

# BRADFORD COUNTY

## Student Progression Plan

### GRADES 9-12

2009-2010

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# STUDENT PROGRESSION PLAN

Grades 9-12

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## **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.

## SUNSHINE STATE STANDARDS

The Florida/ New Generation Sunshine 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. The Sunshine State Standards will serve as the basis for statewide assessment. Law requires the utilization of the Sunshine State Standards in the instructional program.

## COURSE DESCRIPTIONS

The Bradford County School Board has adopted the Course Descriptions developed by the Florida Department of Education. These course descriptions indicate the Sunshine State Standards presented in each course for grades 9-12 for which credit is awarded. Students are required 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, 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

### TRANSFER STUDENTS

Any student who enters a Bradford County School will be required to present the following items within thirty 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

The principal will have the final decision in reviewing data and making a placement assignment.

### 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.**

## GRADES FOR TRANSFER STUDENTS

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

## ALTERNATIVE EDUCATION PROGRAM

A regular education student may be assigned to 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 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.

For students with an IEP placement 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 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, which needs to be initiated by the Renaissance Center, should include representatives from the sending school and the Renaissance Center as well as the student's parents.

## 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. If a senior level student transfers into Bradford High School 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

agency, that student will be allowed to graduate provided they meet all of the requirements of the former school. 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.

Out of State and Out of Country transfer students who have met all requirements for the standard high school diploma except for passage of the 10<sup>th</sup> Grade FCAT or an alternative assessment by the end of Grade 12 must be provided the following learning opportunities:

- Participation in an accelerated high school equivalency diploma preparation program during the summer.
- Upon receipt of a certificate of completion, be allowed to take the Common Placement Test (CPT), and be admitted to remedial or credit courses at a state community college as appropriate.
- Participation in an adult general education program as provided in S. 1004.93, F.S. for such time as the student requires to master English, reading, mathematics, or any other required for high school graduation. Students attending adult basic, adult secondary or vocational-preparatory instruction are exempt from any requirement for the payment of any fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the Grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma.

## 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 ESE and Student Services office. Parents home schooling their children must maintain a portfolio of records and materials documenting the child's progress. This portfolio must be maintained for two years. 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.

Students desiring to enroll at Bradford High School who have previously attended non-public schools and/or home education programs will first register at the school. prior to assigning the student to any classes, the principal will notify the Director ESE and Student Services The student may be given a standardized achievement test such as the TABE or CTBS to determine student 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. Credits for a home education student shall be validated through performance during the first grading period. 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 one of the methods listed.

1. Portfolio evaluation by the Director of ESE and Student Services
2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal.
3. Demonstrated proficiencies on nationally normed standardized subject area assessments.
4. Demonstrated proficiencies on the FCAT.

Students must be provided at least ninety days from date of transfer to prepare for assessments outlined in items 3 and 4 above. At the recommendation of the principal, the guidance staff will develop a Bradford High School schedule based on credits accepted from the non-public or home education program.

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

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. Home education students may not participate in any activity not covered under the Florida High School Athletics Association. Home education students are not allowed to participate in cheerleading, student government activities, flag corps or dance team. In order to participate in any of the activities noted above a home education student must be taking at least two classes on the Bradford High School campus. Participation in activities governed by the by-laws of the FHSAA will be allowed according to the rules established by that organization.

Any home education student who participates in the Florida Virtual School, the dual enrollment program or vocational programs will be under the same rules and guidelines for admittance as a regular education student attending Bradford High School full time.

## **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 Sunshine State Standards. Curriculum Frameworks for the high school program describe the performance roles, outcomes and indicators for each area of study.

### **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 level, the number and percentage of all students in grades 3-10, performing at levels one and two 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.

## 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.
- t. Patriotism, respect for veterans, and understanding of significance of Veteran's Day and Memorial Day

## GRADUATION REQUIREMENTS

In order to graduate from Bradford High School, a student must successfully complete the 24 credits listed in this document, pass the FCAT or qualifying concordant test scores, and have a GPA of at least a 2.0. Courses used for graduation must be Level II or above or appropriate non-leveled courses. Any student placed in a Level I course must have an Individual Education Plan, which outlines the methods and strategies to address deficiencies. Students may only be enrolled in Level I courses, if after review of their academic records, standardized test scores and teacher evaluations, it can be determined that a more rigorous course of study would be inappropriate for the student. 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. Students may select one of the three high school graduation options.

#### 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 or qualifying concordant scores.
- B. achieve 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 s. 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 students 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.

#### FAST TRACK

In order to help students who might lose hope of graduation, the Bradford Union Area Career Technical Center has implemented a strategy for addressing this problem. The Coordinator of Adult and Community Education has coordinated with the high school a plan to identify, counsel, and recruit students into the GED Fast Track program. This will include students who are currently enrolled at Bradford High School and have not passed the FCAT. The Fast Track program will give students who may otherwise drop out of school a viable option through preparation to take the GED exam. The objective of identifying, recruiting, and placing students in an intensive class will break the cycle of hopelessness through failure. This will be accomplished through a coordinated effort with the administration, guidance office, exceptional education office, and records office at the high school. Parents will also be asked for support of this option.

The senior guidance office will counsel and review test scores from the October administration of the FCAT of the student's senior year. During this session, a letter from the office of the Coordinator of Adult and Community Education will be presented to the students who did not pass the FCAT. The content of this letter will include the following: a statement about the opportunity that awaits the student through preparation

for the State of Florida High School Diploma; a schedule of the classes to include the time of the classes, which will be held at Bradford Union Area Career-Technical Center; telephone numbers and appropriate contacts for additional information; and a copy of the GED schedule of testing. Parents will also be informed via letter of the Fast Track option. If there is no response within 10 days, those parents not responding will be called and invited to meet with the guidance office or the adult education contact person at the Bradford Union Area Career-Technical Center.

Another avenue for identifying students will involve the coordination of the Bradford County ESE office. This will be done through the inclusion of a statement in the Individual Education Plan, which will offer the Fast Track as an option for students who might fail the FCAT. This will include an opportunity for students to attend remedial classes, to help improve scores.

#### CREDITS REQUIRED (for freshmen entering 2006)

1. English – 4 credits  
English courses must include major concentrations in composition, reading for information, and literature.
2. Mathematics – 3 credits  
Successful completion of Algebra I or a series of courses equivalent to Algebra I (or a higher level mathematics course for those who have already completed an Algebra I course that is not reflected in the high school transcript or have clearly mastered Algebra I content).  
Courses or series of courses deemed “equivalents” for meeting the Algebra I graduation requirement are:  
Algebra I  
Algebra I Honors  
Algebra IA and Algebra IB (only counts as 1 credit toward Bright Futures and college admission beginning 09-10)  
Integrated Mathematics I and Integrated Mathematics II  
Higher level courses meeting this requirement when Algebra I content is mastered but not reflected in the transcript: any Level III math course, Algebra II, or Integrated Mathematics III
3. Science – 3 credits  
Two of the science credits must include a laboratory component.  
Beginning with the 2009-2010 junior class, all students will be required to take science during their junior year. Agriscience Foundations I may count as a science credit.
4. American History – 1 credit
5. World History – 1 credit  
This course shall include a comparative study of the history, doctrines, and objectives of all major political systems.
6. Economics – 0.5 credit  
This course shall include a comparative study of the history, doctrines,

and objectives of all major economic systems

American Government – 0.5 credit

This course shall include the study of the U.S. Constitution and the Florida Government including the study of the State Constitution, the three branches of government, and municipal and county government.

7. 1 credit from:
  - Practical Arts Career Ed. OR Exploratory Career Ed. OR Performing Fine Arts OR
  - a combination of 0.5 credits from each of the above.
8. Life Management Skills - .5 credit (last required for Freshmen entering 06-07)
9. 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. The following exceptions apply:
  - 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 competency test on personal 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 eurythmics, dance corps, or flag corps), with regular practice with and performance in marching band activities satisfies a one-half credit requirement in physical education. 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 one semester 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.

A student is not required to take the one credit in physical education during the ninth grade year.

10. Electives – Any course listed in this directory that is appropriate for 9<sup>th</sup> grade or above may fulfill an elective credit for graduation except Study Hall and other courses identified as noncredit (NC), Adult Basic Education, and GED Preparation. Students who do not meet the FCAT requirement, must take the intensive reading class. Credit from the intensive reading class will count as an elective.

Students may receive a half elective credit in social studies and a half credit elective for student completion of non-paid voluntary community or school service work (activities can't be used by the organization for profit and must be pre-approved by the principal or designee). Students must complete a minimum of 75 hours of service in either category. Activities are to be conducted outside of the regular school day. Guidelines for compliance will be developed by the principal. Note: 1003.43 (k) states that district school boards *may* award a maximum of one-half credit in social studies and one-half elective credit...

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. (majors)
2. More than one credit in exploratory vocational courses.
3. More than three credits in practical arts family and consumer science classes.

### **CREDIT CHANGES FOR SY 2007-2008 FRESHMEN**

**Beginning** with students entering their first year of high school in the **2007-2008** school year, graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admissions. Graduation requirements will include the above credit requirements and the following additions/changes: F.S. 1003.428

\* 4 credits in Math (One of which must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course. Algebra IA & IB only count as 1 credit toward Bright Futures and college admission)

\* 1 credit in fine arts. Courses listed in the Course Code Directory under Art, Dance, Drama/Theatre, and Music meet the Fine Arts requirement. No practical arts credit is accepted for this requirement.

\* 1 credit physical education to include integration of health.

\*Eight credits in majors, minors, or electives:

\*4 credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the student as part of the education plan required by s. 1003.4156.

\*4 credits in elective courses selected by the student as part of the education plan required by the student as part of the education plan. These credits may be combined to allow for a second major area of interest pursuant to subparagraph 1., a minor of interest, elective courses, intensive reading or mathematics intervention courses, or credit recovery courses.

Parents and students may access the FLDOE Major Areas of Interest Website to receive a complete listing of the major areas for their school. The web address is:

<http://www.fldoe.org/HSMajors/ListSchoolMajors.aspx>

### ACCELERATED THREE YEAR GRADUATION OPTIONS (General Requirements)

Students who enter ninth grade in the 2004-2005 school year and thereafter may select, an accelerated three year graduation option. 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.
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.
4. 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.

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, and the school must receive written consent from the student's parent. 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. The district shall extend this deadline to the first semester of grade 10 for a student who entered a Florida public school after grade nine upon transfer from a private school or another state or who was prevented from choosing a graduation option due to illness during grade nine. 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.

If, at the end of grade ten, a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the student and parent of the following:

1. The requirements that the student is not currently meeting.
2. The specific performance necessary in grade eleven for the student to meet the accelerated graduation requirements.
3. The right of the student to change to the four-year program.

A student who selected one of the accelerated three year graduation options shall automatically move to the four year program set forth if the student:

1. Exercises his or her right to change to the four year program.
2. Fails to earn five credits by the end of grade nine or fails to earn eleven credits by the end of grade ten.
3. Does not achieve a score of 3 or higher on the grade ten FCAT writing assessment.
4. By the end of grade eleven does not meet any of the other requirements such as grade point average (GPA) or FCAT scores in reading and mathematics.

Any student who selected an accelerated graduation option before July 1, 2004 may continue that program, and all statutory program requirements that were applicable when the student made the program choice shall remain applicable to the student as long as the student continues that program.

### THREE YEAR COLLEGE PREPARATORY GRADUATION OPTION

For this option at least six of the eighteen credits required for completion of this program must be received in classes that are dual enrollment, advanced placement, Baccalaureate, Advanced International Certificate of Education, specifically listed or identified by the Department of Education as a rigorous course or weighted by the district school board for class ranking purposes. The eighteen credits required for completion of this program shall be the primary requirements and shall be distributed as follows:

1. Four credits in English, with major concentration in composition and literature.
2. Three credits in mathematics at the Algebra I level or higher from the list of courses that qualify for state university admission. Algebra IA and IB only count as one credit for this graduation option.
3. Three credits in natural science, two of which must have a laboratory component.
4. Three credits in social studies, which must include one credit in American history, one credit in world history, one-half credit in American government, and one-half credit in economics.
5. Two credits in the same second language unless student is a native speaker of or can otherwise demonstrate competency in a language other

than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses.

6. Three elective credits.

In the college preparatory program students must achieve a cumulative weighted grade point average of at least a 3.0 (*3.5 beginning SY 2006-2007 for incoming 9<sup>th</sup> graders*) on a 4.0 scale, or its equivalent, in the required courses. Students must also receive a weighted or unweighted *grade that earns at least a 3.0 or its equivalent to earn course credit toward the eighteen credits* required for the college preparatory accelerated three year high school graduation program.

Students who enter grade 9 in the 2006-2007 school-year and thereafter must have at least *6 of 18 credits required* for completion of this program in classes that are International Baccalaureate Program, the Advanced Placement Program, dual enrollment, or Advanced International Certificate of Education. Honors courses will NOT meet this requirement.

### THREE YEAR CAREER PREPARATORY GRADUATION OPTION

A student entering this program must successfully complete a minimum of eighteen academic credits in grades nine through twelve. The eighteen credits shall be the primary requirements and shall be distributed as follows:

1. Four credits in English, with major concentration in composition and literature.
2. Three credits in mathematics, one of which must be Algebra I.
3. Three credits in natural science, two of which must have a laboratory component.
4. Three credits in social sciences, which must include one credit in American history, one credit in world history, one-half credit in American government, and one-half credit in economics.
5. Three credits in a single vocational or career education program, three credits in career and technical certificate dual enrollment courses, or five credits in vocational or career education courses.
6. Two credits in electives unless five credits are earned in the student's designated vocational program.

A student in a career preparatory program must achieve a cumulative weighted grade point average of at least a 3.0 on a 4.0 scale, or its equivalent, in the courses required for the career preparatory accelerated graduation option. The student must also receive a weighted or unweighted grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the eighteen credits required for the career preparatory accelerated three year high school graduation option.

A student who selects one of the accelerated three-year graduation options shall automatically move to the four-year program stated in S. 1003.43, F.S. if the student:

- \* Exercises his or her right to change to the four-year program
- \* Fails to earn five credits by the end of Grade 9 or fails to earn 11 credits by the end of grade 10.
- \* Does not achieve a score of 3 or higher on the Grade 10 FCAT Writing assessment.
- \* By the end of grade 11 does not meet the requirements of S. 1003.429(1) and (6), F.S.

Note: A student who has not completed all of the requirements for the three-year graduation program, including earning passing scores on the FCAT and achieving the required grade point average, must be required to meet the 24-credit program pursuant to S. 1003.43, F.S. and must attend high school a fourth year.

### HIGH SCHOOL EQUIVALENCY 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. A Child Study Team is recommended prior to requesting permission to take the GED. Extraordinary circumstances may include, but are not limited to:

1. Having a physical or psychological problem that impairs the student's ability to attend school.
2. Child care responsibilities.
3. Court action.
4. Family hardship.

Sixteen and seventeen year old students must also have parent permission to take the test and must pass a pre-GED test before being permitted to take the actual GED.

### ADULT STUDENT HIGH SCHOOL DIPLOMA

Clarification – Eligibility for a high school diploma is an adult student who has met all other graduation requirements but is returning to pick-up a missing credit.

Applicants 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 Area Career Technical Center.

## 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.

## 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. Courses approved by high school credit include Algebra I, Algebra I Honors, or any other course approved by the principal.

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. A review committee composed of the middle grade principal, high school principal, Assistant Superintendent for Curriculum and Learning and middle and high school counselors will consider the request. Approvals will be made 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. 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.

### 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. Credit for high school graduation may be earned for volunteer activities and non-academic activities that have been approved by the State Board of Education. All courses taken must be included in calculating the GPA. Courses in excess of the required 24 credits may not be dropped.

### GRADE CLASSIFICATION

The following credit calculation will be used for students entering ninth grade in 2005-2006.

<u>Classification</u>	<u>Credits</u>
9 <sup>th</sup> Grade	Successful Completion of 8 <sup>th</sup> grade
10 <sup>th</sup> Grade	6 Credits
11 <sup>th</sup> Grade	12 Credits
12 <sup>th</sup> Grade	18 Credits
Graduation	24 Credits

### 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, the student must successfully meet additional school board requirements, such as class attendance, homework, participation, and other indicators of performance.

## 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 using the Ed Options Novel Program and the evening credit recovery classes at Bradford Union Area Career Technical Center using Odysseyware. 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 80% 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.

## ADVANCED PLACEMENT COURSES

Advanced Placement Courses are administered by the College Board for eligible secondary students. Post secondary credit shall 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. Advanced placement courses may be taken along with dual enrollment courses.

## CREDIT BY EXAMINATION

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.

## INTERNATIONAL BACCALAUREATE PROGRAM

The International Baccalaureate 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 community 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 community college or university that accepts the student for admission. Students shall be exempt from the payment of any fees.

## INTRA-COUNTY VOCATIONAL DUAL ENROLLMENT

Vocational dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn elective credits toward the high school diploma.

## INTER-COUNTY VOCATIONAL DUAL ENROLLMENT

The Bradford-Union Vocational dual enrollment program represents a cooperative effort between Bradford County School Board and Union County School Board. Through the Bradford-Union Inter-County Vocational Dual Enrollment program, Union County secondary student in grades nine through twelve are able to attend Bradford-Union Area Career and Technical Center postsecondary job preparatory programs and earn high school credits.

The Bradford County School Board/Union County School Board Articulation Agreement in Appendix “B” provides specific details regarding student participation in the vocational inter-county vocational dual enrollment program. No changes can be made to the dual enrollment program unless both parties are in agreement.

## DUAL ENROLLMENT

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

The School Board of Bradford County / Santa Fe Community College Articulation Agreement in Appendix “A” 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.

## FLORIDA VIRTUAL SCHOOL

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 guidance counselor and the student’s parents. Guidance approval may be denied

if the student has 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 FCAT. (All exceptions must be approved by the principal). Guidance approval will be required regarding the number of on-line courses a student may take at any one time. Students who drop two FLVS classes with a grade of Withdraw Failure (WF) will not be allowed to take any other FLVS course. Students who withdraw with any other withdrawal code and who subsequently enter a BHS course must understand that they may not receive credit if they have missed 60% or more of the scheduled class time. Credit recovery will only be offered to students who have completed the entire FLVS course with a grade of “D” or “F”. All grades received from FLVS courses shall be counted toward the final GPA calculation. Counselors will provide a report to the principal listing all of the students taking Florida Virtual School classes. Students intending to accelerate graduation by using the Florida Virtual School courses must have a written plan approved by the administration, guidance, and parents, which outlines the projected course plan for the high school program. The plan will identify projected courses taken within and out of the regular high school program. All students are subject to all guidelines established by the Florida Virtual School. It is recommended that core courses needed for graduation be completed by the end of the seventh semester.

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.

#### GRADING SCALE

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

#### 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. 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 2.5 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

The following charts compare the differences between unweighted and weighted courses. The charts will be used for students who graduate in 2004 and after.

Unweighted Quality Points by Course Type			Weighted Quality Points by Course Type		
Letter Grade	For a Semester Course	For an Annual Course	Letter Grade	For a Semester Course	For an 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	0.5	1.0	D	1.0	2.0
F	0.0	0.0	F	0.0	0.0

For students beginning ninth grade in school year 2003-2004 the following courses will be weighted:

All Honors Courses	All Dual Enrollment Courses
All Advanced Placement Courses	All Level III Courses

## 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.

The parents of students who have a cumulative grade point average (GPA) of less than 2.5 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. These restrictions on forgiveness do not apply to students below 9<sup>th</sup> grade taking high school courses. Such students may repeat a course for forgiveness with grades above a “D”. Any course grade not replaced according to district policy shall be included in the calculation of the cumulative grade point average required for graduation. All courses and grades must be included on a student’s transcript. 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.

## GRADUATION

### VALEDICTORIAN, SALUTATORIAN, AND HONOR GRADUATES

The cumulative weighted averages of seniors are ranked at the end of the first semester of the student’s senior year. The top senior becomes Valedictorian, and the second senior becomes Salutatorian.

\*Valedictorian and Salutatorian determination will be made at the end of the seventh semester. In order to be Valedictorian, 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 FCAT.

\*Ranking will be recalculated 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.

\*To be considered for the Valedictorian or Salutatorian position, or class rank 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. Graduation honors will be awarded according to weighted grade point averages as follows:

Outstanding Honors	4.0000 to 4.5000
High Honors	3.7500 to 3.9999
Honors	3.5000 to 3.7499

#### Determining 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, courses from the Florida Virtual School Program, and approved home school transfer credits.

The calculations shall apply to all grades for which credit has been earned and shall include the ninth grade, in most cases, through the first semester of the senior year (usually seven semesters). Calculations will be based on the weighted GPA.

In calculating GPA for graduation, all courses will be used in determining the final GPA. Credit for all courses taken will be included in the final calculation

Ranking will be recalculated at the end of the eighth semester for determining Honor graduates for graduation ceremonies.

#### HIGH SCHOOL GRADUATION CEREMONIES

Students who meet the requirements for a standard or special diploma at the end of the regular school term 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. Ranking will be recalculated at the end of the eighth semester for determining Honor graduates for graduation ceremonies.

Home Education students who wish to graduate from Bradford High School must have 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).

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 FCAT, 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 guidance counselor. Both the student and school staff will sign the checklist. A copy will be placed in the student's "B" file.

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:

- completed the required courses and units of credit in grades 9-12 with a passing grade, and
- meet the 2.0 grade point average requirement.

Notes:

- a certificate of completion is not a diploma
- A student who earns a 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: "Senior's 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 and 10 are evaluated annually. Students, unless he/she qualifies for an alternate assessment, must take all statewide achievement tests at their appropriate grade level.

Grade Level	Test
9-10	Florida Comprehensive Assessment Test Reading and Mathematics

10 Florida Comprehensive Assessment Test  
Writing +

11 Florida Comprehensive Assessment Test  
Science

Performance task items are included on the 10<sup>th</sup> grade SSS test in reading, math, and on the 11<sup>th</sup> grade science test. Students must pass the FCAT-Sunshine State Standards test in order to graduate. Students will have multiple opportunities after the tenth grade March administration of the test to pass. A passing score on the SAT or ACT as (SY 2007-2008 ACT/SAT Equivalent Score has been defined as 15) determined by the Florida Legislature may be substituted for the FCAT. A student shall be required to take the grade ten FCAT a total of three times without earning a passing score in order to use the scores on an alternative assessment. This requirement shall not apply to a student who is a new student to the public school system.

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

#### BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Bright Futures Scholarship Program is the umbrella program for Florida's three state-funded scholarships based on academic achievement of high school students: the Florida Academic Scholars Award, the Florida Medallion Scholars Award, and the Florida Gold Seal Vocational Scholars Award. Each of the three scholarship awards within the Bright Futures Scholarship Program has specific eligibility criteria. In addition, to be eligible for an initial award from any of the three types of scholarships, a student must:

1. Complete and submit the application and the financial aid form during your senior year, prior to graduating from high school. Students are responsible for submitting their own application.
2. Be a Florida resident and a US citizen or eligible non-citizen, as determined by the postsecondary institution the student attends.
3. Earn a Florida Standard high school diploma or its equivalent.
4. Be accepted by and enrolled in an eligible Florida public or private postsecondary educational institution.
5. Enroll in a postsecondary educational institution in Florida for at least six semester credit hours, or the equivalent, per term.
6. Not have been found guilty of, or pled no contest to, a felony charge
7. Begin using the award within three years of high school graduation.

#### FLORIDA ACADEMIC SCHOLARS AWARD:

1. Provides 100% of tuition at a public institution.

2. Must have a 3.5 weighted GPA in core academic classes as determined by the state Department of education.
3. Must have successfully completed specific college preparatory courses.
4. Must have completed 75 hours of community service approved by the district.
5. Must have a minimum composite score of 1270 SAT (based upon the combined Critical Reading and Math sections only) or 28 ACT (excluding the writing section).

**FLORIDA MEDALLION SCHOLARS AWARD:**

1. Provides 75% of tuition at a public institution.
2. Must have a 3.0 weighted GPA in core academic classes as determined by the state Department of education..
3. Must have successfully completed specific college preparatory courses.
4. Must have a minimum composite score of 970 SAT (based upon the combined Critical Reading and Math sections only), or 20 ACT (excluding the writing section).

**FLORIDA GOLD SEAL VOCATIONAL SCHOLARS AWARD**

1. Provides 75% of tuition at a public institution.
2. Must have a 3.0 weighted GPA using the 15.5 core credits in core academic classes as determined by the state Department of education.
3. Must have a 3.5 in a minimum of three vocational credits in one vocational program.
4. Must have minimum subtest scores on the CPT or SAT or ACT ( see the Department of Education website listed below for the minimum scores).

For additional information and GPA determination visit the [www.FACTS.org](http://www.FACTS.org) web site.

**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. Home education students may not enroll in more than two courses at Bradford High School. These classes will be scheduled according to class availability and 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 BUACTC Director, after full time BHS students are registered. Upon parent request, exceptional education students will be provided services as required by law. Although the School Board of Bradford County is not responsible for the transportation of home education students, a request may be made to the Transportation Department. Two weeks prior to the start of the semester the student plans to attend, a request for one-way transportation through established services may be made for a student having a first period or last period class. The school principal will establish the time and place for arrival and departure of home education students. Students who attend school on a part-time basis are subject to all applicable rules and regulations regarding full-time students.

### **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 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 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, guidance counselor, or teacher. The principal will be responsible for selecting the ELL contact at each school.

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)

#### 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 32<sup>nd</sup> percentile in both Reading and Language on a norm-referenced test will qualify for the ELL program. Students scoring below the 32<sup>nd</sup> percentile in either Reading or Language will be temporarily placed in the ELL program until the LEP Committee is able to meet and determine the most appropriate placement for the student. When the LEP Committee meets, a decision will be made to assign the student to the ELL program or the regular program. In these cases, the following criteria will be reviewed to determine placement:

- Prior educational data
- Grade placement
- Social experiences and student interview
- Observation 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.

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 skill. 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)

### **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 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 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**

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 be 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 School Board of Bradford County 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 remediated. 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.

#### **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.

## LEVEL 1 COURSES

No student shall be granted credit toward high school graduation for enrollment in a Level 1 class unless the student's assessment indicates that a more rigorous course of study would be inappropriate. A written assessment of the need must be included in the student's IEP signed by the principal or administrative designee, the guidance counselor, and the parent or guardian of the student, or the student if the student is 18 years of age or older.

## 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 (Diploma Options 1 & 2) will be made on the basis of the following criteria:

1. Mastery of other IEP objectives based upon Special Option Diploma Sunshine State Standards
2. Classroom performance
3. Standardized testing or alternative assessment
4. Social development

ESE academic courses have special performance standards 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 special student performance standards.
3. Problems encountered if student performance standards are not achieved.
4. Options for transition to postsecondary programs.

### PROMOTION OF STUDENTS WITH DISABILITIES (Special Diploma Option I & II only)

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.

### 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

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

#### HOSPITAL / HOMEBOUND PROGRAM

This program is available to high school 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. This may affect graduation completion. Required forms can be obtained from the school guidance counselor, or the ESE office. Forms then need to be turned in to the district ESE office.

1. Students will be staffed eligible if program requirements have been met 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.
4. Parents must provide a doctor's note prior to the student reentering school.
5. An IEP meeting must be scheduled to dismiss the student from the program. This must take place before the student is reenrolled in regular classes.

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 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 student's with disabilities who meet specific criteria as recommended by the IEP team.

## SECTION 504

Students requiring special adaptation to the regular curriculum who do not meet ESE requirements, but are defined as disabled based on a documented medical condition that interferes with learning shall receive a Section 504 accommodation plan. 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 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. 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.

## GRADUATION

In order to provide the opportunity for exceptional education students to meet graduation requirements, courses or programs of study may be modified/accommodated through one of the following strategies.

1. Assignment of the exceptional student to an exceptional class for a Level I course with the same student performance standards as those for nonexceptional students.
2. Assignment of the exceptional student to a general education class for

instruction that is modified to accommodate the student's exceptionality.

The determination of which of these strategies to employ will be based upon an assessment of the student's needs and shall reflect this decision in the student's individual education plan.

## 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 FCAT. 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 FCAT.

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

1. Presentation:
  - Enlargement of regular print using mechanical or electronic means.
  - Large print and Braille versions of the test.
  - Signed or oral presentation, 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. Setting:
  - 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 whose current IEP documents need.

### SPECIAL DIPLOMA

A special diploma may be awarded to students classified as “educable mentally handicapped”, “trainable mentally handicapped”, or “profoundly mentally handicapped. Students may also be classified as “hearing impaired”, “specific learning disability”, autistic, physically or language impaired” or “emotionally behaviorally disabled”. These students may be allowed to meet state and local school board requirements rather than standard high school requirements.

### SPECIAL DIPLOMA - OPTION 1

ESE students graduating under Option 1 must demonstrate mastery of the Student Performance Standards for Exceptional Students and earn the minimum number of credits listed below. These credits may be earned either in the general or special curriculum. Five credits must be earned each year in to be promoted to the next grade level.

English or Intensive Reading	4 credits
Mathematics	3 credits
Social Studies	1 credit
Science	1 credit
Life Management	
(or an alternative course as approved by Principal)	0.5 credit
Physical Education	0.5 credit
Electives	10 credits
TOTAL	20 credits

### SPECIAL DIPLOMA - OPTION 2

The Special Diploma Option 2 is based on mastery of employment and community competencies. Under this option the student must be successfully employed in the community at or above minimum wage for at least one semester and must demonstrate mastery of the annual goals and short term objectives related to employment and community competencies as specified on the student’s Transition Individual Educational Plan. In addition, the student must demonstrate mastery of the competencies specified in the Employment and Community Competencies Training Plan. Students graduating under Option 2 requirements must make a reasonable attempt to earn at least ten credits including the courses listed below:

English and/or Intensive Reading	2 credits
Reading 9-12 or Life Skills Reading 9-12	
Mathematics	2 credits

The remaining 6 credits must be selected from the following areas:

Life Management (or approved alternative course), Physical Education, Science, Social Studies, or Vocational

### SPECIAL CERTIFICATE OF COMPLETION

A special certificate of completion is available to students with disabilities who don't meet all the graduation requirements for special diploma. It certifies that the student passed the required ESE courses in high school, but failed to master all the Sunshine State Standards for Special Diploma.

### 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 FCAT and/or be enrolled in the required state remediation, and have a GPA of 2.0. An ESE student, who has not passed the FCAT and meets the FCAT waiver requirements as defined by statutes, may be eligible for a standard diploma by meeting the criteria for an FCAT waiver option. Courses used for graduation must be Level II or above. Level I courses may not be counted toward high school graduation unless the IEP team determines by a review of test scores that a more rigorous course of study would be inappropriate, in which case a written assessment of need must be included in the individual education plan. Students may only be enrolled in Level I courses, if after review of their academic records, standardized test scores and teacher evaluation, it can be determined that a more rigorous course of study would be inappropriate for the student. Any student placed in a Level I course must have a Progress Monitoring Plan or Individual Education Plan, which outlines the deficiency and strategies to address the deficiencies.