



## Student Progression Plan

Grades 6-8

2018-2019

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# STUDENT PROGRESSION PLAN

## Grades 6-8

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## **INTRODUCTION**

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

## **STUDENT PERFORMANCE STANDARDS**

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

## **FLORIDA STANDARDS**

The Florida Standards serve as guides to best practices followed to develop school improvement strategies and thereby raise student achievement. The standards describe what students should know and be able to do at designated progression levels. Appropriate instruction will be provided to assist students in the achievement of these standards. Curricular content for all subjects must integrate critical-thinking, problem-solving, and skills in workforce-literacy; communication, reading, and writing; mathematics; collaboration; contextual and applied-learning; technology-literacy; information and media-literacy; and civic engagement. The Florida Standards will serve as the basis for statewide assessment. Law requires the utilization of the Florida Standards in the instructional program.

## **COURSE DESCRIPTIONS**

The Bradford County School Board has adopted the Course Descriptions developed by the Florida Department of Education. These course descriptions indicate the Florida Standards that are presented in each course for grades 6-8. Course descriptions outline the required instructional content and students are expected to master the content of each course for promotion purposes.

### **DISTRICT LEVEL EXPECTATIONS**

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

### **RESOURCE ALLOCATION**

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

### **ENTRANCE REQUIREMENTS**

#### **MEDICAL EXAMINATIONS**

Florida Statutes require that a student entering a Florida public school for the first time must present certification of a school entry medical examination performed within the twelve months prior to enrollment in school. Documentation of the examination must be recorded on the proper state department of health form. If the form is not from Florida, a school nurse will review it for Florida requirements. Without such certification, a medical appointment notice from a licensed physician signifying that the child is scheduled for a physical examination within a thirty-day period must be presented to the school. A child may then be allowed to register and enter school. If the child fails to present evidence of a school physical examination within the thirty-day period, the principal will excuse the child from school until the requirement is met.

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

#### **TRANSFER STUDENTS**

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

- a. An official letter or transcript from the former school which indicates record of attendance, discipline (including criminal charges), academic information, ELL, ESE/504 eligibility and grade placement of student,
- b. Evidence of date of birth,
- c. Current valid certificate of immunization upon entry, or entry with Health Department written exemption see immunizations page 6,
- d. Evidence of medical examination performed within the last twelve months and documented on the correct medical form,
- e. Social Security Number (District Request),
- f. Proof of residency, if necessary, and
- g. Notarized proof of guardianship, if necessary.

### **DISCLOSURE REQUIREMENT**

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

### **PROOF OF RESIDENCE**

Principals may, at any time, require proof of residency and may accept documentation such as deeds, driver's license with accurate address, rental agreements or utility bills. The principal may refer to the attendance assistant to help verify the residence for any circumstances for which residency may be in question. Students determined to be homeless will be admitted to school and referred to the district Parent Liaison for the Homeless.

### **IMMUNIZATION REQUIREMENTS FOR ENTRANCE**

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

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

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

principal will temporarily exclude the student from school. The school administrator will instruct the parent to present the proper immunization certification to the school before the student will be allowed to re-enter.

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

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

## **PLACEMENT OF TRANSFER STUDENTS**

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

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

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

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

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

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

## **GRADES FOR TRANSFER STUDENTS**

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

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

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

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

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

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

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

If a student enters grades 6-8 during the school term and the school does not receive grades from the previous school, the final average will be computed using Bradford County grades divided by the number of grading periods that the student attended at

the Bradford County school.

If grades from the previous school can be obtained, they will be used, along with the child's Bradford County grades for that term, to determine the final average for the course

## **SUSPENSION / EXPULSION**

Any student, including those returning to the district, who has not fulfilled the requirements of a suspension/expulsion must do so before admission to the regular school. Students under suspension or expulsion from schools inside or outside the district will be denied admission unless approved by the Superintendent or his designee.

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

## **INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN**

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

1. A special power of attorney relative to the guardianship of a child of a military family and executed under applicable law is sufficient for the purposes of enrolling the child in school and for all other actions requiring parental participation and consent.
2. The district is prohibited from charging local tuition to a transitioning military child placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent.
3. A transitioning military child, placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent, may continue to attend the school in which he or she enrolled while residing with the custodial parent.
4. The district will facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline, to the extent they are otherwise qualified.
5. If a child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the

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

## **ALTERNATIVE EDUCATION PROGRAM**

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

Students may be administratively assigned to the Alternative Education Program or other alternative placement for a period of time as defined in the Student Code of Conduct. A meeting involving the sending school and the Alternative Education Program may be conducted in order to review the case. If an ESE student is scheduled to return to the home school, an IEP meeting must be conducted five days prior to the scheduled dismissal date. The conference needs to include representatives from the sending school and the Alternative Education Program as well as the student's parents. Students attending will be assigned seven courses as similar to those at the home school as possible. For all students entering or exiting of the program, the teachers must report a final or transfer grade.

Students in Alternative Education must continue to attend through the end of the school year even if courses are completed.

### **HOME EDUCATION STUDENTS**

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

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

When a student returns to the Bradford County School District after being in a Home Education Program, school personnel will evaluate the child and review any available academic records to determine the most appropriate grade placement. The procedures

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

Students who are participating in a Home Education Program in accordance with Florida Statutes may be permitted to attend the public schools of Bradford County on a part-time basis. Students in home education who wish to attend public school must have met all the criteria for a Home Education Program during the entire semester immediately prior to the time of the planned admission. The student must meet the same registration requirements as full-time students; be within the same age range as the full-time education students; and enroll for and attend at least one regularly scheduled class period at the zoned school the child would normally attend. Students must register at least two weeks prior to the start of the semester they plan to attend. Full-time Bradford County students will be given priority in course registration. Home-schooled students who are excluded from a class at their zoned school due to space limitations may attend another school, if space in that class is available. Classes will be capped based upon scheduling flexibility and not the maximum class capacity. Home education students may not enroll in more than two courses at Bradford Middle School. These classes will be scheduled according to class availability and class periods may not be available in sequential order. If classes are not scheduled in sequential order the student is not allowed to remain on campus between classes. Parents are responsible to ensure that their children comply with this requirement. If a student remains on campus he/she may be denied registration in BMS classes.

Although the School Board of Bradford County is not responsible for the transportation of home education students, a request may be made to the Transportation Department two weeks prior to the start of the semester the student plans to attend. A request for one-way transportation through established services must be made for a student having a first period or last period class. The school principal will establish the time and place for arrival and departure of home education students whose parents transport their own students. Students who attend school on a part-time basis are subject to all applicable rules and regulations regarding full-time students.

Home education students are not eligible to participate in social, non-academic events such as dances, field trips, intramural sports, class pictures or end of year trips, unless they are enrolled in at least two classes on the Bradford Middle School campus.

Home education students may not participate in any activity not covered under the Florida High School Athletics Association. Participation in activities governed by the by-laws of the FHSAA will be allowed according to the rules established by that organization. In order to participate in an academic related field trip, the student must attend the same class on campus and complete all the activities that are required of the regular education students.

## **Private School Students - Athletic Participation**

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

### **ATTENDANCE**

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

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

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

### **STUDENT WITHDRAWALS**

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

### **INSTRUCTION**

#### **STUDENTS' RIGHTS FOR INSTRUCTION**

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

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

The required program of study for middle grades in Bradford County Schools reflects state and local requirements for middle grade education and supports the Florida. The state course code descriptions for the Middle School Program describe the performance roles, outcomes and indicators for each area of study.

### **MIDDLE SCHOOL CURRICULUM (1003.42)**

The curriculum for grades 6-8 includes:

1. Three years of mathematics
2. Three years of language arts, which shall include experiences in reading, writing and speaking
3. Three years of science, which shall include instruction in life science, earth/space science and physical science
4. Three years in social studies, which shall include: World History, Civics, and United States History
5. One semester of physical education per year
6. Elective courses in the related arts, which may include art, band, and or computer literacy skills.
9. Comprehensive health education shall include substance abuse prevention, Acquired Immune Deficiency Syndrome and communicable disease prevention, human growth and development, human sexuality and pregnancy prevention, and health hygiene. Instruction will include content listed below:
  - a. Abstinence from sexual activity outside of marriage is the expected standard for all school age children.
  - b. Abstinence from sexual activity is a certain way to avoid pregnancy, sexual transmission of acquired immune deficiency syndrome, and other communicable diseases, which are transmitted sexually.
10. Successful completion of one Internet-based course in career and education planning (including a detailed explanation of advanced and career-based high school courses and the diploma designation options) , or a state approved course to integrate career and education planning to be completed in the 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> grade. This course must include a personalized academic and career plan including research-based assessment to assist students in determining educational and career options and goals. Emphasis will be on technology or the application of

technology in the career fields, and entrepreneurship skills. The course must include information from The Department of Economic Opportunity's economic security report.

### **REQUIRED INSTRUCTION FOR GRADES 6-8**

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

- a. Declaration of Independence
- b. United States Constitution/ Bill of Rights
- c. Federalist Papers
- d. Flag education
- e. Functions and interrelationships of civil government
- f. History of the United States
- g. History of the Holocaust
- h. History of African Americans
- i. Elementary principles of agriculture
- j. Drug and alcohol prevention
- k. Kindness to animals
- l. History of Florida
- m. Conservation of natural resources
- n. Comprehensive health education
- o. Such additional materials, subjects, courses, or fields as prescribed by law
- p. Contributions of Hispanics to the U.S.
- q. Contributions of women to the U.S.
- r. The nature and importance of free enterprise to the U.S. economy
- s. Character education: including patriotism, responsibility, citizenship, kindness, respect for authority, life, liberty, and personal property, honesty, charity, self-control, racial, ethnic, and religious tolerance, and cooperation.
- t. Patriotism, respect for veterans, and understanding of significance of Veteran's Day and Memorial Day
- u. American Founder's Month- September
- v. Medal of Honor Day- March 25

### **PHYSICAL EDUCATION**

Students are required to take the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 - 8. The requirement to participate in physical education shall be waived for a student for a student who meets the following criteria:

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

Each school district shall notify the student’s parent of the waiver options before scheduling the student to participate in physical education. The waiver must be requested two weeks prior to the beginning of the semester.

## **GRADING SCALE**

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

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

## **GRADE POSTING, REPORT CARDS, MID-TERM PROGRESS REPORTS**

Parents will be notified regularly of their child’s academic performance, conduct, and attendance during the school year. Departmental grading procedures will be established and followed by all teachers. Grades will be posted online every week in all core courses to further inform parents of academic progress. For report card and progress report purposes, teachers will enter a numeric grade value. At the end of each grading period a report card will be distributed. Parents will be sent a mid-term progress report detailing the student’s progress up to that point. The final report card for a school year will indicate the end of the year status in each of these areas. Report cards will be based on the student academic performance in each class or course. Written papers, class participation, teacher observation, portfolio documentation, written and oral tests and or other academic performance criteria will be used to determine grades. A student’s attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

## **CLASSROOM ASSESSMENT PROCEDURES**

In order to determine a student’s ability to apply grade-level reading skills in the content areas, reading of all assessments will be limited. In sixth-eighth grades, assessments will

not be read to students. Exceptions apply to ESE students who have reading as an accommodation for math, science and/or social studies, as indicated in the IEP.

## **CLASS CONDUCT GRADES 6-8**

The system for reporting class conduct is as follows:

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

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

## **HONOR ROLL STUDENT SELECTION**

An Honor Roll will be established to recognize and reward academic excellence for Bradford County students.

## **ANNUAL REPORTS**

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

Each year the district school board will annually publish in the local newspaper and on the district website the following information:

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

## **ASSESSMENT**

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

<u>Grade Level</u>	<u>Test</u>
<b>6-8</b>	Florida State Standards Assessment in English Language Arts and Mathematics
<b>8</b>	Florida Comprehensive Assessment Test in Science

Algebra I, Geometry, End of Course Exam (30% of the final course grade).  
Civics

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

BMS students taking any high school courses for credit must take and pass any assessments in accordance with state and/or district guidelines to graduate found in the grade 9-12 BCSB Student Progression Plan: For Students Entering Grade 9 in 2013-2014 School Year and Forward.

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

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

## **ELL –ENGLISH LANGUAGE LEARNERS**

The English Language Learners (ELL) program is designed to meet the communication, academic, and social needs of Limited English Proficient students by providing them with English language skills and comprehensible instruction. The ELL program will provide comprehensible instruction through ELL strategies in order to help students

function effectively and actively participate in the regular school program based on the Florida State Standards.

## **ELL PROCEDURES FOR INITIAL IDENTIFICATION**

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

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

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

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

## **PROCEDURES FOR DETERMINATION OF ELIGIBILITY**

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

be made to assign the student to the ELL program or the regular program. In these cases, the following criteria will be reviewed to determine placement:

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

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

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

All ELL students are required to have an annual assessment to determine their level of proficiency in English language listening and speaking skills. All identified English Language Learners will take the Access for English Language Learners 2.0 assessment to measure their academic growth.

## **REMEDICATION AND RETENTION FOR ELL STUDENTS**

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

## **ELL EXIT PROCEDURES**

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

### **GRADE EXIT INDICATORS**

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

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

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

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

## **PROMOTION**

### **MIDDLE SCHOOL REQUIREMENTS FOR PROMOTION**

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

Items to be considered are performance on progress tests, classroom assignments, daily observations, state and district test results, mastery of course performance standards, and other objective data. Also to be considered are social/emotional maturity, study habits

and work skills. Student promotion is based upon evaluation of each student's achievement level.

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

1. Passing grades in the core subjects of language arts, mathematics, social studies and science. All core requirements must be met before promotion to the 9<sup>th</sup> grade.
2. Maintaining a satisfactory attendance record as defined in State Statute, and the Code of Student Conduct.
3. Participation in a course in career and education planning which results in a personalized academic and career plan.
4. Participation in at least one semester of Physical Education per year, unless a PE waiver is completed.

Student assignment to a grade level will be based on multiple variables, not solely on age or other factors that might constitute social promotion. Students who fail more than two core courses must be retained. Students who fail one or two core courses may have the opportunity to recover those courses if summer school is offered. Eighth graders and deficient math students will have priority in summer school placement. If they successfully recover those courses they will be promoted. Administrative review may allow a student to be promoted if the student's schedule permits recovery during the next school year.

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

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

### **ELL STUDENTS**

English Language Learner (ELL) student will be retained based solely on his/her language proficiency in English.

### **ESE STUDENTS**

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

## **EARLY WARNING SYSTEM**

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

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

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

## **SECTION 504**

A student is "disabled" under the Section 504 regulations if the student meets any one of the three "prongs" of eligibility listed in 34 CFR 104.3(j)(1). A disabled student: "(i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment." The prong under which the student is eligible will assist in determining which of the Section 504 protections are extended to the student. For example, although students eligible under any of the three prongs receive the nondiscrimination protections of Section 504, the requirements of FAPE are more limited.

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

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

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

8.5 ACCELERATION PROGRAM – See the Bradford County Dropout Prevention Plan

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

Credit earned by a seventh or eighth grader in a course designated in the Course Code Directory as grade 9-12 may be used to satisfy high school graduation requirements. High school credit will only be awarded if the student earns a grade of "C" or higher. Sixth - eighth grade students may enroll in high school credit earning courses. This enables these students to earn high school credit as well as seventh/eighth grade promotional credit. Courses approved by high school credit include Algebra I, Algebra I Honors, Geometry, Ag Science Foundations, and Introduction to Information Technology or any other course approved by the principal. Students may be placed in Algebra I if they pass FSA Math at level 3 and/or pass the appropriate pre-test and teacher recommendation.

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

All credit earning courses will become part of the student's official transcript and shall be included in the calculation of the GPA required for graduation, including high school courses taken virtually. This enables these students to be afforded the opportunity to earn high school credit as well as seventh/eighth grade promotional credit. Students desiring to take any other courses must make a formal written request to the principal. Teacher recommendation, parent permission, and approval of the high school principal (or designee) must be obtained before any students will be approved for high school courses. Middle school students, who are determined capable of successfully completing above level courses, may take classes for credit at the high school level based upon course availability.

## **ACCEL ACADEMICALLY CHALLENGING CURRICULUM to ENHANCE LEARNING (ACCEL)**

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

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

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

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

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

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

## **FLORIDA VIRTUAL SCHOOL (FS 1001.42)**

A student may earn credits offered through the Florida Virtual School. Students requesting to take a course offered by the Florida Virtual School must have approval

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

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

#### **BRADFORD VIRTUAL SCHOOL FRANCHISE (FS 1002.37, 1002.45)**

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

- Part-time Bradford Virtual students are defined as taking less than 6 courses
- Full-time Bradford Virtual students are defined as taking 6 courses with at least 4 MDVS courses.
- Students may take a maximum of six full credit courses per year. See a school counselor for other options available to those short of credits.
- Guidance will advise students seeking virtual course enrollment, who have failed to establish an acceptable academic record that includes a GPA of at least a 2.0 and a score of a Level 2 on the most recent administration of the FSA.
- Course recovery will only be offered to full-time students who have completed the entire course with a grade of "F", or required high school courses with a C, D or an F. All grades received from courses shall be counted toward the final GPA calculation.
- Access to computers shall be available to students during and after the normal school day.
- The enrollment window is 90 days from the end of school year through the beginning of the following school year.
- It is the responsibility of the school counselor to determine if virtual courses will be appropriate for students. Students who score level I or II on FSA Reading and are non-fluent may not be best served in virtual classes.

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

### **ACCELERATED THREE YEAR GRADUATION OPTION**

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

1. Designated school personnel shall meet with the student and the student's parent to give an explanation of the relative requirements, advantages, and disadvantages of the designated graduation option, and the student must also receive the written consent of the student's parent.
2. The student shall have achieved at least an FSA reading achievement level of 3, an FSA mathematics achievement level of 3 and an FSA writing score of 3 on the most recent assessments taken by the student.

Schools shall provide each ninth grade student and their parents with information concerning the three year and four year high school graduation options including the respective curriculum requirements for those options, so that the students and their parents may select the post-secondary education or career plan that best fits their needs. The selection of one of the graduation options may be completed by the student at any time during grades 9-12. If the student and parent fail to select one of the accelerated high school a graduation options, the student shall be considered to have selected the general requirements for a standard high school diploma. Students desiring to pursue one of the three year programs must earn passing scores on the FSA or scores on a standardized test that are concordant with passing scores on the FSA.

### **PROFICIENCY LEVELS**

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

### **COMPREHENSIVE PROGRAMS**

Each year the district will review and establish standards for determining how well each student has mastered the performance standards approved by the State Board of Education and the district. Students must achieve specific levels of performance in

English-Language Arts (ELA), science, social studies and mathematics at each grade level, including the levels of performance on statewide assessments as defined by the Chancellor of Education. If a student does not achieve the required level of performance, he or she must receive remediation or be retained with an intensive program that is different from the previous year's program and that takes into account the student's learning style. The school will review and determine an appropriate alternative placement for a student who has been retained two or more years.

### **ASSESSMENT AND SUPPORT (f.s. 1008.25, 1003.4156)**

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

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

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

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

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

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

### **READING PROFICIENCY AND PARENTAL NOTIFICATION**

Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments must be given intensive reading instruction

immediately following the identification of the reading deficiency. The parent of any student who exhibits a substantial deficiency in reading must be notified in writing.

## **ELIMINATION OF SOCIAL PROMOTION**

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression.

## **EXCEPTIONAL STUDENT EDUCATION**

### **REGULAR STUDENT PERFORMANCE STANDARDS**

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

### **FLORIDA ACCESS POINTS PERFORMANCE STANDARDS**

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

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

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

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

## **MIDDLE SCHOOL COURSE REQUIREMENTS FOR ESE STUDENTS**

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

## **REPORTING STUDENT PROGRESS**

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

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

## **STUDENT RIGHTS AND PARENT NOTIFICATION**

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

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

## **PROMOTION / RETENTION OF STUDENTS WITH DISABILITIES**

### **PROMOTION**

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

### **RETENTION**

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

### **TRANSFER STUDENT WITH DISABILITIES**

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

The student is enrolled in the appropriately zoned school.

School personnel will obtain parent permission and request records from the former school district.

A temporary assignment during the initial 10 days will be made until eligibility is determined. These assignments can be made permanent by the IEP team if enough information is available, or if an instate IEP has been received.

An IEP committee will be convened to determine the most appropriate educational placement in the least restrictive school environment to meet the individual needs of the student.

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

## **HOSPITAL / HOMEBOUND PROGRAM**

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

## **ASSESSMENT OF STUDENTS WITH DISABILITIES**

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

## **TEST ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

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

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

- **Presentation**—Use specialized formats, including large print, Braille, sign language, or oral presentation, and use assistive devices and other presentation supports to access information
- **Responding**—Respond to questions or prompts on the assessments in alternate modes, including dictation, sign language, and the use of assistive devices and other response supports
- **Scheduling**—Increase the length of time to complete instruction and assessment or change the way the time is organized
- **Setting**—Change the location in which instruction and assessment are given or change the conditions of the instruction and assessment setting

- **Assistive Technology**—Use assistive technology to access information or respond to questions or prompts
- **Paper–Pencil Testing** - regular print, large print, one-item per page, and reading passage booklet (for reading only)
- **Computer Based Accommodations** - Text-to-Speech and Answer Masking

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

### **EXTRAORDINARY EXEMPTIONS (1008.212, F.S.)**

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

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

For a student with a disability for whom the IEP determines that a circumstance or condition (as defined above) prevents the student from physically demonstrating the mastery of skills that have been acquired and are measured by a statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment

pursuant to s. 1008.22(3)(c), F.S., shall be granted an extraordinary exemption from the administration of the assessment;

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