Home Education program. The registration form and other homeschool documents will be located at the office of the Coordinator of Attendance Compliance and Student Recovery. Parents who homeschool 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 Coordinator of Attendance Compliance and Student Recovery by July 30 of each school year or one calendar year after intent to enroll in a home education program.

The procedures under Placement of Transfer Students must be followed for students desiring to enroll in the Bradford County School District who have previously attended home education.

The student may be given a standardized achievement test such as the TABE to determine 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.

If a home education student plans to graduate from Bradford High School, the student and his/her parent must contact a Bradford High School school 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, pass the state assessments and be enrolled as a full-time BHS student for the remainder of the school year (eighth semester) and follow all BCSB policies. Failure to do so will result in the student not being allowed to participate in graduation activities. The student's GPA will be recalculated at the end of the eighth semester for determining honor graduates for graduation ceremonies.

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.

Participation in activities governed by the by-laws of the FHSAA will be allowed according to the rules established by that organization. Parents are responsible to transport children to and

from the school. Students must register their intent to participate in the activity prior to participation (s. 1006.15, FS).

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 three classes on the Bradford High School or North Florida Technical College (enrolled in secondary courses) campus. Any home education student who participates in a virtual instruction program, the dual enrollment program, or career technical programs will be under the same Bradford County Code of Conduct rules and guidelines as a regular education student attending Bradford High School full time.

A Home Education student may enroll in a public school solely for career and technical courses or programs. Industry certifications, national assessments and statewide assessments offered by the district shall be available to the home education student. (Bd. policy 4.21).

PRIVATE SCHOOL STUDENTS AND ATHLETIC PARTICIPATION

Students residing in Bradford County who attend private schools may try out for participation on athletic teams if the schools have less than 125 students, are not members of FHSAA and do not offer interscholastic or interscholastic athletic programs. Parents/guardians must notify the Athletic Director, in writing, a minimum of 4 weeks prior to the official start of the season, in accordance with the FHSAA calendar, of the intent to try out. All student records must be made available to the school and FHSAA, including, but not limited to, academic, financial, disciplinary, and attendance records. Additionally, academic and attendance records must be provided to the coaches every 4.5 weeks. It is the responsibility of the student to notify the coach of any disciplinary action at the private school. A failure to do so will result in dismissal from the team. Students must follow all Bradford County Code of Conduct rules and regulations when participating. Parents are responsible to transport children to and from the school. This applies only to FHSAA sports.

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 Florida State Standards as seen in Course Descriptions.

MAXIMUM AGE FOR HIGH SCHOOL STUDENTS

High School students pursuing a standard high school diploma must be able to graduate from high school prior to their 19th birthday, unless the student has an IEP. Permission for students to attend high school beyond their 19th birthday will be granted on an individual basis by the high school principal or the superintendent's designee.

ANNUAL REPORT

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.

Each year the district school board will annually publish in the local newspaper and/or on the district website 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 statewide, standardized ELA assessment.
- c. By grade level, the number and percentage of students of all students retained in grades 3-10.
- d. Information on the total number of students promoted under the Good Cause policy.
- e. Any revision to the district school board's policies and procedures on retention and promotion from the prior year.

REQUIRED INSTRUCTION

Comprehensive age-appropriate, evidence-based, and developmentally appropriate health education shall include substance abuse prevention, prevention of child sexual abuse, exploitation, and human trafficking, Acquired Immune Deficiency Syndrome and communicable disease prevention, human growth and development, human sexuality and pregnancy prevention, and health hygiene. Instruction will include content listed below:

Awareness of the benefits of sexual abstinence from sexual activity outside of marriage as the expected standard and the consequences of teenage pregnancy. 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.

GENERAL GRADUATION REQUIREMENTS

Sections 1003.43, 1003.428, 1003.429 and 1003.438, Florida Statutes, identify state minimum graduation requirements for basic, adult, and students with disabilities who are to be awarded a

standard high school diploma by any public school. The State of Florida has specified a total number of credits that students shall earn in certain subject areas. District school boards are authorized and encouraged to establish requirements for the standard 24-credit high school diploma in excess of the general requirements that apply to students already enrolled in high school. In order to graduate from Bradford High School with a standard diploma, a student must successfully complete the 24 credits listed in this document, pass/participate in the EOC, Florida state assessments or qualifying concordant test scores, and have an unweighted GPA of at least a 2.0, OR meet the qualifications for one of the 18 credit options. Core courses used for a standard diploma graduation must be Level II or above or appropriate non-leveled courses. Level I courses, including intensive classes, will only be counted as electives. They may not be used to meet graduation requirements for core courses. Students follow the graduation requirements in place at the time they enter the grade 9 unless otherwise designated by state statute.

Beginning in 2020-2021, all seniors will be required to take the Civics Literacy Test. While a passing score is not required for graduation, if a student passes the exam while in high school, they will receive credit for meeting the civics literacy postsecondary requirement (Section 1007.25(4) F.S.) before admission to a state college or university.

For students who enter high school in 2023-2024 and beyond, a one half credit course in personal financial literacy and money management will be required for graduation.

All Bradford High School students must be enrolled in a CTE course (unless participating in Dual Enrollment or AICE) each year of high school, or until an industry certification exam is passed, unless approved by the principal.

All Bradford High School students must be enrolled in the College and Career Readiness course, unless approved by the principal.

Standard Diploma Requirements Charts can be found on pages 84-85 of the Student Progression Plan. These charts can also be found on the Florida Department of Education (FLDOE) Website at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.

FACILITATION OF ON-TIME GRADUATION OF CHILDREN OF MILITARY

- a. Local education agency administrative officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required graduation coursework so that graduation may occur on time.
- b. The district shall accept exit or end-of-course exams required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu of testing requirements for graduation in the receiving state. If these alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the provisions Section C below shall apply.

- c. If a military student transfers at the beginning of or during his or her senior year and is not eligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies must ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements from the sending local education agency. If one of the states in question is not a member of this compact, the member state shall use its best efforts to facilitate the on-time graduation of the student in Sections A and B.

Special note: Florida is a member-state.

ACADEMICALLY CHALLENGING CURRICULUM to ENHANCE LEARNING (ACCEL)

Educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in grades K-12.

Each high school shall advise each student of courses through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, early admission, and career academy courses, and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction. Students shall also be advised of the early and graduation options under s. ss.1471 1003.4281.

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in Algebra I, Geometry, United States History, or Biology if the student passes the statewide, standardized assessment. A district pre-test with a passing score of 65% is required for eligibility to sit for the EOC/standardized assessment.

CAREER AND TECHNICAL EDUCATION PATHWAY OPTION

The Career and Technical Education Graduation pathway option provides that, beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earning a standard high school diploma through the Career and Technical Education (CTE) pathway option. Receipt of a standard high school diploma awarded through the CTE pathway option requires the student's successful completion of at least 18 credits. A student completing the CTE pathway option must earn at least a cumulative grade point average (GPA) of 2.0 on a 4.0 scale. In order for a student to satisfy the requirements of the CTE pathway option, he or she must meet the GPA requirement and: meet the course and assessment requirements for ELA, math, science, and social studies and complete two credits in career and technical education. The courses must result in a program completion and an industry certification. Also, the student must complete two credits in a work-based learning program. A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.

ACCEL: STANDARD DIPLOMA 18 CREDIT GRADUATION OPTION

A student who meets the requirements of s. 1003.4282(3)(a)-(e), earns three credits in electives, and earns a cumulative grade point average (GPA) of 2.0 on a 4.0 scale shall be awarded a standard high school diploma in a form prescribed by the State Board of Education.

Students can choose the 18 credit option in any year. A Graduation Plan/Performance Contract must be completed with the school counselor and approved by the administration. A student's eligibility to declare the 18 credit option as a 9th grader will be based upon standardized testing, academic, attendance and conduct records from the middle school. Parental consent is required for those under 18.

The IEP team will consider this option for any interested, eligible ESE students. It must be included in the IEP of those students. This includes the Employability Diploma option.

The Academy of Academics is a Dropout Prevention Program. It is not for students who are on track to graduate with their 9th grade cohort.

9th Graders choosing this option must pass all courses each year in order to continue the option the following year.

9th Grade-18 Credit Course Progression:

Year 1	Year 2	Year 3
English 1	English 2	English 4
Math	*English 3	Math
Math	Math	*Am. Gov/Economics
*World History	US History	Science
Science	*Science	Elective
Performing Arts	Elective/Financial Literacy	Elective

Priority seating is given to students who are in course progression for the 24 credit option, therefore, if seats are not available for required courses then virtual courses are an option.

Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade¹:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

¹Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in completion and industry certification
 - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

24 Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) • An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science
<ul style="list-style-type: none"> • One of which must be Biology 1, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) • An identified computer science** credit may substitute for up to one science credit (except for Biology 1)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
8 Elective Credits
1 Online Course
<p>Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.</p>

* Eligible courses are specified in the [Florida Course Code Directory](#).

**A computer science credit may not be used to substitute for both a mathematics and science credit.

Scholar Diploma Designation
<p>In addition to the requirements of section (s.) 1003.4282, Florida Statutes (F.S.), a student must satisfy the following requirements (per. s. 1003.4285, F.S.):</p> <ul style="list-style-type: none"> • Earn 1 credit in Algebra 2 or an equally rigorous course • Pass the Geometry EOC • Earn 1 credit in Statistics or an equally rigorous mathematics course • Pass the Biology 1 EOC* • Earn 1 credit in Chemistry or Physics • Earn 1 credit in a course equally rigorous to Chemistry or Physics • Pass the U.S. History EOC* • Earn 2 credits in the same World Language • Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course <p>*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.</p>
Merit Diploma Designation
<ul style="list-style-type: none"> • Meet the standard high school diploma requirements • Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What are the additional graduation options for students with disabilities ?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology 1
- U.S. History



State University System (SUS)
<p>Admission into Florida’s public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida’s public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):</p> <ul style="list-style-type: none"> • High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008 • 16 credits of approved college preparatory academic courses per BOG Regulation 6.002 • 4 English (3 with substantial writing) • 4 Mathematics (Algebra 1 level and above) • 3 Natural Science (2 with substantial lab) • 3 Social Science • 2 World Language (sequential, in the same language or other equivalents) • 2 approved electives <p>State University System of Florida</p>
The Florida College System
<p>The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor’s degree program. Many colleges also offer workforce bachelor’s degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.</p> <p>Florida College System</p>
Career and Technical Colleges and Centers
<p>Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p>Career and Technical Education Directors</p>

Where is information on financial aid located?

The Florida Department of Education’s Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

Students that seek a standard high school diploma may earn two mathematics credits by successfully completing Algebra I through two full-year courses. A certified school counselor or the principal's designee must advise the student that admission to a state university may require the student to earn three (3) additional mathematics credits that are at least as rigorous as Algebra I.

Students who earn a computer science credit may substitute the credit for up to one credit of the mathematics requirement, with the exception of Algebra I and Geometry, if the Commissioner of Education has identified the computer science credit as being equivalent in rigor to the mathematics credit. An identified computer science credit may not be used to substitute for both a mathematics and a science credit.

Students who earn an industry certification in 3D rapid prototype printing may satisfy up to two credits of their mathematics requirement, with the exception of Algebra I, if the Commissioner of Education has identified the certification as being equivalent in rigor to the mathematics credit or credits.

Students who earn a computer science credit may substitute the credit for up to one credit of the science requirement, with the exception of Biology I, if the Commissioner of Education has identified the computer science credit as being equivalent in rigor to the science credit. An identified computer science credit may not be used to substitute for both a mathematics and a science credit.

Agriscience Foundations may count as an equally rigorous science credit and count toward the program of study for the Gold Seal Scholarship qualification.

Refer to the course code directory for practical arts courses that count toward the performing arts requirements.

<http://www.fl DOE.org/policy/articulation/ccd-course-directory.stml>

1. Equally Rigorous Science courses are offered at BHS/ NFTC. Refer to the FLDOE Course Code Directory for further information. 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.
 - 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.)

- 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 FLDOE competency test on physical fitness with a score of “C” or better.
- 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 and performance in marching band activities satisfies a one-half credit requirement in physical education or one-half credit in performing arts. 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 a 504 plan.
- Completion of two years 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 a 504 plan.

Additional online course requirement options: Completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the CAPE Industry Certification Funding List; Passage of the information technology certification examination without enrollment in or completion of the corresponding courses;

Electives – 8 Credits in any course listed in this directory that is appropriate for 9th grade or above may fulfill an elective credit for graduation except Study Hall and other courses identified as non credit (NC), Adult Basic Education, and GED Preparation. Credits from the intensive reading class will count as an elective.

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.
2. More than one credit in exploratory CTE courses.

DIPLOMA DESIGNATIONS

Scholar Diploma Designation
<p>In addition to the requirements of section (s.) 1003.4282, Florida Statutes (F.S.), a student must satisfy the following requirements (per. s. 1003.4285, F.S.):</p> <ul style="list-style-type: none">• Earn 1 credit in Algebra 2 or an equally rigorous course• Pass the Geometry EOC• Earn 1 credit in Statistics or an equally rigorous mathematics course• Pass the Biology 1 EOC*• Earn 1 credit in Chemistry or Physics• Earn 1 credit in a course equally rigorous to Chemistry or Physics• Pass the U.S. History EOC*• Earn 2 credits in the same World Language• Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course <p>*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.</p>
Merit Diploma Designation
<ul style="list-style-type: none">• Meet the standard high school diploma requirements• Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

EARLY GRADUATION

Statute: **1003.4281** **Early high school graduation.** —

1. The purpose of this section is to provide a student the option of early graduation and receipt of a standard high school diploma if the student earns 24 credits and meets the graduation requirements set forth in s. [1003.4282](#). For purposes of this section, the term “early graduation” means graduation from high school in less than 8 semesters or the equivalent.
2. Each district school board shall adopt a policy that provides a high school student the option of early graduation. Each school district shall notify the parent of a student who is eligible to graduate early. A school district may not prohibit a student who meets the requirements of this section from graduating early.
3. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student’s cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student’s cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.
4. If eligible for a Florida Bright Futures Scholarship Program award under ss. [1009.53-1009.538](#), a student who graduates from high school midyear may receive an initial award in the spring term following the student’s graduation.

Local rule:

For purposes of this section, the term “early graduation” means graduation from high school in less than 8 semesters or the equivalent. Students that meet all requirements set by Florida Statute in order to graduate are eligible for early graduation.

A student who graduates early may continue to participate in school activities and social events (other than organized sports) and attend and participate in graduation events with the student’s cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student’s cohort. A student who graduates early must comply with district school board rules and policies including those regarding access to the school facilities and grounds during normal operating hours

CERTIFICATE OF COMPLETION

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

1. Completes standard graduation course credit requirements, but who is unable to earn a passing score on the Florida state assessment or qualifying concordant scores.
2. Achieves 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 FS 1008.25 (Completes all required remediation).

Any student who is entitled to a certificate of completion may elect to remain in school either as a full-time or part-time student for up to one additional year and receive special instruction in credit recovery to remedy identified deficiencies. 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.

A student on the 18 credit graduation track is not eligible for a certificate of completion.

DROPOUT PREVENTION

See the Bradford County Dropout Prevention Plan

FLORIDA HIGH SCHOOL 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. Sixteen and seventeen year old students must also have parent permission to take the test and must pass a GED™ Ready test in each subject (minimum score of 145) before being permitted to take the actual GED™.

When a student and his/her parent become interested in pursuing the Under Age Florida High School Diploma they must follow this protocol.

1. Students may enroll in Home Ed/FLVS in order to continue their education while the application is being approved.
2. Complete the Exit Interview Survey with BHS school counselor or administrator.
3. Complete Underage Application which is available from BHS school counselor or administrator.
4. Take the application and letter of hardship to the Assistant Superintendent who will review the application for eligibility and forward the application to the North Florida Technical Center's Adult Education program.

Eligibility is based on extraordinary circumstances (hardship) which may include, but are not limited to:

- a. Having a physical or psychological problem that impairs the student's ability to attend school.
- b. Child care responsibilities.
- c. Court action.
- d. Family financial hardship- W-2 or 3 pay stubs from the student's employer are required

Underage GED

Tuition and fees will be collected from students entering the AGE, Adult High School programs, as required by FS 1009.22(3) (s).

ADULT STUDENT HIGH SCHOOL DIPLOMA

An adult is eligible for a high school diploma if they need to pass an assessment or acquire credits.

Applicants in need of credits 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 North Florida Technical College.

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 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. 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. Teacher recommendation and parent permission must be obtained before any students will be approved for high school courses. All students taking Algebra 1 at BMS receiving a C and scoring less than a level 3 may retake Algebra 1 unless passing summer retakes.

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. All courses taken must be included in calculating the GPA. Courses in excess of the required 24 credits may not be dropped.

GRADE CLASSIFICATION

All students will progress annually with their entering 9th grade cohort until their 11th grade year. In order to be promoted to senior status they must have a 2.0 GPA, and a total of 18 credits, to include 3 credits in English, 3 credits in math, 2 social studies and 2 sciences in order to participate in senior events and activities. Fourth year students with less than the required credits/GPA as stated above are not eligible to participate in senior activities. Students enrolled in dual enrollment or Advanced Placement (AP) courses may request administrator approval for determination of senior status if the student’s core courses follow an approved alternate progression plan for graduation.

All 3rd year students who have chosen the 18 credit graduation track must have a 2.0 GPA, 3 English, 3 Math, 2 Science, 2 Social Studies and 2 electives for a total of 12 credits to be promoted to senior status. All state assessment graduation requirements must also be met. 4th year students who have chosen the 18 credit track, have met GPA and credit requirements but are lacking assessment requirements will be promoted to senior status.

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, they may receive credit. Rounding to the nearest whole number is determined by the tenths place.

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 and North Florida Technical College using a course recovery program. 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 70% 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.

An administrator may, on a case by case basis, decide to reduce the overall grade average requirement to not less than 65% for ESE students taking credit recovery courses.

Students coming from another district or state who are deficient of credits due to differences in Student Progression Plan requirements and cannot make up the credits in an appropriate time may be offered program courses for initial credit.

When approved by principal/designee for initial credit based on scheduling error or transfer credit problems, students will be held to the standard grading scale.

HONORS CLASSES CRITERIA

The guidelines for enrollment into honors classes are as follows: minimum level 3 on the related Florida state assessment or demonstrate proficiency on a nationally recognized test such as PSAT, ACT in and a minimum 2.5 weighted GPA or written recommendation for honors enrollment by the previous year's teacher or parent signature on an acknowledgement form that the placement is without a recommendation and may negatively impact the GPA.

ADVANCED PLACEMENT COURSES

Advanced Placement Courses are administered by the College Board for eligible secondary students. Post secondary credit may 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, if they have adhered to attendance policy and have a 2.0 GPA in the AP course. Advanced placement courses may be taken along with dual enrollment courses.

The guidelines for enrollment into AP classes are as follows: minimum level 3 on the related Florida state assessment or demonstrate proficiency on a nationally recognized test such as PSAT, ACT and a minimum 2.5 weighted GPA or written recommendation for honors enrollment by the previous year's teacher or parent signature on an acknowledgement form that the placement is without a recommendation and may negatively impact the GPA.

Due to class size restrictions, priority for enrollment in AP and Honors classes will be given in the following order: highest priority to students scoring level 5, then to those scoring level 4, then to those scoring level 3, then to those scoring level 2 or a combination of GPA, grades and test scores.

POST SECONDARY CREDIT BY EXAMINATION (1003.4295, F.S).

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.

The District will award course credit to a student who is not enrolled in the course or who has not completed the course, if the student attains a passing score on the corresponding Advanced Placement Examination, or College Level Examination Program. Students requesting to take the AP Exam without completing the course must first pass, with a 65% or above, a pretest on content knowledge.

INTERNATIONAL BACCALAUREATE PROGRAM

The International Baccalaureate (IB) 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 colleges and universities. Students shall be exempt from the 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 (Cambridge) 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 college or university that accepts the student for admission. Students shall be exempt from the payment of any fees.

DUAL ENROLLMENT

All students interested in dual enrollment opportunities must attend a meeting with the guidance counselor along with their parent/guardian. This requirement may be waived by a signature from the parent/guardian. Exceptions may be made for homeless students.

A student may not take more than six hours of dual enrollment courses during their first semester as a dual enrolled student (exceptions may be granted by the superintendent/designee).

9th and 10th graders may not take more than nine credit hours of dual enrollment courses without special approval from the guidance counselor and administrator.

INTRA-COUNTY CAREER DUAL ENROLLMENT

Career dual enrollment shall be provided as a curricular option for Bradford secondary students to pursue in order to earn elective credits toward the high school diploma. The School Board of Bradford County / North Florida Technical College Articulation Agreement 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.

INTER-COUNTY CAREER DUAL ENROLLMENT

The North Florida Technical College dual enrollment program represents a cooperative effort between North Florida Technical College, the Bradford County School Board and the Union County School Board. Through the Bradford-Union Inter-County Career Dual Enrollment program, Union County secondary students in grades nine through twelve are able to attend North Florida Technical College post-secondary job preparatory programs to earn high school credits, program certificates and industry certifications. The North Florida Technical College, Bradford County School Board and the Union County School Board Articulation Agreement provide specific details regarding student participation in the inter-county career dual enrollment program. No changes can be made to the dual enrollment program unless both parties are in agreement.

SANTA FE COLLEGE DUAL ENROLLMENT

The dual enrollment program represents a cooperative effort between the School Board of Bradford County and Santa Fe College. Dual enrollment is defined as the enrollment of an eligible secondary student or home education student in a post-secondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. Students enrolled in post-secondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollment. The same course options for student who qualify are listed at

http://dept.sfcollege.edu/hsde/content/media/F4%20Long_Blueorange_Thames_1782T_GenEd2009.pdf, but this is not to be viewed as limiting course offerings.

The School Board of Bradford County / Santa Fe College Articulation Agreement 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.

UNIVERSITY OF FLORIDA DUAL ENROLLMENT

The dual enrollment program represents a cooperative effort between the School Board of Bradford County and the University of Florida. Dual enrollment is defined as the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a baccalaureate degree. To be eligible, a student must be a junior or a senior, have a minimum 3.6 cumulative unweighted GPA, and one of the following minimum standardized test scores: composite PSAT score of 1130, composite SAT score of 1100 or composite ACT score of 22.

The School Board of Bradford County / University of Florida Articulation Agreement provide 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.

Online opportunities may also be available pending review of an additional articulation agreement.

FOREIGN EXCHANGE STUDENTS

Any student from a foreign country sponsored by a foreign exchange visitor program who fulfills eligibility requirements, including the written approval of the principal, is entitled to attend District high schools.

1. Eligibility Requirements – Students must meet the following eligibility requirements:
 - a. Students must be currently enrolled in a high school in the foreign country they are coming from and must comply with age as stated in Florida Statute.
 - b. Have sufficient knowledge of the English language to participate in high school classes.
 - c. Have appropriate medical insurance coverage.
 - d. Not have received a terminal degree from a high school
 - e. Obtain written approval of the principal subject to the following restriction: The principal may grant approval for entrance of foreign exchange students up to a maximum of five (5) per year.
 - f. Abide by Bradford County School Board Policy.

Procedure for Admission - The sponsoring organization must apply for admission of the student at least two (2) weeks prior to the student's enrollment date. The application shall include the student's school transcript (in English), evidence of English competency, pertinent information about the student, and the student's health record including records on expulsions, arrests resulting in a charge, juvenile justice actions, and any corresponding referrals to mental health

services and an assurance of appropriate medical insurance coverage. Written approval or denial will be given to the sponsoring organization by the principal.

Course Requirements – All students will be required to take US History, English 3, American Government and Economics and a minimum of 3 electives.

State Assessment - All students will be required to take the appropriate state assessments.

These students will not receive a regular diploma or Certificate of Completion. They will be awarded a special certificate certifying that they successfully completed the course of study for the exchange students as prescribed by the Bradford County School Board.

BRADFORD VIRTUAL FRANCHISE (FS 1002.37, 1002.45)

This is an option for 6th-12th grade students to take courses online. If eligible, any Bradford County or out-of-zone student, including private and home education students, may take My District Virtual School (MDVS) courses. Students may participate in accordance with the following guidelines:

- Part-time Bradford Virtual students are defined as taking less than seven (7) courses
 - Full-time Bradford Virtual students are defined as taking seven (7) courses with at least 4 MDVS courses. This may include BHS, NFTC, or dual enrollment courses.
 - Guidance will advise students seeking virtual course enrollment, who have 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 Florida state assessment Credit recovery will only be offered to full-time students who have completed the entire course with a grade of D or F. All grades received from courses shall be counted toward the final GPA calculation. All courses and grades must be included in the transcript.
- The

forgiveness provision does not give the authority to delete the forgiven course and grade from the student record.

- Full-time Bradford Virtual students who fulfill all graduation requirements may receive a Bradford County High School Diploma (this is a county not a BHS diploma). Students who desire a Bradford High School Diploma must meet BHS enrollment requirements (see Graduation section). This does include participation in BHS senior events and activities, including graduation commencement and ceremonies.
- Students may participate in extra-curricular/co-curricular activities at BHS.
- Full-time Bradford Virtual students may participate in FHSAA approved activities.
- Senior students who wish to receive a Bradford County diploma through Bradford Virtual must have passed the Florida state assessments, have a credit review prior to the beginning of the eighth semester, and be enrolled as a full-time Bradford Virtual student for the remainder of the school year (eighth semester).
- Access to computers shall be available to students during and after the normal school day.
- The enrollment window is 90 days from the end of school year through the beginning of the following school year.

- Students must comply with compulsory attendance requirements.
- Students must take all state assessment tests, including EOCs.
- Students not completing all course work within the semester will receive an F.
- A student who has no technology or internet access at home may apply for assistance if they qualify for free or reduced lunch status. A county form must be completed and turned into the Virtual School Facilitator.

FLORIDA VIRTUAL SCHOOL (FS 1001.42)

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 school counselor and the student’s parents. Guidance shall not deny access to any approved online courses if the desired online course(s) is an appropriate course placement based on the students’ academic history, grade level, ability-level and age appropriateness. Credit recovery may only be offered to students who have completed the entire FLVS course with a grade of D or an F. If a student withdraws from a course, when completing less than 50% of the course, and receives a “WF” or a “WP” then the student earns no grade for the time spent in the course and no credit (“WF” – Withdrew Failing, “WP” – Withdrew Passing).

All grades received from FLVS courses shall be counted toward the final GPA calculation. Access shall be available to students during and after the normal school day and through summer school enrollment.

Full time FLVS virtual students who meet conduct and academic requirements may participate in interscholastic and interscholastic extracurricular activities. FLVS full-time students are allowed to participate in extracurricular activities if required by a BHS course they are enrolled in (i.e. allow, if space available, to take band class to participate in the band). These students are to register their intent at the district school before the beginning date of the year/season for the activity/course. All other BCSB policies also apply to FLVS students, including enrollment requirements for participation in graduation ceremonies.

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. It is recommended that core courses needed for graduation be completed by the end of the seventh semester.

GRADING SCALE

A	90-100
B	80-89
C	70-79
D	60-69 <i>(credit received but negatively impacts GPA)</i>
F	0-59

CLASSROOM ASSESSMENT PROCEDURES

In order to determine a student's ability to apply grade-level reading skills in the content areas, reading of all assessments will be limited. In ninth-twelfth grades, assessments will not be read to students. Exceptions apply to ESE students who have reading as an accommodation for math, science and/or social studies, as indicated in the IEP.

STUDENT GRADE REPORTS /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 provided to parents mid-way during the nine weeks grading period. Departmental grading procedures will be established and followed by all teachers. Grades will be posted online every week in all courses to further inform parents of academic progress. For report card and progress report purposes, teachers will enter a numeric grade value. At the end of each grading period, a report card will be distributed through the FOCUS Parent Portal.

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 2.1 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

Standard Course		Honors Course		AP, AICE & Dual Enrollment	
A	4	A	4.5	A	5
B	3	B	3.5	B	4
C	2	C	2.5	C	3
D	1	D	1.5	D	2
F	0	F	0	F	0

Semester classes are calculated at half the point value

The following courses will be weighted

- All Advanced Placement courses
- All AICE (Cambridge courses)
- All Dual Enrollment courses

All Honors courses

All Level III courses (as identified in the Florida Course Code Directory)

CONVERSION OF GRADES

Students moving into Bradford County shall have letter grades converted to numeric grades for averaging purposes. If a student cannot produce documentation, or if numeric grades cannot be obtained, the following conversions will be made:

A+	A	A-	B+	B	B=	C+	C	C-	D+	D	D-	F
100	95	90	89	85	80	79	75	70	69	65	60	55

If the student has not enrolled in school, schools will use a zero for the numeric grade.

GRADES FOR TRANSFER STUDENTS

To combine grades from both schools for a grading period use the following procedure:

1. Count the number of days that the student has been enrolled at the school during the grading period.
2. Multiply the course grade by the number of days.
3. Subtract the number of days enrolled at the school from 45. This is the number of days at the previous school.
4. Multiply the course grade from the previous schools by the number of days at the previous school.
5. Add the totals from 2 and 4 above.
6. Divide the sum by 45.
7. The result is the student's grade.

Example: A student enrolls on the 20th day of the grading period. His grade for the period in attendance at the school is a 79-C. The transfer grade is a 6D.

1. 25 days at Bradford school
2. 25×79 (Bradford grade) = 1975
3. 45 days - 25 = 20 days at previous school
4. 69 (previous school grade) \times 20 days = 1380 (transfer grade)
5. $1975 + 1380 = 3355$
5. $3355/45 = 74.5$ (Combine grade for the report card)

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. Rounding to the nearest whole number is determined by the tenths place.

The parents of students who have a cumulative grade point average (GPA) of less than 2.1 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. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of "C", "D", or "F", or the equivalent of a grade of "C", "D", or "F". In such case, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. All courses and grades must be included on a student’s transcript. Students may retake an EOC if the resulting final course grade is a D or F. 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 EXTRA CURRICULAR 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.
5. Clubs and organization by-laws may exceed these minimum requirements.

VALEDICTORIAN, SALUTATORIAN, HONOR GRADUATES AND CLASS RANK

To be considered for the Bradford High School Valedictorian or Salutatorian position, or to participate in student class ranking, a student must have been enrolled in a traditional high school program (international courses may be considered) 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. In order to be BHS Valedictorian or Salutatorian, a student must have been in attendance at Bradford High School for the last semester of their junior year and enrolled in at least 2 classes each semester of their senior year, and have met all state assessment requirements for graduation. Valedictorian, Salutatorian, and class rankings determination will be made at the end of the eighth semester.

A student's grade point average shall be calculated by utilizing all courses listed in the Florida Course Code Directory, and dual enrollment courses taken and completed from any accredited two or four year college or university, any accredited career technical center, courses from approved virtual programs, and approved home school transfer credits. The calculations shall also include all grades for high school courses taken prior to ninth grade. Calculations will be based on the weighted grade point average. An honor recognition endorsement may be added to diplomas for individuals who exceed the minimum requirements. Graduation honors will be awarded according to weighted grade point averages as follows:

Outstanding Honors	4.0000-4.9000
High Honors	3.7500-3.9999
Honors	3.5000-3.7400

HIGH SCHOOL GRADUATION CEREMONIES

All Bradford High School students and MyDistrict Virtual School full-time students that meet requirements for a standard diploma or certificate of completion shall be eligible to participate in graduation exercises, unless district or school rules dealing with discipline, or rules relative to graduation exercises participation are violated. Any violation is subject to review by the school principal for determination of cause.

Home Education and FLVS students who wish to graduate from Bradford High School must have passed state assessments required for graduation, have had a credit review prior to the beginning of the eighth semester, and be enrolled as a BHS student for a minimum of four courses for the remainder of the school year (eighth semester). Bradford Virtual courses may be used to fulfill full-time BHS status but must be taken in the BHS virtual lab on the BHS campus and reflected on the student schedule.

My District Virtual School students who do not wish to participate in graduation ceremonies may continue with all courses online at home and will receive a Bradford County High School Diploma upon completion of all graduation requirements.

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 Florida state assessment, 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 ensure that each senior and junior/senior student has completed all required coursework 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 school counselor. Both the student and school staff will sign the checklist. A copy will be placed in the PRC.

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:

- completes standard graduation course credit requirements, but who is unable to earn a passing score on the Florida state assessment or qualifying concordant scores.
- achieve below the cumulative grade point average requirement but has earned the 24/18 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).

Notes:

- a certificate of completion is not a diploma
- A student who earns a Florida High School Diploma (previously GED) rather than a regular diploma may not participate in regular commencement exercises
- The high school principal has the authority to revoke senior privileges due to level II acts of misconduct.

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: "Seniors 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, the 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, 10, 11 and in specified courses are evaluated annually. Students, unless he/she qualifies for the Florida Standards Alternate Assessment, must take all statewide achievement tests at their appropriate grade level/course. The Bradford County School District will implement all state assessments so as to comply with state law.

Grade Level/Subject	Assessment
Grades 9 and 10	Florida Statewide Assessment Program in Reading and Writing
Algebra I	Algebra I End of Course Exam (Constitutes 30% of final course grade)
Biology	Biology End of Course Exam (Constitutes 30% of final course grade)
Geometry	Geometry End of Course Exam (Constitutes 30% of final course grade)
U. S. History	U. S. History End of Course Exam (Constitutes 30% of final course grade)
Grades 9-12	Local reading and math progress monitoring assessments.
Grades 9-12	District End of Year exams in courses not requiring a state assessment.

Students must pass the Florida ELA state assessment and Algebra 1 EOC tests in order to graduate. Students will have multiple opportunities to pass. A passing concordant score on the SAT or ACT as determined by the Florida Legislature may be substituted for the Florida state assessment. Students must sit for other state EOCs as required for the graduation cohort.

Any student wishing to take an EOC before completing the course must take a subject area exam and demonstrate 65% proficiency in order to sit for the EOC.

All seniors and students enrolled in an American Government course will be required to take the Civics Literacy Test. A passing score is not required for graduation; however, if a student passes the exam while in high school, the student will receive credit for meeting the civic literacy postsecondary assessment requirement as per Section 1007.25(4), F.S.

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

Home education students must be permitted to take an assessment or exam during the regular administration of such assessment or exam (1003.4295, F.S).

BRIGHT FUTURES SCHOLARSHIP PROGRAM

The “Bright Futures Scholarship Program” is intended to reward any Florida high school graduate who merits recognition of high academic achievement. Students are eligible to receive an initial award for five years following high school graduation. The “Bright Futures Scholarship Program” is the umbrella program for state-funded scholarships based on academic achievement in high school that were formerly provided through such programs as the “Florida Academic Scholars” and “Gold Seal Programs”. High school guidance departments can provide specific details about meeting the program criteria. The following information covers the basic components of the “Bright Futures Scholarship Program”:

- Four levels of scholarship awards – Florida Academic Scholarship; Florida Medallion Scholarship; Florida Gold Seal Cape Scholarship and the Florida Gold Seal Vocational Scholarship;
- For all four awards, the student must earn a Florida high school diploma and meet the requirements for the specific award. Each award has its own academic requirements, award amounts and funding length.
- A student may receive funding for only one award with the highest award earned being selected.
- Earn the required credits/credit hours
- Achieve the required Grade Point Average for the level received
- Achieve the required SAT or ACT test scores for the level received
- Perform a set number of volunteer service hours based on the level received. Volunteer service provides that the student must identify a civic issue or a professional area of interest and develop a plan for his or her personal involvement in addressing the issue or learning about the area. Students are *prohibited from receiving remuneration or academic credit* for the volunteer service work performed except for credit earned through adopted service-learning courses. Volunteer service work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer service must be documented.

More information about the Bright Futures program, along with other Florida scholarship opportunities, can be found at www.FloridaStudentFinancialAid.org.

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 Coordinator of Attendance Compliance and Student Recovery 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. 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 NFTC 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.

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 English-Language Arts (ELA) science, social studies 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 (f.s. 1008.25)

Each student must participate in the standardized statewide assessment program as required by law. Each student who does not achieve Level 3 or above on the statewide, standardized English Language Arts or Mathematics assessments must be evaluated to determine the nature of the student's difficulty in the areas of academic need, and strategies for providing academic supports to improve the student's performance.

READING PROFICIENCY AND PARENTAL NOTIFICATION (f.s. 1008.22)

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 parent of any student who exhibits a substantial deficiency in reading must be notified in writing.

If a 9th-10th grade student scores at Level 1 or Level 2 on the state ELA assessment or, when the state transitions to other English Language Arts assessments, the following year the student may be required to enroll in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery. Decisions regarding placement for remediation will be based on the district's Decision Tree Charts found in the K-12 Comprehensive Reading Plan.

INSTRUCTIONAL REQUIREMENTS- HIGH SCHOOL

A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and/or Mathematics must be covered by one of the following plans:

7. a federally required student plan such as an individual education plan;
8. A schoolwide system of progress monitoring for all students, except students that score Level 4 or above on the ELA and Math assessments may be exempted from participation by the principal; or
9. An individualized progress monitoring plan.

If after intervention, the student has not shown improvement, diagnostic assessments will be used to determine specific areas of deficiency and this data will contribute to the development of a progress monitoring plan. Per HB 7039, the individualized progress monitoring plan shall include, at a minimum:

7. The student's specific, identified reading or mathematics skill deficiency.
8. Goals and benchmarks for student growth in reading or mathematics
9. A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress.
10. For a substantial reading deficiency, the specific evidence-based literacy instruction, based on the science of reading, that the student will receive
11. Strategies, resources, and materials that will be provided to the student's parent to support the student to make reading or mathematics progress.
12. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

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 Florida 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, school 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 4th -12th grade students who score at or below the 32nd percentile in both Reading and Language on a norm-referenced test will qualify for the ELL program. Students scoring below the 32nd 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 & written recommendations of current and former instructional staff, Mastery of basic skills in English,
- Grades from current or previous grades, other test results, and parent, teacher or administrative reports.

The LEP Committee will be made up of the classroom teacher(s), the guidance school 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 skills. All ELL students will take the

Access for English Language Learners 2.0 assessment to measure their academic growth.

REMEDICATION AND RETENTION FOR ELL STUDENTS

1. The ELL Committee may exempt ELL students who have been in the program for two years or less from mandatory retention. Exemption considerations include the following:
 - amount of time in the country
 - academic experience(s)
 - time needed to reach proficiency based on research
 - oral language proficiency in English
 - reading and writing proficiency in English
 - cultural background

No ELL student may be retained solely due to language acquisition without proof that the teacher used ESOL teaching strategies. Documentation of the use of ESOL teaching strategies appropriate to the student's level of English proficiency must be recorded in the teacher's lesson plans.

The ELL Committee must meet to discuss any student recommended for retention prior to the retention of that student. A teacher will inform parents in a language they understand.

ELL EXIT PROCEDURES

Schools are encouraged to provide ESOL support for as long as the student has difficulty meeting Florida Standards Assessments and Access for English Language Learners 2.0 assessment and WIDA. Students may exit from the ESOL program and are classified as English proficient when the exit criteria indicated below are met.

GRADE EXIT INDICATORS

1. Proficient on the Access for English Language Learners assessment as indicated by FLDOE.
2. Exit by ELL Committee Recommendation
3. Exit by IEP/ELL Committee Recommendation

The ELL or IEP/ELL Committee will consider the following criteria to override low test scores:

1. extent and nature of prior educational and social experiences and student interview;
2. written recommendation and observation by current and previous instructional and supportive services staff;
3. level of mastery of basic competencies or skills in English and home language according to appropriate local, state and national criterion-referenced standards;
4. grades from the current or previous year; and
5. test results other than those used in initial language proficiency assessment.

Once the student is exited, ELL Student Plan Part A must be completed. An exit letter in the home language, where feasible, will be sent home to the parents by the District Office. Also, the monitoring section, ELL Plan Part C must be completed at the appropriate reporting periods.

SECTION 504

A student is “disabled” under the Section 504 regulations if the student meets any one of the three “prongs” of eligibility listed in 34 CFR 104.3(j)(1). A disabled student:

“(i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an

impairment.”

The prong under which the student is eligible will assist in determining which of the Section 504 protections are extended to the student. For example, although students eligible under any of the three prongs receive the nondiscrimination protections of Section 504, the requirements of a Free Appropriate Public Education are more limited.

Section 504 plans are developed for students who demonstrate a need for accommodations within the educational setting. However, the definition states that in order to be eligible for an accommodation plan, the student must "have a physical or mental impairment which substantially limits one or more major life activities." Major life activities under Section 504, includes caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

A Section 504 plan describes the accommodations that the school will provide to support the student's education. The team that determined the student's eligibility for Section 504 and identified the needed accommodations will write the accommodation plan. A 504 does require documentation of evaluations and accommodations. It is very useful to have a written plan to provide clarity and direction to the individuals delivering services or making accommodations.

Development of a Health Plan may be more appropriate if the student’s educational needs are not impacted.

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.

FLORIDA ACCESS POINTS PERFORMANCE STANDARDS

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Consideration for promotion of students with disabilities who are pursuing Access Points performance standards (Diploma Options 1 & 2) will be made on the basis of the following criteria:

1. Mastery of other IEP objectives based upon Access Points performance standards
2. Classroom performance
3. Standardized testing or Florida Standards Alternate Assessment
4. Social development

ESE academic courses have Access Points 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 the 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 Access Points,
3. Problems encountered if student performance standards are not achieved,
4. Options for transition to postsecondary programs.
5. Allow a student whose IEP states that full-time virtual instruction is appropriate to enroll in a full time virtual instruction program.

PROMOTION OF STUDENTS WITH DISABILITIES

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, student performance data, 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. A designee from receiving school will be invited to participate in the IEP meeting.

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 principal/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:

1. School personnel will obtain parent permission and request records from the former school district.
2. An out-of-state student will receive a temporary assignment during the initial 10 days until eligibility is determined. These assignments can be determined by the IEP team if enough information is available, or if an instate IEP has been received.
3. 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.

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

HOSPITAL / HOMEBOUND PROGRAM

The Hospital / Homebound Program is available for those students whose medical condition prohibits attendance in a regular school program and who are under medical care for an illness or injury, which is acute or catastrophic, or chronic illness, or a repeated intermittent illness due to a persisting medical problem and which confines the student to home or hospital and restricts activities for an extended period of time (at least 15 school days). Students must meet eligibility and submit documentation by a physician to the Exceptional Education and Student Services Department. School counselors have information on this process and entrance requirements.

While most incarcerated students are served by DJJ, any students remaining in Bradford County for more than 10 days will be served by a Hospital/Homebound teacher.

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 students with disabilities who meet specific criteria as recommended by the IEP team.

GRADUATION (SBR 6A-1.09963)

Beginning in the 2014-2015 school year, students with disabilities entering grade nine may attain a standard diploma and earn standard diploma designations by meeting the requirements in Student Progression. Nothing contained in this rule shall be construed to limit or restrict the right of a student with a disability solely to the options described in this rule. A certificate of completion will be awarded to students who earn the required eighteen (18) or twenty-four (24) credits required for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted.

For the purposes of this rule, the following definitions apply:

Access courses Access courses are approved by the State Board of Education and are described in the Course Code Directory and Instructional Personnel Assignments. Access courses are based on the access points. Access points are academic expectations intended only for students with significant cognitive disabilities and are designed to provide these students with access to the general curriculum.

Alternate Assessment an alternate assessment is a statewide standardized assessment designed for students with significant cognitive disabilities in order to measure performance on the access points.

Employment transition plan. A plan that outlines transition goals for the student. This plan is separate and apart from the IEP.

Eligible career and technical education(CTE)course. Eligible CTE courses include any exceptional student education (ESE) or general education CTE course that contains content related to the course for which it is substituting. Modifications to the expectations or outcomes of the curriculum, known as modified occupational completion points (MOCPs), are allowable and may be necessary for a student who takes access courses and participates in the alternate assessment. Modifications may include modified course requirements. Modifications to curriculum outcomes should be considered only after all appropriate accommodations are in place. MOCPs must be developed for students in conjunction with their IEP and must be documented on the IEP. Course outcomes may be modified through the IEP process for secondary students with disabilities who are enrolled in a post-secondary program if the student is earning secondary (high school) credit for the program.

Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements through the access course specified for each required core course, through more rigorous ESE courses in the same content area or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments.

Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments.

Participation in the Florida Alternate Assessments in reading, mathematics, and science is required until replaced by Florida Alternate Assessments in English Language Arts I, II, and III, Algebra I, Geometry, Algebra II, Biology I, and United States History.

A score of at least four (4) on the Florida Alternate Assessments in reading and math must be attained, until replaced by the grade 10 English Language Arts alternate assessment and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with Section 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents.

For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken,

grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. A student must meet all of the graduation requirements specified in Section 1003.4282(1)-(9) or 1002.3105(5), F.S. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments.

Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for English IV; one (1) mathematics credit, with the exception of Algebra and Geometry; one (1) science credit, with the exception of Biology; and one (1) social studies credit with the exception of United States History. Eligible courses are described in the Course Code Directory (<http://www.fldoe.org/policy/articulation/ccd/2018-2019-course-directory.shtml>) and Instructional Personnel Assignments.

- a. Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in for the equivalent of at least one semester. Additional credits in employment-based courses are permitted as electives.
- b. Documented achievement of all components on the student's employment transition plan.
- c. A waiver of the results of the statewide, standardized assessment requirements by the IEP team must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents.
- d. Deferral of receipt of a standard diploma. A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements.
- e. The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent, or the student over the age of eighteen (18) for whom rights have transferred must sign a separate document stating the decision.
- f. The IEP team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services, and describe to the parent and the student all services and program options available to students who defer. This description must be done in writing.
- g. School districts must inform the parent and the student, in writing by January 30 of the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free

appropriate public education (FAPE). This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral.

- h. The school district must ensure that the names of students deferring their diploma be submitted to appropriate district staff for entry in the district's management information system. Improper coding in the district database will not constitute failure to defer.
- i. A student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the school district, until the end of the school semester in which the student turns twenty-two (22).

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 the Florida state assessment. 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 Florida state assessments.

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

- **Presentation**—Use specialized formats, including large print, Braille, sign language, or oral presentation, and use assistive devices and other presentation supports to access information
- **Responding**—Respond to questions or prompts on the assessments in alternate modes, including dictation, sign language, and the use of assistive devices and other response supports
- **Scheduling**—Increase the length of time to complete instruction and assessment or change the way the time is organized
- **Setting**—Change the location in which instruction and assessment are given or change the conditions of the instruction and assessment setting
- **Assistive Technology**—Use assistive technology to access information or respond to questions or prompts
- **Paper–Pencil Testing** - regular print, large print, one-item per page, and reading passage booklet (for reading only)

- **Computer Based Accommodations** - Text-to-Speech and Answer Masking 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 a need.

EXTRAORDINARY EXEMPTIONS (1008.212, F.S.)

Establishes for students with disabilities; extraordinary exemptions, as defined:

- “Circumstance” is defined to mean a situation in which accommodations allowable for use on the statewide standardized assessment, a statewide standardized end-of-course (EOC) assessment, or an alternate assessment pursuant to S. 1008.22(3)(c), F.S., are not offered to a student during the current year’s assessment administration due to technological limitations in the testing administration program that lead to results that reflect the student’s impaired sensory, manual, or speaking skills rather than the student’s achievement of the benchmarks assessed by the statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment; and
- “Condition” is defined to mean an impairment, whether recently acquired or long standing, that affects a student’s ability to communicate in modes deemed acceptable for statewide assessments, even if appropriate accommodations are provided, and creates a situation in which the results of administration of the statewide standardized assessment, an EOC assessment, or an alternate assessment would reflect the student’s impaired sensory, manual, or speaking skills rather than the student’s achievement of the benchmarks assessed by the statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment.

For a student with a disability for whom the IEP determines that a circumstance or condition (as defined above) prevents the student from physically demonstrating the mastery of skills that have been acquired and are measured by a statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment pursuant to s. 1008.22(3)(c), F.S., shall be granted an extraordinary exemption from the administration of the assessment;

A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, F.A.C., *is not*, in and of itself, an adequate criterion for the granting of an extraordinary exemption.

FLORIDA STATE ASSESSMENT/EOC WAIVER

A student with a disability for whom the Individual Education Plan (IEP) committee determines that the Florida state assessment cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the Florida state assessment requirement waived for the purpose of receiving a standard high school diploma, if the student:

1. completes the minimum number of credits and other requirements,
2. and does not earn passing scores on Florida state assessment or on a standardized test that are concordant with passing scores on the Florida state ELA assessment after one opportunity in 10th grade *and* one opportunity in 11th grade.

A student with a disability for whom the IEP committee determines that an EOC cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the EOC assessment requirement waived for the purpose of determining the student's course grade required. Students in an EOC course must receive a passing grade in the course and participate in EOC testing at least one time before being eligible for an EOC waiver.

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 Florida state assessment/Florida Alternate Assessment and/or be enrolled in the required state remediation, and have a GPA of 2.0. An ESE student, who has not passed the Florida state assessment/Florida Alternate Assessment/EOCs and meets the Florida state assessment/Florida Alternate Assessment/EOC waiver requirements as defined by statutes, may be eligible for a standard diploma by meeting the criteria for an Florida state assessment/EOC waiver option. Courses used for graduation must be Level II or above. An exemption will be provided for meeting the online course graduation requirement for students who have individual education plans (IEPs) which indicate an online course would not be appropriate or for students who have been enrolled in a Florida high school for one year or less. Level I courses may not be counted toward high school graduation.