



Student Progression Plan

Grades 9-12

2018-2019

STUDENT PROGRESSION PLAN

Grades 9-12

Table of Contents

INTRODUCTION	5
Student Performance Standards	5
Florida Sunshine State Standards	5
Course Descriptions	5
District Level Expectations	6
Resource Allocation	6
ENTRANCE REQUIREMENTS	6
Medical Examinations	6
Transfer Students	6
Proof of Residence	7
Immunization Requirements	7
Homeless	7
Placement of Transfer Students	8
Uniform Transfer of Credits	8
State Assessment & Uniform Transfer of Credits	9
Virtual Transfers	9
Eleventh & Twelfth Grade Transfers	9
Suspension Expulsion	10
Interstate Compact Military	10
Alternative Education Program	12
Home Education Students	12
Private School Students & Athletic Participation	13
COURSE OF STUDY	14
Student Rights for Instruction	14
Annual Report	14
Required Instruction	15
Graduation Requirements	16
Facilitation of On-Time Graduation of Children of Military	16
Academically Challenging Curriculum to Enhance Learning (ACCEL)	17
ACCEL: Standard Diploma 18 Credit Graduation Option	17
Graduation Chart	19
Graduation Notes	20
Diploma Designations	21
Early Graduation	22
Certificate of Completion	23
Dropout Prevention	23
Florida High School Diploma (GED)	23
Adult Student High School Diploma	24

High School Credit Earned at the Middle Grades	24
Course Credit	25
Grade Classification	25
High School Hourly Credit Attendance Requirements	25
High School Credit Awarding	26
High School Credit Recovery	26
Honors Criteria	26
Advanced Placement Courses	27
Credit by Examination	27
International Baccalaureate Program	27
Advanced International Certificate Program	28
Intra-County Career Dual Enrollment	28
Inter-County Career Dual Enrollment	28
Santa Fe College Dual Enrollment	29
University of Florida Dual Enrollment	29
Foreign Exchange Students	30
Bradford Virtual Franchise	30
Florida Virtual School	31
Grading Scale	32
Report Cards/Mid Term Progress Reports	33
Weighted GPA	33
Conversion Grades	34
Grades for Transfer Students	34
Minimum Grade Point Average	35
Grade Forgiveness Policy	35
Requirements for Extracurricular Activities	36
GRADUATION	36
Valedictorian, Salutatorian & Honor Graduates	36
Rank in Class	37
High School Graduation Ceremonies	37
ASSESSMENT	39
BRIGHT FUTURES SCHOLARSHIP PROGRAM	39
ATTENDANCE	40
Student Absences for Religious Reasons	40
Part Time Attendance for Home Education Students	41
PROFICIENCY LEVELS	41
Comprehensive Program	41
Assessment & Remediation	42
Reading Proficiency & Parental Notification	42
ENGLISH LANGUAGE LEARNERS (ELL)	43
ELL Procedures for Identification	43
Procedures for Determination of Eligibility	43
Remediation & Retention for ELL Students	44
ELL Exit Procedures	45
Grade Exit Indicators	45

SECTION 504	45
EXCEPTIONAL STUDENT EDUCATION	46
Regular Student Performance Standards	46
Reporting Student Progress	47
Student Rights & Parent Notification	47
Promotion of Students with Disabilities	48
Retention of Students with Disabilities	48
Transfer Students with Disabilities	48
Hospital / Homebound	48
Assessment of Students with Disabilities Graduation	49
Test Accommodations for Students with Disabilities	52
Extraordinary Exemptions	53
FCAT/FL Standards Assessment/EOC Waiver	53
Standard Diploma Option	54
Index	55

INTRODUCTION

The purpose of this document is to present to school personnel, parents, students, and other interested citizens the board rules and administrative procedures required to implement state legislative requirements as specified in Florida Statute 1008.25. The

School Board of Bradford County is dedicated to the total and continuous development of each student. The professional staff of the school district has the responsibility to develop administrative procedures to ensure the placement of each student in the program and at the level best suited to that student's unique needs. It is also the intent of the school district to achieve parent understanding and cooperation in all student matters.

STUDENT PERFORMANCE STANDARDS

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

FLORIDA STATE STANDARDS

The Florida State Standards serve as guides to best practices followed to develop school improvement strategies and thereby raise student achievement. The standards describe what students should know and be able to do at designated progression levels. Appropriate instruction will be provided to assist students in the achievement of these standards. Curricular content for all subjects must integrate critical-thinking, problem-solving, 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 State Standards will serve as the basis for statewide assessment. Law requires the utilization of the Florida State Standards in the instructional program.

COURSE DESCRIPTIONS/CURRIULUM FRAMEWORKS

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

DISTRICT LEVEL EXPECTATIONS

The Student Progression Plan is the Bradford County plan of instruction and assessment for students as they progress from one level of the curriculum to the next. The Student Progression Plan provides a standard of consistency for the instructional program, as well

as the assessment and reporting of a student's classroom performances as required by the, School Board of Bradford County, Florida Statutes and the State Board of Education Administrative Rules.

RESOURCE ALLOCATION

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

ENTRANCE REQUIREMENTS

MEDICAL EXAMINATIONS

Florida Statutes require that a student entering a Florida public school for the first time must present certification of a school entry medical examination performed within the twelve months prior to enrollment in school. Documentation of the examination must be recorded on the proper Department of Health form. Without such certification, a medical appointment notice from a licensed physician signifying that the child is scheduled for a physical examination within a thirty-day period must be presented to the school. A child may then be allowed to register and enter school. If the child fails to present evidence of a school physical examination within the thirty-day period, the principal will excuse the child from school until the requirement is met.

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

TRANSFER STUDENTS

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

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

7. Notarized proof of guardianship

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.

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

IMMUNIZATION REQUIREMENTS FOR ENTRANCE

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

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

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

Homeless students shall be admitted and referred to the district 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

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

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

UNIFORM TRANSFER OF CREDITS

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

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

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

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

- (a) Portfolio evaluation by the superintendent or designee;
- (b) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- (c) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- (d) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- (e) Demonstrated proficiencies on the FCAT/FI Standards Assessment; or
- (f) 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.

STATE ASSESSMENT AND UNIFORM TRANSFER OF CREDITS

Beginning with the 2012-2013 (retroactive from 2013-2014), if a student transfers to a Florida public high school from out of country, out of state, a private school, or a home education program and the student's transcript shows Algebra I the student must pass the assessment unless the student earned a comparative score pursuant to s. 1008.22, F.S., passed a statewide assessment in that subject administered by the transferring entity, or passed the statewide assessment the transferring entity uses to satisfy the requirements of the federal Elementary and Secondary Education Act.

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

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

VIRTUAL TRANSFERS

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

ELEVENTH AND TWELFTH GRADE TRANSFERS

Students who enter a Florida public school at the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet requirements of F.S. 1008.22.

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

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

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

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

SUSPENSION / EXPULSION

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

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

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

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

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

4. The district will facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline; to the extent they are otherwise qualified.

5. If a child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

6. Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state shall process and furnish the official education records to the school in the receiving state within 10 days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.

7. The district must give 30 days from the date of enrollment or within such time as is reasonably determined under the rules adopted by the Interstate Commission for students to obtain any 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:

1 Gifted and talented programs; and

2 English as a second language (ESOL).

ALTERNATIVE EDUCATION PROGRAM

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

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

For all students entering or exiting 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. Additionally, seniors that are assigned to alternative education through the end of the school year will not be allowed to participate in BHS graduation exercises and/or events.

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 home school documents will be located at the Director of ESE 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 in a 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.

The procedures on page 7 under Placement of Transfer Students must be followed for students desiring to enroll the Bradford County School District who have previously attended home education.

The student may be given a standardized achievement test such as the TABE to determine placement. The administrative and guidance staff will carefully review the test results and any other transcripts or relevant information provided by the student and/or his parent or legal guardian.

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

Home education students are not eligible to participate in social, non-academic events such as dances, field trips, intramurals, class pictures, or end of year trips. Participation in field trips that are academic in nature would require that the student has participated in the same academic instruction as the regular education students on campus.

Participation in activities governed by the by-laws of the FHSAA will be allowed according to the rules established by that organization. Parents are responsible to transport children to and from the school. Students must register their intent to participate in the activity prior to participation (s. 1006.15, FS).

Home education students are not allowed to participate in cheerleading, student government activities, and flag corps or dance team. In order to participate in any of the activities noted above a home education student must be taking at least three classes on the Bradford High School campus. Any home education student who participates in a virtual instruction program, the dual enrollment program, or career technical programs will be under the same Bradford County Code of Conduct rules and guidelines as a regular education student attending Bradford High School full time.

PRIVATE SCHOOL STUDENTS AND ATHLETIC PARTICIPATION

Students residing in Bradford County who attend private schools may try out for participation on athletic teams if the schools have less than 125 students, are not members of FHSAA and do not offer interscholastic or 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.

COURSE OF STUDY

STUDENT RIGHTS FOR INSTRUCTION

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

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

The required program of study for high school students in Bradford County reflects state and local requirements for high school education and supports the Florida State Standards as seen in Course Descriptions.

All students entering BHS in the 2018-19 year and forward are required to take at least one dual enrollment course or CTE course that culminates in an industry certification.

ANNUAL REPORT

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

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

- a. The provisions of the law relating to public school progression and the district school board's policies and procedures on student retention and promotion.
- b. By grade level, the number and percentage of all students in grades

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

REQUIRED INSTRUCTION

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

- a. Declaration of Independence
- b. United States Constitution/ Bill of Rights
- c. Federalist Papers
- d. Flag education
- e. Functions and interrelationships of civil government
- f. History of the United States
- g. History of the Holocaust
- h. History of African Americans
- i. Elementary principles of agriculture
- j. Drug and alcohol prevention
- k. Kindness to animals
- l. History of Florida
- m. Conservation of natural resources
- n. Comprehensive health education
- o. Such additional materials, subjects, courses, or fields as prescribed by law
- p. Contributions of Hispanics to the U.S.
- q. Contributions of women to the U.S.
- r. The nature and importance of free enterprise to the U.S. economy
- s. Character education: including patriotism, responsibility, citizenship, kindness, respect for authority, life, liberty, and personal property, honesty, charity, self-control, racial, ethnic, and religious tolerance, and cooperation. This will include embedded instruction on: Developing leadership skills, interpersonal skills, organization skills, and research skills; Creating a résumé; Developing and practicing the skills necessary for employment interviews; Conflict resolution, workplace ethics, and workplace law; Managing stress and expectations; and Developing skills that enable students to become more resilient and self-motivated.
- 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

GRADUATION REQUIREMENTS

In order to graduate from Bradford High School, a student must successfully complete the 24 credits listed in this document, pass/participate the EOC, FCAT/FI Standards Assessment or qualifying concordant test scores, and have an unweighted GPA of at least a 2.0. Core courses used for a standard diploma graduation must be Level II or above or appropriate non-leveled courses. Level I courses, including intensive classes, will only be counted as electives. They may not be used to meet graduation requirements for core courses.

Students follow the graduation requirements in place at the time they enter the grade 9 unless otherwise designated by state statute.

FACILITATION OF ON-TIME GRADUATION OF CHILDREN OF MILITARY

A. Local education agency administration officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required graduation coursework so that graduation may occur on time.

B. The district shall accept exit or end-of-course exams required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu testing requirements for graduation in the receiving state. If these alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the provisions Section C below shall apply.

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

Special note: Florida is a member-state.

ACADEMICALLY CHALLENGING CURRICULUM to ENHANCE LEARNING (ACCEL)

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

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

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

ACCEL: STANDARD DIPLOMA 18 CREDIT GRADUATION OPTION

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

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

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

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

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

9th Grade 18 Credit Course Progression:

Year 1	Year 2	Year 3
--------	--------	--------

English 1	English 2	English 4
Math	*English 3	Math
Math	Math	*Am. Gov/Economics
*World History	US History	Science
Science	*Science	Elective
Performing Art	Elective	Elective

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

**Florida Standard Diploma High School Graduation Options
for Students Entering 9th Grade in 2014-15 and After**

24 credit standard diploma option available to all students, including students with disabilities.	24 credit standard diploma option with academic and employment requirements, available only to students with disabilities.	24 credit standard diploma option available only to students with significant cognitive disabilities, who take access courses and the alternate assessment.*
4 Credits English Language Arts (ELA)		
<ul style="list-style-type: none"> • ELA I, II III, IV • ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute a CTE course with content related to English for English IV 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute access courses for general education courses • May substitute a CTE course with content related to English for English IV
4 Credits Mathematics		
<ul style="list-style-type: none"> • One of which must be Algebra I and one of which must be Geometry • Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry) 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry) 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute access courses for general education courses • May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry)
3 Credits Science		
<ul style="list-style-type: none"> • One of which must be Biology I, two of which must be equally rigorous science courses. • Two of the three required credits must have a laboratory component. • An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I) 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute a CTE course with content related to science for one science credit (except for Biology I) 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute access courses for general education courses • May substitute a CTE course with content related to science for one science credit (except for Biology I)
3 Credits Social Studies		
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • .5 credit in U.S. Government • .5 credit in Economics with Financial Literacy 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute a CTE course with content related to social studies for one social studies course (except for U.S. History) 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute access courses for general education courses • May substitute a CTE course with content related to social studies for one social studies course (except for U.S. History)
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts**		
8 Elective Credits		
	<ul style="list-style-type: none"> • Must include .5 credit in an employment based course • May include ESE courses 	<ul style="list-style-type: none"> • May include employment based course/s
1 Credit Physical Education to include the integration of health		
1 Online Course		
Online course may be waived by IEP team		
Students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments unless a waiver of assessment results is granted by the IEP team.		

* Parental consent is required before a student may take access courses.

**Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <http://www.fldoe.org/articulation/CCD/default.asp>.

Notes:

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

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

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

1. Equally Rigorous Science courses are offered at BHS/ NFTC . Refer to the FLDOE Course Code Directory for further information. Physical Education - 1.0 credit to include assessment, improvement, and maintenance of personal fitness. Personal Fitness (1501300) is required to satisfy a half credit of this requirement. Any other physical education course will meet the other half credit. However, the other physical education course should continue to build upon the Personal Fitness course through assessment, improvement, and maintenance of personal fitness.
 - a. 1.0 credit in Adaptive Physical Education IEP or 504 Plan (1500300) satisfies this requirement for those exceptional education students seeking a standard diploma who cannot be assigned to Personal Fitness (1501300) pursuant to Act physical education in The Individuals with Disabilities Act (IDEA 1997 and Section 504 of the Rehabilitation Act.)
 - b. Participation in an interscholastic sport at the junior varsity, or varsity level, for two full seasons, satisfies the one-credit requirement in physical education if the student passes a FLDOE competency test on physical fitness with a score of “C” or better.
 - c. Completion of one semester with a grade of “C” or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity (such as eurhythmics, dance corps, or flag corps), with regular practice with and performance in marching band activities satisfies a one-half credit requirement in physical education or one-half credit in performing arts. This one-half credit may not be used to satisfy the personal fitness requirement for adaptive physical education under an individual educational plan (IEP) or 504 plan.
 - d. Completion of two years with a grade of “C” or better in a Reserve Officer Training Corps (ROTC) class that has a substantial component of drills as part of the course description satisfies a one half-credit requirement in physical education. This one-half credit may not be used to satisfy the personal fitness requirement or the

requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.

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

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

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

1. More than a total of nine elective credits in remedial programs.
2. More than one credit in exploratory CTE courses.

**DIPLOMA DESIGNATIONS (*in addition to Standard Diploma Requirements*)
9th Grade Cohorts 2014-2015 and Forward**

DESIGNATIONS	Scholar Designation Diploma	Merit Designation Diploma	Florida Seal of Biliteracy
English	None		
Math	-Algebra II credit and must pass the EOC -Statistics (or equally rigorous course) -Geometry, Must pass the EOC		
Science	-Biology I, must pass EOC, -Chemistry or Physics credit, -1 credit equally rigorous course		
Social Studies	-US History, must pass EOC		

Fine/Performing Arts			
Foreign Language	2 credits -Must be same foreign language		The Gold Seal of Biliteracy or the Silver Seal of Biliteracy will be awarded to a high school student who has earned a standard high school diploma and who has earned four foreign language course credits in the same foreign language with a cumulative 3.0 grade point average, has achieved a qualifying score on a foreign language assessment, or has satisfied alternative requirements in accordance with SBE Rule.
Electives/Other	Must earn one AP, IB, AICE, or dual enrollment course credit		
Total	24 credits	24 credits	
		In addition to the requirements for a standard diploma, students pursuing a merit designation must attain one or more industry certifications from the list established under FS 1003.492	

EARLY GRADUATION

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

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

CERTIFICATE OF COMPLETION

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

- A. Completes standard graduation course credit requirements, but who is unable to earn a passing score on the FCAT/Fl Standards Assessment or qualifying concordant scores.
- B. Achieves below the cumulative grade point average requirement but has earned the 24 credits necessary for a regular diploma, and who completes all other applicable requirements for graduation prescribed by the district school board pursuant to FS 1008.25 (Completes all required remediation).

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

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

DROPOUT PREVENTION

See the Bradford County Dropout Prevention Plan

FLORIDA HIGH SCHOOL DIPLOMA (GED™)

A candidate for a high school equivalency diploma shall be at least 18 years old or if in the case of extraordinary circumstances, 16 years old. Sixteen and seventeen year old students must also have parent permission to take the test and must pass a GED™ Ready test in each subject (minimum score of 145) before being permitted to take the actual GED™.

When a student and their parent becomes interested in pursuing the Under Age Florida High School Diploma they must follow this protocol.

1. Students must enroll in Home Ed/FLVS which is verified by Student Services.
2. Complete the Underage Application which is available in the Adult Coordinator's office at the NFTC.

3. Take the application and letter of hardship to the Assistant Superintendent who will review the application for eligibility and forward the application to the North Florida Technical Center's Adult Education program.

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

- a. Having a physical or psychological problem that impairs the student's ability to attend school.
- b. Child care responsibilities.
- c. Court action.
- d. Family financial hardship.

Starting July 1, 2011, tuition and fees will be collected from students entering the AGE, Adult High School programs, as required by FS 1009.22(3) (s).

ADULT STUDENT HIGH SCHOOL DIPLOMA

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

Applicants in need of credits for an adult high school diploma may be allowed the following options.

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

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

HIGH SCHOOL CREDIT EARNED AT THE MIDDLE GRADES

Credit earned by an seventh or eighth grader in a course designated in the Course Code Directory as grade 9-12 may be used to satisfy high school graduation requirements. High school credit will only be awarded if the student earns a grade of "C" or higher. Seventh and eighth grade students may enroll in high school credit earning courses. This enables these students to earn high school credit as well as eighth grade promotional credit. All credit earning courses will become part of the student's official transcript and shall be included in the calculation of the GPA required for graduation. Teacher recommendation and parent permission must be obtained before any students will be approved for high

school courses. All students taking Algebra 1 at BMS receiving a C and scoring less than a level 3 must retake Algebra 1 unless passing summer retakes.

COURSE CREDIT

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

GRADE CLASSIFICATION

All students will progress annually with their entering 9th grade cohort until their 11th grade year. In order to be promoted to senior status they must have a 2.0 GPA, and a total of 18 credits, to include 3 credits in English, 3 credits in math, 2 social studies and 2 sciences in order to participate in senior events and activities. Students enrolled in dual enrollment or Advanced Placement (AP) courses may request administrator approval for determination of senior status if the student's core courses follow an approved alternate progression plan for graduation.

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

HIGH SCHOOL HOURLY CREDIT ATTENDANCE REQUIREMENTS

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

HIGH SCHOOL CREDIT AWARDING

The Bradford County School District maintains a one-half credit earned system that includes courses on a full-year basis; and one-half credit shall be awarded if the student successfully completes either the first or second half of a full year course but fails to successfully complete the other half. If the student successfully completes either the first or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades in each half would result in a passing grade, they may receive credit. Rounding to the nearest whole number is determined by the tenths place.

HIGH SCHOOL CREDIT RECOVERY

Several options will be made available to students to recover credits from failed course work in core academic and non-core academic classes. These options will be provided during designated class periods at Bradford High School and North Florida Technical College using a course recovery program. Course work in these classes will require the student to complete all submissions of modules and final exam with a minimum of 70% and maintain an overall average of 70% in the final course grade to receive credit. Placement in all credit recovery programs will require the approval of guidance and the school administration. Any exceptions to this policy must be pre-approved by the principal and district.

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

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

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

HONORS CLASSES CRITERIA

The guidelines for enrollment into honors classes are as follows: minimum level 2 reading or math FSA/Fl Standards Assessment, depending on the course requested and a minimum 2.5 weighted GPA or written recommendation for honors enrollment by the previous year's teacher or parent signature on an acknowledgement form that the placement is without a recommendation and may negatively impact the GPA.

ADVANCED PLACEMENT COURSES

Advanced Placement Courses are administered by the College Board for eligible secondary students. Post secondary credit may be awarded to students who score a minimum of 3 on a 5 point scale on the corresponding AP exam. Students shall be exempt from any fees, if they have adhered to attendance policy and have a 2.0 GPA in the AP course. Advanced placement courses may be taken along with dual enrollment courses.

The guidelines for enrollment into AP classes are as follows: minimum level 2 reading or math FSA/FI Standards Assessment, depending on the course requested and a minimum 2.5 weighted GPA or written recommendation for honors enrollment by the previous year's teacher or parent signature on an acknowledgement form that the placement is without a recommendation and may negatively impact the GPA.

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

POSTSECONDARY CREDIT BY EXAMINATION(1003.4295, F.S).

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

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

INTERNATIONAL BACCALAUREATE PROGRAM

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

ADVANCED INTERNATIONAL CERTIFICATE

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

DUAL ENROLLMENT

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

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

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

INTRA-COUNTY CAREER DUAL ENROLLMENT

Career dual enrollment shall be provided as a curricular option for Bradford secondary students to pursue in order to earn elective credits toward the high school diploma. The School Board of Bradford County / North Florida Technical College Articulation Agreement-provides specific details regarding student participation in the dual enrollment program. No changes can be made to the dual enrollment program unless both parties are in agreement.

INTER-COUNTY CAREER DUAL ENROLLMENT

The North Florida Technical College dual enrollment program represents a cooperative effort between North Florida Technical College, the Bradford County School Board and the Union County School Board. Through the Bradford-Union Inter-County Career Dual Enrollment program, Union County secondary students in grades nine through twelve are able to attend North Florida Technical College post-secondary job preparatory programs to earn high school credits, program certificates and industry certifications.

The North Florida Technical College, Bradford County School Board and the Union County School Board Articulation Agreement provides specific details regarding student participation in the inter-county career dual enrollment program. No changes can be made to the dual enrollment program unless both parties are in agreement.

SANTA FE COLLEGE DUAL ENROLLMENT

The dual enrollment program represents a cooperative effort between the School Board of Bradford County and Santa Fe College. Dual enrollment is defined as the enrollment of an eligible secondary student or home education student in a post-secondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. Students enrolled in post-secondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollment. The same course options for student who qualify are listed at http://dept.sfcollge.edu/hsde/content/media/F4%20Long_Blueorange_Thames_1782T_GenEd2009.pdf, but this is not to be viewed as limiting course offerings.

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

UNIVERSITY OF FLORIDA DUAL ENROLLMENT

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

The School Board of Bradford County / University of Florida Articulation Agreement provide specific details regarding student participation in the dual_enrollment program. No changes can be made to the dual enrollment program unless both parties are in agreement.

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

FOREIGN EXCHANGE STUDENTS

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

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

(2) Procedure for Admission - The sponsoring organization must apply for admission of the student at least two (2) weeks prior to the student's enrollment date. The application shall include the student's school transcript (in English), evidence of English competency, pertinent information about the student, and the student's health record and an assurance of appropriate medical insurance coverage. Written approval or denial will be given to the sponsoring organization by the principal.

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

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

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

BRADFORD VIRTUAL FRANCHISE (FS 1002.37, 1002.45)

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

- Part-time Bradford Virtual students are defined as taking less than ~~6~~ 7 courses

- Full-time Bradford Virtual students are defined as taking 6-7 courses with at least 4 MDVS courses. This may include BHS, ~~BUTC~~ NFTC, or dual enrollment courses.
- Guidance will advise students seeking virtual course enrollment, who have failed to establish an acceptable academic record that includes a GPA of at least a 2.0 and a score of a Level 2 on the most recent administration of the FSA/Fl Standards Assessment.
- Credit recovery will only be offered to full-time students who have completed the entire course with a grade of D or F. All grades received from courses shall be counted toward the final GPA calculation. All courses and grades must be included in transcript. The forgiveness provision does not give the authority to delete the forgiven course and grade from the student record.
- Full-time Bradford Virtual students who fulfill all graduation requirements may receive a Bradford County High School Diploma (this is a county not a BHS diploma). Students who desire a Bradford High School Diploma must meet BHS enrollment requirements (see Graduation section). This does include participation in BHS senior events and activities, including graduation commencement and ceremonies.
- Students may participate in extra-curricular/co-curricular activities at BHS.
- Full-time Bradford Virtual students may participate in FHSAA approved activities.
- Senior students who wish to receive a Bradford County diploma through Bradford Virtual must have passed the FSA/Fl Standards Assessment, have a credit review prior to the beginning of the eighth semester, and be enrolled as a full-time Bradford Virtual student for the remainder of the school year (eighth semester).
- Access to computers shall be available to students during and after the normal school day.
- The enrollment window is 90 days from the end of school year through the beginning of the following school year.
- Students must comply with compulsory attendance requirements.
- Students must take all state assessment tests, including EOCs.
- Students not completing all course work within the semester will receive an F.
- A student who has no technology or internet access at home may apply for assistance if they qualify for free or reduced lunch status. A county form must be completed and turned into the Virtual School Director.

FLORIDA VIRTUAL SCHOOL (FS 1001.42)

A student may earn credits offered through the Florida Virtual School. Students requesting to take a course offered by the Florida Virtual School must have approval from a school counselor and the student's parents. Guidance shall not deny access to any approved online courses if the desired online course(s) is an appropriate course placement based on the students' academic history, grade level, ability-level and age appropriateness. Credit recovery may only be offered to students who have completed the entire FLVS course with a grade of D or an F. If a student withdraws from a course,

when completing less than 50% of the course, and receives a “WF” or a “WP” then the student earns no grade for the time spent in the course and no credit (“WF” – Withdrew Failing, “WP” – Withdrew Passing).

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

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

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

GRADING SCALE

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69 (credit received but negatively impacts GPA)

F = 0 – 59

CLASSROOM ASSESSMENT PROCEDURES

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

REPORT CARDS/MID-TERM PROGRESS REPORTS

A report of student academic progress, conduct, behavior, and attendance in each subject area shall be made each nine weeks during the school year. As required by law, progress reports shall be sent to parents mid-way during the nine weeks grading period.

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.

The evaluation of this progress must be based on classroom work, written papers, class participation, portfolio documentation, observations, tests, district and state assessments and other relevant information. At the end of each semester, the parent or guardian of each student in grades 9-12 who has a cumulative grade point average of less than 2.1 must be notified that the student is at risk of not meeting the requirements for graduation. The notice shall contain an explanation of the policies the district has put in place to assist the student in meeting the grade point average requirement.

Weighted GPA (for students entering 9th grade in 2017-18 and later)

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

Semester classes are calculated at half the point value

Weighted GPA

The following charts compare the differences between unweighted and weighted courses for students entering 9th grade prior to the 2017-18 school year.

Unweighted			Weighted		
Quality Points by Course Type			Quality Points by Course Type		
Letter Grade	Semester Course	Annual Course	Letter Grade	Semester Course	Annual Course
A	2.0	4.0	A	2.5	5.0
B	1.5	3.0	B	2.0	4.0
C	1.0	2.0	C	1.5	3.0
D	.5	.0	D	1.0	2.0
F	.0	.0	F	.0	.0

The following courses will be weighted

All Honors Courses

All Advanced Placement Courses

All Dual Enrollment Courses

All Level III Academic Courses

CONVERSION of GRADES

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

A+ = 100	A = 95	S = 80
B+ = 89	B = 85	N = 75
C+ = 79	C = 75	U = 59
D+ = 69	D = 65	
F = 55		

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

GRADES FOR TRANSFER STUDENTS

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

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

6. Divide the sum by 45.
7. The result is the student's grade.

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

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

MINIMUM GRADE POINT AVERAGE

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

The parents of students who have a cumulative grade point average (GPA) of less than 2.1 at the end of each semester in Grades 9, 10, 11, and 12 shall be notified that the student is At-Risk of not meeting the graduation requirements. This notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement.

GRADE FORGIVENESS POLICY

Academic grade forgiveness for *required courses* shall only be utilized to replace a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or comparable course. Academic grade forgiveness for elective courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same, a comparable or another course. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of "C", "D", or "F", or the equivalent of a grade of "C", "D", or "F". In such case, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. All courses and grades must be included on a student's transcript. Students may retake an EOC if the resulting final

course grade is a D or F. The authority of the school board to adopt a forgiveness policy does not provide the authority to alter a student's record to delete the forgiven course and grade. The forgiveness policy is for the express purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school.

REQUIREMENTS FOR EXTRACURRICULAR ACTIVITIES

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

1. Maintain a grade point average of 2.0 or above on a 4.0 scale or its equivalent in the previous semester; or
2. Maintain a cumulative grade point average of 2.0 or above or its equivalent during the junior and senior years in the courses required for graduation.
3. If a ninth or tenth grade student's cumulative GPA falls below 2.0 or its equivalent in the courses required by statute for graduation, the student may execute and fulfill the requirements of an academic performance contract between the student, the school district, the appropriate governing association, and the student's parents or guardian as defined by FHSAA.
4. Maintain a satisfactory conduct record as defined in the Student Code of Conduct.
5. Clubs and organization by-laws may exceed these minimum requirements.

GRADUATION

VALEDICTORIAN, SALUTATORIAN, AND HONOR GRADUATES

To be considered for the Bradford High School Valedictorian or Salutatorian position, a student must have been enrolled in a traditional high school program (international courses may be considered) for a total of seven semesters by the end of the first semester of the senior year. They also must have earned all credits required for graduation by the end of the regular school year, not counting summer school. In order to be the BHS Valedictorian or Salutatorian a student must have been in attendance at Bradford High School for the last semester of their junior year and the entire first semester of their senior year and have passed the Florida Standards Assessment. Valedictorian and Salutatorian determination will be made at the end of the eighth semester.

*Ranking will be calculated at the end of the eighth semester for determining Honor graduates for graduation ceremonies. An honor recognition endorsement may be added to diplomas for individuals who exceed the minimum requirements.

Graduation honors will be awarded according to weighted grade point averages as follows:

Outstanding Honors	4.0000 to 4.9000
High Honors	3.7500 to 3.9999
Honors	3.5000 to 3.7499

RANK IN CLASS

A student's grade point average shall be calculated by utilizing all courses listed in the Course Code Directory, all dual enrollment courses taken and completed from any accredited two or four year college or university and from any accredited career technical center or courses from approved virtual programs and approved home school transfer credits. The calculations shall also include all grades for high school courses taken below ninth grade. Calculations will be based on the weighted GPA.

HIGH SCHOOL GRADUATION CEREMONIES

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

Home Education and FLVS students who wish to graduate from Bradford High School must have passed the FSA/Fl Standards Assessments, have had a credit review, prior to the beginning of the eighth semester, and be enrolled as a full-time BHS student for the remainder of the school year (eighth semester). Bradford Virtual courses may be used to fulfill full-time BHS student status but must be taken on BHS campus and reflected on the student schedule.

Full-time is defined as taking ~~6~~7 periods at BHS or the following:

1 course at BHS	and	12 college credits	or	450 clock hours
2 courses at BHS	and	9 college credits	or	450 clock hours
3 courses at BHS	and	6 college credits	or	300 clock hours
4 courses at BHS	and	3 college credits	or	300 clock hours
5 courses at BHS	and	3 college credits	or	120 clock hours
6 courses at BHS	and	3 college credits	or	120 clock hours
7 courses at BHS				

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

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

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

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

- completes standard graduation course credit requirements, but who is unable to earn a passing score on the FCAT/Fl Standards Assessment or qualifying concordant scores.
- achieve below the cumulative grade point average requirement but has earned the 24/18 credits necessary for a regular diploma, and who completes all other applicable requirements for graduation prescribed by the district school board pursuant to s. 1008.25 (Completes all required remediation).

Notes:

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

Any reference made relative to the certification of students exiting high school during graduation exercises shall be limited to certification of the entire class. An example of wording or a statement that would be acceptable for use in the exercises would be: "Seniors of the class of (year) are certified as graduates or have completed their high school course of study as prescribed by the School Board of Bradford County and the State of Florida". The high school shall submit its plan for closing activities to the superintendent for approval prior to advertising the information to students. This

approval will include, but not be limited to exam schedule, final date for senior completion of graduation requirements, deadline date to inform students who will or will not graduate, baccalaureate date, and commencement date.

ASSESSMENT

Students in grades 9, 10, 11 and in specified courses are evaluated annually. Students, unless he/she qualifies for the Florida Standards Alternate Assessment, must take all statewide achievement tests at their appropriate grade level/course. The Bradford County School District will implement all state assessments so as to comply with state law.

Grade Level	Test
9-10	Florida ELA Standards Assessment (Reading and Writing)
Algebra I	Algebra I End of Course Exam (EOC)
Biology	Biology End of Course Exam (EOC)
Geometry	Geometry End of Course Exam (EOC)
U.S. History	U.S. History End of Course Exam (EOC)

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

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

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

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

BRIGHT FUTURES SCHOLARSHIP PROGRAM

The “Bright Futures Scholarship Program” is intended to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in an eligible Florida public or private post-secondary educational institution within 3 years of

high school graduation. If a student enlists directly into the military after graduation, the 3-year period begins upon date of separation of active duty. The “Bright Futures Scholarship Program” is the umbrella program for state-funded scholarships based on academic achievement in high school that were formerly provided through such programs as the “Florida Academic Scholars” and “Gold Seal Programs”. High school guidance departments can provide specific details about meeting the program criteria. The following information covers the basic components of the “Bright Futures Scholarship Program”:

- Three levels of scholarship awards – Florida Academic Scholars ; Florida Medallion Scholars; Florida Gold Seal Cape Scholars;
- For all 3 awards, the student must earn a Florida high school diploma and meet the requirements for the specific award. Each award has its own academic requirements, award amounts and funding length.
- A student may receive funding for only one award with the highest award earned being selected.
- Earn the required credits/credit hours
- Achieve the required Grade Point Average for the level received
- Achieve the required SAT, ACT or PERT test scores for the level received
- Perform a set number of volunteer service hours based on the level received. Volunteer service provides that the student must identify a civic issue or a professional area of interest and develop a plan for his or her personal involvement in addressing the issue or learning about the area. Students are *prohibited from receiving remuneration or academic credit* for the volunteer service work performed except for credit earned through adopted service-learning courses. Volunteer service work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer service must be documented.

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

ATTENDANCE

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

STUDENT ABSENCES FOR RELIGIOUS REASONS

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

PART TIME ATTENDANCE FOR HOME EDUCATION STUDENTS

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

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

PROFICIENCY LEVELS

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

COMPREHENSIVE PROGRAM

Each year the district will review and establish standards for determining how well each student has mastered the performance standards approved by the State Board of

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

ASSESSMENT AND REMEDIATION (f.s. 1008.25)

Each student must participate in the standardized statewide assessment program as required by law. Each student who does not achieve Level 3 or above on the statewide, standardized English Language Arts or Mathematics assessments must be evaluated to determine the nature of the student's difficulty 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 9th-10th grade student scores at Level 1 or Level 2 on F1 Standards Assessment ELA 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.

READING DEFICIENCY AND PARENTAL NOTIFICATION (fs 1008.22)

Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments must be given intensive reading instruction immediately following the identification of the reading deficiency. The parent of any student who exhibits a substantial deficiency in reading must be notified in writing.

ENGLISH LANGUAGE LEARNERS (ELL)

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

ELL PROCEDURES FOR INITIAL IDENTIFICATION

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

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

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

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

PROCEDURES FOR DETERMINATION OF ELIGIBILITY

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

below the 32nd percentile in either Reading or Language will be temporarily placed in the ELL program until the LEP Committee is able to meet and determine the most appropriate placement for the student. When the LEP Committee meets, a decision will be made to assign the student to the ELL program or the regular program. In these cases, the following criteria will be reviewed to determine placement:

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

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

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

All ELL students are required to have an annual assessment to determine their level of proficiency in English language listening and speaking skills. All 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
 - f. cultural background
2. No ELL student may be retained solely due to language acquisition without proof that the teacher used ESOL teaching strategies. Documentation of the use of ESOL teaching strategies appropriate to the student's level of English proficiency must be recorded in the teacher's lesson plans.

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

ELL EXIT PROCEDURES

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

GRADE EXIT INDICATORS

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

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

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

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

SECTION 504

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

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

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

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

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

EXCEPTIONAL STUDENT EDUCATION

REGULAR STUDENT PERFORMANCE STANDARDS

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

FLORIDA ACCESS POINTS PERFORMANCE STANDARDS

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

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

1. Mastery of other IEP objectives based upon Access Points performance standards

2. Classroom performance
3. Standardized testing or Florida Standards Alternate Assessment
4. Social development

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

REPORTING STUDENT PROGRESS

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

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

STUDENT RIGHTS AND PARENT NOTIFICATION

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

1. Graduation options,
2. Utilization of regular student performance standards or Access Points,
3. Problems encountered if student performance standards are not achieved,
4. Options for transition to postsecondary programs.
5. Allow a student whose IEP states that full-time virtual instruction is appropriate to enroll in a full time virtual instruction program.

PROMOTION OF STUDENTS WITH DISABILITIES

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

RETENTION OF STUDENTS WITH DISABILITIES

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

TRANSFER STUDENT WITH DISABILITIES

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

1. School personnel will obtain parent permission and request records from the former school district.
2. An out-of-state student will receive a temporary assignment during the initial 10 days until eligibility is determined. These assignments can be determined by the IEP team if enough information is available, or if an instate IEP has been received.
3. An IEP committee will be convened to determine the most appropriate educational placement in the least restrictive school environment to meet the individual needs of the student.
4. If minimal information is acquired upon entrance, the student will be placed in the most comparable placement/services can be determined.

HOSPITAL / HOMEBOUND PROGRAM

The Hospital / Homebound Program is available for those students whose medical condition prohibits attendance in a regular school program and who are under medical care for an illness or injury, which is acute or catastrophic, or chronic illness, or a repeated intermittent illness due to a persisting medical problem and which confines the student to home or hospital and restricts activities for an extended period of time (at least

15 school days). Students must meet eligibility and submit documentation by a physician to the Exceptional Education and Student Services Department. School counselors have information on this process and entrance requirements.

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

ASSESSMENT OF STUDENTS WITH DISABILITIES

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

GRADUATION (SBR 6A-1.09963)

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

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

- (a) Access courses. Access courses are approved by the State Board of Education and are described in the Course Code Directory and Instructional Personnel Assignments. Access courses are based on the access points. Access points are academic expectations intended only for students with significant cognitive disabilities and are designed to provide these students with access to the general curriculum.
- (b) Alternate Assessment - an alternate assessment is a statewide standardized assessment designed for students with significant cognitive disabilities in order to measure performance on the access points.
- (c) Employment transition plan. A plan that meets the requirements. This plan is separate and apart from the IEP.
- (d) Eligible career and technical education (CTE) course. Eligible CTE courses include any exceptional student education (ESE) or general education CTE course that contains content related to the course for which it is substituting. Modifications to the expectations or outcomes of the curriculum, known as modified occupational completion points

(MOCs), are allowable and may be necessary for a student who takes access courses and participates in the alternate assessment. Modifications may include modified course requirements. Modifications to curriculum outcomes should be considered only after all appropriate accommodations are in place. MOCs must be developed for students in conjunction with their IEP and must be documented on the IEP. Course outcomes may be modified through the IEP process for secondary students with disabilities who are enrolled in a post-secondary program if the student is earning secondary (high school) credit for the program.

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

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

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

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

(d) For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

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

F.S. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments.

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

(<http://www.fldoe.org/policy/articulation/ccd/2018-2019-course-directory.shtml>)

and Instructional Personnel Assignments.

(b) Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.

(c) Documented achievement of all components on the student's employment transition plan.

(5) A waiver of the results of the statewide, standardized assessment requirements by the IEP team must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents.

(6) Deferral of receipt of a standard diploma. A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements.

(a) The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent, or the student over the age of eighteen (18) for whom rights have transferred must sign a separate document stating the decision.

1. The IEP team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services, and describe to the parent and the student all services and program options available to students who defer. This description must be done in writing.

2. School districts must inform the parent and the student, in writing by January 30 of the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education (FAPE). This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral.

3. The school district must ensure that the names of students deferring their diploma be submitted to appropriate district staff for entry in the district's management information system. Improper coding in the district database will not constitute failure to defer.

(b) A student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the school district, until the end of the school semester in which the student turns twenty-two (22).

TEST ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

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

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

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

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

EXTRAORDINARY EXEMPTIONS (1008.212, F.S.)

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

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

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

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

FCAT/FL STANDARDS ASSESSMENT/EOC WAIVER

A student with a disability for whom the Individual Education Plan (IEP) committee determines that the FCAT/Fl Standards Assessment cannot accurately measure the student’s abilities taking into consideration all allowable accommodations, shall have the FSA/Fl Standards Assessment requirement waived for the purpose of receiving a standard high school diploma, if the student:

1. completes the minimum number of credits and other requirements,

2. and does not earn passing scores on the FSA/Fl Standards ELA Assessment or on a standardized test that are concordant with passing scores on the FSA/Fl Standards ELA Assessment after one opportunity in 10th grade *and* one opportunity in 11th grade.

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

STANDARD DIPLOMA OPTION

An ESE student may decide to complete a standard diploma program. In order to graduate a student must successfully complete the 24 credits listed in this document, pass the FSA/Fl Standards Assessment/Florida Alternate Assessment and/or be enrolled in the required state remediation, and have a GPA of 2.0. An ESE student, who has not passed the FSA/FL STANDARDS ASSESSMENT/Florida Alternate Assessment/EOCs and meets the FSA/Fl Standards Assessment/Florida Alternate Assessment/EOC waiver requirements as defined by statutes, may be eligible for a standard diploma by meeting the criteria for an FSA/Fl Standards Assessment/EOC waiver option. Courses used for graduation must be Level II or above. An exemption will be provided for meeting the online course graduation requirement for students who have individual education plans (IEPs) which indicate an online course would not be appropriate or for students who have been enrolled in a Florida high school for one year or less. Level I courses may not be counted toward high school graduation.

INDEX

INTRODUCTION 5

Academically Challenging Curriculum to Enhance Learning (ACCEL) **17**

ACCEL: Standard Diploma 18 Credit Graduation Option **17**

Adult Student High School Diploma **24**

Advanced International Certificate Program **28**

Advanced Placement Courses **27**

Alternative Education Program **12**

Annual Report **14**

Assessment & Remediation **42**

ASSESSMENT 39

Assessment of Students with Disabilities **49**

ATTENDANCE 40

Bradford Virtual Franchise **30**

BRIGHT FUTURES SCHOLARSHIP PROGRAM 39

Certificate of Completion **23**

Comprehensive Program **41**

Conversion Grades **34**

Course Credit **25**

Course Descriptions **5**

COURSE OF STUDY 14

Credit by Examination **27**

Diploma Designations **21**

District Level Expectations **6**

Dropout Prevention **23**

Early Graduation **22**

Eleventh & Twelfth Grade Transfers **9**

ELL Exit Procedures **45**

ELL Procedures for Identification **42**

ENGLISH LANGUAGE LEARNERS (ELL) **43**

ENTRANCE REQUIREMENTS **6**

EXCEPTIONAL STUDENT EDUCATION **46**

Extraordinary Exemptions **53**

Facilitation of On-Time Graduation of Children of Military **16**

Florida High School Diploma (GED) **23**

Florida Sunshine State Standards **5**

Florida Virtual School **31**

Foreign Exchange Students **30**

Grade Classification **25**

Grade Exit Indicators **45**

Grade Forgiveness Policy **35**

Grades for Transfer Students **34**

Grading Scale **32**

GRADUATION **36**

Graduation	49
Graduation Chart	19
Graduation Notes	20
Graduation Requirements	16
High School Credit Earned at the Middle Grades	24
High School Credit Recovery	26
High School Graduation Ceremonies	37
High School Hourly Credit Attendance Requirements	25
High School Credit Awarding	26
Home Education Students	12
Homeless	7
Honors Criteria	26
Hospital / Homebound	48
Immunization Requirements	7
Interstate Compact Military	10
Intra-County Career Dual Enrollment	28
Medical Examinations	6
Minimum Grade Point Average	35
Part Time Attendance for Home Education Students	41

Placement of Transfer Students	8
Private School Students & Athletic Participation	13
Procedures for Determination of Eligibility	43
PROFICIENCY LEVELS	41
Promotion of Students with Disabilities	48
Proof of Residence	7
Rank in Class	37
Reading Proficiency & Parental Notification	42
Regular Student Performance Standards	46
Remediation & Retention for ELL Students	44
Report Cards/Mid Term Progress Reports	33
Reporting Student Progress	47
Required Instruction	15
Requirements for Extracurricular Activities	36
Resource Allocation	6
Retention of Students with Disabilities	48
Santa Fe College Dual Enrollment	29
SECTION 504	45
Standard Diploma Option	54
State Assessment & Uniform Transfer of Credits	9

Student Absences for Religious Reasons	40
Student Performance Standards	5
Student Rights & Parent Notification	47
Student Rights for Instruction	14
Suspension Expulsion	10
Test Accommodations for Students with Disabilities	52
Transfer Students	6
Transfer Students with Disabilities	48
Uniform Transfer of Credits	8
University of Florida Dual Enrollment	29
Valedictorian, Salutatorian & Honor Graduates	36
Virtual Transfers	9
Weighted GPA	33