

BRADFORD COUNTY

Student Progression Plan

Grades 6-8

2009-2010

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STUDENT PROGRESSION PLAN

Grades 6-8

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INTRODUCTION

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

STUDENT PERFORMANCE STANDARDS

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

SUNSHINE STATE STANDARDS

The Florida/New Generation Sunshine State Standards serve as guides to best practices in order to implement school improvement strategies and thereby raise student achievement. The standards describe what students should know. Appropriate instruction will be provided to assist students in the achievement of these standards. The Sunshine State Standards will serve as the basis for statewide assessments. Law requires the utilization of the Sunshine State Standards in the instructional program.

DISTRICT LEVEL EXPECTATIONS

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

RESOURCE ALLOCATION

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

ENTRANCE REQUIREMENTS

MEDICAL EXAMINATIONS

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

a school physical examination within the thirty-day period, the principal will excuse the child from school until the requirement is met.

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

IMMUNIZATION REQUIREMENTS FOR ENTRANCE

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

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

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

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.**

SUSPENSION / EXPULSION

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

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

PROOF OF RESIDENCE

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

TRANSFER STUDENTS

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

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

GRADES FOR TRANSFER STUDENTS

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

ALTERNATIVE EDUCATION PROGRAM

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

to provide more exceptional education services and is a more restrictive environment than an alternative setting.

Students may be administratively assigned to the Renaissance Center 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 Renaissance Center may be conducted in order to review the case. If the ESE student is scheduled to return to the home school, an IEP Meeting must be conducted five days prior to the scheduled dismissal date. The conference needs to include representatives from the sending school and the Renaissance Center as well as the student's parents. If the home school and the Renaissance Center disagree on the most appropriate placement for the student, the case will be referred to the District Discipline Review Committee.

HOME EDUCATION STUDENTS

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

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

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

requirement. If a student remains on campus he/she may be denied registration in BMS classes. Upon parent request exceptional education students will be provided services as required by law. Although the School Board of Bradford County is not responsible for the transportation of home education students, a request may be made to the Transportation Department. Two weeks prior to the start of the semester the student plans to attend, a request for one-way transportation through established services must be made for a student having a first period or last period class. The school principal will establish the time and place for arrival and departure of home education students. Students who attend school on a part-time basis are subject to all applicable rules and regulations regarding full-time students.

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

ATTENDANCE

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

STUDENT ABSENCES FOR RELIGIOUS REASONS

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

STUDENT WITHDRAWALS

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

INSTRUCTION

STUDENTS' RIGHTS FOR INSTRUCTION

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

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

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

MIDDLE SCHOOL CURRICULUM

The curriculum for grades 6-8 includes:

1. Three years of mathematics.
2. Three years of language arts, which shall include experiences in reading, writing and speaking.
3. Three years of science, which shall include instruction in life science, earth/space science or physical science.
4. Three years in social studies, which shall include the study of United States History and Government, World Geography, Florida History and World History.
5. One semester of physical education per year unless enrolled in remediation classes as required-FS. 1003.455 by beginning 2009-2010.
6. Computer literacy skills.
7. Elective courses in the related arts, which may include art, band, and health. Agriculture courses at this level are not for credit.
8. Specialized instruction for identified students
9. Comprehensive health education shall include substance abuse prevention, Acquired Immune Deficiency Syndrome and communicable disease prevention, human growth and development, human sexuality and pregnancy prevention, and personal health hygiene. Instruction will follow the guidelines listed below:
 - a. Abstinence from sexual activity outside of marriage is the expected standard for all school age children.

- b. Abstinence from sexual activity is a certain way to avoid pregnancy, sexual transmission of acquired immune deficiency syndrome, and other communicable diseases, which are transmitted sexually.
10. Beginning with students entering grade 6 in the 2006-2007 school year, additional promotion requirements include successful completion of one course in career and education planning to be completed in the 7th or 8th grade.

REQUIRED INSTRUCTION FOR GRADES 6-8

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

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

PHYSICAL EDUCATION

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

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

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

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

GRADING SCALE

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

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

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

REPORT CARDS/MID-TERM PROGRESS REPORTS

Parents will be notified regularly of their child's academic performance, conduct, and attendance during the school year. The grading period is divided into four nine-week periods. At the end of each grading period a report card will be distributed. Parents will be sent a mid-term progress report detailing the student's progress up to that point. The final report card for a school year will indicate the end of the year status in each of these areas. Report cards will be based on the student academic performance in each class or

course. Written papers, class participation, teacher observation, portfolio documentation, written and oral tests and or other academic performance criteria will be used to determine grades. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

CLASS CONDUCT GRADES 6-8

The system for reporting class conduct is as follows:

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

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

HONOR ROLL STUDENT SELECTION

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

ANNUAL REPORTS

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

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

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

ASSESSMENT

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

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

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

ELL –ENGLISH LANGUAGE LEARNERS

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

ELL PROCEDURES FOR INITIAL IDENTIFICATION

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

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

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

administer the appropriate oral-aural test to the student within twenty days of initial entry. All oral-aural test information will be forwarded to the Director of Student Services.

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

PROCEDURES FOR DETERMINATION OF ELIGIBILITY

Any K-12 student designated NEP (Non English Proficient) or LEP (Limited English Proficient) on the oral-aural test will enter the school's ELL program. A student in grades 4-12, designated FEP (Fluent English Proficient) by the oral-aural test, will then be given the appropriate norm referenced test at his/her regular school site within the next four weeks. In the time between initial enrollment and further assessment, the student may be served in the regular school program or temporarily assigned to the ELL program. The ELL contact and the school principal will make the decision concerning the most appropriate placement for the student until further assessment occurs. Those 4-12 students who score at or below the 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 and written recommendations of current and former instructional staff
- Mastery of basic skills in English
- Grades from current or previous grades
- Other test results
- Parent, teacher or administrative reports

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

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

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

PROMOTION

MIDDLE SCHOOL REQUIREMENTS FOR PROMOTION

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

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

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

Student assignment to a grade level will be based on multiple variables, not solely on age or other factors that might constitute social promotion. Students who fail one or two ~~two or fewer~~ core courses may be retained ~~promoted~~ and scheduled for course recovery to allow them to retake the courses that have been failed. Students who fail more than two courses must be retained. Student may be promoted if at least one course is successfully recovered prior to the start of the next school year.

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

LEP STUDENTS

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

ESE STUDENTS

Students placed in Exceptional Student Education (ESE) programs for students with disabilities must be given special consideration. An Individual Educational Plan (IEP),

with input from the IEP team, serves as the basic documentation regarding retention and promotion. The IEP, Implementation Plans, teacher assessment, and/or teacher observations will document mastery of state ESE student performance standards.

SECTION 504 STUDENTS

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

PERFORMANCE BASED DIPLOMA PROGRAM (Academy of Academics)

Middle and high school students meeting dropout prevention criteria may be eligible for this program as an alternate graduation route.

Previously known as Performance Based, the program serves students who are one or two years behind in school, have dropped out or are at risk of dropping out. Students should be recommended by BMS or BHS staff and take the Test of Adult Basic Education (TABE).

The program is voluntary and application is made at the Career Tech center through the Guidance Department. If accepted, the student and parent must participate in an orientation, and sign a contract of commitment to the program policies. Discipline, attendance, and grades of C or better are required to remain in good standing. Students not meeting conditions will be dismissed from the program and returned to their placement in a regular program of study.

Students must pass the FCAT, Pre-GED, GED and earn vocational certification in order to achieve the program goal of earning a standard diploma with their graduating class. This means that students may move grade levels based on TABE scores when enrolled in the Academy of Academics.

ACCELERATION: HIGH SCHOOL CREDIT EARNED AT THE MIDDLE GRADES

Credit earned by a seventh or eighth grader in a course designated in the Course Code Directory as grade 9-12 may be used to satisfy high school graduation requirements. *(High school credit will only be awarded if the student earns a grade of "C" or higher.)* Seventh or eighth grade students may enroll in high school credit earning courses. This enables these students to earn high school credit as well as eighth grade promotional credit. Courses approved by high school credit include Algebra I, Algebra I Honors, or any other course approved by the principal. During the 2008-2009 school year, additional courses will be explored to allow seventh and eighth grade students further options for high school credit. Both core classes and related arts are being explored.

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

FLORIDA VIRTUAL SCHOOL

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

A request for an exemption to this policy may be made in writing to the principal of the school. In the request for an exemption the parent needs to indicate the course that he/she wants the student to take and the reasons for that request. At that time a district review

committee will be convened to review the exemption request. The district review team will include representatives from administration and guidance from each school involved. Information such as test scores, report card grades and teacher recommendations will be reviewed to determine if approval of the request is appropriate for the child. A written response will be forwarded to the parent. A copy of the parent's request and the school's response will be filed in the student's "B" file.

VIRTUAL EDUCATION

SB 1676 is a new law that requires all Florida school districts to provide a Virtual Instruction Program (VIP) for its students. The North East Florida Educational Consortium (NEFEC) is pleased to provide VIP services to its member districts' students. The first step toward enrolling in a VIP is to determine a student's eligibility. Under the new law a student is eligible if he/she:

- resides in a NEFEC participating school district (list); and
- was enrolled in a Florida public school for the 08-09 school year; and
- was present in school for the October and February FTE counts;

OR

- is the dependent child of a member of the United States Armed Forces who was transferred to Florida within the last 12 months;

OR

- was enrolled in a school district virtual instruction program in 08-09 or a K-8 Virtual School Program.

Additionally, the VIP is for K-8 fulltime virtual students only. In grades 9-12, the VIP is fulltime with the exception of students who meet criteria for their district's dropout prevention program. VIP is not for students wishing to take select courses in a virtual environment. Please see your school's guidance counselor for these options.

The enrollment window is July 1 through July 31, 2009.

ACCELERATED THREE YEAR GRADUATION OPTION

Beginning with SY 2006-2007 each student in grades 6 through 9 and their parents will be provided with information concerning the 3-year and 4-year graduation options. Options are available for a college preparatory program or a career preparatory program.

Prior to selecting one of the three year accelerated graduation options the following requirements must be met.

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

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

PROFICIENCY LEVELS

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

COMPREHENSIVE PROGRAM

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

ASSESSMENT AND REMEDIATION

Each student must participate in the statewide assessment tests as required by law.

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

READING PROFICIENCY AND PARENTAL NOTIFICATION

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

1. That his or her child has been identified as having a substantial deficiency in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

ELIMINATION OF SOCIAL PROMOTION

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

FLORIDA SECONDARY SCHOOL REDESIGN ACT

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

EXCEPTIONAL STUDENT EDUCATION

REGULAR STUDENT PERFORMANCE STANDARDS

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

SPECIAL STATE STUDENT PERFORMANCE STANDARDS

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

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

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

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

MIDDLE SCHOOL COURSE REQUIREMENTS FOR ESE STUDENTS

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

REPORTING STUDENT PROGRESS

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

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

STUDENT RIGHTS / PARENT NOTIFICATION

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

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

PROMOTION / RETENTION OF STUDENTS WITH DISABILITIES

PROMOTION

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

RETENTION

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

TRANSFER STUDENT WITH DISABILITIES

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

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

HOSPITAL / HOMEBOUND

This program is available to middle grade students who have a medically diagnosed physical or psychological condition, which confines them to a home or hospital setting, to continue their education. An attending physician or psychiatrist determines eligibility and certifies that the student is expected to be in a hospital/homebound program for

fifteen school days or longer, or has a chronic condition requiring extended absences. Students may be served totally at home or they may be eligible for intermittent services. Students who are eligible for homebound instruction may be given the option to take fewer classes than a regular education student.

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

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

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

ASSESSMENT OF STUDENTS WITH DISABILITIES

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

TEST ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

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

1. Presentation:
 - Enlargement of regular print using mechanical or electronic means.
 - Large print and Braille versions of the test.

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

Methods to provide visual attention to items.

2. Responding:

Writing in the test book or on separate paper.

Signing answers.

Answers written in Braille on separate paper.

Providing answers verbally.

3. Scheduling:

Extended time

Break options

Extended day (limited cases)

4. Small Groups

Small Groups

Individual

Specially designed room

5. Assistive Devices:

Visual magnification

Assistive Technology

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