

2026-2027 STUDENT PROGRESSION PLAN

BAKER COUNTY SCHOOL DISTRICT

COMMITTED TO EXCELLENCE



WYATT MILTON

SUPERINTENDENT OF SCHOOLS



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DISCRIMINATION

No student enrolled in the Baker County Schools shall, on the basis of race, gender, national origin, marital status, disability, age, or religion, be excluded from participation in or be subjected to discrimination under any curricular, extracurricular, or any other school sponsored activity. This rule shall apply to all present and future course offerings and to all other school sponsored activities in which students are eligible to participate. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to Thomas Hill, Equity Coordinator, at the Superintendent's Office, 270 392 South Boulevard East, Macclenny, Florida; Phone – 904-259-6251; E-Mail Address is equity-coordinator@bakerk12.org

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BAKER COUNTY SCHOOL DISTRICT STUDENT PROGRESSION PLAN
(Applicable to All Students)

INTRODUCTION

The Baker County School District Student Progression Plan establishes the requirements and procedures for student promotion, placement, acceleration, retention, and graduation. The plan is designed to provide students with the maximum opportunity for academic success while ensuring compliance with Florida Statutes and State Board of Education Rules.

In accordance with Florida Statute 1008.25, student progression decisions shall be based on a student's achievement of the B.E.S.T. Standards and other state-adopted academic standards, demonstrated proficiency in required subject areas, academic performance, and successful completion of course requirements. The district shall provide appropriate interventions, remedial instruction, and alternative placement options for students who do not meet established performance expectations.

This Student Progression Plan serves as a guide for students, parents, teachers, administrators, and community stakeholders regarding academic expectations and graduation requirements. The plan shall be reviewed annually and revised as necessary to reflect changes in Florida law, State Board of Education Rules, and School Board policies.

Precedence of Florida Law

This Student Progression Plan is reviewed annually to ensure compliance with current Florida Statutes, State Board of Education Rules, and School Board policies. In the event of a conflict between the provisions of this plan and applicable law, Florida Statutes and State Board of Education Rules shall govern.

APPEAL PROCESS

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

ATTENDANCE (S. 1003.21, 1003.24, 1003.26)

In accordance with Florida Statutes, all children who are six (6) years of age or who will attain the age of six by February 1 of any school year and who have not attained the age of sixteen (16) are required to attend school regularly during the entire school term.

Students who attain the age of sixteen (16) may terminate enrollment only as provided by Florida law. A student seeking to terminate enrollment must complete the required declaration of intent and participate in the district's exit procedures as prescribed by Florida Statutes.

Regular school attendance is essential to academic achievement and student progression. The Baker County School District shall monitor attendance, implement interventions for students exhibiting patterns of nonattendance, and enforce compulsory attendance requirements in accordance with Florida Statutes and School Board policy.

Parents/guardians are responsible for ensuring that students subject to compulsory school attendance comply with attendance requirements established by Florida law and School Board policy.

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

ASSESSMENTS (S. 1008.22, 1003.4156, 1003.4282)

In accordance with Florida Statutes, participation in the statewide assessment program is required for all eligible students enrolled in Florida public schools. The Baker County School District shall administer all statewide assessments as required by the Florida Department of Education and shall make every effort to ensure compliance with state participation requirements.

Student performance on statewide assessments, district assessments, and other academic indicators may be considered when determining appropriate course placement, acceleration opportunities, intervention services, and enrollment in honors or advanced coursework.

The statewide assessment program includes:

- The Florida Assessment of Student Thinking (FAST) English Language Arts (ELA) assessment administered annually to students in grades 3-10.
- The FAST Mathematics assessment administered annually to students in grades 3-8.
- Statewide Science assessments administered in grades 5 and 8.
- Statewide End-of-Course (EOC) assessments administered in courses designated by the Florida Department of Education, including but not limited to Civics, Algebra 1, Geometry, Biology 1, and United States History.
- Students enrolled in United States Government courses shall participate in the Florida Civic Literacy Exam as required by state law. Students who earn a passing score while enrolled in high school may satisfy the corresponding civic literacy assessment requirement for postsecondary education.

Students enrolled in a course with a required statewide EOC assessment must participate in the assessment as prescribed by state law. For courses in which the statewide EOC assessment constitutes a percentage of the final course grade, the assessment shall be calculated in accordance with current Florida Statutes and State Board of Education Rules.

Students who have not satisfied statewide assessment graduation requirements, including the Grade 10 ELA assessment and Algebra 1 EOC assessment, must participate in required retake opportunities until the assessment requirement is met through an approved passing score, concordant score, comparative score, waiver, or other state-approved alternative.

The following students may be exempt from statewide assessments as permitted by Florida law:

- Students with disabilities whose Individual Educational Plan (IEP) specifies participation in the Florida Alternate Assessment.
- Students who qualify for a medical exemption as authorized by Florida Statutes and State Board of Education Rules.

CONTROLLED OPEN ENROLLMENT (COE)

It is the responsibility of the parent/guardian to submit a Controlled Open Enrollment application within the application window to request attendance at a school other than the student's zoned school. If the student resides in another county, it is also the responsibility of the parent/guardian to initiate an out-of-county school attendance waiver. The superintendent or designee has the authority to grant or deny the attendance waiver request. For more information and application visit www.bakerk12.org

ENGLISH LANGUAGE LEARNER (ELL) STUDENTS

All students will have equal access to the appropriate instructional and intervention programs. Students will not be restricted because of limited English proficiency.

English Language Learners (ELLs) shall receive instruction that is understandable, equitable, and comparable in scope, sequence, and quality to that provided to non-ELL students. Appropriate accommodations and instructional supports shall be provided in accordance with the District's approved English Language Learner (ELL) Plan and applicable state and federal requirements.

ELL students are expected to participate in all instructional activities appropriate to their grade level and English language proficiency. Student progress shall be monitored regularly, and parents/guardians shall be informed of the student's academic performance and progress.

Promotion and retention decisions for ELL students shall be based on the student's academic achievement and demonstrated progress toward meeting grade-level expectations. Such decisions shall not be based solely on the student's level of English language proficiency. Additional procedures and requirements are outlined in the District's approved ELL Plan.

ELIMINATION OF SOCIAL PROMOTION AND GOOD CAUSE EXEMPTIONS

a) Elimination of Social Promotion

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Promotion shall be based on the student's mastery of the state academic standards, district promotion requirements, and applicable provisions of Florida law.

b) Mandatory Grade 3 Retention and Good Cause Exemptions

In accordance with section 1008.25(7), Florida Statutes, any student in grade 3 who demonstrates a substantial deficiency in reading and does not meet the state-established requirements for promotion shall be retained unless the student qualifies for a good cause exemption authorized by law.

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

1. Limited English proficient (LEP) students who have had less than 2 years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose individual education plan (I.E.P.) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule (1008.212).
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment or English Language Arts assessment approved by the State Board of Education.
4. Students who demonstrate through a student portfolio that they are performing at least at a Level 2 equivalent to the statewide English Language Arts assessment and have demonstrated mastery of the applicable state academic standards in reading.

5. Students with disabilities who participate in the statewide English Language Arts assessment and who have an individual education plan or a Section 504 plan that documents that the student has received intensive remediation in reading, for more than two (2) years, but continues to demonstrate a deficiency in reading and was previously retained in kindergarten, grade 1 or grade 2.
6. Students who have received intensive reading intervention for two or more years and have been retained in kindergarten through grade 3 for a total of two years may qualify for a good cause exemption from mandatory grade 3 retention in accordance with Florida Statutes. A student may not be retained in grade 3 more than once.

Students promoted through a good cause exemption shall receive intensive reading instruction based on diagnostic assessment data and targeted interventions designed to address identified reading deficiencies.

c. Parent Notification and Student Portfolios

Parents of students with a substantial reading deficiency will be notified in writing, as outlined in section 1008.25(7), Florida Statutes. The notification will detail the student's reading challenges, the interventions provided, promotion requirements, good cause exemptions, portfolio documentation requirements, opportunities for midyear promotion, and available resources for parents.

A school shall begin collecting evidence for a student portfolio when a grade 3 student is identified as being at risk of retention or upon parent request, whichever occurs first. The portfolio shall contain evidence demonstrating mastery of the state academic standards in English Language Arts as required by State Board Rule and district procedures.

d. Procedures for Good Cause Exemption Requests

1. Documentation shall be submitted from the student's teacher to the school principal supporting promotion and demonstrating that the student meets one of the statutory good cause exemption criteria. Documentation may include the existing Progress Monitoring Plan, individual educational plan, Section 504 plan, report card, assessment results, intervention records, 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.
3. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the Superintendent.
4. The Superintendent shall accept or reject the school principal's recommendation in writing.
5. Documentation supporting approved good cause exemptions shall be maintained in accordance with district procedures and state record retention requirements.

GRADING SYSTEM

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

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

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

- E = "Excellent" (90-100%)
 S = "Satisfactory" (70-89%)

N = "Needs Improvement" (60-69%)
U = "Unsatisfactory" (0-59%)

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

GRADES K-5	GRADES 6-12
E = "Excellent"	
S = "Satisfactory"	S = "Satisfactory"
U = "Unsatisfactory"	U = "Unsatisfactory"

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

HOME EDUCATION AND TRANSFER STUDENTS

Students entering Baker County Schools from a home education program or another educational setting shall be placed in accordance with Florida Statutes, State Board of Education Rules, and district procedures.

Grades K-8

Upon re-entry from a Home Education program, students may be administered district approved assessments (Kindergarten Readiness Checklist, STAR Early Literacy Assessment, STAR, SAT-10, or other approved assessments) to assist in determining appropriate grade placement. The receiving school principal or designee shall make the final placement and promotion determination based upon available records, assessment data, and student performance.

Grades 9-12

High school credit transfer and placement shall be governed by State Board Rule 6A-1.09941, State Uniform Transfer of High School Credits. Credits earned and documented on an official transcript shall be accepted at face value, subject to validation when required by the receiving school. For students without an official transcript, including home education students, credits may be validated through successful performance during the first grading period or by one of the following methods:

- Portfolio evaluation by the Superintendent or designee;
- Written recommendation from a Florida-certified teacher approved by the principal;
- Demonstrated performance in dual enrollment, public school, or accredited private school coursework;
- Demonstrated proficiency in nationally norm-referenced assessments;
- Demonstrated proficiency in state assessments; or
- Review of academic records or course criteria from the previous educational setting.

Students required to demonstrate proficiency through assessment shall be provided a reasonable opportunity to prepare, consistent with State Board Rule 6A-1.09941.

HOMELESS CHILDREN (S.1003.22)

The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless.

The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth face in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth, to enable them to master Florida's State academic standards. In addition, homeless students may not be separated from the mainstream school environment.

Under McKinney-Vento, children (PreK-12) have the right to: continue to attend the school they last attended before they lost their housing (school of origin), if that is in the child's best interest, or the school which is zoned for their temporary residence; enroll and attend classes immediately while the school arranges for the transfer of school and immunization records and other required enrollment documents; receive transportation to the school of origin (if a parent/guardian requests such transportation); and participate in any school programs and receive any school services for which they qualify.

If you have any questions about the McKinney-Vento Homeless Program in Baker County or if you know of a student who may qualify for the program, please contact the district's homeless liaison, Traci Wheeler, on 904-259-6776.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) F.S. 1008.25

Students who do not meet state achievement level expectations on statewide assessments shall receive appropriate interventions and progress monitoring in accordance with state law and district procedures. A student who is not meeting the state requirement for proficiency in ELA or math will be supported through a Multi-Tiered System of Supports (MTSS) framework or an applicable federally required plan, such as an Individual Education Plan (IEP).

Baker County School District implements MTSS using a problem-solving/Response to Intervention method of developing and implementing instruction and interventions based on a three-tiered model. Our MTSS model integrates high quality core instruction (Tier 1), targeted supplemental instruction/interventions (Tier 2), and intensive individualized interventions (Tier 3). The procedures for conducting required general education interventions are specified in our MTSS district guide. Procedures below are documented on district-developed forms to monitor student progress and make data-driven decisions.

Tier 1 – Core Instruction

The general education staff use high quality core instruction and schoolwide assessments to observe, gather, and analyze student data to adjust instructional techniques and provide differentiated instruction. The focus of Tier 1 is on core instruction and universal screening data which is used to formulate interventions. The teacher may establish baseline data, complete a record review, use existing databases, and conduct curriculum-based assessments and/or behavior assessments. Parents are contacted to discuss data, possible interventions, any need for vision, and hearing or speech/language screenings. Progress monitoring data are collected to determine the effectiveness of core instruction.

Tier 2 – Supplemental Interventions

Supplemental instruction/interventions are managed by the MTSS team. A team meeting is held to review the intervention referral, plan interventions, obtain consent for screening as necessary, and obtain social/developmental history data when appropriate. Intervention plans are formalized in writing, and screenings are conducted after consent, as appropriate. Designated personnel implement interventions which include progress monitoring. Post intervention measures are recorded in appropriate forms. Parents are notified of a future meeting which is held to discuss observations, review results of interventions, and rate of progress to determine if the student is making adequate gains.

Tier 3 – Intensive Interventions

Intensive interventions are managed by the MTSS team and may include the ESE district or student services district level staff. Parents are invited to a meeting where the team reviews all documentation from Tiers 2 and 3 and develops targeted intensive individual interventions for academic concerns. A formal behavior intervention plan is developed for behavioral concerns. Designated personnel implement interventions which include weekly progress monitoring. Post intervention measures are recorded in appropriate forms. Parents are notified of an additional meeting which is held to determine one of three actions: (1) continue and/or modify Tier 2 or Tier 3 interventions, (2) request further information for Tiers 1, 2 or 3, before finalizing decisions, or (3) make a formal referral for evaluation to determine if the student needs exceptional education services.

MTSS PROCESS – ASSESSMENT, REMEDIATION, AND RETENTION

Students identified as needing remediation will be provided support through an MTSS plan developed and implemented by the school in collaboration with the student's parent or guardian. The plan is designed to address specific areas of deficiency and support the student in meeting state and district proficiency expectations.

For students with ELA deficiencies, the MTSS plan will identify areas of need in phonemic awareness, phonics, fluency, vocabulary, and comprehension; establish measurable performance goals; and outline the instructional strategies and support services provided in addition to core instruction. Student progress will be monitored frequently to ensure responsiveness to intervention.

The district provides state-approved, research-based ELA curriculum and instructional resources, including programs reviewed by the Florida Center for Reading Research (FCRR), to support students with reading deficiencies. These programs:

- Promote grade-level reading proficiency
- Address the five essential components of reading
- Include reliable and ongoing progress monitoring
- Are delivered during the regular school day
- Support student success across all core academic areas

An MTSS plan will be developed for all students identified as struggling readers. The district will review MTSS plans for students who score Level 1 on the ELA portion of the FAST assessment and do not qualify for a good cause exemption. This review will identify additional supports, including a minimum of 90 minutes of uninterrupted, research-based daily reading instruction. Additional strategies may include:

- Small group instruction
- Reduced class size
- Differentiated instruction
- Increased progress monitoring
- Tutoring or mentoring
- Extended learning opportunities (before/after school and summer programs)

The district will establish criteria for student portfolios as an alternative demonstration of mastery of Grade 3 ELA standards. Parents of students at risk of retention may request that a portfolio be initiated at any time during the school year.

Students in VPK through Grade 5 identified with a substantial reading deficiency will receive intensive instruction tailored to their needs. Instruction will differ from previous approaches and consider the student's learning style. Students scoring below the 40th percentile on initial reading assessments may also receive these supports through an MTSS plan, with frequent progress monitoring.

Grade 3 students who demonstrate an independent reading level at or above grade level at any time during the school year may be promoted to Grade 4 in accordance with State Board of Education rules. Evidence of proficiency may include subsequent assessments, alternative assessments, or portfolio reviews.

Retained students will be assigned to highly effective teachers, as determined by student performance data and evaluation ratings. The district will provide:

- Supplemental, research-based tutoring in ELA

- Parent resources and at home strategies to support reading development

MILITARY FAMILY ENROLLMENT AND PROGRAM ACCESS (S. 1003.05)

Dependent children of active-duty military personnel who meet eligibility criteria for special academic programs shall be given access, pursuant to **s. 1003.05, F.S.**, even if the program is offered at a school other than the student's assigned attendance zone school. If such a program is offered at another school site, the parent or guardian shall be responsible for providing transportation to that school. Special academic programs include, but are not limited to, magnet programs, advanced studies programs, Advanced Placement (AP), dual enrollment, Advanced International Certificate of Education (AICE), and International Baccalaureate (IB).

A student whose parent is transferred or is pending transfer to a military installation within the school district pursuant to official military orders shall be considered a resident of the district for purposes of enrollment upon submission of such orders. The student shall be provided with preferential treatment in the controlled open enrollment process in accordance with **s. 1002.31, F.S.**

PATRIOTIC PROGRAM

The American Flag will be displayed daily in each classroom and flag education, including proper flag display and flag salute will be taught. The pledge of allegiance to the flag, "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all," shall be rendered by students standing with the right hand over the heart. The pledge of allegiance to the flag shall be recited at the beginning of the day in each elementary, middle and high school. Upon written request by his or her parent, a student must be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention, men removing the headdress, except when such headdress is worn for religious purposes.

PROGRESS REPORTING AND ANNUAL REPORT

In accordance with **s. 1008.25(4), F.S.**, parents/guardians shall be informed of their student's academic progress and provided timely notification of performance concerns.

Parents/guardians will be provided the following, as applicable:

- A. Periodic report cards and progress reports** that indicate the student's progress toward achieving district expectations for proficiency in English Language Arts, mathematics, science, and social studies
- B. Timely notification during the grading period** when there is a significant change in the student's achievement, effort, and/or conduct
- C. Notification of allowable testing accommodations for English Language Learners (ELLs)** during statewide and district assessments, in accordance with the District ELL Plan, which is available on the Baker County School District website
- D. Notification for students with disabilities** of the student's progress toward meeting Individual Education Plan (IEP) annual goals and the extent to which that progress is sufficient to enable the student to meet those goals by the end of the school year. The frequency of such reporting shall be as specified in the student's IEP

Student performance and progress shall be communicated through report cards, progress reports, and other appropriate methods. Parents are encouraged to communicate regularly with teachers and school personnel and to participate in conferences regarding their child's academic progress.

In accordance with **s. 1008.25, F.S.**, the district shall annually publish a report on student progression outcomes for the prior school year. This report shall be made available to the public, including posting on the district website following the release of data by the Florida Department of Education.

The report shall include:

- The provisions of **s. 1008.25, F.S.**, and the district's policies and procedures on student retention and promotion;
- By grade, the number and percentage of students in Grades 3 through 10 performing at Levels 1 and 2 on the English Language Arts (ELA) portion of the Florida Assessment of Student Thinking (FAST);
- By grade, the number and percentage of students retained in Grades 3 through 10;
- The total number of students promoted for good cause, disaggregated by category; and
- Any revisions to the district school board's promotion and retention policies from the prior year.

REQUIRED INSTRUCTION AND LIFE SAVING SKILLS (s.1003.42, 1003.453)

In accordance with **s. 1003.42, F.S.**, Florida Statutes outline the instructional topics that must be taught in public schools as part of required instruction. The Florida Department of Education provides guidance and resources to support school districts in implementing these requirements to ensure that students receive instruction that promotes civic responsibility, character development, historical understanding, and digital safety.

In accordance with **s. 1003.42, F.S.**, the district shall provide instruction in health education, substance abuse prevention, teen dating violence, and other required topics, including civic responsibility, personal health, and safety. Students may be exempted from specific components of health education, including reproductive health and HIV/AIDS instruction, upon written request from a parent or guardian, in accordance with law. Additional details regarding curriculum and implementation are available in district curriculum guides and School Board policy.

Instruction shall be delivered by qualified instructors using approved materials and methods and shall be aligned to the B.E.S.T. Standards pursuant to **s. 1003.41, F.S.** The district shall implement all required parent notification procedures and provide opportunities for parents to review instructional materials.

As required by **ss. 1003.42 and 1003.453, F.S.**, students shall receive instruction in first aid, including cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED). This instruction shall be provided:

- **At least once in middle school**, in a physical education or health course; and
- **At least once in high school**, in a physical education or health course, as part of the requirements for graduation.

Instructions must include **hands-on practice and demonstration of skills**, consistent with state requirements.

SUMMER SCHOOL

Students may participate in summer school for promotion, credit recovery, or remediation. Priority for enrollment will be given to students who need to meet promotion or graduation requirements.

Middle school students (grades 6–8) may enroll in up to two remedial courses. High school students (grades 9–12) may earn up to one credit or the equivalent during the summer term.

Summer coursework may be completed through district programs or approved providers, including Florida Virtual School (FLVS), as applicable. Students must demonstrate mastery of course standards to earn credit.

Due to capacity limits, placement may be prioritized based on academic need.

Students may also repeat a course for grade forgiveness or GPA improvement, in accordance with district policy.

Partial Enrollment

Students may partially enroll in courses or services at their home-zoned school on a space-available basis with approval by the principal and student services office. If the desired course or service is not available, home-schooled students may request to partially enroll in an out-of-zone school in accordance with district school choice policy and procedures. Students who are partially enrolled must be scheduled for classes that are held consecutively so that they are on a school's campus for class attendance and not on campus when classes are not scheduled. Partially enrolled students must follow the district Code of Student Conduct.

Families who are interested in partially enrolling a student must complete all required forms and follow all procedures outlined on the District website.

Students who receive a Florida Education Scholarship (Personalized Education Program, Family Empowerment Scholarship)

Students who receive a Florida Education Scholarship will be charged for partial enrollment via the partial enrollment fee schedule. Students can enroll in up to a full course load and may request additional services. Payment must be made in accordance with the Enrollment and Tuition Contact for Florida Education Scholarship Recipients.

Completing a Student Learning Plan through the Personalized Education Program (PEP) does not result in the awarding of a diploma. Students registered as PEP students are not eligible to walk in a district high school graduation ceremony. Those looking to withdraw from PEP and re-register as a public-school student to walk at graduation and receive a diploma are subject to the district requirements to participate. Parents should be aware of senior deadlines (cap and gown, pictures, etc.), requirements for the number of courses required for full-time enrollment regardless of courses completed in PEP, and completion of graduation testing requirements. It is recommended to re-enroll no later than the summer before the student's senior year to ensure all graduation requirements can be met.

Students who have:

- completed all graduation requirements or
 - have gotten a GED or
 - completed a Home Education Affidavit or
 - completed a Personalized Education Program Affidavit
- are not eligible for enrollment to take additional courses and receive a diploma.

VIRTUAL INSTRUCTION PROGRAM

Virtual Education 1002.45 F.S.

Baker County Virtual School (BCVS) is the provider of first choice for virtual instruction; however, in situations in which BCVS cannot fulfill the need, students may qualify to access the services of Florida Virtual School (FLVS). As stipulated by the Florida K-20 Education Code (1002.20 F.S.) parents/legal guardians have the right to choose educational options such as BCVS and Florida Virtual School (FLVS), for their children. A student's full-time school may not deny access to courses offered by BCVS or FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. All students, including home education and private school students, are eligible to participate in any of Baker County's virtual instruction classes. A student may enroll in a virtual instruction program provided by the school district in which he or she resides. Each student enrolled in BCVS must take statewide assessments. Students enrolled in a BCVS/FLVS

course which requires a state end-of-course (EOC) assessment are required to take the EOC in their district school of enrollment and the EOC is 30% of the grade in the class. Full time BCVS students are public school students and are required to take all the state assessments with BCVS additional information is available at: bakerk12.org/bcvs Baker County Virtual School offers:

- Full time virtual instruction for students in grades K-12 (1002.31 F.S.).
- Individual online courses for students (attending a Baker County public school, private schools, and home education) in grades K-12.
- Curriculum for grades 6-12 provided by FLVS.

Placement in Baker County Virtual School or Florida Virtual School (FLVS)

1001.42 F.S., 1003.498 F.S., establishes virtual school as an educational choice and an acceleration option for students.

BCVS/FLVS may be appropriate for students with medical or behavior issues that may limit success in the traditional classroom, students who need single subject acceleration, or for students needing a more flexible schedule due to training or other extracurricular endeavors. Parents/legal guardians should confer with the counselor to determine whether the course selected is appropriate for the student based on the student's academic history.

Principals will determine if placement in a BCVS/FLVS course is appropriate academically for the student based on course prerequisites, the student's academic history, age, and appropriateness of the course for the student's Graduation plan. For students with disabilities, an IEP or 504 meeting will be held prior to determining whether placement in a BCVS/FLVS course is appropriate based on their individual needs. Enrollment in virtual school must be approved by the student's school counselor prior to the start of a new semester. The School Board shall provide students with access to enroll in courses available through the BCVS/FLVS and shall award credit for successful completion of such courses. Access shall be available to students during or after the normal school day. Students wishing to take courses from BCVS/FLVS must work closely with their school counselors to ensure that courses fit in their graduation plan. Requests for virtual courses made after the start of school will fall under the normal school drop/add policies for any course. Schools shall make every effort for a student to access BCVS/FLVS coursework on site for a student whose graduation plan indicates that placement in a BCVS/FLVS course during the school day is appropriate. Consistent with school board rules and in accordance with state statute 1012.28 (5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Additional information is available at the FLDOE Virtual Education webpage <https://www.fl DOE.org/schools/school-choice/virtual-edu/parent-resources>.

Students registered in the BCVS full-time program may participate in any interscholastic extracurricular activity at the public school within the district they reside (FHSA Bylaw 9.2.2.3) according to district school board attendance area policies or which the student could choose to attend pursuant to 1002.31 F.S. if the student meets other eligibility requirements and registers his or her intent to participate in interscholastic extracurricular activities with the school before the beginning date of the season for the activity in which he or she wishes to participate. A BCVS/FLVS student must be able to participate in the curricular activities if that is a requirement for an extracurricular activity (1006.15 F.S.).

BCVS/FLVS Participation Requirements

- Students enrolled at Baker County High School will have learning labs that have been established to assist in student access to virtual courses. Students enrolled in these labs will be held to daily class attendance requirements even if the course is completed prior to the end of the enrolled semester.
- Students may only take virtual classes in a lab if that course is **not** offered on campus.
- It is recommended that students have a 2.0 or higher GPA OR score a level 3 or higher on the FAST in reading unless the student has medical or behavior issues that may limit success in the traditional classroom. It is recommended for students in 1st-3rd to score in the 50th percentile or above on the STAR reading.
- Students must meet with school counselors to determine if placement in a BCVS/FLVS is academically appropriate for the student based on course prerequisites, the student's academic history and age and appropriateness of the course for the student's Graduation plan. All courses must be approved by the counselor.

- For students with disabilities, an IEP or 504 meeting will be held prior to determining whether placement in a BCVS/FLVS course is appropriate based on their individual needs.
- Once a semester has begun, a student may not withdraw from a school course to enroll in the same course online without administrative approval.
- Students may not simultaneously be placed in the same course concurrently at a district high school and at BCVS/FLVS.

To be a successful full-time virtual instruction student, Baker County School District Students should:

- 1) Have consistent parent/guardian supervision of student
- 2) Maintain pace in all courses (1 hour per day per course) and submit required work
- 3) Be daily engaged in course activities/enrolled in 6 courses
- 4) Establish regular communication with all teachers via email, phone, and/or text
- 5) Earn and maintain passing grades of C or higher
- 6) Earn appropriate credits/standards for end of year grade promotion
- 7) Participate in all district standardized testing
- 8) Honor all rules and procedures established by Baker County School District for student conduct, academic integrity, and etiquette.

Exceptional Student Education

Baker County Virtual Instruction Program will accept any student who meets the requirements in Section 1002.45, Florida Statutes. Since the school district VIP is a public K-12 school (Section 1000.04(1), Florida Statutes), the district cannot restrict participation to only those students who do not have specialized educational plans [i.e., individual educational plan (IEP) or Section 504 plan for students with disabilities; or an educational plan (EP) for gifted students].

Section 1003.57, Florida Statutes, Exceptional Student Instruction, requires full-time virtual instruction programs authorized by Section 1002.37 or Section 1002.45 Florida Statutes, to fulfill “the obligation of a school district for public school exceptional students who are enrolled in full-time virtual programs.”

Ultimately, the district is responsible for the development and implementation of IEPs and EPs and responsibilities related to Child Find and identification of ESE students. However, the contractual agreement between the school district and the virtual provider may establish specific requirements with regard to the role and responsibilities of the virtual provider for some or all of these activities.

Special Note to applicants currently enrolled and receiving services in an Exceptional Student Education program (ESE): Baker County School Board ESE Special Programs and Procedures state, “The district assures provision of full educational opportunity to all children with disabilities, aged three through twenty-one, using the kind and number of facilities, personnel, and services necessary to meet this goal. A free appropriate public education (FAPE) is available to all students with disabilities upon determination of need. **Therefore, all ESE students must have an IEP review prior to enrollment. The ESE Director or designee will attend this review. This means that the special education or related services which were provided to your child at his or her previous school of enrollment may not be provided to him/her at Baker County Virtual School.**

Enrollment Periods

Parents and students may apply to this program during the open enrollment periods. Parents can access the Baker County School District website to review the enrollment process and pertinent information throughout the year.

Students can join full-time enrollment up to one month after the semester begins.

- Students may not drop a course after the drop/add deadline to enroll in an online course with FLVS or MDVS. Students may move between a virtual or brick-and mortar classroom in a yearlong course after the

end of the first semester, provided that the student continues to meet the requirements for full-time enrollment.

- Students who have been previously unsuccessful in a virtual school course (Withdraw/Failing or Complete Failing) will need to meet with their guidance counselor before the course request is approved. Students will not be allowed to re-enroll on a virtual school course in which they have previously been unsuccessful or dropped.
- Students who do not complete at least 20% of the course and do not have an average of “C” or higher throughout the Grace Period of 28 days for MDVS may be withdrawn from the course (WNG). Students will not be allowed to re-enroll in a course in which they have previously been unsuccessful or dropped.
- Students have until the end date of Survey 4 to complete a virtual course. Students may remain enrolled beyond this date if: the course is needed for credit recovery, on-time graduation, or for course completion until the amendment of the final enrollment survey (4).

Drop-Add Procedures (continuing students)

- Florida Virtual School (FLVS) Courses
While FLVS may have institutional drop/add procedures and timelines, all district students must carry a course load of at least six (6) active courses. While students await acceptance to FLVS courses, they must remain enrolled full-time.
- Dropping a FLVS course and adding a Physical School Course
 - A student may drop a FLVS course up to the 14th day of the semester and add a course on their school campus. FLVS drop/withdraw grade and credit guidelines still apply.
 - If a student is dropped from a FLVS course, the student may enter a course with My District Virtual School or on their school campus at the beginning of the following semester. Florida Virtual School “W/F” (Withdraw/Failing) and “CF” (Complete Failing) codes will be treated as a grade of “F” on the student transcript. Students who have been withdrawn from a course will not be allowed to enroll in the same course.
- My District Virtual School Courses
 - While My District Virtual School may have drop/add procedures and timelines, all full-time district students must carry a course load of at least six (6) active courses and must comply with the school district’s drop/add time requirements.
 - While students await acceptance to My District Virtual School courses, they must maintain an enrollment that meets full-time status.
- Exiting Online Courses
 - Students who are exited from an online course during the drop/add dates may add the same course at their school site only if the drop/add date falls within the first 14 days of the semester. Students will not be allowed to enroll in the same course in My District, or be transferred to FLVS, for the same course.

Parent Responsibilities

Parents must monitor their student's assignments and assessments. In lieu of the daily presence of a face-to-face teacher, parents should take the lead in guiding the students through the curriculum, submission of work samples, assignments, practicing FAST assimilations, online class sessions, producing projects, reviewing for quizzes and tests, as well as making sure they participate in state assessments. Students who do not participate in required testing will not be allowed to enroll in My District Virtual School for the following year.

Academic Integrity

A full commitment to academic integrity is expected and required by Baker County School District Virtual Instruction

students. Students must commit to the following requirements associated with academic integrity:

- Your work on each assignment will be completely your own
- Your collaboration with another classmate on any assignment will be pre-approved by your instructor
- You will not practice plagiarism in any form
- You will not allow others to copy your work
- You will not misuse content from the internet, including the use of Artificial Intelligence software such as ChatGPT, CoPilot, Azure or others.
- You will not aid anyone scheduled to take the same course's semester/final exams in the future. In addition, parents must attest to the fact that student work is completely the effort of their child.

Enrollment in Advanced Placement Courses 1007.27(6) F.S.

Advanced Placement (AP) is the enrollment of an eligible secondary student (virtual or brick and mortar) in an Advanced Placement course administered by the College Board. Students are expected to take an AP exam at the end of each AP course. The student will receive the AP weighted credit regardless of the AP test score.

Awarding of Advanced Placement Credit

Students who score a minimum of 3 on a 5-point scale may receive college credit. Students who score a 4 or 5 on certain examinations also benefit from course equivalency credit. A course equivalency chart may be found at <https://www.floridashines.org/>.

Credit Recovery Courses

Credit Recovery Courses may be used for Grade Forgiveness / Credit Recovery as well as remediation, and they may be taken in a traditional classroom, a credit recovery lab or through virtual school. Courses offered through a private school may not be used for credit recovery.

Students enrolled in a Credit Recovery Course must have previously attempted the corresponding course and end-of-course (EOC) assessment, since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements; however, Credit Recovery courses are not bound by section 1003.436 F.S., which requires a minimum of 135 hours of instruction. Students who are college-bound athletes and are registering with the NCAA Clearinghouse cannot do credit recovery, per NCAA Guidelines. To recover failed courses, college-bound athletes may only do grade recovery through brick-and-mortar classes, FLVS, or BCVS courses.

Florida Statute 1002.31 F.S. provides student rights relative to the eligibility of full-time Florida Virtual School/ BCVS students to participate in interscholastic extracurricular activities at their home-zoned public school.

National Collegiate Athletics Association (NCAA) division I and II prospective student athletes should consult NCAA initial eligibility requirements regarding virtual courses. For more information: <https://www.ncaa.org/sports/2014/10/24/nontraditional-courses.aspx>.

BAKER COUNTY GRADES K - 5 STUDENT PROGRESSION PLAN

ADMISSIONS

Voluntary Prekindergarten (VPK) is a free, high-quality education program designed to prepare Florida's 4-year-olds for kindergarten and build a foundation for their educational success. Children who live in Florida and are 4 years old on or before September 1 of the current year are eligible.

Children who complete VPK are

- more prepared for kindergarten,
- have better school attendance
- develop lifelong social skills
- are more likely to advance to the next grade
- are more likely to graduate high school

Kindergarten

Any child five (5) years old on or before September 1st of the school year may be admitted at any time during the school year. Any out-of-state transfer must meet the age requirement for his/her state. At the beginning of each school year, students entering kindergarten will be assessed using **Star Early Literacy**.

First Grade

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

Second Grade – Fifth Grade

When a student transfers from a Florida home education program to Baker County Schools, the grade placement may not be based solely on the recommendation of the home education instructor or parent/guardian. Instead, the principal or a designee shall evaluate the student's portfolio or other evidence of achievement, including standardized tests that the student has taken. If there is sufficient evidence of grade level mastery, then the student shall be placed accordingly.

If no portfolio is presented, or the portfolio does not show evidence of grade level mastery, the school may administer both a Reading and Math district approved assessment (STAR, SAT-10, or other approved assessment) to assist in determining the appropriate grade placement. The receiving school principal or designee shall make the final placement and promotion determination based upon available records, assessment data and student performance. A student's placement may be changed within four weeks if there is a lack of satisfactory completion of academic work.

PROMOTION

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

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

GRADES

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

Letter grades will be assigned to all major subject areas. These include ELA (English Language Arts - formerly known as reading, language arts, and writing), mathematics (grades 1- 5), science (grades 3-5), and social studies (grades 4-5). A letter designation will be given for science (grades 1-2) and social studies (grades 1-3) as follows:

"S" = Satisfactory

"U" = Unsatisfactory

REMEDATION K-5

Students who do not meet grade-level expectations in English Language Arts, mathematics, science, or social studies shall be provided with targeted interventions and additional diagnostic assessment to identify specific areas of need.

Interventions shall be delivered through the Multi-Tiered System of Supports (MTSS) and monitored to ensure student progress. If a student's deficiencies are not remediated through appropriate interventions, retention may be considered based on a review of multiple data sources.

Parents shall be notified in a timely and ongoing manner when a student is identified as having a deficiency or is at risk of retention.

Decisions regarding promotion, retention, and additional instructional support shall be based on a comprehensive review of student performance data and documented in the student's educational record. Parents shall be informed of final promotion or retention decisions.

RETENTION K-5

Mastery of early literacy skills in kindergarten through grade 3 is essential for student success. The district shall emphasize reading proficiency and provide targeted interventions for students with identified deficiencies.

Student progression and retention decisions in grades K-5 shall be based on a review of multiple data sources, including progress monitoring results, classroom performance, and teacher judgment. Retention decisions may not be based on a single assessment.

Students in grades K-2 who demonstrate deficiencies in reading or mathematics shall receive targeted interventions and be monitored through the Multi-Tiered System of Supports (MTSS). The MTSS team will review student data and make recommendations regarding promotion or retention.

Parents shall be notified in a timely manner when a student is identified as having a deficiency or is at risk of retention and shall be involved in the decision-making process.

Grade 3

In accordance with s. 1008.25, F.S., a student must demonstrate proficiency in reading to be promoted to grade 4. A student who scores Level 1 on the Grade 3 FAST English Language Arts assessment shall be retained unless the student qualifies for a Good Cause exemption as defined by law.

Grades 4-5

Promotion in grades 4 and 5 shall be based on the student's demonstrated mastery of state standards in English Language Arts, mathematics, science, and social studies, as determined by a review of multiple data sources.

Students who are retained shall receive intensive interventions and instruction that differs from the previous year's program. Mid-year promotion may be considered for eligible retained students in accordance with state law.

READING DEFICIENCY

Any student in grades K–5 who exhibits a substantial deficiency in reading, based on statewide or local assessments or teacher observation, shall be provided with immediate, targeted reading intervention.

Reading deficiencies shall be addressed through evidence-based instruction and monitored through the Multi-Tiered System of Supports (MTSS). Student progress shall be monitored, and intensive intervention shall continue until the deficiency is remedied.

The district will implement the following to meet the needs of 3rd grade students identified with a reading deficiency who have not been previously retained in 3rd grade:

Teacher Student Ratio	Same as other students
Reading Instructional Time	90-minute reading block in a smaller group size setting or one-on-one Rule 6A-6.054, F.A.C.
Materials	Core/State Identified Reading program that is research based and has proven success teaching the components of reading. Rule 6A-6.053 F.A.C. Differentiated Materials Research-based materials that reinforce the initial instruction. Intervention Materials Research-based materials that teach areas of deficits as determined by an assessment measure. This instruction must take place in addition to the 90-minute reading block. Rule 6A-6.054 & 6A-6.053 F.A.C.
Screening	Options may include, but are not limited to, program-based materials, teacher observation or a screening/progress monitoring tool. Rule 6A-6.053 F.A.C.

Progress Monitoring	Students identified with a reading deficiency must be progress monitored. Schools must progress monitor students with a reading deficiency a minimum of three times per year. This includes a baseline, mid-year and an end-of-year assessment. Rule 6A-6.054 F.A.C.
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Diagnostic	A student who does not meet specific levels of performance on the required assessment as determined by the district school board or who scores below Level 3 on the statewide standardized assessment as applicable under section 1008.22, F.S., must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the area of academic need and strategies for appropriate intervention and instruction. Section 1008.25(4)(a), F.S.
Progress Monitoring Plan (PMP)	A PMP may be developed and implemented for any student who is not meeting the school district or state requirements for proficiency in reading. Section 1008.25(4) (b), F.S.
Data Reporting	Progress monitoring is required at the district level.

The district will implement the following to meet the needs of 3rd grade students identified with a reading deficiency who have been retained in 3rd grade and do not meet good cause:

Teacher Student Ratio	Reduced Student-Teacher Ratio. Section 1008.25(7)(b)1.c., F.S.
Reading Instructional Time	Minimum of 90 minutes of daily uninterrupted reading instruction which includes small group instruction. Section 1008.25(7) (b) 1. F.S. Intervention in addition to 90-minute reading block. Rule 6A-6.054 F.A.C.
Teacher Quality	Provide students with a highly effective teacher as determined by the teacher's performance evaluation under section 1012.34, F.S. Section 1008.25(7)(b)4., F.S.
Materials	Core/State Identified Reading program that is research based and has proven success teaching the components of reading. Rule 6A-6.053 F.A.C. Differentiated Materials Research-based materials that reinforce the initial instruction. Intervention Materials Research-based materials that teach areas of deficits as determined by an assessment measure. This instruction must take place in addition to the 90-minute reading block. Rule 6A-6.054 and Rule 6A-6.053 F.A.C. Differentiated Instruction Should be treated as immediate intensive intervention with prescribed materials for the students' deficits. Immediate Intensive Intervention (iii) Materials should continue to be used during iii after the 90-minute reading block. Rule 6A-6.054 and Rule 6A-6.053 F.A.C.
Screening	Options may include, but are not limited to, program-based materials, teacher observation or screening/progress monitoring tool. Rule 6A-6.053 F.A.C.

Progress Monitoring	Progress monitoring should be more frequent for these students than for non-retained students and should be ongoing. This can be as simple as a Comprehensive Core Reading Program (CCRP) or Supplemental Reading Program (SRP) weekly test, timed readings or teacher observations. Schools must monitor progress students with a reading deficiency a minimum of three times per year. This includes a baseline, mid-year and an end-of-year assessment. Rule 6A-6.054 F.A.C.
Diagnostic	A student who does not meet specific levels of performance on the required assessment as determined by the district school board or who scores below Level 3 on the statewide standardized assessment as applicable under section 1008.22, F.S., must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the area of academic need and strategies for appropriate intervention and instruction. Section 1008.25(4)(a), F. S
Progress Monitoring Plan (PMP)	A PMP must be developed and implemented for any student who is not meeting the school district or state requirements for proficiency in reading. Section 1008.25(4)(b), F.S.
Summer Reading Camps	Districts will provide access to Summer Reading Camps for students scoring Level 1 on the FAST ELA. Districts may extend summer reading camp services to other students. Section 1008.25(7) (b) 1. F.S. School districts will provide written notification to the parent of any student who has not met the proficiency level required for promotion and therefore, is retained. Section 1008.25(7)(b)2., F.S.
Data Reporting	Progress monitoring is required at the district level.
Strategies prescribed by school district which may include, but are not limited to:	
Tutoring and Mentoring	A trained volunteer or mentor may be assigned to each student and/or someone may be assigned to tutor each student on deficit areas. Section 1008.25(7)(b)1. e., F.S.
Transition Classes	The school district has the option of placing students who have been retained in grade 3 and have received intensive instructional services but are still not ready for promotion, as determined by the school district, in a transitional instructional setting. Section 1008.25(7)(b)1. f., F.S.
Extended School Day	Provide an after-school program with research-based materials and certified teachers to tutor and remediate students. Saturday school with research-based materials and certified teachers to tutor and remediate students. Extended year with research-based materials and certified teachers to tutor and remediate students. Section 1008.25(7)(b)1. g., F.S.

PARENTAL NOTIFICATION

The parent of any student who exhibits a substantial deficiency in reading and/or mathematics based upon locally determined or statewide assessments or through teacher observations, must be notified in writing of the following:

- 1) The child has been identified as having a substantial deficiency in reading and/or mathematics

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

The school in which the student is enrolled must develop and implement an MTSS plan in consultation with the student's parents. This plan will be designed to assist each student who has been identified as not meeting state or district expectations for proficiency in ELA, science, social studies, or mathematics.

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

PHYSICAL EDUCATION REQUIREMENT

Pursuant to Florida Statutes 1003.455, all students, including students with disabilities, in grades K-5 will receive 150 minutes of physical education each week. Physical education is defined as the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle.

This requirement will be waived if: a student is enrolled in a remedial course; the parent requests that the student enroll in another course; or the student is participating in physical activities outside the school day which are equal to, or more than, the requirements of the mandate. Counseling pertaining to the benefits of physical education is also available.

A new request in writing from the student's parent is required for each year that a student is eligible and requests to waive physical education.

BAKER COUNTY GRADES 6-8 STUDENT PROGRESSION PLAN

The middle grades program shall reflect federal, state, and district requirements. Students shall participate in all required statewide assessments.

Middle grades students enrolled in high school courses, including Algebra I, Geometry, or Biology I, shall participate in the associated statewide End-of-Course (EOC) assessment. EOC results shall constitute 30 percent of the student's final course grade.

Students enrolled in Algebra I must pass both the course and the EOC assessment to earn high school credit and meet graduation requirements. Students who do not pass the Algebra I EOC may retake the assessment in accordance with state guidelines.

For Geometry and Biology I, students must pass the course to earn credit; passing the EOC is required for the Scholar designation but not for course credit.

Students who score Level 1 on the FAST English Language Arts assessment shall be provided with intensive reading intervention through an appropriate course or integrated support.

Students must successfully complete three middle grades or higher courses in English Language Arts, mathematics, science, and social studies to be promoted to high school. One of the social studies courses must include at least one semester of civics education.

The Civics EOC assessment shall constitute 30 percent of the student's final course grade. Students must earn a passing grade in Civics to be promoted, but a passing EOC score is not required. Transfer students shall meet civics requirements in accordance with Florida law.

Students shall demonstrate mastery of state academic standards by earning a passing final grade, as defined by the district grading scale. For courses with statewide assessments, required assessment results shall be included in the calculation of the final grade.

Industry certification courses may be offered, and students must meet established performance criteria to earn high school credit.

Elective courses and additional offerings shall be available to support student interests and academic needs. Students may be scheduled into appropriate courses, including intervention courses, based on academic performance.

A. Grade Placement (6-8)

Student promotion and retention decisions shall be based on demonstrated mastery of state academic standards, course performance, and a review of multiple data sources.

Students must successfully complete required coursework in English Language Arts, mathematics, science, and social studies to be promoted to the next grade level.

Middle school final exams may be administered as determined by the school. When administered, such exams shall not exceed 20 percent of the student's final course grade.

Statewide End-of-Course (EOC) assessments required by Florida law shall be administered as applicable. The Civics EOC assessment shall constitute 30 percent of the student's final course grade. Students who do not demonstrate sufficient progress may be considered for retention following a review by the Multi-Tiered System of Supports (MTSS) team and school administration.

Students who score Level 1 on the FAST English Language Arts and/or mathematics assessments shall be provided with intensive intervention and may be placed in appropriate remediation courses or support programs. Progress shall be monitored regularly, and instruction shall be adjusted based on student need.

Additional instructional opportunities, including extended learning programs, summer learning, or credit recovery, may be provided to support student achievement. Placement in such programs shall be based on academic need.

Students identified as at risk of retention shall receive targeted interventions and ongoing progress monitoring through the MTSS process. Diagnostic assessments shall be used to identify specific areas of need and guide instruction.

Students demonstrating continued academic difficulty, including those retained previously, shall receive intensive supports, which may include individualized intervention plans or alternative instructional settings as appropriate.

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

With the approval of administration and school staff, a student below the 9th grade may enroll in a course designated as a 9-12th grade course. Credits earned while enrolled in high school courses taken below grade 9 level may simultaneously be used to meet high school graduation requirements as well as for promotion to the next grade level.

A middle school student must pass the Algebra 1 course and the end-of-course (EOC) assessment to earn high school credit. According to Florida Statute 1003.4282, the score of this end-of-course exam (EOC) will count 30% of the student's final grade. Grade 8 students who do not pass the Algebra I EOC may retake the EOC. If the EOC retake passing score changes to the final course grade by at least a letter grade, the Algebra I course grade will be recalculated to reflect the EOC retake score. Students may have their 8th grade Algebra I course grade recalculated, upon passing the EOC, through their junior year.

- (a) Attendance Requirements for High School Course Credit (Algebra I, Digital Business Foundations, and Agriscience Foundations Courses): Middle grade students enrolled in high school courses must meet the requirements of the Baker County High School Attendance Policy regarding course credits.

C. Make-Up Work Due to Attendance

A student who has been absent from school will be given the opportunity to make up class work that has been missed, provided that such work is made up within the same number of days as the student was absent. The first day upon returning to school will not count as one of those days except for **pre-announced exams**. The student who has been absent will arrange to make up work at times when it will not interfere with normal class activities.

IT IS THE RESPONSIBILITY OF THE STUDENT TO REQUEST MAKE-UP ASSIGNMENTS FROM THE TEACHERS AND RETURN THE COMPLETED WORK. (This is the procedure on excused as well as unexcused absences.) Tardies and check-outs are considered an absence for missed classes.

D. Notification:

Parents/guardians shall be regularly informed of their child's academic progress throughout the school year. Progress reports and report cards shall be issued at designated intervals consistent with the district's grading schedule. Parents/guardians of students who are experiencing academic difficulty or are at risk of failing shall be notified in a timely manner and provided information regarding the student's progress and available interventions.

At the conclusion of the school year, parents/guardians shall receive notification of the student's final academic status, including promotion, retention, or the need for additional instructional support such as extended learning opportunities or credit recovery. Results of statewide assessments, including the Florida Assessment of Student Thinking (FAST), shall be provided to parents/guardians as soon as they are made available by the Florida Department of Education.

Ongoing communication between the school and parents/guardians shall be maintained to support student academic success.

E. Participation:

Students failing any class may be ineligible to participate in activities during and/or after the school day. These include, but are not limited to extra-curricular activities, field trips, assemblies, and dances. Students with excessive absences and/or disciplinary referrals may be denied participation in events.

F. Personalized Academic and Career Plan

A personalized academic and career plan will be developed for all middle school students. This plan will assist the student in meeting district, state, and federal educational expectations, including career planning and academic course requirements. The plan will include high school graduation requirements, high school assessments, college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida college admission requirements, and opportunities through which a high school student can earn college

credit.

G. Physical Education Requirement:

Students must have the equivalent of one class period per day of physical education for one semester of each year. This requirement will be waived if: a student is enrolled in a remedial course, such as reading and/or math; the parent requests that the student enroll in another course (such as electives offered by the school); or the student is participating in physical activities outside the school day which are equal to, or in excess of, the requirements of the mandate. Counseling pertaining to the benefits of physical education is also available.

H. Overaged Students -Age-Appropriate Placement

To ensure the safety, well-being, and developmentally appropriate learning environment for all students, the district maintains age-appropriate grade-level placement guidelines.

Effective July 1, 2025, students who turn 16 years of age during the academic year will be subject to administrative review with the parent/guardian to determine the best educational option for the student.

Any student enrolled in middle school who reaches the age of 17 or older at any time during the academic year will be administratively transferred to an alternative educational setting. This policy is designed to support the unique academic and social-emotional needs of older students in an environment better equipped to serve them.

BAKER COUNTY GRADES 9-12 STUDENT PROGRESSION PLAN

ACCELERATION OPTIONS

Students may participate in accelerated academic programs, including Advanced Placement (AP), Dual Enrollment, industry certification programs, and other acceleration opportunities, in accordance with Florida law and district policy. These options may provide opportunities to earn high school and/or postsecondary credit. The Baker County School District offers career and technical education programs, including programs in Agriculture, Applied Information Technology, Auto Maintenance & Light Repair, Building Construction, Business, Criminal Justice, Culinary, Health Science, Digital Media Technology, Electrical, and Teacher Cadet.

AP Courses available:

- i. AP Cybersecurity
- ii. AP Literature
- iii. AP Psychology

Academic Dual Enrollment – Part Time

To be eligible for participation in the Academic Dual Enrollment program, a student must:

1. Have a minimum of 3.0 unweighted High School GPA based on a 4.0 scale.
2. Have a minimum ACT/SAT/PERT test score as established by the College. To begin Academic Dual Enrollment, students must have eligible test scores for Reading, English, and Mathematics.
 1. Students may not take ENC 1101 or ENC 1102 prior to their junior year.
 2. If a student is registering for a Dual Enrollment Course and it is offered at BCHS the student must take the course offered at the BCHS campus.
 3. A senior student's schedule must combine at least 6 FTE courses. This can be a combination of High School courses and College Courses.
 4. A junior student's schedule must combine at least 6 courses per semester. This can be a combination of high school courses and college courses.

Academic Dual Enrollment – Full Time

To qualify for the program, a student must comply with these requirements:

1. Complete the following number of courses:

English 3 credits	Math 3 credits
Science 3 credits	Social Studies 3 credits
Physical Education 1 credit	Performing Arts 1 credit

2. Maintain a 3.0 or better cumulative grade point average.
3. Obtain the written approval of a legal guardian.
4. Obtain the written approval of the principal or a designee of the high school;
5. Must have been a full-time student during the previous school year.
6. Have a passing score on Grade 10 FAST and the Algebra I EOC or a concordant score on an approved assessment.
7. Complete six semesters in grades 9-11.
8. Have minimum ACT/SAT/PERT test score as required by the college.
9. The student must have successfully completed at least one previous academic dual enrollment course. In this instance, success is defined as earning a grade of B or higher.

Career and Technical Education (CTE) Dual Enrollment

To be eligible for participation in CTE Dual Enrollment, a student must:

1. Have a minimum 2.0 unweighted GPA based on a 4.0 scale.
2. Meet all specific entrance requirements as stated in the college catalog.

Guidelines for Dual Enrollment Participation:

1. Credit for dual enrollment CTE and academic courses will be determined by the articulation agreement with Florida Gateway College.
2. Any student earning a D or F in a course will:
 - Repeat the failed course and only the failed course the next term
 - OR
 - Need to sit out next term and be required to repeat the course the following eligible term along with any other program related course work
3. Any student withdrawing, therefore receiving a W in a course will:
 - Only take one course next term
 - OR
 - Need to sit out the next term and then return the following eligible term and resume with any program related course work
 - If a student withdraws from a dual enrollment course, the cost of the textbooks, access codes, etc. will be added to his/her debt list.
4. All grades, including 'W' for withdrawal, count as course attempts and become part of the student's high school and college transcripts; they may affect subsequent postsecondary admission. If the student receives a second 'D', 'F', or 'W' in any course, Dual Enrollment eligibility will end. If a student makes the two in one term, eligibility for Dual Enrollment will end. No late withdrawals will be accepted if they are not received in the Dual Enrollment office by the deadline stated in the Approved Dual Enrollment Academic Calendar, posted by the college.
 5. All grades are calculated in a student's GPA and will appear on the student's high school and college transcript.
 6. Must follow the Dual Enrollment Code of Academic Ethics and Code of Conduct.

Dual Enrollment Credit Hour Funding Limitation

The Baker County School District will provide tuition, instructional materials, and associated dual enrollment costs for eligible students enrolled in dual enrollment courses up to a maximum of sixty-four (64) attempted college credit hours.

Students who choose to enroll in dual enrollment courses after reaching sixty-four (64) attempted college credit hours may continue to participate in dual enrollment, subject to college and district eligibility requirements; however, the student and parent/guardian shall be responsible for all tuition, fees, instructional materials, and other associated costs for any credit hours attempted beyond the sixty-four (64) credit hour limit.

The Superintendent or designee may approve exceptions when required by state law or through an approved articulation agreement.

ALTERNATIVE PLACEMENT CREDIT

Students (in all areas) may earn credit(s) toward graduation when enrolled in the computer-assisted program of instruction while participating in the alternative placement program at Baker County Alternative School. To earn such credits, students shall demonstrate mastery of the course standards as established by the state. The individualized programs of instruction shall be supervised and coordinated by a teacher as assigned by the principal. Students who have successfully completed their placement at Baker County Alternative School and are returning to the traditional BCHS campus may be assigned to return at the start of the nearest grading period to allow for a smooth academic transition as determined by the principal or designee.

ANNUAL NOTIFICATION OF NONDISCRIMINATION IN CAREER AND TECHNICAL EDUCATION COURSES

The Baker County School District offers the following career and technical programs, including career academies wherein students may earn industry certification: Agriculture, Auto Maintenance & Light Repairs, Business, Criminal Justice, Culinary, Health Science, Interior Design, Digital Media, Electrical, Building Construction, and Pharmacy Technician.

The district prohibits discrimination in the terms and conditions of employment, and in access to educational programs and activities, and prohibits harassment of any individual or group on the basis of race, color, national origin, religion, sex, age, disability, marital status, sexual orientation or genetic information (and other protected classes included in the district's nondiscrimination policies).

Lack of English language skills will not be a barrier to admission and participation. The district may assess each student's ability to benefit from specific programs through placement tests and counseling, and, if necessary, will provide services or referrals to better prepare students for successful participation.

ASSISTANCE WITH CUMULATIVE GRADE POINT AVERAGE(CGPA) REQUIRED FOR GRADUATION

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

In the computation of the CGPA for graduation, when considering those students who are below the 2.0 CGPA requirement of Florida Statute 1003.43, only 24 credits will be utilized. These 24 credits must include all courses specifically required by the State and the District, and the number of elective courses necessary to total 24 credits. Lower grades in electives or non-required courses beyond the 24 credits may be excluded from the computation. However, the grades earned for all courses taken in Grades 9-12 and Grade 8 (if a high school course) will be used when computing overall CGPA's for class rankings.

ATTENDANCE

Students are expected to maintain regular attendance in all scheduled classes in order to successfully meet course requirements and demonstrate mastery of state academic standards.

Attendance shall be monitored in accordance with district policy and Florida law. Students who have excessive absences may be required to participate in interventions or additional instructional opportunities to demonstrate mastery of course standards.

A student who has been absent from school, whether the absence is excused or unexcused, will be given the opportunity to make up class work that has been missed; provided that such work is made up within the same number of days as the student was absent. The first day upon returning to school will not count as one of those days except for pre-announced projects and/or exams. However, **this is not to be done at the educational expense of other students.** The student who has been absent will arrange to make up work at times when it will not interfere with normal class activities. It is the student's responsibility to request make-up work from the teacher following a student absence.

ASSESSMENT AND REMEDIATION

Students enrolled in the English for Speakers of Other Languages (ESOL) program for less than two school years

who meet all graduation requirements except for passing the Grade 10 Florida Assessment of Student Thinking (FAST) may receive immersion English language instruction during the summer following their senior year. These students will earn a standard diploma upon successfully passing the Grade 10 FAST.

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

Students scoring Level 1 or Level 2 on FAST ELA may be placed in an intensive reading class for remediation.

CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO) ENGAGEMENT AND PARTICIPATION FOR ELECTIVE CREDIT

Per FLDOE rule 6A-1.09442, students in grades 6-12 are now able to earn one (1) high school elective credit upon successful participation and completion of 135 hours in one or more CTSO's. Students cannot earn more than one (1) credit. All hours must take place after school and must be documented by instructional personnel/chapter advisor responsible for management of the CTSO chapter. Documentation of attendance and participation must be included with submitted form(s).

Activities that are allowed for use:

- CTSO events
- CTSO projects
- CTSO competitions
- CTSO workshop
- Practice time or preparation time for CTSO activity

The CTSO activity participant must NOT be compensated financially in any way and cannot be used for Bright Future hours. Upon completion, student will be awarded credit using the following course number: 9799999 CTSO EXTACURRIC ACT

CLASS RANK FOR GRADUATION

Student's Cumulative Grade Point Average (CGPA) used for the purpose of determining class rank, valedictorian and salutatorian will be calculated at the end of the seventh semester, for all students in programs earning a standard high school diploma. This GPA will include weighted Advanced Placement and dual-enrollment courses.

COMMUNITY SERVICE/WORK HOURS

Community service is defined as voluntary service that addresses a need within the community and is not compensated. Students may also earn work hours through paid employment, in accordance with state guidelines.

Students may be eligible to apply community service hours and/or paid work hours toward scholarship opportunities, including the Florida Bright Futures Scholarship Program. Eligibility requirements are established by the Florida Department of Education and may change; students should consult current guidance resources for specific criteria.

Students may combine community service and work hours, as permitted by state guidelines. Participation in school programs such as work-based learning may also provide qualifying experience in accordance with district procedures.

Documentation of service and work hours shall be required and must be submitted in accordance with district guidelines. All hours must be completed in compliance with school board policies.

The district may recognize students for outstanding community service through local honors or distinctions.

Community Service Hours Needed:
Florida Academic Scholarship – 100 hours
Florida Medallion Scholarship – 75 hours
Gold Seal Vocational Scholarship – 30 hours
Gold Seal CAPE Scholarship – 30 hours

Paid Work Hours Needed:
Florida Academic Scholarship—100 hours
Florida Medallion Scholarship—100 hours
Gold Seal Vocational Scholarship—100 hours
Gold Seal CAPE Scholarship—100 hours

COURSE CREDIT

Florida Statutes, Section 1003.436(2), provides the definition of “credit” – In awarding credit for high school graduation, each district school board shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive **one-half credit** if the student successfully completes either the first half 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 grade obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a **full credit** if the student successfully completes either the first half 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 grade obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

A “credit” for high school graduation is defined as a minimum of 135 hours of instruction in a 50 - minute class in a designated course which contains student performance standards as adopted by the Baker County School District (1/2 credit is defined as 1/2 of these requirements).

Grade Requirements for Credit:

For a student to receive credit for a course taken at Baker County High School, he/she must demonstrate mastery of the “B.E.S.T. Standards and other state-adopted standards” and intended outcomes by earning a final score of 60 or better for that course as prescribed by the school district’s grading system. For those courses with an EOC, the final average will consist of semester grade (35% each) and an end of course (EOC) assessment (30%). All other courses will be assessed using semester exams and End of Year (EOY) assessment which are worth 20% of the semester grade during which they are given (see Grading System on Page 2), with each nine-weeks being worth 40% to earn a semester grade equivalent to one-half credit. Students enrolled in English 1 and/or English 2, who are taking the Grade 9 and 10 FAST ELA State Assessment will not take a semester exam for that course. The State Assessment scores will count as 20% of the final course grade in a similar manner as with the EOC assessments.

GRADING SYSTEM FOR EOCs

Level 1	59
Level 2	69
Level 3	85
Level 4	90
Level 5	100

The final course grade will consist of each semester average (40% each) and the ELA State Assessment (20%). This assessment process will include state mandated end of course assessments, teacher exams, unit tests, teacher observations and evaluations of student work, classroom assignments, and other requirements or evaluative criteria as established for that course. The students will also meet the requirements of the Baker County Attendance Policy. Florida State Standards for all courses taught at Baker County High School have been adopted by the School Board. Copies of these standards are available at <http://www.fldoe.org/bii/curriculum/sss/>.

Credit Withheld

A student's credit **will be withheld** if their attendance does not meet the 135-hour requirement. This rule means that for a student to earn credit, the student may have no more than nine unexcused absences per 18-week term. A student will be considered absent if he/she misses more than half of a class period (more than 25 minutes). This requirement is for each individual class period throughout the day. If a student is absent from a class immediately before or immediately after a period of OJT/WBL (On the job training/Work based learning), the student will be considered absent from the OJT/WBL periods.

No schedule changes will be made that prevent students from complying with statutory requirements for time in class, except when authorized by the principal or designee.

The statutory requirement also applies to students who enroll, without any transfer grades, too late in the semester to earn credit. These students may be placed in an additional course(s) to make up for the time that they were not enrolled in school. To allow credit to be earned for the semester.

The high school principal, at his/her discretion, may use for non-instructional extra-curricular activities, the difference between the 135-hour minimum requirement and the 150-hour full credit definition in a 50-minute class.

CREDIT FROM NON-ACCREDITED SCHOOLS

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

CREDIT RECOVERY PROGRAM

This program is designed to provide students with an opportunity to successfully complete the courses required for high school graduation. The participating student is eligible to recover credits that were not obtained during their original participation in the course. In a few cases, with special administrator permission, the program may accelerate the student through a particular course on their first attempt. In such cases, the principal or their designee may waive the 135-hour rule. Parent permission is required to enroll a student in the program.

Example criteria used to place a student on the Credit Recovery Program include:

- a. A lack of accumulated credits to permit graduation within 4 years of entering high school.
- b. A lack of success during the most recent or current academic year

Once enrolled in the program, a student may be removed for any of the following reasons:

1. Unsatisfactory Attendance:

Students will sign an Attendance Agreement at the beginning of the school year, verifying their understanding of the Credit Recovery Attendance Policy. The policy states that the student is allowed **no more than nine unexcused absences per semester**. **If their credit is withheld students may be removed from the Credit Recovery Program at the end of the semester.**

2. Academic Difficulty:

If a student receives a grade of less than a 70 in their credit recovery class at the end of a nine-week grading period, they will be placed on academic probation for the following grading period. If the students' grades do not improve to a 70 or higher during that time, they will be removed from the Credit Recovery Program.

3. Unsatisfactory Discipline:

Students who receive a referral resulting in five or more days of out-of-school suspension or they receive more than five referrals of any kind will be removed from Credit Recovery at the end of the subsequent semester.

Note: The principal or designee reserves the right to remove any student from the Credit Recovery-Program at any time if it is deemed that their participation has a negative impact on the program or other participating students. Conscious efforts must be made to assure that the educational integrity of this program is maintained. Students should never consider this program a shortcut to graduation.

COURSE DROP/ADD TIMELINE

Students may drop a course within the following timeline with no adverse effect to their GPA: Day 1 through Day 10 of each semester. Changes within the same content area to a lower level (e.g., English I Honors to English I) are at the discretion of the Principal or designee. School counselors/teachers must assist students with these changes. Students enrolled in college courses must adhere to the college add/drop schedule.

If a student requests a change after the drop/add period, the following conditions must be met:

- A. The Principal or designee must approve schedule changes.
- B. The receiving teacher must utilize the grades earned up to the point of transfer if a student is transferring to the same or equivalent course.

COURSE OFFERINGS/EXPECTATIONS

All course offerings are in accordance with the Florida Course Code Directory. Beginning with the Class of 2027, all students will be required to take coursework in financial literacy as determined by the state prior to graduation. All students are expected to complete a CTE program (3 courses within the same CTE program) and will be given the opportunity to take an Industry Certification. Successful completion of Dual Enrollment/Advanced Placement coursework may substitute for the CTE program completion expectation.

ELECTIVE CREDIT FOR MILITARY TRAINING

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

ENROLLMENT CRITERIA

If a student is eighteen (18) years of age or older and seeking enrollment at Baker County High School, his/her enrollment will be at the discretion of the principal or designee.

ENROLLMENT TERMINATION

Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent to terminate enrollment is filed with the district school board. The student is informed that terminating school enrollment is likely to reduce the student's earning potential and is signed by the student and the student's parent or guardian. The student's guidance counselor or other school personnel will conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student will be informed of opportunities to continue his or her education in a different program.

FLORIDA BRIGHT FUTURES SCHOLARSHIP INFORMATION

Students may be eligible for state-funded scholarship programs, including the Florida Bright Futures Scholarship Program, based on academic achievement and other criteria. Information regarding eligibility requirements and application procedures is available through the Florida Department of Education and the school guidance office.

GPA CALCULATIONS

Grades earned in Advanced Placement and Dual Enrollment courses will add 1 quality point resulting in a weighted GPA. For class rank, letter grades will be converted to quality points as defined below:

Standard Course		Advanced Course*	
A	4	A	5
B	3	B	4

C	2	C	3
D	1	D	2
F	0	F	0

* Advanced Placement, and Dual Enrollment
Semester classes are calculated at half the point value.

GRADE FORGIVENESS POLICY

In the computation of the CGPA for graduation, when considering those students who are below the 2.0 CGPA the District Grade Forgiveness Policy will be applied as follows:

FL Statute 1003.4282(5) DISTRICT GRADE FORGIVENESS POLICY—Each district school board shall adopt policies designed to assist students in meeting graduation requirements including grade forgiveness policies. Forgiveness policies for required courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in 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”. In such case, the district forgiveness policy must allow the replacement of the grade with a grade of “C” or higher earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

All courses taken will be a part of the student’s permanent record.

Students who originally took the Algebra 1 EOC in 8th grade can request that their Algebra 1 final grade be recalculated if their subsequent EOC retake score would improve their Algebra 1 final grade. This recalculation requires a formal request to be made by the parent or student by the end of their 11th grade school year.

GRADE PLACEMENT AND PROMOTION

Beginning with the 2023-2024 9th grade cohort and thereafter, students will be promoted to the subsequent grade based on their cohort group, until the end of grade 11. To be promoted to grade 12, a student must have earned at least seventeen credits. Three (3) of those credits must be in English, three (3) credits must be in math, and two (2) credits must be in science.

Consistent with school board rules and in accordance with state statute (1012.28(5) F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

12th grade students who are not on track to meet all graduation requirements, including earning all required credits and meeting a minimum standard of 2.0 GPA, will not be allowed to participate in Senior activities until those requirements are met, which include participation in Grad Bash, senior breakfasts, and senior privileges.

GRADUATION REQUIREMENTS AS DETERMINED BY THE STATE OF FLORIDA

The document below was created by the Florida Department of Education and outlines all high school graduation requirements and opportunities. To access this document online, please use the following link:

<https://www.fldoe.org/core/fileparse.php/7764/urlt/standarddiplomarequirements.pdf>

If you have any questions or need additional information, please contact the high school guidance office at 904-259-6280.

HONORS COURSE PLACEMENT

Students’ state assessment scores will be used to assign core academic classes. Students must earn a passing score on the Algebra 1 EOC during the 8th grade to be eligible for placement in honors level math at the high school for the following school year. Students must score a level 4 or 5 on the 8th grade state assessment in ELA, Science, or Civics

to be placed in corresponding honors courses at the high school in the 9th grade. To be eligible to enroll in Spanish 1 in their 9th grade year, students must have earned a passing score on the Algebra 1 EOC and a level 4 or 5 on the 8th grade ELA state assessment. Students must continue to maintain a score level of 3, 4, or 5 on math and ELA state assessments to remain in honors courses beyond the 9th grade.

HONORS DESIGNATION

Students who receive a standard diploma may be considered for the following designation: Highest Honor Graduate, High Honor Graduate, or Honor Graduate. Students must also have a minimum of eight (8) credits that are considered upper-level coursework (honors, dual enrollment, or AP) and six (6) of those credits must come from core subject classes to be considered for the honors designation.

The following scale will be used at the end of the first semester of the Senior year to designate honor graduates:

Highest Honor Graduate: 3.76 and up

High Honor Graduate: 3.50 – 3.759

Honor Graduate: 3.0 – 3.50

Beginning with students who enter 9th grade in the 2026-2027 school year, the honor designations will be as follows:

Highest Honor Graduate: 4.0 and up

High Honor Graduate: 3.75 – 3.999

Honor Graduate: 3.5 – 3.749

VALEDICTORIAN/ SALUTATORIAN DESIGNATION

Valedictorian and Salutarian designation is only applicable for students who have been enrolled at BCHS for at least three (3) semesters and meet the qualifications of an Honor Graduate.

INTERSCHOLASTIC EXTRACURRICULAR ACTIVITIES

A cumulative GPA of 2.0 or above is required for participation in interscholastic extracurricular activities. Students in the 9th through 12th grade must maintain a GPA of 2.0 or above. If the student's GPA falls below the cumulative 2.0, the student will not be allowed to participate in any extracurricular or sports activities until the next semester when his or her GPA meets or exceeds the 2.0 minimum standard. Students and parents should note that Florida Senate Bill 228 (2011) requires suspension of students from extracurricular activities for multiple dress code offenses.

Home education students may participate in courses with related competitive extracurricular activities at Baker County High School (i.e. Agriculture, JROTC, Band, PE).

Participation in student government, homecoming court, and other school-wide representative roles or honors shall be limited to students who are enrolled as full-time students in the Baker County School District. Full-time enrollment is defined as being registered in a full academic course load as prescribed by the district for the student's grade level. Part-time, virtual only, or off-campus students who do not meet full-time enrollment status within the district are not eligible to serve in or be nominated for such roles. Dual enrolled students may participate if they meet the full-time enrollment requirements.

Students are allowed to satisfy the one required physical education credit by taking the personal fitness course (1501300) **and** any other 0.5 credit physical education course **or** by participating in two full seasons of JV or varsity sports, JROTC, or Marching Band. However, they cannot be awarded credit on their transcripts. All students who choose to satisfy their physical education requirements by waiver must complete additional credits in elective courses to meet the 24 credits required by the state for graduation.

REQUIREMENTS FOR PARTICIPATION IN GRADUATION CEREMONIES

Students who meet the requirements for a diploma may participate in graduation exercises (i.e., Baccalaureate and Commencement ceremonies) as set forth in the Baker County School District's Student Progression Plan if they have met the following criteria:

1. Earn the 24 or 18 credits required by the state based upon the original diploma designation.
2. Pass the 10th grade ELA assessment and Algebra 1 EOC as required by the state of Florida. Students may use concordant scores from the ACT/SAT/CLT.

Home education and full-time virtual school students (except for Baker County Virtual School students) are not permitted to participate in graduation ceremonies. A student with a disability who elected to defer receipt of the diploma to continue to receive transition and/or educational services, may participate in graduation ceremonies.

Participation in commencement exercises and other senior activities is a privilege and not a right. The Superintendent or designee may deny participation in commencement exercises and related senior activities to any student whose conduct is determined to be inconsistent with the safety, security, or orderly operation of the event.

Students who are subject to active felony charges that result in detention, alternative placement, exclusion from school activities, or other circumstances that prevent safe participation in commencement exercises may be deemed ineligible to participate in graduation ceremonies and related senior activities. Such determinations shall be made on a case-by-case basis by the Superintendent or designee in accordance with School Board policy and applicable law.

A student's eligibility to receive a diploma shall not be affected by a decision regarding participation in commencement exercises, provided all graduation requirements have been met.

EXCEPTIONAL STUDENT EDUCATION (ESE)

Students who need the specialized instruction services offered by the Exceptional Student Education Program will follow the approved procedures as outlined in the district's Exceptional Student Education Policies and Procedures Manual (SP&P).

- <https://beessgsw.org/#!/Spp/Institution/c9636804-1893-4300-b48a-db5ec097cb6e/Document/a2623ae8-024d-4b77-a4de-5aaf5575dc83/Public>

For more detailed information regarding student progression see the section in this document entitled Exceptional Student Education. (Hyperlink)

ESE Eligibility and Programs

Programs for Students with Disabilities

In accordance with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 et seq.; Section 1003.57, Florida Statutes; and State Board of Education Rules 6A-6.03011 through 6A-6.03031, Florida Administrative Code (F.A.C.), the Baker County School District is committed to identifying, locating, evaluating, and providing a Free Appropriate Public Education (FAPE) to eligible children with disabilities beginning at age three and continuing through the school year in which the child turns five.

The Baker County School District offers services for students with a range of exceptionalities. Eligibility for these programs is determined by State Board Rule and documented in the Exceptional Student Education Policies and Procedures (SP&P). Most referrals require documentation of the Multi-Tiered System of Supports (MTSS) and assessments. Related services, such as Occupational and Physical Therapy, are available but do not stand alone as separate programs.

- Autism Spectrum Disorder (ASD) – Rule 6A-6.03023, F.A.C.
- Deaf or Hard of Hearing (DHH) – Rule 6A-6.03013, F.A.C.
- Developmentally Delayed (DD), Ages 3–9 – Rule 6A-6.03027, F.A.C.
- Dual Sensory Impairment (DSI) – Rule 6A-6.03022, F.A.C.
- Emotional/Behavioral Disability (E/BD) – Rule 6A-6.03016, F.A.C.
- Gifted (G)** – 6A-6.03019, F.A.C.
- Intellectual Disability (IND) – Rule 6A-6.03011, F.A.C.
- Language Impairment (LI) – Rule 6A-6.030121, F.A.C.
- Orthopedic Impairment (OI) – Rule 6A-6.030151, F.A.C.
- Other Health Impairment (OHI) – Rule 6A-6.030152, F.A.C.
- Specific Learning Disability (SLD) – Rule 6A-6.03018, F.A.C.
- Speech Impairment (SI) – Rule 6A-6.03012, F.A.C.
- Traumatic Brain Injury (TBI) – Rule 6A-6.030153, F.A.C.
- Visual Impairment (VI) – Rule 6A-6.03014, F.A.C.
- Homebound or Hospitalized (HH) – Rule 6A-6.03020, F.A.C., when applicable.

*Students may be identified as developmentally delayed from age birth through 9 years or through the student's completion of grade 2, whichever occurs first.

**Upon entry into first grade, students who have been determined eligible for gifted services shall receive services as identified in their Educational Plan (EP) and in accordance with district gifted education procedures.

Children determined eligible for ESE services will receive specially designed instruction and related services in the Least Restrictive Environment (LRE), as determined by the Individual Educational Plan (IEP) team. Services will be provided in accordance with IDEA, Florida Statutes, State Board of Education Rules, and district procedures to ensure meaningful educational benefit and access to age-appropriate learning opportunities.

The district shall fulfill its Child Find responsibilities under IDEA and Section 1003.57, Florida Statutes, by actively identifying, locating, and evaluating children suspected of having disabilities who may be in need of special education and related services.

Baker County Schools' ESE Pre-Kindergarten Program for Children with Disabilities serves children ages 3 to 5 who have a sensory, physical, mental, or emotional condition that significantly affects normal developmental milestones. Eligibility is based on meeting state-defined criteria for one or more disabilities, excluding gifted services.

Related services, such as Occupational Therapy or Physical Therapy, are provided if the child qualifies for another ESE program. Placement in a Pre-K program is determined by the student's IEP, and services may be delivered in a clinic or full-time school setting.

Three- and four-year-olds with IEPs requiring more intensive support than support facilitation are placed at Baker Learning Center in a blended classroom, taught by a certified ESE teacher and a paraprofessional, alongside typically developing VPK students. These students participate in the VPK classroom but do not access their Certificate of Eligibility because they receive ESE services. Four-year-olds who are able to learn with support facilitation are placed in inclusive classes at their home-zoned schools, where they receive assistance from a support facilitation teacher and therapists as needed.

English Language Learners: All students who qualify for an ESE program must have equal access to appropriate programs based on their needs. Students will not be restricted from programs because of limited English proficiency. Eligibility for ESE programs and services is determined through a comprehensive evaluation process conducted by a multidisciplinary team and documented in accordance with the Florida Department of Education Exceptional Student Education Policies and Procedures (SP&P). When applicable, documentation of interventions and supports provided through the Multi-Tiered System of Supports (MTSS) framework, along with evaluation data and assessments, are considered in determining eligibility for ESE services.

Occupational Therapy (OT) and Physical Therapy (PT) are considered related services as defined by IDEA and Rule 6A-6.03411, F.A.C., and are not offered as stand-alone ESE programs. These related services may be provided if the IEP team determines they are necessary to help a child with a disability benefit from special education services.

Extended School Year (ESY)

ESY services must be considered each year for every student with a disability. According to the IDEA, "Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child" (34 C.F.R. § 300.106(a)(2)). Florida Administrative Code also requires school districts to provide ESY services when the IEP team deems them necessary for a student to receive a FAPE. Rule 6A-6.03028(3)(g), F.A.C., specifies that the need for ESY services must be determined individually for each student by the IEP team.

The IEP team must review relevant data to determine whether ESY services are necessary to ensure that the student receives FAPE. In making this decision, the team should consider the student's unique educational needs and may examine factors such as regression and recoupment, emerging skills, critical points of instruction, the nature and severity of the disability, the student's rate of progress, behavioral and communication needs, and other pertinent educational data. ESY services cannot be restricted by disability category, service availability, administrative convenience, or the presence of alternative programs.

Gifted

Students transferring from another Florida school district with an active gifted eligibility determination and EP will receive comparable services upon enrollment, pending a review of their records. For students transferring from another state, the district will initially provide services similar to those outlined in the student's current EP or placement, based on available records, assessments, and documentation from the sending school or district.

The district will review the student's records to determine if the student meets Florida's eligibility criteria for gifted services as outlined in Rule 6A-6.03019, F.A.C. If additional information is needed to establish eligibility, the district may conduct a reevaluation or request further assessments and documentation. Comparable services will continue during this review process to ensure uninterrupted educational programming.

Grading

Grading for ESE students should follow the same guidelines as all students.

High School Graduation Options for Students with Disabilities

Students with disabilities can earn a standard high school diploma through any graduation option available to all students, as outlined in Sections 1003.4282(1-9) and 1002.3105(5), Florida Statutes. Most students with disabilities will follow one of these pathways to obtain their diploma.

Additionally, students with disabilities may qualify for specific standard diploma options under Section 1003.4282(10), Florida Statutes, and Rule 6A-1.09963, Florida Administrative Code. These options offer a pathway for students following Florida's State Academic Standards Access Points and participating in the

Florida Alternate Assessment, as well as a pathway based on achieving academic and employment competencies determined by the IEP Team.

The IEP Team, which includes the parent and the student, will determine the most appropriate graduation option based on the student's unique needs, strengths, preferences, interests, and post-secondary goals. This choice must be documented in the student's IEP and reviewed annually as part of the transition planning process required by Section 1003.5716, Florida Statutes.

Students placed in Access Points courses must have informed, written parental consent before enrollment, as required by Rule 6A-6.0331, Florida Administrative Code. Being in access courses does not prevent a student from earning a standard high school diploma if all graduation requirements are met.

The IEP Team can revisit and revise the graduation option at any time. Students may shift between graduation pathways based on their progress, transition needs, and post-secondary goals. Once a student with a disability meets the requirements of any authorized diploma option under Sections 1003.4282 and 1002.3105(5), Florida Statutes, they will be awarded a standard high school diploma.

The requirements for Scholar and Merit Designations, established in Section 1003.4285, Florida Statutes, must be discussed with parents of students with disabilities—or with the student if educational rights have transferred at the age of majority. If the parent or adult student chooses to pursue one of these designations, the decision should be documented in the IEP, and the IEP should outline a course of study and graduation option that enables the student to meet the requirements. To earn a Scholar or Merit Designation, students with disabilities must satisfy the same statutory requirements as all students.

Students with disabilities who earn a standard high school diploma may defer receiving the diploma and continue to receive services, as provided in Section 1003.4282(10) and Section 1003.5716, Florida Statutes, if the IEP Team and the parent or adult student agree this is appropriate.

Access Courses and Alternate Assessment for Students with Significant Cognitive Disabilities

All students entering grade 9 are initially enrolled in the general education curriculum and core academic courses. However, if the IEP team determines that a student has a significant cognitive disability, and that instruction through the Florida Standards Access Points is the most appropriate way for the student to access the state standards curriculum, the student may be enrolled in access courses. Students in access courses receive instruction aligned to the Access Points and participate in the Florida Standards Alternate Assessment (FSAA), as determined by the IEP team. These procedures are established in compliance with HB 1105.

Access courses are approved by the State Board of Education and are listed in the Florida Course Code Directory and Instructional Personnel Assignments. The IEP team determines eligibility for access courses and alternate assessment participation through a comprehensive review of multiple sources of data, such as cognitive assessments, achievement data, statewide and district assessment results, adaptive behavior assessments, language evaluations, medical and mental health information, educational history, classroom observations, and the student's response to instruction and intervention.

A student is determined to have a significant cognitive disability based on evidence that the disability substantially impacts intellectual functioning and adaptive behavior and significantly limits the student's ability to participate in the general education curriculum across academic, communication, independent living, social, community, leisure, and vocational settings.

As required by Rule 6A-6.0331, Florida Administrative Code, written parental consent must be obtained and renewed annually before a student can receive instruction through the Florida Standards Access Points curriculum.

Students with disabilities pursuing a standard diploma under the graduation option outlined in section 1003.4282(10)(b)1., Florida Statutes, and whose IEP team has determined that participation in the Florida Standards Alternate Assessment is the most appropriate measure of achievement, may substitute eligible secondary Career and Technical Education (CTE) courses for the following graduation requirements:

- English IV;
- One mathematics credit, excluding Algebra I and Geometry;
- One science credit, excluding Biology I; and
- One social studies credit, excluding United States History

The substituted CTE course must include content related to the academic course requirement it replaces. When determining appropriate substitutions, district staff should use the Florida Course Code Directory, CPALMS, and relevant state guidance. Exceptional Student Education Career and Technical Education (ESE-CTE) courses may also be used, provided the course content aligns with the required academic standards.

Students earning credits through employment-based instruction may enroll in approved employment-related courses, including Career Placement and other employment-based courses identified in the current Florida Course Code Directory.

Students with disabilities participating in virtual, blended, or online learning environments must have access to appropriate instructional supports, accommodations, assistive technology, and services as documented in their IEP. To support their success, students may participate in online instructional activities such as video conferencing, virtual tutoring, digital instructional materials, electronic assignment submission, collaborative learning platforms, online feedback systems, and other technology-based tools tailored to their individual educational needs.

Parental Approval Requirements for Students with Disabilities

Certain decisions regarding a student's IEP require parental approval, or approval by the adult student when educational rights have transferred at age 18. According to Section 1003.5716(3), Florida Statutes, any change to a student's measurable long-term post-secondary education and career goals must be approved by the parent or adult student. Additionally, such changes are subject to verification by an independent reviewer chosen by the parent, in accordance with Section 1003.572, Florida Statutes.

For students entering grade 9 in the 2014-2015 school year and beyond, Section 1003.4282(10), Florida Statutes, requires parental approval for any change in the high school graduation option specified in the IEP, as well as for any waiver of statewide standardized assessment results. These decisions are also subject to independent review under Section 1003.572, Florida Statutes.

In accordance with Rule 6A-6.0331, Florida Administrative Code, students receiving instruction through the Alternate Academic Achievement Standards (Access Points) and participating in the statewide alternate assessment must have written parental consent on file, using the Florida Department of Education's approved consent form.

If a parent does not attend an IEP meeting where a decision requiring parental approval is made, the district must provide the parent or adult student with the revised IEP, information about the applicable approval requirements, and district contact information for responding to the proposed action. If parental approval is not granted, the IEP team should reconvene as needed to address the concerns raised and work toward consensus. Parents retain all procedural safeguards provided under the IDEA, including mediation and due process rights.

Employment and Transition Services for Students with Disabilities

In accordance with the IDEA, 20 U.S.C. §1400 et seq., and 34 C.F.R. §§300.43 and 300.320(b), transition services are intended to ensure a smooth shift from school to post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation. Transition planning must begin by age 16—or earlier if the IEP Team deems appropriate—and includes measurable post-secondary goals and related services within the Student's IEP.

Under Section 1003.4282(10), Florida Statutes, students with disabilities may earn a standard high school diploma by following a graduation pathway that integrates paid employment as part of transition planning. School districts, students, families, and community partners, including the Florida Division of Vocational Rehabilitation and other relevant adult service agencies should work together to secure employment opportunities that support each student's post-secondary and career aspirations.

Per Section 1003.4282(10)(b)2.c., Florida Statutes, students in the employment-based graduation pathway must be employed at or above minimum wage, in compliance with the federal Fair Labor Standards Act (FLSA), for the duration and hours outlined in their employment transition plan and for at least one semester. Employment documentation and progress toward transition goals should be regularly reviewed through the IEP process.

Districts may assist students in building workplace skills and securing employment by offering relevant courses from the Florida Course Code Directory, such as Career Preparation (7980110), Career Experiences (7980120), Career Placement (7980130), Supported Competitive Employment (7980150), and other approved career or technical education classes. These courses can count as elective credits or replace other career and technical education requirements as appropriate and may be repeated to reinforce employment skills and support transition objectives.

Transition services, as outlined in Rule 6A-6.03411 and Rule 6A-6.03028, Florida Administrative Code, must be informed by age-appropriate assessments and coordinated activities designed to improve students' academic and functional outcomes, supporting their transition from school to post-school life. The IEP Team should consider the students' strengths, preferences, interests, and post-secondary goals when planning transition and employment experiences.

When appropriate, and with consent from parents (or from the student if rights have transferred at age 18), agencies responsible for providing or funding transition services may be invited to participate in IEP meetings, as required by IDEA and Rule 6A-6.03028, Florida Administrative Code.

If paid employment is not obtained, or if it is lost before the student fulfills the employment requirements for graduation and no suitable alternative can be arranged, the IEP Team must review all other standard diploma options under Section 1003.4282, Florida Statutes. The team should determine if the student has met—or could meet with further coursework and supports—the criteria for an alternative graduation pathway.

Deferral of Receipt of a Standard High School Diploma

Under Section 1003.4282(10)(c) of the Florida Statutes and Rule 6A-1.09963(6) of the Florida Administrative Code, students with disabilities who meet the criteria for a standard high school diploma have the option to defer receipt of their diploma. This allows them to continue accessing FAPE through age 21, provided they remain eligible for ESE services and their IEP specifies a continued need for special education, transition planning, transition services, or related supports.

To be eligible for diploma deferral, students must enroll in at least one of the following programs or activities:

- Accelerated college credit instruction, including dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), early

- admission, or credit-by-examination programs;
- Industry certification courses that lead to college credit;
- A collegiate high school program;
- Courses that fulfill the Scholar diploma designation; or
- A structured work-study, internship, supported employment, or pre-apprenticeship program supporting the student's post-secondary education, employment, and independent living goals.

Transition services are provided in compliance with the IDEA and 34 C.F.R. §300.43. These coordinated activities are tailored to the student's strengths, preferences, interests, and needs, aiming to boost academic and functional achievement and to support the transition from school to post-school opportunities, including further education, vocational training, employment, adult services, independent living, and community participation.

The IEP team discusses the diploma deferral option as part of transition planning. The district is responsible for:

- Review the benefits and implications of diploma deferral with the student and parent;
- Provide written information about available education, transition, employment, and community programs;
- Document the deferral decision within the IEP;
- Obtain written consent using a district-approved diploma deferral form that is separate from the IEP; and
- Ensure accurate reporting and documentation of the student's deferral status.

The parent—or the student, if 18 or older with transferred educational rights—must elect to defer the standard diploma no later than May 15 of the anticipated graduation year. If this decision is not made by the deadline, the standard diploma will be issued, and the district's FAPE obligation will end.

A student who defers the standard diploma remains eligible for services until the end of the school year in which they turn 22, voluntarily accept the diploma, or become ineligible under law. Accepting the standard diploma changes the student's educational status and ends their entitlement to FAPE under IDEA.

Students who defer a standard high school diploma may take part in senior and graduation activities, but they are permitted to participate in a graduation ceremony only once.

Homebound or Hospitalized Services

Homebound or Hospitalized (H/H) services support students who have a medically diagnosed physical or psychiatric condition—whether acute, catastrophic, chronic, or a recurring illness due to a persistent medical issue—that confines them to the home or hospital and restricts their activities for an extended period. Eligibility and services are determined in accordance with Rule 6A-6.03020 of the Florida Administrative Code, Section 1003.57 of the Florida Statutes, and the IDEA.

To be eligible for H/H services, a student must provide a current medical report from a licensed physician—or a licensed psychiatrist when appropriate—documenting the following:

- The disabling condition or diagnosis and any educational implications;
- A statement that the student is unable to attend school;
- The plan of treatment;
- Recommendations regarding school re-entry and other school-related activities; and
- The estimated duration of the condition or prognosis.

The physician must certify that the student is expected to be absent from school for at least fifteen (15) consecutive school days—or, for chronic conditions, at least fifteen (15) school days that do not need to be consecutive. The student must be confined to the home or hospital, able to participate in and benefit from instruction, undergoing medical care, and able to receive instructional services without endangering the health or safety of the instructor or others.

For students with disabilities, the IEP team will review medical documentation and determine eligibility for H/H services. An IEP must be developed or revised after eligibility is determined and before placement in the Homebound or Hospitalized program. For students served under Section 504, the Section 504 team will determine appropriate accommodations and services.

Pursuant to Section 1003.455, Florida Statutes, parents of students in kindergarten through grade 8 who are eligible for H/H services shall be provided with written information regarding physical education requirements and available waiver options. Any parent request to waive the physical education requirement shall be documented in the student's IEP or Section 504 Plan, as applicable.

Homework

Homework assignments may be modified or adapted as specified in the student's IEP. Beyond traditional homework, additional assignments may be provided to support the goals and objectives outlined in the IEP.

Promotion

Promotion for exceptional students will follow the same procedures as those for general education students, including those enrolled in access points courses and alternate assessments. Additional details are provided in the corresponding grade level section of this Student Progression Plan.

Report of Progress

Parents or legal guardians of students with disabilities will receive a statement outlining progress toward IEP annual goals, including whether progress is sufficient to achieve those goals by the IEP's annual review date. Notifications will be provided as frequently as report cards are issued (34 CFR 300.320).

Report Cards

All schools will utilize a district-approved report card for ESE students. Report cards will be distributed to all students at regular intervals established by the superintendent.

Retention

Students with IEPs who are pursuing a standard diploma are subject to the same retention guidelines as students in general education. Refer to the relevant sections of this document for general education promotion requirements and retention considerations. Students with IEPs may be exempted from mandatory third-grade retention for good cause, as outlined in state statute. In exceptional cases, the IEP team may convene to consider retention for students following access points for significant cognitive disabilities. Retention decisions will be made individually by the IEP team, including the school principal or designee and the Director of ESE or designee. Special attention should be given to educating students with disabilities alongside their age-appropriate peers throughout their school experience. Placement in a self-contained classroom should not be used as a means to avoid retention.

Summary of Performance (SOP)

When a student with an IEP graduates from high school with a standard diploma, or on the student's 22nd birthday, the school is required to provide a summary of academic achievement and functional performance. The SOP will include recommendations and means to meet post-secondary goals.

The SOP must be completed during the student's final year of high school. It is most effective when developed as part of the transition IEP process, allowing the student to actively participate. The SOP should include the most current information on the student's performance, as well as their abilities and aspirations.

Student Participation in Standardized Testing

Students with exceptionalities are expected to participate in the state testing program. State Board of Education Rule 6A-1.0943 provides for accommodations that allow students with disabilities to demonstrate their abilities, rather than reflect the impact of sensory, manual, speaking, or psychological impairments. Alternatively, students may participate in an alternate assessment if they meet the criteria outlined in the rule. The Florida Standards Alternate Assessment (FSAA) should be used to provide a meaningful evaluation of a student's academic achievement if all the following criteria are met:

1. The student has a significant cognitive disability.
2. The student is unable to master grade-level state content standards, even with appropriate instructional accommodations, assistive technology (AT), or accessible instructional materials.
3. The student participates in a modified curriculum based on Sunshine State Standards access points for all academic areas, and
4. The student requires extensive direct instruction in academics based on access points to acquire, generalize, and transfer skills across settings.

Students who take a Florida Standards Alternate Assessment (FSAA) for an End-of-Course (EOC) exam must include their assessment score in the final course grade. The formula for calculating the final course grade is as follows:

For courses with a state EOC: $(\text{Semester 1 Percentage Grade} \times 0.35) + (\text{Semester 2 Percentage Grade} \times 0.35) + (\text{State EOC Grade} \times 0.30)$.

Students may retake the statewide EOC to improve their course grade, as permitted under the grade forgiveness law.

Waiver of Statewide, Standardized Assessment Results for Students with Disabilities

The statutory authority for a waiver of statewide, standardized assessment results is included in S. 1008.22(3)(c)1 requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. Assessment results may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade or a standard high school diploma. Specific requirements regarding the waiver process are found in S. 1008.22(3)(c)2.

To be considered for a statewide, standardized assessment results waiver, the following criteria must be met:

1. The student must be identified as a student with a disability, as defined in S. 1007.02,
 - a. The term "student with a disability" means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.
2. The student must have an IEP.
3. The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.
4. In accordance with S. 1008.22(3)(c)2., the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities.

A student with a disability, as defined in S. 1007.02, for whom the IEP team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived

for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript. The statement of waiver shall be limited to a statement that performance on an assessment was waived for the purpose of receiving a course grade or a standard high school diploma, as applicable. If a student is granted an EOC waiver for a statewide, standardized assessment, the EOC exam will not be calculated as 30% of the student's grade.

A student with a disability, as defined in S. 1007.02, for whom the IEP team determines that the End of Course Exam (EOC), standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have EOC assessment results waived for the purpose of receiving a course grade. If a student is granted a waiver for an EOC, the exam score will not be calculated as district designated percentage of the student's grade.

Districts cannot make a policy decision to unilaterally grant the waiver of any statewide, standardized assessment results to all students with disabilities. The IEP team must consider each student individually for each assessment for which the student may be eligible to waive the statewide, standardized assessment results. The parent/legal guardian, or student whose rights have transferred, must provide written consent via signature for the waiving of each statewide, standardized assessment result.

The IEP team may meet at any time to:

- Verify that the criteria have been met
- Document the team's determination and information analyzed in making the decision

It is recommended that the IEP team meet soon after the assessment results are available to ensure that needed documentation is readily accessible.

To determine that the results of a statewide, standardized assessment, or EOC are not an accurate measure of the student's abilities the team may review evidence that includes, but is not limited to:

- Classroom work samples reflecting satisfactory performance as defined by a grade of 70% of each required standard
- Course grades
- Teacher observations
- Relevant classroom data derived from formative assessments
- Intensive remediation activities on the required course standards
- Higher level, related coursework (honors, advanced placement, etc.)
- Related post-secondary coursework through dual enrollment
- Other standardized academic assessments, such as the SAT, the ACT or Post-secondary Education Readiness Test (P.E.R.T.).
- Portfolio featuring all of the above

There is no requirement in statute that a student must take the statewide, standardized assessment more than once after a waiver is granted. Students, however, may be encouraged to participate each time the test is offered. There is no requirement in statute that a student must retake the course.

Students with disabilities who choose to pursue ACCEL may be eligible for a waiver of statewide, standardized assessment results under S. 1008.22(3)(c)2., if they meet all requirements above and S. 1002.3105, Academically Challenging Curriculum to Enhance Learning (ACCEL) options.

If after the assessment administration a student is determined to be a student with a disability, the student may be considered for a waiver if the student meets the criteria.

In accordance with S. 1008.22(3)(c)3.a, students who have received instructional accommodations in the classroom that are non-allowable on a statewide, standardized assessment and who meet all the

criteria listed may be considered for a waiver of the statewide, standardized assessment results. For example, a student who has been provided literature via audiotape in order to complete assignments and assessments to demonstrate comprehension skills in an English course (a non-allowable accommodations on the 10th grade statewide English language arts [ELA] assessment) may still be considered for a waiver of the statewide, standardized assessment results if the team verifies that all the criteria have been met.

In order for a student to earn a scholar diploma designation, a student must meet the requirements of S. 1003.4285. Statutory requirements and other resources relating to standard diploma designations may also be found at: <http://www.fldoe.org/academics/graduation-requirements>. Waiver of statewide, standardized assessment(s) cannot be considered for scholar diploma designation.

A student who has solely been determined eligible as a student with a disability through the hospital/homebound program is not eligible for a waiver of statewide, standardized assessment results.

If students have been dismissed from ESE services, they no longer meet the requirements to be considered for a waiver of statewide, standardized results.

If a student with an IEP receives a waiver of results for a statewide, standardized assessment, but is dismissed from ESE services before graduation, the waiver would remain in effect since the results were previously waived for that particular statewide, standardized assessment while the student was eligible. It would not be necessary for the student to take the same statewide, standardized assessment again.

Under S. 1003.433, a student who transfers to Florida from out of state or out of country, including a student in 12th grade, must meet the assessment requirements under S. 1008.22, earn a 2.0 grade point average and meet all requirements of the school, district, state or country from which he or she is transferring in order to earn a standard diploma. If the student participates in a Florida statewide, standardized assessment and meets the criteria described, the student may be considered for a waiver of statewide, standardized assessment results.

Consideration for a waiver of statewide, standardized or district assessment results is for middle and high school students to earn a course grade or a standard high school diploma. Students in 3rd grade are not eligible to be considered for a waiver of statewide, standardized assessment results to avoid retention.

S. 1008.25(5) states that 3rd graders who score at Level 1 in reading on the statewide, standardized assessment must be retained (not promoted to 4th grade). A student may not be retained more than once in 3rd grade. Students who demonstrate the required reading level through a state-approved alternative standardized reading test or through a student portfolio can be granted a “good cause exemption” and be promoted to 4th grade.

Waiver of Statewide Assessment Results and Graduation Portfolio Requirements

Under Section 1008.22(3)(c)2., Florida Statutes, students with disabilities may be eligible for a waiver of statewide, standardized assessment results to earn a course grade or meet requirements for a standard high school diploma. The student’s IEP team is responsible for making the waiver decision, which must be supported by documentation showing that the statewide assessment results do not accurately reflect the student’s abilities or achievement of the relevant course standards.

In accordance with Section 1003.4282(10), Florida Statutes, any waiver of statewide, standardized assessment results must be approved by the parent, or by the student if rights have transferred at age 18. The waiver is also subject to verification for appropriateness by an independent reviewer selected according to Section 1003.572, Florida Statutes.

The IEP Team may consider waivers for multiple statewide, standardized assessments during a single meeting. However, each waiver must be reviewed individually, supported by specific documentation, and recorded separately in the student's IEP. The team should consider current and historical data, classroom performance, progress toward standards, accommodations used, and other relevant information to determine whether the waiver criteria are met.

For students taking the Florida Standards Alternate Assessment (FSAA) and pursuing a standard diploma through the access points pathway, Rule 6A-1.09963(3)(d), Florida Administrative Code, requires the development and maintenance of a graduation portfolio that contains quantifiable evidence of student achievement. At a minimum, the portfolio must include:

- A record of courses completed and grades earned;
 - Student work samples demonstrating progress and achievement;
 - Documentation of growth, progress, and mastery of required course standards and Access Points;
 - Results of classroom-based and district assessments, when applicable;
 - Evidence of transition-related activities and post-secondary preparation;
 - Documentation of community-based instruction, modified occupational completion points (MOCPs), work experience, internships, community service activities, and post-secondary coursework or credit, when applicable; and
 - Any other evidence demonstrating the student's academic and functional achievement.
- Multimedia portfolios containing electronic evidence, such as video and audio recordings, digital work samples, and other electronic documentation, may be used to satisfy portfolio requirements.

In accordance with the IDEA, 20 U.S.C. §1414(d), decisions about assessment participation, assessment waivers, graduation pathways, and portfolio development must be made by the IEP Team based on the student's individual needs, strengths, preferences, and post-secondary goals and should be reviewed annually or more often as needed.

Continuous Enrollment

Students with disabilities who previously attended a private school, participated in a home education program, or received services through the Family Empowerment Scholarship for Students with Unique Abilities (FES-UA) may enroll or re-enroll in a Florida public school and be considered for a waiver of statewide, standardized assessment results, provided they meet the eligibility criteria established in Section 1008.22(3)(c), Florida Statutes, as well as all other applicable state requirements.

Students with disabilities enrolled in a public charter school or participating in a district-operated or state-approved virtual instruction program are also eligible for a waiver of statewide, standardized assessment results if the IEP team determines that the statutory waiver criteria have been met.

As with all waiver determinations, each assessment waiver must be considered individually by the IEP team, approved by the parent (or adult student whose rights have transferred), and documented according to Sections 1003.4282(10), 1003.5716, and 1008.22(3)(c), Florida Statutes.

Informing the Parent(s) and Student

In accordance with sections 1008.22(3)(c), 1003.4282(10), and 1003.572 of the Florida Statutes, as well as Rule 6A-1.09963 of the Florida Administrative Code (F.A.C.), students with disabilities pursuing a standard diploma may be considered for a waiver of statewide, standardized assessment results if the IEP team determines that the results do not accurately reflect the student's abilities, even after all allowable accommodations have been provided.

Any waiver of statewide, standardized assessment results must be approved by the parent, or by the adult student if rights have transferred. Per section 1003.4282(10)(e), Florida Statutes, the waiver must also be verified for appropriateness by an independent reviewer chosen by the parent, as provided in section 1003.572, Florida Statutes.

The IEP team may review waiver eligibility criteria, allowable testing accommodations, and graduation requirements, and assessment options during any IEP meeting where statewide assessment participation is discussed. Parents and students must be given clear information to support informed decisions about assessment participation and graduation planning.

When considering a waiver, the IEP team must ensure that both the parent and student understand the following:

- The IEP team must document and provide evidence that the student's performance on a statewide, standardized assessment does not accurately measure the student's knowledge, skills, or abilities, even with all allowable accommodations.
- A waiver of statewide, standardized assessment results must be considered separately for each required assessment and documented individually in the student's IEP records.
- If the student does not qualify for a waiver, the district will continue to provide targeted instruction, interventions, intensive remediation, accommodations, and opportunities for assessment retakes, as required by law. All supports and accommodations must be documented in the student's IEP.
- As outlined in section 1003.4282, Florida Statutes, students who have not achieved a passing score on a required statewide assessment may satisfy graduation requirements through assessment retakes, concordant scores in English Language Arts, or comparative scores for the Algebra 1 End-of-Course Assessment, as authorized by the Florida Department of Education.
- Students participating in the Florida Alternate Assessment and pursuing a standard diploma under Rule 6A-1.09963(3)(d), F.A.C., must develop and maintain a graduation portfolio containing quantifiable evidence of achievement. This portfolio should include documentation demonstrating mastery of course standards and progress toward graduation requirements.

Consistent with Rule 6A-6.0331(1)(e), F.A.C., student performance data, progress monitoring results, and progress toward grade-level standards or access points must be communicated to parents in a clear and understandable format. This communication may include graphs, reports, work samples, portfolio evidence, and other measures that show the student's response to instruction and intervention.

The district remains committed to providing a FAPE as required by the IDEA. This ensures that students with disabilities receive appropriate instruction, accommodations, interventions, transition planning, and support services designed to facilitate progress in the general education curriculum and achievement of post-secondary goals.

Waiver of Statewide, Standardized Assessment Results and Documentation of Satisfactory Performance

Under section 1008.22(3)(c), Florida Statutes, students with disabilities may be eligible for a waiver of statewide, standardized assessment results to earn a course grade or satisfy requirements for a standard high school diploma. The IEP team is responsible for granting or denying a waiver after conducting a comprehensive review of the student's educational data and performance.

After the student has participated in the required statewide, standardized assessment for course completion or graduation, the IEP team shall meet to review the case. During this meeting, the team must analyze multiple sources of data, such as classroom performance, course grades, progress monitoring data, work samples, teacher observations, district assessments, and other relevant documentation demonstrating the student's achievement of course standards.

To qualify for a waiver, the IEP team must determine and document that:

- The student's performance on the statewide, standardized assessment did not accurately reflect their abilities, even after considering all allowable accommodations; and

- The student has demonstrated mastery of the relevant course standards and has successfully completed all course requirements.

Each waiver request must be considered individually and documented separately, even if multiple statewide, standardized assessments are reviewed in a single IEP meeting. The IEP team's analysis, supporting data, and determination must be clearly recorded in the student's IEP records as evidence of the decision-making process.

According to section 1003.4282(10)(e), Florida Statutes, any waiver of statewide, standardized assessment requirements must be approved by the parent, or by the student if educational rights have transferred at age 18. Additionally, the waiver decision is subject to verification for appropriateness by an independent reviewer selected by the parent, as outlined in section 1003.572, Florida Statutes.

After the IEP team's determination, the parent may receive written documentation of the waiver decision and its supporting rationale during the IEP meeting. The district must maintain records demonstrating that the student has met all applicable course requirements and standards needed for course credit or a standard high school diploma.

Post-secondary Considerations

Students with disabilities who earn a standard high school diploma remain eligible to pursue a wide range of post-secondary opportunities, such as admission to colleges, universities, and technical colleges; participation in career and technical education programs; military service; and employment. Those who receive a standard diploma through a waiver of statewide, standardized assessment results pursuant to Sections 1003.4282(10) and 1008.22(3)(c), Florida Statutes, are awarded the same standard diploma as all other graduates and may apply for admission to post-secondary institutions.

A waiver of statewide, standardized assessment results does not affect a student's diploma status or eligibility to seek admission to post-secondary programs. However, students and families should be aware that individual colleges, universities, technical institutions, scholarship programs, military branches, and employers may set additional admission, placement, or eligibility requirements beyond high school graduation requirements.

Co-enrolled students with disabilities in grades 9–12 who participate in adult education courses for credit recovery, grade point average improvement, or earning additional credits remain eligible for consideration of a waiver of statewide, standardized assessment results, provided all statutory requirements are met. The IEP team must review and document eligibility for any waiver in accordance with Florida law and State Board of Education rules.

During transition planning, the IEP team should discuss the potential impact of diploma pathways, assessment waivers, post-secondary entrance requirements, career goals, workforce expectations, and available accommodations in post-secondary settings to support informed decision-making by students and families.

Other Options

Students with disabilities are eligible to receive ESE services starting on their third birthday. These services continue until the student earns a standard high school diploma, receives a State of Florida High School Equivalency Diploma (GED®), or, if the student has deferred receipt of the standard diploma under Section 1003.4282(10)(c), Florida Statutes, until they reach age 22, whichever comes first. Students who defer receipt of the standard diploma may complete transition programs and accept the diploma at any point before turning 22.

Students who have not met statewide assessment requirements for graduation and are not eligible for a waiver of standardized assessment results under Section 1008.22(3)(c), Florida Statutes, may consider the following options:

- Return to high school to continue working toward graduation requirements, including passing the

required statewide assessment(s) or meeting eligibility criteria for an assessment waiver, until reaching age 22.

- Earn an approved concordant score on an authorized assessment, such as the SAT or ACT, in line with Florida Department of Education graduation requirements.
- Earn a comparative score on the Post-secondary Education Readiness Test (P.E.R.T.), when applicable under current state graduation requirements.
- Participate in assessment remediation and preparation programs offered through adult education services.
- Enroll in adult education courses designed to prepare for the State of Florida High School Equivalency Diploma (GED®) examination.
- Explore post-secondary and career planning options through transition services, vocational rehabilitation programs, workforce development initiatives, and community-based supports, as appropriate.

The IEP team should ensure that students and parents are fully informed of all available graduation pathways, assessment alternatives, waiver provisions, and post-secondary options. This enables informed decisions about the student's educational program and transition to adult life.

The waiver of statewide, standardized assessment results does not remove the middle school or high school remediation requirement for reading and math pursuant to S. 1003.4156(2) and (3) and S. 1003.4282(5).

Special Exemption from Graduation Test Requirements:

1. As used in this section, the term:

a. "Circumstance" refers to a situation in which allowable accommodations for a statewide, standardized assessment, end-of-course assessment, or alternate assessment (per S. 1008.22(3)(c)) are not provided to a student during the current year's administration due to technological limitations. This results in outcomes that reflect the student's impaired sensory, manual, or speaking skills rather than their achievement of the assessment benchmarks.

b. "Condition" refers to an impairment, whether recent or longstanding, that affects a student's ability to communicate in ways required for statewide assessments—even with accommodations. As a result, the assessment reflects the student's impaired sensory, manual, or speaking skills rather than their achievement of assessment benchmarks.

2. If the IEP team determines a student with a disability cannot physically demonstrate mastery of skills on a statewide, standardized assessment, end-of-course assessment, or alternate assessment (per S. 1008.22(3)(c)) due to a circumstance or condition, the student must be granted an extraordinary exemption. However, having a learning, emotional, behavioral, or significant cognitive disability—or receiving homebound or hospitalized services under rule 6A-6.03020, Florida Administrative Code—alone does not qualify a student for an exemption.

3. The IEP team, including the parents, may submit a written request for an extraordinary exemption to the district school superintendent at any time during the school year, but no later than 60 days before the relevant assessment administration. The request must include:

a. A written description of the student's disabilities, including a specific description of the student's impaired sensory, manual, or speaking skills.

b. Written documentation of the most recent evaluation data.

c. Written documentation, if available, of the most recent administration of the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment.

d. A written description of the condition's effect on the student's participation in the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment.

e. Written evidence that the student has had the opportunity to learn the skills being tested.

f. Written evidence that the student has been provided with appropriate instructional accommodations.

g. Written evidence as to whether the student has had the opportunity to be assessed using the

instructional accommodations on the student's IEP that are allowable in the administration of the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment in prior assessments.

h. Written evidence of the circumstance or condition as defined in subsection (1).

4. Based on the IEP team's documentation, the school district superintendent will recommend to the Commissioner of Education whether to grant or deny an extraordinary exemption for the assessment. The parent must receive a copy of the district's procedural safeguards (rule 6A-6.03311 of the Florida Administrative Code). If the parent disagrees with the IEP team's recommendation, the IEP team will offer the dispute resolution options described in the safeguards. After receiving the request and supporting documents, the commissioner will review the information, make a determination, and provide written notification to the parent and superintendent within 30 days. If granted, the student's progress will be measured against the IEP goals; if denied, the reasons will be provided in the notification.

5. If a parent disagrees with the commissioner's denial of an extraordinary exemption, they may request an expedited hearing. Upon request, the Department of Education must inform the parents about free or low-cost legal and other relevant services. The Department will arrange a hearing with the Division of Administrative Hearings, which will begin within 20 school days of the request. The administrative law judge will issue a determination within 10 school days after the hearing. The review standard is de novo, and the Department of Education has the burden of proof.

GENERAL EDUCATION DEVELOPMENT

A candidate for a high school equivalency diploma shall be at least sixteen (16) years of age on the date of examination and have filed a formal declaration of intent to terminate school enrollment. Underage students can take the GED test at any time after withdrawing from high school as long as their parents/guardians have completed the new underage waiver form and it has been approved by the Florida Department of Education (FDOE). The student must register with GED.com prior to submitting the Underage Waiver Form to the FDOE. The underage student must submit the signed and notarized form and proof of withdrawal to the FDOE for the age alert to be cleared @ GEDagewaiver@fldoe.org. Once cleared, the student will be notified by GED. **The school of Adult Education no longer submits any forms for, or on behalf of, the underage student/parents for underage testing.** Underage students in the program are no longer required to pass all four practice tests prior to taking the official GED test. Students may enroll in adult general education at our local Family Service Center, 418 S. 8th Street, Macclenny, FL 32063.

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

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