

BAKER COUNTY SCHOOL DISTRICT

2022-2023 STUDENT PROGRESSION PLAN



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

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

SHERRIE RAULERSON, SUPERINTENDENT

SCHOOL BOARD MEMBERS

Tiffany McInarnay, Vice Chairperson	District 1
Dean Griffis	District 2
Paula Barton, Chairperson	District 3
Charles (Artie) Burnett, III	District 4
Amanda Hodges	District 5

BAKER COUNTY SCHOOLS DIRECTORY

District Office	259-6251
Baker County High School	259-6286
Baker County Middle School	259-2226
J. Franklyn Keller Intermediate School	259-4244
Macclenny Elementary School	259-2551
Westside Elementary School	259-2216
Pre-Kindergarten/Kindergarten Center	259-0405
Educational Services	259-7825
Family Service Center	259-6551
Transportation Department	259-2444
Vocational, GED & Adult Ed. Dept.	259-0403

“WHERE CHILDREN ARE FIRST!”

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

COMPREHENSIVE PROGRAM

Section 1008.25(2) (a-c) mandates that the district shall establish a comprehensive student progression plan that includes standards for evaluating each student's performance on the Florida Standards. The progression plan must include specific levels of performance in English language arts, science, mathematics, and social studies for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and that considers the student's learning style. The progression plan must include appropriate alternative placement for a student who has been retained for two or more years.

Each student failing to meet minimum performance expectations in the above areas, must continue to be provided remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

GRADING SYSTEM

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

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

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

- E = "Excellent" (90-100%)
- S = "Satisfactory" (70-89%)
- N = "Needs Improvement" (60-69%)
- U = "Unsatisfactory" (0-59%)

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

GRADES K-5

- E = "Excellent"
- S = "Satisfactory"
- U = "Unsatisfactory"

GRADES 6-12

- S = "Satisfactory"
- U = "Unsatisfactory"

Middle School, final semester exams are optional. If given, the worth of each exam will be determined by the classroom teacher. The value will not exceed 20% of the semester grade. A Civics end-of-course exam is required in middle school and is worth 30% of the final grade. End-of-course (EOC) exams are mandated by Florida statutes.

High School, final end of course (EOC) and semester exams are required. EOC exams given in Algebra I, Geometry,

Biology I, and US History are worth 30% of the final grade. End of course (EOC) exams are tests mandated by Florida statutes. Semester exams are school administered tests used to determine student mastery of the curriculum. Semester exams are given at the end of each semester and are worth 20% of the semester grade. Parents/guardians will be notified of their child's progress during the school year by means of formal report cards at each nine weeks interval and by progress reports during the fifth week of each quarter. Other means of keeping parents/guardians informed may consist of the following: conferences, samples of student's work, test results, letters, informal notes, Skyward Parent Portal, etc.

ASSESSMENTS

Each student must participate in the statewide assessment tests. Section 1008.22, Florida Statutes, states "participation in the assessment program is mandatory for all school districts and all students attending public schools." Additionally, Section 1008.34, Florida Statutes, states; "each school must assess at least 95% of its eligible students". Section 1008.32, Florida Statutes, states that the Commissioner of Education may investigate allegations of non-compliance with law by school districts. Each student who does not meet specific levels of performance in English language arts, science, mathematics, and social studies for each grade level, or who does not meet specific levels of performance as determined by the commissioner on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic needs. **A student's course enrollment may be influenced by statewide assessment and diagnostic test performance.** This includes enrollment in honors courses and English A student's course enrollment may be influenced by statewide assessment and diagnostic test performance. This includes enrollment in honors courses and English language arts and math intervention classes. Beginning with school year 2022-2023, Florida Assessment Student Thinking (FAST) replaces Florida Student Assessment (FSA).

PROGRESS REPORTING AND ANNUAL REPORT

Each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in English language arts, science, mathematics, and social studies. The district school board must report to the parent the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information.

The district will annually publish in the local newspaper, and report in writing to the State Board of Education by September 1* of each year, the following on the prior school year: the provisions of F.S. 1008.25(8) relating to public school student progression and the district policies and procedures on student retention and promotion; by grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the Florida Standards Assessment English Language Arts (FAST ELA); the number and percentage, by grade, of all students retained in grades 3 through 10; the total number of students promoted for good cause, by each category; and any revisions to the district school board's policy on retention and promotion from the prior year.

*This information will be published once it has been released by the Florida Department of Education.

ALLOCATION OF RESOURCES

Remedial and supplemental instruction resources will be allocated as follows: First, to students who are deficient in English language arts by the end of grade 3, and second to students who fail to meet performance levels required for promotion.

ELIMINATION OF SOCIAL PROMOTION AND GOOD CAUSE EXEMPTIONS

- a) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
- b) The school board may only exempt students from mandatory retention for good cause. Good cause exemptions for students in grade 3 shall be limited to the following:
 1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages (ESOL) program.
 2. Students with disabilities whose individual education plan (I.E.P.) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
 3. Students, who demonstrate an acceptable level of performance on an alternative, standardized reading assessment approved by the State Board of Education.
 4. Students, who demonstrate through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Florida Standards in reading equal to at least a Level 2 performance on the FAST.
 5. Students with disabilities who participate in the FAST and who have an individual education plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading, for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1 or grade 2.
 6. Students who have received two or more years of intensive reading intervention and were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years meet the criteria for good cause exemption. Students may not be retained in grade 3 more than once. Intensive reading instruction for students so promoted must include an altered instructional day based upon an academic improvement plan that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.
- c) Requests for good cause exemptions for students from the mandatory retention shall be made consistent with the following:
 1. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing Progress Monitoring Plan, individual educational plan, if applicable, report card, or student portfolio.
 2. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

REQUIREMENTS FOR ENGLISH LANGUAGE LEARNER (ELL) STUDENTS

During the adjustment period, the English Language Learner (ELL) student's English skills progress and content area efforts will be evaluated on a "satisfactory" or "needs improvement" basis until it is determined that the assignment of letter grades is appropriate. The student will be evaluated accordingly once he/she has demonstrated an understanding of learning activities and assignments. Comments will be made on progress reports/report cards concerning the student's level of performance. Instruction must be understandable, equal, and comparable in scope, sequence, and quality to that which non-ELL students receive. The ELL student is expected to participate in all learning activities appropriate for that individual's level.

Promotion and retention of ELL students is based on measurements of the student's ability to read, write, and perform mathematical functions, not whether the ability is shown in English or in the student's home language. Further description is provided in the District's approved ELL Plan.

REQUIREMENTS FOR HOME EDUCATION STUDENTS RE-ENTERING A PUBLIC SCHOOL

Grades K-8

Upon re-entry into public school from a Home Education program, the home education student will be given a norm referenced achievement evaluation (Kindergarten Readiness Checklist, STAR Early Literacy Assessment, STAR, and/or SAT-10) as part of the re-enrollment process. The appropriate school for the student's previous grade will make the promotion decision.

Grades 9-12

6A-1.09941 State Uniform Transfer of High School Credit (see page 6, Placement of Transfer Students)

PATRIOTIC PROGRAM

Florida Statute 1003.44 recognizes the last full week of classes in September, in the state's public schools, as "Celebrate Freedom Week." The students in each social studies class shall be presented at least 3 hours of appropriate instruction, as determined by the school district, on the intent, meaning, and importance of the Declaration of Independence. On each school day during this week, school principals and teachers are required to conduct an oral recitation by students of the following excerpt of the Declaration of Independence:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."

Students will be excused from participating in the recitation of the Declaration of Independence, upon written request by a student's parent submitted to the principal.

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

IMMUNIZATION POLICY

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

SUMMER SCHOOL

A pupil attending summer school shall have a preliminary registration form approved by the principal of the school, which he/she attends. Pupils in Grades 6, 7, and 8 will be limited to two full years of subjects, consisting of new or make-up work or remediation. Pupils in Grades 9-12 will be limited to one credit or the equivalent thereof per summer unless enrolled in the performance-based program. In order to participate in summer school, a student must spend no less than a total of one hundred and thirty-five clock hours participating in instruction or directed study per subject in the regular program. Due to limited space and numbers, the principal will consider grades/GPA, behavior, school attendance, and other individual student circumstances when assigning students to summer school. The principal reserves the right to accept or deny entrance to a summer school program.

Not less than a total of one hundred and twenty clock hours shall be spent in instruction or directed study per unit subject in the regular program.

A student may earn up to one credit in summer school at any accredited high school unless enrolled in a performance-based program. Mastery of specific skills in the summer school course will be necessary in order to pass. Admission into the summer school program shall be for the purpose of promotion and/or credit. All other requests for admission may be approved by the principal/designee, e.g. enrollment in order to repeat a course for the purpose of improving one's GPA.

GENERAL EDUCATION DEVELOPMENT

Any candidate for a high school equivalency diploma shall be at least eighteen (18) years of age on the date of examination, except that in extraordinary circumstances as determined by the Superintendent of Schools or his/her designee in the district in which the candidate resides or attends school, said candidate may take the examination after reaching the age of sixteen (16) years.

FLORIDA STATUTES AND DEPARTMENT OF EDUCATION RULES

Any Florida Statute or Florida Department of Education rule shall take precedence over the provisions of this progression plan provided that the statute or rule contradicts or limits the requirements of this plan.

PLACEMENT OF TRANSFER STUDENTS

- 1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credit shall be validated through performance during the first grading period as outline in subsection (2).
- 2) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outline in subsection (3).
- 3) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

- a) Portfolio evaluation by the superintendent or designee;
- b) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal
- c) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- d) Demonstrated proficiencies on nationally normed standardized subject area assessments;
- e) Demonstrated proficiencies on the FAST; or
- f) Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety days from date of transfer to prepare for assessments outlined in paragraphs (3) (d) and (e) of this rule if required.

MINIMUM INSTRUCTIONAL HOURS IN HEALTH EDUCATION, ALCOHOL AND SUBSTANCE ABUSE PREVENTION, AND HIV/AIDS EDUCATION

Students enrolled in the Baker County School District will receive the following minimum number of hours of instruction in health education, alcohol and substance abuse prevention, and/or HIV/AIDS education:

Grades K-3	35 hours per year
Grades 4-5	55 hours per year
Grades 6-7	35 hours per year
Grade 8	30 hours per year

FLORIDA STANDARDS

The schools of Baker County will incorporate the Florida State Standards into their programs of instruction at the appropriate grade levels and in the applicable courses.

ELIGIBILITY TO PARTICIPATE IN INTERSCHOLASTIC EXTRACURRICULAR STUDENT ACTIVITIES – SECTION 1006.15, F.S.

A 2.0 cumulative GPA on a 4.0 scale must be maintained for participation in interscholastic extracurricular student activities.

EXTRA-CURRICULAR ACTIVITIES

All students will comply with the requirements of the State of Florida as well as the Florida High School Activities Association in regards to eligibility requirements for participation in extra-curricular activities.

ASSIGNMENT OF GRADES

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

APPEAL PROCESS

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

STATEMENT OF NONDISCRIMINATION

Nondiscrimination in Student Activities - No student enrolled in the Baker County Schools shall, on the basis of race, gender, national origin, marital status, disability, age, or religion, be excluded from participation in or be subjected to discrimination under any curricular, extracurricular, or any other school sponsored activity. This rule shall apply to all present and future course offerings and to all other school sponsored activities in which students are eligible to participate.

Equity Coordinator - The Associate Superintendent, **Robin Mobley, is designated as Baker County School District's Equity Coordinator.** Employees, employment applicants, students, parents, and citizens having questions concerning the Florida Educational Equity Act, or its implementation, may contact the Equity Coordinator at the Baker County School District Superintendent's Office, 270 South Boulevard East, Macclenny, FL 32063, or by phone (904) 259-0428, or via e-mail robin.mobley@bakerc12.org.

Multi-Tiered System of Supports (MTSS)

All Students who take the statewide assessment test are required to score Level III or higher as required by F.S. 1008.22. A student who is not meeting the state requirement for proficiency in English Language Arts and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement: a federally required student plan, such as, an individual education plan, a school-wide system of progress monitoring for all students, or an individualized progress monitoring plan. A student who scores level 4 or above in the specific subject area statewide assessment may be exempted from participation by the school principal.

Baker County uses the problem solving/response to intervention, MTSS, method of developing and implementing instruction and interventions based on a three-tiered model. Our MTSS model integrates core instruction (Tier 1), supplemental instruction/interventions (Tier 2), and intensive interventions (Tier 3). A designated intervention coach will coordinate MTSS activities. The procedures for conducting required general education interventions are specified in our admissions and placement manual and MTSS district implementation plan. Procedures below are documented on district-developed forms. At the end of each Tier, an Intervention Plan progress report is completed to serve as written documentation of required activities, meetings, and responsible personnel.

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

Tier 2 – Supplemental instruction/interventions are managed by the MTSS team. A team meeting is held with parent involvement to review the intervention referral, plan interventions, obtain consent for screening as necessary, and obtain social/developmental history data when appropriate. Intervention plans are formalized in writing, and screenings are conducted subsequent to consent, as appropriate. Designated personnel implement interventions which include progress monitoring. Post intervention measures are recorded on appropriate forms. Parents are notified of a future meeting which is held to discuss observations, review results of interventions, and rate of progress to determine if the student is making adequate gains.

Tier 3 – Intensive interventions are managed by the MTSS team and must include the ESE district or student services district level staff. Parents are invited to a meeting where the team reviews all documentation from Tiers 2 and 3, and develops targeted intensive individual interventions for academic concerns. A formal behavior intervention plan is developed for behavioral concerns. Designated personnel implement interventions which include weekly progress monitoring. Post intervention measures are recorded on appropriate forms. Parents are notified of

an additional meeting which is held to determine one of three actions: (1) continue and/or modify Tier 2 or Tier 3 interventions, (2) request further information for Tiers 1, 2 or 3, before finalizing decisions, or (3) make a formal referral for evaluation to determine if the student needs exceptional education services.

BAKER COUNTY GRADES K - 5 STUDENT PROGRESSION PLAN

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

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

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

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

“S” = Satisfactory

“U” = Unsatisfactory

RETENTION K-5

Retention in kindergarten will be based on an “N” or a “U” on the fourth nine weeks ELA grade. Retention recommendations are possible, even though the student may have passing grades.

Retention in Grade 1 will be based on a failing final grade in either ELA or mathematics. Retention recommendations are possible, even though the student may have passing grades.

Retention in Grade 2 will be based on a failing final grade in either ELA or mathematics. Retention recommendations are possible, even though the student may have passing grades.

Retention in grade 3 will be based on failing final grades in two subject areas with one of those subject areas being ELA or math. Also, if a student receives a level 1 score on the Florida Standards Assessment (FAST) ELA, he/she will be retained. Retention recommendations are possible, even though the student may have passing grades.

Promotion or retention in Grades 4 and 5 will be consistent with Florida Statutes and the Florida Standards (FAST). The appropriate teachers will certify mastery of these standards. In grades 4 and 5, the principal will review and consider the student's previous performance record, including ESE status and previous retentions, before determining retention or promotion. The principal may, based on review of individual circumstances, consider mid-year promotion for students who have been retained in grade 4.

REMEDATION K-5

Each student who does not meet specific levels of performance as determined by the district school board in English language arts, science, mathematics and social studies for each grade level, or who does not meet specific levels of performance as determined by the commissioner on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with MTSS, the student may be retained. Parent notification will be sent each nine weeks for students who are identified as "at risk" of failing.

The final decision regarding promotion, retention, or recommendations for special instruction will be made during the last two weeks of the school term, when second semester grades can be evaluated along with other test and performance data including the Florida Standards Assessment. Each "at risk" student will be evaluated prior to making a final determination on promotion or retention. Promotion or retention will be noted on the child's report card and cumulative record at the end of the year. Parents of students being retained will be notified by the principal or their designee.

REQUIREMENTS FOR KINDERGARTEN ADMISSION

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

REQUIREMENTS FOR FIRST GRADE ADMISSION

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

ASSESSMENT AND REMEDIATION

The school in which the student in need of remediation is enrolled will develop and implement, in consultation with the student's parent, a Multi-Tiered System of Supports Plan designed to assist the student in meeting state and district expectations for proficiency.

For a student identified with a deficiency in English language arts, a MTSS plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, vocabulary, the desired levels of performance, and the instructional and support services to be provided during the regular school in addition to the regular English language arts instruction. Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. The district school board will assist schools and teachers to implement research-based English language arts activities that have been shown to be successful in teaching English language arts to low-performing students.

The district will provide a state-identified English language arts curriculum that has been reviewed by the Florida Center for Reading Research at the Florida State University and meets, at a minimum the following specifications: assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level; provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension, provides scientifically-based and reliable assessment, provides initial and on-going analysis of each student's reading progress, is implemented during regular school hours, provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

An MTSS plan will be developed in consultation with the parents for all students identified as struggling readers. The district will conduct a review of the MTSS plan for all students who score Level 1 on the ELA portion of the FAST and do not meet one of the good cause exemptions. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district, which may include, but are not limited to: small group instruction, class size reduction, differentiated instruction, more frequent progress monitoring, tutoring or mentoring, extended school day, and summer reading camps. The district will provide in writing the criteria and policies for a portfolio and the evidence for a student to demonstrate mastery of Florida's grade 3 English Language Arts standards (ELA). The district may require a student portfolio to be completed for each student. A parent of a student that is identified at risk for retention at any time during the school year may request the school to begin collecting evidence for a portfolio.

Students with substantial reading deficiency in Grades K-5 will receive intensive reading instruction. The intensive reading instruction will include an educational program different from the previous year and consider the student's learning style. Students who score below 40% PR on the initial STAR Reading Assessment may receive the services described above. Those services will be detailed in an MTSS plan developed in consultation with the student's parent to assist the student in meeting state and district expectations for proficiency. Frequent monitoring of the student's progress in meeting the desired levels of performance shall be provided.

At any time during the school year, retained students in Grade 3, demonstrating an independent reading level at or above grade level, may be promoted to Grade 4. Tools used to demonstrate independent reading include: subsequent assessments, alternative assessments, and portfolio reviews, in accordance with the rules of the State Board of Education.

The district will provide these students with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals. Supplemental tutoring in scientifically researched-based English Language Arts instruction will be offered to qualifying students. The district will also provide at-home activities and strategies for parents to help remediate reading deficiencies with their child.

READING DEFICIENCY

Any student, who exhibits a substantial deficiency in reading, based upon Florida Standards and locally determined or statewide assessments conducted in kindergarten through fifth grade, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. At the beginning of grades K through 5, students will be assessed in English language arts. Based upon the results of the assessments and/or based on teacher recommendations, students who are substantially deficient in reading will be given intensive remediation. The student's reading proficiency must be reassessed at the beginning of the next year, and intensive reading instruction must continue until the reading deficiency is remedied.

If the student's reading deficiency is not remediated by the end of grade 3, as demonstrated by scoring Level 2 or higher on the Florida Standards Assessment (FAST) in English language arts for Grade 3, and does not meet good cause, the student must be retained. Students who have received two or more years of intensive reading intervention and were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years meet the criteria for good cause exemption. Students may not be retained in grade 3 more than once. Students retained under this provision must be provided intensive interventions in English language arts to address the student's specific reading deficiencies as identified by a valid and reliable diagnostic assessment to determine the nature of the student's difficulty and areas of academic need. This intensive intervention must include but not be limited to: effective instructional strategies, participation in the school's district summer reading camp, and appropriate teaching methodologies necessary to assist

those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

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

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

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

Progress Monitoring Plan (PMP)	A PMP may be developed and implemented for any student who is not meeting the school district or state requirements for proficiency in reading. Section 1008.25(4) (b), F.S.
Data Reporting	In anticipation of a change to State Board Rule 6A-6.053 eliminating the requirement for school districts to report progress monitoring assessment scores, districts are no longer required to submit progress monitoring data to the Automated Student Database System. Progress monitoring is still Required at the district level.

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

Teacher Student Ratio	Reduced Student-Teacher Ratio. Section 1008.25(7)(b)1.c., F.S.
Reading Instructional Time	Minimum of 90 minutes of daily uninterrupted reading instruction which includes small group instruction. Section 1008.25(7) (b) 1. F.S. Intervention in addition to 90-minute reading block. Rule 6A-6.054 F.A.C.
Teacher Quality	Provide students with a highly effective teacher as determined by the teacher's performance evaluation under section 1012.34, F.S. Section 1008.25(7)(b)4., F.S.
Materials	Core/State Identified Reading program that is research based and has proven success teaching the components of reading. Rule 6A-6.053 F.A.C. Differentiated Materials Research-based materials that reinforce the initial instruction. Intervention Materials Research-based materials that teach areas of deficits as determined by an assessment measure. This instruction must take place in addition to the 90-minute reading block. Rule 6A-6.054 and Rule 6A-6.053 F.A.C. Differentiated Instruction Should be treated as immediate intensive intervention with prescribed materials for the students' deficits. Immediate Intensive Intervention (iii) Materials should continue to be used during iii

	<p>after the 90-minute reading block. Rule 6A-6.054 and Rule 6A-6.053 F.A.C.</p>
Screening	<p>Options may include, but are not limited to, program-based materials, teacher observation or Screening/progress monitoring tool. Rule 6A-6.053 F.A.C.</p>
Progress Monitoring	<p>Progress monitoring should be more frequent for these students than for non-retained students and should be ongoing. This can be as simple as a Comprehensive Core Reading Program (CCRP) or Supplemental Reading Program (SRP) weekly test, timed readings or teacher observations. Schools must progress monitor students with a reading deficiency a minimum of three times per year. This includes a baseline, mid-year and an end-of-year assessment. Rule 6A-6.054 F.A.C.</p>
Diagnostic	<p>A student who does not meet specific levels of performance on the required assessment as determined by the district school board or who scores below Level 3 on the statewide standardized assessment as applicable under section 1008.22, F.S., must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the area of academic need and strategies for appropriate intervention and instruction. Section 1008.25(4)(a), F. S</p>
Progress Monitoring Plan (PMP)	<p>A PMP must be developed and implemented for any student who is not meeting the school district or state requirements for proficiency in reading. Section 1008.25(4)(b), F.S.</p>
Summer Reading Camps	<p>Districts will provide access to Summer Reading Camps for students scoring Level 1 on the FAST ELA. Districts may extend summer reading camp services to other students. Section 1008.25(7) (b) 1. F.S. School districts will provide written notification to the parent of any student who has not met the proficiency level required for promotion and therefore, is retained. Section 1008.25(7)(b)2.,</p>

	F.S.
Data Reporting	In anticipation of a change to State Board Rule 6A-6.053 eliminating the requirement for school districts to report progress monitoring assessment scores, districts are no longer required to submit progress monitoring data to the Automated Student Database System. Progress monitoring is still required at the district level.
Strategies prescribed by school district which may include, but are not limited to:	
Tutoring and Mentoring	A trained volunteer or mentor may be assigned to each student and/or someone may be assigned to tutor each student on deficit areas. Section 1008.25(7)(b)1. e., F.S.
Transition Classes	The school district has the option of placing students who have been retained in grade 3 and have received intensive instructional services but are still not ready for promotion, as determined by the school district, in a transitional instructional setting. Section 1008.25(7)(b)1. f., F.S.
Extended School Day	Provide an after-school program with research-based materials and certified teachers to tutor and remediate students. Saturday school with research-based materials and certified teachers to tutor and remediate students. Extended year with research-based materials and certified teachers to tutor and remediate students. Section 1008.25(7)(b)1. g., F.S.

PARENTAL NOTIFICATION

The parent of any student who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations, 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.
- 4) That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or

she is exempt from mandatory retention for good cause.

- 5) Strategies for parents to use in helping their child succeed in reading proficiency.
- 6) That the Florida Standards Assessment (FAST) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
- 7) The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

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

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

Physical Education Requirement

Pursuant to Florida Statutes 1003.55, all students, including students with disabilities, in grades K-5 will receive 150 minutes of physical education each week. Physical education is defined as the development of knowledge and skills regarding teamwork and fairplay; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle.

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

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

BAKER COUNTY GRADES 6-8 STUDENT PROGRESSION PLAN

The required program of study for the Baker County Middle School reflects federal, state, and district requirements. Each student must participate in statewide assessment tests. The following requirements are pursuant to Florida Statutes. **If you need further assistance please contact Baker County Middle School Guidance Office at (904) 259-2226.** Middle grades students enrolled in high school Algebra I must pass the course and must take and pass the statewide standardized EOC assessment to earn high school credit towards a standard diploma. The results of the EOC assessment will constitute 30 percent of the student's final course grade. Grade 8 students who do not pass the Algebra I EOC may retake the EOC. If the EOC retake passing score changes the final course grade by at least a letter grade, the Algebra I course grade will be recalculated to reflect the EOC retake score. Students may have their 8th grade Algebra I course grade recalculated, upon passing the EOC, through their junior year.

Middle grades students enrolled in high school Algebra I must pass the statewide standardized EOC assessment to qualify for a standard high school diploma. However, if the middle grades student does not pass the EOC assessment in middle school, the student will have multiple opportunities in high school to retake the course and/or the assessment.

Middle grades students enrolled in high school Geometry or Biology I (offered via Virtual School) must take the statewide, standardized EOC assessment, and the results of the EOC assessment must constitute 30 percent of the student's final course grade. Students must pass the course but are not required to pass the EOC assessment to earn high school credit.

Middle grade students and high school students enrolled in high school geometry (offered via Virtual School) are required to pass the statewide, standardized EOC assessment to qualify for a standard high school diploma scholar designation.

Middle grade students and high school students enrolled in high school Biology I (offered via Virtual School) must pass the statewide, standardized EOC assessment to qualify for a standard high school diploma scholar designation.

Students who score Level 1 on the statewide, standardized assessments for English language arts must be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.

One of the middle grades' courses must be at least a one-semester civics education course. Each student's performance on the statewide, standardized EOC assessment in civics education must constitute 30 percent of the student's final course grade. A student does not have to pass the statewide, standardized civics EOC assessment to be promoted to high school; however, a student must receive a passing grade in Civics to be promoted. A middle grades student who transfers into the state's public-school system from out of country, out-of-state, a private school or a home education program after the beginning of the second term of eighth grade is not required to meet the Civics education requirement for promotion if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of Civics education. If this is not the case, the student must be immediately enrolled in Civics, participate in the Civics EOC and the results of the EOC must constitute 30 percent of the course grade.

Promotion from middle school requires that a student must successfully complete 3 middle school or higher courses in English, 3 middle school or higher courses in mathematics, 3 middle school or higher courses in social studies, 3 middle school or higher courses in science, 1 course in Civics, to be completed in grade 7 or 8.

The following areas of study are offered and/or required for each grade:

- Remedial Reading (Grades 6-8 for identified students who scored a level 1 on the Florida Standards Assessments (FAST))
- English Language Arts (Required, Reading, Spelling, Writing, English)
- Mathematics (Required)
- Science (Required)
- Social Studies (Required)
- Civics (At least one semester required.) Student must receive passing grade in Civics to be promoted to ninth grade.
- Pre-Vocational Exploratory Wheel (Offered Grade 7 & 8 Only)
- Physical Education (Offered)
- Band (Offered)
- Units of Drug Education, Consumer Education, Health Education, Computer Literacy, Character Education and other mandated state programs will be integrated throughout the curriculum.

Students are involved in a variety of electives. These include: Agriculture, Health, Computer Science, Digital Information Technology, Science Lab, Art, Physical Education, and Band. Each student will take the required program, plus an

elective(s), unless assigned to a special program. If the individual schedules allow, students in grades 6, 7, & 8 are encouraged to enroll in physical education classes that stress physical fitness as a significant healthy benefit and encourages healthy, active lifestyles. Students may be pulled from Vocational, Band, and/or Physical Education classes to fulfill remediation requirements. (See item G page 18, under “Physical Education Requirement” for additional information.

A. Grade Placement:

- 1) Students failing no more than two subjects in the areas of English language arts, math, science, and/or social studies will be retained unless they attend and successfully complete summer school (if offered) and/or successfully complete a credit recovery course. For students in sixth grade, Reading is also categorized as a core subject, and unsuccessful completion of this course may contribute to a student’s retention or inclusion in either summer school or credit recovery. Any student that fails three or more of the previously mentioned subjects will be required to repeat their present grade. Summer school students must meet strict attendance and academic requirements in order to pass and advance to the next grade level. Only one absence is allowed during summer school session. Due to limited space and numbers, the principal will consider age, grades, behavior, standardized test scores, attendance, previous retentions, and other individual student circumstances and reserves the right to accept or deny entrance to a summer school program. The curriculum in all classes will reflect the Florida Standards and grade level expectations. Students are expected to have passing scores of 60% or higher, which is in accordance with the state grading scale.
- 2) Students who score a level 1 on the English language arts and/or math sections on the state required Florida Standards Assessment (FAST) may be required to attend and successfully complete an after-school remediation program, in-school remediation program or summer school (if available). These identified students will be referred to the MTSS Team for progress monitoring and strategy development to best meet the students’ needs. Diagnostic assessments and progress monitoring will be utilized to determine the nature of the student’s learning difficulty, academic needs, and progress. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment test in English language arts and/or mathematics must continue to be provided with remedial or supplemental instruction.
- 3) All students scoring a level 1 in the area of English language arts may be placed in a remedial class for supplemental instruction the following year.
- 4) A student in danger of being retained may be considered for promotion under the following “good cause” conditions: Limited English Proficient (LEP) students having less than 2 years of English for Speakers of Other languages (ESOL) instruction; students with disabilities whose Individual Education Plans (IEP) indicate that participation in the statewide assessments is not appropriate, consistent with State Board of Education rule; students who demonstrate an acceptable level of performance on an alternate standardized reading assessment approved by the State Board of Education rule; students who demonstrate through a student portfolio that the student is reading on grade level.
- 5) Students who score a Level 1 or Level 2 on FAST ELA may be placed in an intensive reading course the following year. This intensive reading course provides a core reading program as well as supplemental reading programs, diagnostic testing, and regular monitoring of progress for each individual student.
- 6) A student who has been retained for two or more years will have a Multi-Tiered System of Supports (MTSS) Plan which may include placement in an alternative educational setting for academic remediation and intervention, or other academic/behavioral interventions.

B. Notification:

Parents/Guardians will receive a progress report during the fifth week of each grading period. At the end of each nine weeks grading period, the parent/guardian will receive a report card of their child's level of achievement. After the 2nd and 3rd nine weeks, notification will be mailed to the parents/guardian of those students who are in danger of failing. After the completion of the fourth grading period and all assessment scores are received from the state, the final grading report will be ready for pickup. This official reporting document will give notification if a student is retained in present grade, must attend summer school (if available) for promotion, must complete credit recovery course(s), or if the student is promoted to the next grade level. Parents will receive the results of the Florida Standards Assessments (FAST) as soon as the individual student scores are made available to BCMS from the Florida Department of Education. Parents with a student who is in danger of failing any subject for the year will receive a letter informing them of such at the completion of the 1st semester and after the third nine weeks.

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

With the approval of administration and school staff, a student below the 9th grade may enroll in a course designated as a 9-12th grade course. Any such student shall be classified as a high school student during the period that he/she is enrolled in a 9-12th grade course. Credits earned while enrolled in high school courses taken below Grade 9 level may simultaneously be used to meet high school graduation requirements as well as for promotion to the next grade level. Beginning with the 2012-2013 school year, a middle school student must pass the Algebra 1 course and the end-of-course (EOC) assessment to earn the high school credit. According to Florida Statute 1003.4282, the score of this end-of-course exam (EOC) will count 30% of the student's final grade. Grade 8 students who do not pass the Algebra I EOC may retake the EOC. If the EOC retake passing score changes the final course grade by at least a letter grade, the Algebra I course grade will be recalculated to reflect the EOC retake score. Students may have their 8th grade Algebra I course grade recalculated, upon passing the EOC, through their junior year.

D. Student Participation:

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

E. Personalized Academic and Career Plan

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

F. Allocation of Resources:

District school boards shall allocate remedial and supplemental instruction resources to students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression.

G. Physical Education Requirement:

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

H. Make-Up Work Due to Attendance

A student who has been absent from school will be given the opportunity to make up class work that has been missed, provided that such work is made up within the same number of days as the student was absent. The first day upon returning to school will not count as one of those days except for **pre-announced exams**. The student who has been absent will arrange to make up work at times when it will not interfere with normal class activities. IT IS THE RESPONSIBILITY OF THE STUDENT TO REQUEST MAKE-UP ASSIGNMENTS FROM THE TEACHERS AND RETURN THE COMPLETED WORK. (This is the procedure on excused as well as unexcused absences.) Tardies and check-outs are considered an absence for missed classes.

I. Grade Requirement for Course Credit (Algebra I Students)

In order for an Algebra I student to receive a passing course grade and credit for the course taken at Baker County Middle School, he/she must demonstrate mastery of the State Standards and intended outcomes by earning a final score of 60% or better for that course as prescribed by the school district's grading system. The average of the student's four nine weeks grades is given a weight of 70% and the state mandated EOC (End of Course Exam) is given a weight of 30% to determine the student's final grade for the Algebra I course. This assessment process includes state mandated end of course exams, teacher exams, unit tests, teacher observations and evaluations of student work, classroom assignments, and other requirements or evaluative criteria as established for that course. **The student must also meet the requirements of the Baker County High School Attendance Policy regarding course credits. Middle grade students enrolled in high school Algebra I must pass the course and the statewide standardized EOC assessment to earn course credit and qualify for a standard high school diploma.** However, if the middle grades student does not pass the course and/or EOC assessment in middle school, the student will have multiple opportunities in high school to retake the course and/or the assessment. Florida Standards for all high school courses taught at Baker County Middle School have been adopted by the School Board.

BAKER COUNTY GRADES 9-12 STUDENT PROGRESSION PLAN

A student attending Baker County High School is subject to the following:

Number of Hours Required to Earn Course Credit

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

A student's credit **will be withheld** if their attendance does not meet the 135-hour requirement. This rule means that students may have no more than nine unexcused absences per 18-week term. For attendance purposes, a student will be considered absent if he/she misses more than half of a class period (more than 25 minutes).

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

Make-Up Work Due to Attendance

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

Grade Requirement for Course Credit

In order for a student to receive credit for a course taken at Baker County High School, he/she must demonstrate mastery

of the Florida Standards and intended outcomes by earning a final score of 60 or better for that course as prescribed by the school district's grading system. For those courses with an EOC, the semester average will consist of each nine weeks grade (35% each) and an end of course (EOC) assessment (30%). All other courses will consist of 2 nine weeks grades (each 40%) and a semester exam that is worth 20% to earn a semester grade equivalent to one-half credit. The same is to be true of the second semester in year-long courses. Students enrolled in English 1 and English 2, and who are taking the ELA State Assessment will not take a semester exam for that course. The State Assessment scores will count as 20% of each semester's grade in a similar manner as with the EOC assessments. This assessment process will include state mandated end of course assessments, teacher exams, unit tests, teacher observations and evaluations of student work, classroom assignments, and other requirements or evaluative criteria as established for that course. The student will also meet the requirements of the Baker County Attendance Policy. Florida State Standards for all courses taught at Baker County High School have been adopted by the School Board. Copies of these standards are available at <http://www.fldoe.org/bii/curriculum/sss/>.

Definition of "Credit"

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

Student Classification

All students will progress annually with the cohort in which they entered 9th grade. The grade placements for high school students are designed as freshmen, sophomores, juniors, and seniors based on the criteria listed below:

- 9th Grade – Freshmen – student is in their first year of high school.
- 10th Grade – Sophomore – student is in their second year of high school.
- 11th Grade – Junior – student is in their third year of high school.
- 12th Grade – Senior – student is their fourth or more year of high school. 12th grade students who do not meet graduation requirements will be **retained** in 12th grade.

**12th grade students who are not meeting graduation requirements will not be allowed to participate in Senior activities including graduation.

***Transfer students will be entered in the grade that contains students from their 9th grade cohort.

Student Enrollment Criteria

If a currently enrolled student is seeking a standard diploma and is twenty (20) years of age or older by September 1 of the current school year, enrollment of the student at Baker County High School will be at the discretion of the principal. If a student is eighteen (18) years of age or older and seeking enrollment at Baker County High School, his/her enrollment will be at the discretion of the principal or his designee.

Participation in Interscholastic Extracurricular Activities

A cumulative GPA of 2.0 or above is required for participation in interscholastic extracurricular activities. Students in the 9th or 10th grade must maintain a GPA of 2.0 or above. If the student's GPA falls below the cumulative 2.0, the student must enter a contractual agreement with the district, the appropriate extracurricular governing association, and the student's parent(s). The contract must require that the student attend summer school, or its graded equivalent, between

the 9th and 10th grades, or the 10th and 11th grades, as necessary. Home education students may participate in extracurricular activities at the school to which they would have been assigned according to district school attendance policies or which the student could have chosen to attend pursuant to district controlled open enrollment provisions. Students and parents should note that Florida Senate Bill 228 requires suspension of students from extracurricular activities for multiple dress code offenses.

Ninth grade students are allowed to satisfy the one credit in physical education requirement by taking personal fitness and any other 0.5 credit physical education course or by participating in two full seasons of junior varsity or varsity sports. However, they cannot be given a credit on the transcript. All students that choose to satisfy their physical education requirements by playing an interscholastic sport must complete additional credits in elective courses to meet the 24 credits required by the state for graduation.

Elective Credit for Military Training

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

Level One Courses

No student may be granted credit toward a high school graduation for enrollment in any Level 1 course. **Students with a disability may earn credit toward graduation for a Level 1 course if it was taken during the 2013-14 school year or prior, and was noted on the IEP as an appropriate course for the student.**

Assistance with Cumulative Grade Point Average (CGPA) Required for Graduation

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

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

Grade Forgiveness Policy

A student may be allowed to retake a course in which a grade of D or F has been earned. The district's grade forgiveness policy for required courses is limited to replacing a grade of D or F with a grade of C or higher, earned subsequently in the same or comparable course. A maximum of one credit may be earned for a repeated course and all grades will be a part of the student's permanent record. These requirements regarding the 2.0 CGPA requisite may apply only to credits earned in the State of Florida. Grade 8 students who do not pass the Algebra I EOC may retake the EOC. If the EOC retake passing score changes the final course grade by at least a letter grade, the Algebra I course grade will be recalculated to reflect the EOC retake score. Students may have their 8th grade Algebra I course grade recalculated, upon passing the EOC, through their junior year.

Honors Course Placement

Students' state testing scores will be used to assign core high school classes. Students must earn a passing score on the Algebra 1 EOC in order to be eligible for placement in honors level math at the high school for the following school year. Students must score a level 4 or 5 on the previous year's state assessment in ELA, Science, or Civics in order to be placed in corresponding honors courses at the high school. In order to be eligible to enroll in Spanish 1 in their 9th grade year, students must have earned a passing score on the Algebra 1 EOC and a level 4 or 5 on the 8th grade ELA state assessment.

CLASS RANK

Student's Cumulative Grade Point Average (CGPA) used for the purpose of determining class rank, valedictorian, salutatorian, college admissions scholarships, financial aide, National Honor Society Bright Future, etc. will be calculated at the end of the seventh semester, for all students in programs earning a standard high school diploma. This GPA will include weighted dual-enrollment courses.

GPA Calculation

Advanced Placement and Dual Enrollment courses will earn 1 quality point. For the purpose of graduation ceremony, letter grades will be converted to quality point as follows:

Standard Course		Advanced Course*	
A	4	A	5
B	3	B	4
C	2	C	3
D	1	D	2
F	0	F	0

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

REQUIREMENTS FOR PARTICIPATION IN GRADUATION CEREMONIES

~~The graduating class of students must have completed all requirements necessary for graduation to~~ Students who meet the requirements for a diploma or a certificate of completion may participate in graduation exercises (i.e., Baccalaureate and Commencement ceremonies) as set forth in the Baker County School District's Student Progression Plan. Home education and full-time virtual school students are not permitted to participate in graduation ceremonies. ~~Students not meeting graduation requirements, such as credit and GPA requirements and all required test scores, will not be allowed to participate in graduation exercises.~~ A student with a disability who elected to defer receipt of the diploma in order to continue to receive transition and/or educational services, may participate in graduation ceremonies.

CERTIFICATE OF COMPLETION REQUIREMENTS

The school district will award a Certificate of Completion to those students who have not fulfilled the requirements set by the State Board of Education and meet the criteria listed below. All students must maintain a 2.0 on a 4.0 grade point scale for courses that apply to the 24 credits required for high school graduation.

Also, a student must complete the following in order to receive a certificate of completion:

1. Earn the minimum number of credits required by the District School Board.
2. Attend high school (grades 9-12) on a full-time basis for a minimum of eight semesters. Any exceptions to the eight-semester requirement shall be initiated at the principal level and submitted to the Superintendent for approval.

ASSESSMENT AND REMEDIATION

Students enrolled in the English for Speakers of Other Languages (ESOL) program for less than two school years who meet all graduation requirements except for passing the Grade 10 Florida Standards Assessment (FAST) may receive immersion English language instruction during the summer following their senior year. These students will earn a standard diploma upon successfully passing the Grade 10 FAST.

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

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

END-OF-COURSE ASSESSMENT AND ONLINE COURSE REQUIREMENTS

The Florida Legislature has mandated, through Senate Bill 4, the implementation of End-of-Course (EOC) assessments. The following charts highlight the diploma designations and requirements for students entering ninth grade in the 2014-2015 school year. The Florida Legislature has also mandated that each student entering ninth grade during the 2011-2012 school year or thereafter must enroll and successfully complete one online course. For additional information about EOCs and online courses, please contact a high school administrator or guidance counselor. Parents and students should note that these assessments and requirements are subject to change by the legislature and the Florida Department of Education. **Any student wishing to take an EOC before completing the course must take the subject area exam and demonstrate at least 70% proficiency in order to sit for the EOC.**

The graduation requirements for public high school students in the State of Florida were revised as of July 1, 2013. **If you need further assistance, please contact the BCHS guidance office (904) 259-6286. What follows on the next few pages is a year-by-year description of the graduation requirements.**

GRADUATION REQUIREMENTS

Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade⁺:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

⁺Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in completion and industry certification
 - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

24 Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) • An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science
<ul style="list-style-type: none"> • One of which must be Biology 1, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) • An identified computer science** credit may substitute for up to one science credit (except for Biology 1)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
8 Elective Credits
1 Online Course
<p>Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.</p>

* Eligible courses are specified in the [Florida Course Code Directory](#).

**A computer science credit may not be used to substitute for both a mathematics and science credit.

Scholar Diploma Designation

In addition to the requirements of section (s.) [1003.4282](#), Florida Statutes (F.S.), a student must satisfy the following requirements (per. s. [1003.4285](#), F.S.):

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC*
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more [industry certifications](#) from the list established (per s. 1003.492, F.S.)

What are the additional graduation options for students with disabilities?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology 1
- U.S. History



State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

[State University System of Florida](#)

The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

[Florida College System](#)

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career and Technical Education Directors](#)

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

August 2020

Students will be required to take the state Civics Literacy exam.

Section 1003.428, F.S., General Requirements for High School Graduation, as amended and as modified by SS. 1003.4282 and 1003.4285, F.S.

The following additions were made to the current general requirements for high school graduation:

- The 24 credits required for a standard diploma can be earned through career education courses.
- The one-half credit required in economics shall include financial literacy.

ALLOCATION OF RESOURCES

District school boards shall allocate remedial and supplemental instruction resources to students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression.

FLORIDA BRIGHT FUTURES SCHOLARSHIP INFORMATION

Due to the continually changing requirements and dispersment of the Florida Bright Futures Scholarships, it is recommended that students and parents contact or visit the following for the most up to date information.

Information for Florida Bright Futures is available at:

TOLL-FREE: 1-888-827-2004 E-MAIL: OSFA@fldoe.org

Office of Student Financial Assistance WEB SITE: www.FloridaStudentFinancialAid.org

Bright Futures WEB SITE: www.FloridaStudentFinancialAid.org/SSFAD/bf/

Public high school students should visit

<http://www.floridastudentfinancialaid.org/ssfad/PDF/BFEligibilityAwardChart.pdf> to review their academic progress toward meeting Florida Bright Futures Scholarship Program eligibility requirements and State University System course requirements for college admission. Evaluations will be based on current program requirements and the most recent transcript received from a student's school district.

VOLUNTEER SERVICE PROGRAM REQUIREMENTS FOR THE FLORIDA BRIGHT FUTURES SCHOLARSHIPS AND 150 HOURS GUIDELINES FOR THE SILVER CORD PROGRAM

Volunteer Service is defined as identifying *and* addressing a social issue in the community. These hours will meet the requirement for the Florida Academic Scholars, Florida Medallion Scholars or Gold Seal Vocational scholarships. The completed hours will be recorded on the student's transcript.

To be eligible to receive one of the Florida Bright Futures Scholarship Awards a student must complete a program of volunteer service work that includes a "minimum" of hours:

Florida Academic Scholarship – 100 hours
Florida Medallion Scholarship – 75 hours
Gold Seal Vocational – 30

Upon graduation, students who have served 150 hours of volunteer service qualify for an honorary silver cord, which symbolizes their commitment to service. This cord will be worn during graduation.

Hours earned as part of the Volunteer Service Program must be documented on the Volunteer Service Record Log Sheet. These forms must be submitted to the community service designee. Students should turn in service records during the school year in which the service occurred and should keep a duplicate copy of all forms for their records.

General guidelines for the student volunteer service program are as follows:

1. All services must comply with the policies of the School Board of Baker County, Florida.

2. Student volunteer service hours may be earned in both the school and/or the community.
3. Participation in and travel to theatrical musical performances, festivals or community events will count as service hours if both (A) and (B) below are met:
 - A. The performance meets an identified community service need.
 - B. The performance is not a fundraiser for the organization nor the student is paid, or receives academic credit. For example, students participating in a BCHS drama or school band may receive hours for performing at a retirement home, charitable, and civic events or for a non-profit agency.
4. Rehearsal and practice time will count for volunteer service projects to be performed or conducted specifically to meet a community service need.
5. Fundraising activities for non-profit charities will count as community service hours as long as the activity complies with Baker County School Board Policies providing the student is not volunteering for an organization that benefits the individual directly (i.e. raising money to go on a field trip or pay for personal equipment). For example, a high school class may have a booth at the county fair and use those funds to pay for things that benefit the entire school. The hours earned would count as community service.
6. Serving at events or programs sponsored by governmental agencies will count.
7. Time out of class may not be used for community service hours; however, a maximum of five (5) volunteer hours per week can be earned by participation in an organized, supervised and approved peer tutoring program in which the tutoring takes place when school is in session. However, the tutoring sessions cannot take place during any of the tutor's academic classes.
8. Service hours will be awarded for students volunteering on political and issue campaigns. To receive service hours, a student cannot be paid for working on the political campaign. A student is not eligible to receive service learning hours for volunteering on the political campaign of a school board employee or in school board elections. Students are not eligible to receive service learning hours for campaigning or being engaged in political activities during the school day and on school campuses.
9. Students may receive community service hours for helping at religious institutions as long as those hours do not include participation in a religious service, teaching religion or proselytizing. For example, a student is not eligible for service learning teaching Sunday school, singing in the choir, playing an instrument, or serving as an altar server. However, a student may receive service hours for assisting in landscaping, clean up days or volunteering in the day care center. In addition, students serving as teen aides (i.e. copying materials, walking kids to bathrooms, assisting with supervision) are eligible for service learning credit as long as the student is not teaching religious studies.
10. Volunteer service hours completed at a hospital or nursing home will count if the service benefits the patients of the facilities.
11. Volunteer hours shall not be granted to students who volunteer at for profit summer camps. Students who volunteer at governmental sponsored or not for profit summer camps shall be eligible to receive Service Learning Hours for their work. Please note that the collection of a fee does not determine the "Not For Profit" status. The State of Florida issues a 501(c) (3) certificate to "Non-Profit" organizations.

12. Service for a student's family or family business will not count.
13. Service performed as the result of disciplinary action taken by the school or the courts will not count.
14. Participation in campus or competitive activities such as athletics, plays, debate meets, etc. will not count.
15. Service performed as an academic requirement, other than that performed as part of the approved volunteer service learning courses will not count.
16. Babysitting, or similar services, performed for an individual family, will not count.
17. Volunteer Service hours may not be certified by a family member or fellow student.
18. The donation of canned foods, toy collections, toys, or monetary donations will not count as volunteer service hours. The time spent collecting the donated items (as long as it does not occur during the school day) can count.
19. The number of service hours that are earned cannot be doubled or in any way increased by any agency or school for student participation in a specific project. Agencies found to be practicing the doubling of hours will be removed from the list of those agencies approved by the programs.
20. Participation in self-improvement workshops, clinics, conferences or conventions will not count for volunteer hours. If workshops, clinics, etc. have a specific service component, the hours spent on that activity can count.
21. Hours spent helping others (not family members) in disaster preparations or clean up may count. A letter from the parent or guardian indicating that the volunteer service was performed with their permission must be submitted with the log sheet. For example, students volunteering their time to assist neighbors in putting up and taking down hurricane shutters will count towards service learning.
22. A student may receive service hour's credit for the time donating blood at an off-campus facility or after school. Donation of blood during the student's school day does not qualify for service learning. However, a student who donates blood at a church blood drive is eligible for service learning credit.

APPEALS PROCESS FOR VOLUNTEER SERVICE PROGRAMS

If a student's hours have been denied by the school-based student volunteer service designee the student may appeal that decision to the BCHS Activities and Athletic Director. The appeal must be in writing and a copy of the Log Sheet referencing the hours in question must be attached. The letter must contain a telephone number and address at which the party initiating the appeal can be reached.

BAKER COUNTY HIGH SCHOOL AND FLORIDA GATEWAY COLLEGE DUAL ENROLLMENT PROGRAM

Academic Dual Enrollment

In order to be eligible for participation in the Academic Dual Enrollment program, a student must:

1. Have a minimum of 3.0 unweighted High School GPA based on a 4.0 scale.
2. Have a minimum ACT/SAT/PERT/TABE test score as established by the College. As specified in Section 1008.30, Florida Statutes, students who do not achieve the minimum test score in basic computation (math) and communication (English and reading) skills areas cannot take college credit courses in

mathematics and English respectively or any courses for which college credit English, reading or math is a prerequisite. **Eligible test scores for all three (3) sections are required to participate in Dual Enrollment.**

3. Take the college experience SLS 1501 as the first online course.

Note: Before accumulating more than 12 college credit hours, students must meet established minimum scores on ALL sections of the ACT/SAT/PERT.

NOTE: Students may only take ENC 1101 and 1102 during their Senior year unless doing the 18 credit 3-year early graduation plan. If a student does not graduate in 3 years, he/she must return and meet all high school graduation requirements.

If a student is registering for a Dual Enrollment Course and it is offered at BCHS the student must take the course offered at the BCHS campus.

A Senior student's schedule must combine for at least 6 FTE courses. This can be a combination of High School courses and College Courses.

Vocational Dual Enrollment

In order to be eligible for participation in Vocational Dual Enrollment, a student must:

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

Academic Dual Enrollment – Early Admission

In order to qualify for the program, a student must comply with these requirements:

1. Complete the following number of courses:

English 3 credits	Math 3 credits
Science 3 credits	Social Studies 3 credits
Physical Education 1 credit	Performing Arts 1 credit
2. Maintain a 3.0 or better cumulative grade point average.
3. Obtain the written approval of legal guardian.
4. Obtain the written approval of the principal or a designee of the high school;
5. Must have been a full-time student during the previous school year.
6. Have a passing score on the grade 10 FAST or the equivalent score on the ACT or SAT.
7. Complete six semesters in grades 9-11.
8. Have minimum ACT/SAT/CPT test score as required by the college.
9. The student must have successfully completed at least one previous academic dual enrollment course. In this instance, success is defined as earning a grade of B or higher.

Guidelines for Dual Enrollment Participation:

1. Credit for dual enrollment vocational and academic courses will be determined by the articulation agreement with Florida Gateway College.
2. Any student earning a D or F in a course will need to sit out one major term (Fall/Spring) and will be required to repeat the course the next eligible term and will only be permitted to take this one course. All grades, including "W" for withdrawal, count as course attempts and become part of the student's college transcript; they may affect subsequent postsecondary admission. If the student receives a second "W" or "F" in any course, dual enrollment eligibility will end. No late withdrawals will be accepted if they were not received in the Dual Enrollment office by the deadline stated in the Academic Calendar for Dual Enrollment Students.
3. High school credit will not be awarded for college credit earned by examination (CLEP).
4. Home Education students may participate in dual enrollment, vocational dual enrollment, and credit by examination through home school services.

5. For all college courses taken under this section, the following weighted grade point average scale shall be used: A=5.0, B=4.0, C=3.0. No grade below a "C" will be recognized for the weighted factor. The weighted GPA is to be used for class ranking only.
6. Must follow the Dual Enrollment Code of Academic ethics and Code of Conduct.

VIRTUAL INSTRUCTION PROGRAM

Pursuant to Section 1001.41 (3), Florida Statutes, school districts are responsible for prescribing and adopting standards and policies to provide each student the opportunity to receive a complete education. Education methods to implement such standards and policies may include the delivery of learning courses through traditional school settings, blended courses consisting of both traditional classroom and online instructional techniques, participation in a virtual instruction program (VIP), or other methods. A course offered on BCHS campus will not be allowed to be taken through virtual online during the same semester.

“Virtual Instruction Program” means a program of instruction provided in an interactive learning environment created through technology in which students are separated from their teachers by time or space, or both. The purpose of the program is to make quality virtual instruction available to students using online and distance learning technologies in the nontraditional classroom. (F.S. 1002.45)

Virtual courses are offered online to all eligible students in affiliated school districts throughout the State of Florida. Eligible students can enroll in part-time classes or a full-time program. The goal is to make instruction available and convenient for the student. Full-time virtual instruction programs, My District Virtual School and Florida Virtual School, are available for students who qualify and enroll during the open enrollment period. Credit for successful completion of courses will be awarded. Students may contact a guidance counselor for more information. Students graduating from My District Virtual School will receive a Baker County Virtual diploma, not a Baker County High School diploma, and will not participate in Baker County High School's graduation ceremony. Refer to the following link for enrollment: <https://www.nefec.org/virtual/student-registration/2/> (F.S. 1002.45).

Student Eligibility (F.S.1002.45) for K-12 virtual instruction.

1. School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under s. 1002.45(1) (b)
2. Full-time virtual charter school instruction authorized under s. 1002.33 to students within the school District or to students in other school districts throughout the state pursuant to s.1002.31
3. Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. 1003.498.
4. Florida Virtual School instructional services authorized under s. 1002.37.

Student Participation Requirements

Student attendance will be monitored and verified by the school district. Each student enrolled in a virtual instruction program will take state assessment tests within the school district. The district will provide student access to testing facilities.

In order to be eligible as a full-time virtual instruction student, Baker County School District students must:

- 1) Have been successfully promoted to the next grade level at the end of the previous school year. For mid-year entrance, students must have demonstrated success in the first semester courses (grades of C or better) and have recommendation from their previous school guidance or administrations.
- 2) Attain one of the following minimum scores on previous year standardized tests:

- a) FAST English Language Arts or equivalent Level 3 or higher
- b) STAR Reading or equivalent at 50th percentile or above (1st through 3rd grades)
- c) Grade level proficiency on an official standardized test administered by another public-school system
- 3) Must meet all of Baker County criteria as specified in the Baker County School District Student Progression Plan in order to participate in our full-time program.
- 4) Such criteria include meeting minimum FAST scores, course requirements, immunization, Code of Conduct acknowledgement, etc. Students who meet these requirements must submit the online prospective full-time student application.

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

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

Enrollment Periods

Parents and students may apply to this program during the open enrollment periods. The specific dates of the enrollment periods may be found on the district website at: <http://www.bakerk12.org/Page/480>. Parents can access the Baker County School District website to review the enrollment process throughout the year. Students applying during the application period are notified by email regarding the applicant status during the school's open enrollment period.

Applicant Status:

- 1. Parents and students should review this document to determine if they are eligible and understand the commitment necessary to successfully implement this program.
- 2. The parents and students are required to submit the online application at <https://www.nefec.org/virtual/student-registration/2/> indicating their reasons for choosing My District Virtual School as their school of choice. Upon completion, the account specialist from North East Florida Educational Consortium will inform Baker County School District that your application is ready to move to Candidate Status.

Parent Responsibilities

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

Academic Integrity

A full commitment to academic integrity is expected and required from Baker County School District Virtual Instruction students. Students must commit to the following requirements associated with academic integrity:

- Your work on each assignment will be completely your own
- Your collaboration with another classmate on any assignment will be pre-approved by your instructor
- You will not practice plagiarism in any form
- You will not allow others to copy your work
- You will not misuse content from the internet
- You will not aid anyone scheduled to take the same course semester/final exams in the future

In addition, parents must attest to the fact that student work is completely the effort of their child.

Availability of Virtual Options

- FLVS and MDVS courses shall be available to students during or after the normal school day and through summer school enrollment [F.S. 1001.42(23)]. A student may not enroll in the same course (face-to-face classroom course and/or online course) more than once in the same semester. Students may not drop a course after the drop/add deadline in order to enroll in an online course with FLVS or MDVS. Students may move between a virtual or brick-and mortar classroom in a yearlong course after the end of the first semester, provided that the student continues to meet the requirements for full-time enrollment. Any virtual course activated prior to July 1 cannot be counted in the course schedule for the school year beginning on July 1 – even if the course remains active.
- Students will not be approved to enroll in any FLVS Flex course that is currently offered at Baker County High School.
- Students who have been previously unsuccessful in a virtual school course (Withdraw/Failing or Complete Failing) will need to meet with their guidance counselor before the course request is approved. Students will not be allowed to re-enroll in a virtual school course in which they have previously been unsuccessful or dropped.
- Part-time virtual school students requesting to take a course offered by FLVS must have counselor and caregiver approval [F.S. 1002.20(6)]. Students taking a course outside of the school day must maintain a “C” average throughout the Grace Period of 14 days for FLVS in order to remain enrolled in the course. Students who do not complete at least 10% of the course and do not have an average of “C” or higher will be withdrawn from the course (WNG).
- Part-time virtual school students requesting to take a course offered by MDVS must have counselor and primary caregiver approval. Students who do not complete at least 20% of the course and do not have an average of “C” or higher throughout the Grace Period of 28 days for MDVS may be withdrawn from the course (WNG). Students will not be allowed to re-enroll in a course in which they have previously been unsuccessful or dropped.
- Students have until **the end date of Survey 4** to complete a virtual course. Students may remain enrolled beyond this date if: the course is needed for credit recovery, on-time graduation, or for course completion until **the amendment of the final enrollment survey (4)**.

Drop-Add Procedures (continuing students)

- Florida Virtual School (FLVS) Courses

While FLVS may have institutional drop/add procedures and timelines, all district students must carry a course load of at least six (6) active courses. While students await acceptance to FLVS courses, they must remain enrolled full-time.

- *Dropping a course in the Physical School of Record and Adding a FLVS Course*

A student may not drop a physical school course and add an FLVS course after the 5th day of the semester.

- *Dropping a FLVS course and adding a Physical School Course*

A student may drop a FLVS course up to the 14th day of the semester and add a course on their school campus. FLVS drop/withdraw grade and credit guidelines still apply.

If a student is dropped from a FLVS course, the student may enter a course with My District Virtual School or on their school campus at the beginning of the following semester. Florida Virtual School “W/F” (Withdraw/Failing) and “CF” (Complete Failing) codes will be treated as a grade of “F” on the student transcript. Students who have been withdrawn from a course will not be allowed to enroll in the same course.

- My District Virtual School Courses

While My District Virtual School may have drop/add procedures and timelines, all full-time district students must carry a course load of at least six (6) active courses and must comply with the school district’s drop/add time requirements.

While students await acceptance to My District Virtual School courses, they must maintain an enrollment that meets full-time status.

- Exiting Online Courses

Students who are exited from an online course during the drop/add dates may add the same course at their school site only if the drop/add date falls within the first 14 days of the semester. Students will not be allowed to enroll in the same course in My District, or be transferred to FLVS, for the same course.

Exceptional Student Education

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

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

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

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

Personnel Responsibilities

Program and Statute Compliance – Executive Director of Teaching and Learning
My District VIP – Exceptional Student Services Director
Part-time Virtual Instruction – Principal/Guidance Counselor
Financial Reporting – Director of Finance

District Expectations and Evaluation of Virtual Instruction Program

The Baker County School District will use the following criteria to assist in evaluating the Virtual Instruction Program and to make necessary adjustments in an effort to continuously improve.

- The amount of courses completed compared to the amount attempted.
- The course grades for those courses completed.
- Student feedback

District expectations will be met when at least eighty percent (80%) of students complete courses compared to the amount attempted. Although 80% completion is used as an evaluation measure, Baker County School District will continuously strive for a higher percentage. This expectation will be monitored each semester. If the 80% threshold is not met, the district will study possible variables effecting completion rate, including input from student feedback forms. Each student that attempts a virtual course will complete a student feedback form at time of completion or course withdrawal.

District expectations will be met when at least eighty percent (80%) of students completing courses receive a final course grade of "C" (2.0) or higher. If threshold of 80% is not met, district will consult with virtual instruction provider as well as study other possible variables including student feedback.

District's expectations of key personnel are to adhere to Virtual Instruction Program Guide and Procedures Manual. Baker County School District is committed to an effective virtual instruction program and the support necessary to ensure program success.

Process to Ensure Compliance

The Executive Director of Teaching and Learning will meet with ESE Student Services Director, Director of Finance, school principals, and Guidance Counselors as necessary to monitor and evaluate program effectiveness, key employee expectations, ensure proper training of staff including personnel changes, and to ensure statutory compliance.

CREDIT BY CORRESPONDENCE

To be accepted for credit, study by correspondence shall be characterized by the following:

1. The principal shall approve the course in writing.
2. The course shall be taken under the direction of an accredited institution, which has an accredited extension division.
3. The correspondence course may not duplicate a course, which is presently available to the student or where credit has already been received in the same or a similar course.
4. The student will be permitted to receive only one credit during an academic year.
5. For the correspondence credit to be used to fulfill graduation requirements, the student must be currently enrolled in high school. If the correspondence credit is earned during the summer, the student must have been enrolled during the second semester of the previous year.
6. Correspondence courses must be taken in addition to a full-time schedule. Courses must match the Course Code Directory, State Curriculum Frameworks, and Florida State Standards. The courses must be from a Southern Association of Colleges and Schools approved agency for elective credit only, and have prior approval of the principal.

CREDIT FROM NON-ACCREDITED SCHOOLS

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

ENROLLMENT TERMINATION

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

DISTRICT DROPOUT PREVENTION PROGRAMS

Students enrolled in the Baker County School District's Dropout Prevention Programs will experience an individualized educational program. This program will be based upon an evaluation of the student's particular needs and past experience. Those high school students participating in such intervention and recovery programs may progress towards graduation in a variety of ways as determined by the dropout prevention staffing committee and/or the program coordinator.

CREDIT RECOVERY PROGRAM

This program is designed to provide basic skills, career training, and an opportunity to acquire the credits necessary to successfully complete a high school program of study. The basis for this program is credit recovery. The participating student is eligible to recover credits that were not obtained during their original participation in the course. In a few cases, the program may accelerate the student through a particular course on first impulse. In such, the staffing committee may waive the 135-hour rule. Parent permission is required in order to enroll a student in the program.

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

- a. A lack of accumulated credits to permit graduation within 4 years of entering high school.

- b. A minimum of 13 earned credits
- c. A lack of success during the most recent or current academic year

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

1. Unsatisfactory Attendance:

Students will sign an Attendance Agreement at the beginning of the school year, verifying their understanding of the Credit Recovery Attendance Policy. The policy states that the student is allowed **no more than nine unexcused absences per semester**. Once a student reaches eight unexcused absences, they along with their parent/guardian, will meet with the attendance committee and be placed on probation for the rest of the semester. After ten unexcused absences, the student along with their parent/guardian, will meet with a waiver committee to determine awarding of credit. If their credit is withheld students may be removed from the Credit Recovery Program at the end of the semester.

2. Academic Difficulty:

If a student receives a grade of less than a 60, in three or more courses, at the end of a nine-week grading period, they will be placed on academic probation for the following grading period. If the student's grades do not improve to passing during that time, they will be removed from the Credit Recovery Program.

3. Unsatisfactory Discipline:

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

*The principal and/or the program coordinator reserve the right to remove any student from the Credit Recovery Program at any time if it is deemed that their participation has a negative impact on the program or other participating students.

*Conscious efforts must be made to assure that the educational integrity of this program is maintained. The eight-semester rule is also applicable to students in the Credit Recovery Program. Students should never consider this program a short cut to graduation.

ALTERNATIVE PLACEMENT PERFORMANCE BASED CREDIT

Students (in all areas) may earn credit(s) toward graduation when properly scheduled and enrolled in the computer-assisted program of instruction while participating in the alternative placement program at Baker County High School. In order to earn such credits, students shall demonstrate mastery of the performance standards as established by the school district for the particular course or courses in which they are enrolled. The individualized programs of instruction shall be supervised and coordinated by a teacher as assigned by the principal.

COURSE OFFERING

All course offerings are in accordance with the Florida Course Code Directory.

BAKER COUNTY PK-12 EXCEPTIONAL STUDENTS PROGRESSION PLAN

A. ADMISSION

Students requiring special adaptations to the regular school program and qualifying for Exceptional Student Education (ESE) programs through the Multi-Tiered Systems of Support (MTSS) process (see general section) shall be admitted through an appropriately executed eligibility staffing and shall maintain a current Individual Education Plan (IEP) or Education Plan (EP) for gifted.

An eligible exceptional student may be enrolled in one (1) or more of the following programs:

Autism Spectrum Disorders	Language Impaired
Deaf or Hard of Hearing	Orthopedically Impaired
Developmentally Delayed (0-5)	Other Health Impairments
Dual-Sensory Impaired	Traumatic Brain Injured
Emotional/Behavioral Disability	Specific Learning Disability
Gifted	Speech Impaired
Hospital/Homebound	Visually Impaired
Intellectual Disability	

Students who become three (3) years of age may be eligible for pre-kindergarten exceptional student programs if eligibility requirements are met in any of the above programs.

A student with a disability may also receive speech/language, physical and/or occupational therapy as a related service if eligibility requirements are met.

B. PROMOTION

Students participating in ESE programs must meet the grade level promotion requirements for general education unless otherwise stated on the IEP.

As provided in 1008.25, F.S., an exceptional student may be retained in grade three, when English language arts scores, after remediation, are below level two. Refer to Elimination of Social Promotion and Good Cause Exemptions section. Good cause exemption may be used at grades 3-12.

General education standards apply, but factors to consider are:

1. Successful completion of IEP goals and objectives,
2. Chronological age,
3. Grades earned in all courses, and
4. Attendance.

Students with disabilities must meet the school district proficiency levels, unless the student's IEP indicates that the disabling conditions impact the student's progress in the general curriculum.

C. REQUIREMENTS FOR STANDARD DIPLOMA FOR EXCEPTIONAL STUDENTS

All students who enter ninth grade in 2015-16 and beyond will work toward a standard diploma through one of the standard diploma pathway options or any applicable diploma designation. For a detailed explanation of requirements for graduation with a standard diploma, refer to the section on Graduation Requirements for Non-Exceptional Students.

Exceptional students should be awarded credit toward a standard diploma under the following conditions:

The exceptional student has taken a course (regular course code directory number) and passed the course taught by a highly qualified teacher under No Child Left Behind (NCLB).

For regular credit to be earned, exceptional students are to master the content to the same extent required of non-exceptional students. Accommodations to regular courses may include:

1. Flexible setting: changes to the physical setting, grouping arrangements, classroom behavioral expectations, and/or classroom management procedures.
2. Flexible scheduling: changes to the daily/weekly schedule, increase or decrease in instructional time, changes to assignment timelines, chunking material, etc.
3. Flexible presentation: variations in instructional techniques or strategies, changes to the instructional format or materials, flexibility in how information is presented (e.g. visual/tactile/auditory, sign language), assistive technology (e.g. FM system, computer-based learning.), etc.
4. Flexible responding: use of alternate response modes, alterations to test or assignment formats, and assistive technology for responding (e.g. communication system, computer output).

On Statewide Assessments, ESE students are allowed appropriate accommodations as determined by the IEP team which will demonstrate the student's abilities rather than reflect the student's impaired sensory, manual, speaking or psychological process skills.

ESE students may enroll in Level 1 English and Math courses to prepare them for the General Education course requirements; however, Level 1 courses do not count as credit toward a standard diploma.

Based on Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES), our district assures that it provides instruction to prepare students with disabilities to demonstrate proficiency in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. A student with a disability for whom the Individual Education Plan (IEP) Team determines that the FAST cannot accurately measure the student's abilities, taken into consideration all allowable accommodations, shall have the FAST requirement of paragraph (4)(6) waived for the purpose of receiving a standard high school diploma, if the student:

- 1) Completes the minimum number of credits and other requirements in s. 1003.428 (1), (2) and (3) F.S.
- 2) Does not earn passing scores on one or both parts of the FAST or on a standardized test that are concordant with passing scores on the FAST after one opportunity in 10th grade and one opportunity in 11th grade.

Under s. 1003.433(1), F.S., a student who transfers from another state in the 12th grade must pass the grade 1 FAST or an alternate assessment that is concordant with the FAST; earn a 2.0 GPA; and meet all requirements of the school, district, or state from which he or she is transferring or meet Florida's course requirements in order to earn a standard diploma. A transfer student may be considered for the waiver.

Through a formal IEP meeting (not reevaluation review), the IEP team is required to determine and document on the DOE prescribed form, "Waiver of FAST Graduation Requirement for Students with Disabilities," that the FAST cannot accurately measure the student's abilities, taking into account all allowable allocations.

In addition, the Superintendent/Designee shall review the IEP team decision and sign-off on all cases where the FAST is waived (Principal's and Superintendent's signatures required).

Factors the IEP team would consider may include, but not be limited to:

- Has the student been enrolled in courses leading to a standard diploma and has had multiple opportunities to

- demonstrate proficiency of the Florida Standards that are assessed by the Grade 10 FAST?
- Has the student taken the Grade 1 FAST with appropriate allowable accommodations at least twice, once in grade 10 and once in grade 11, or if not continuously enrolled in a public school in Florida, at least once during each year of enrollment in grades 10 and 11?
- Has the student earned a passing score on the English language arts portion of the Grade 10 FAST and the Algebra 1 EOC?
- Has the student demonstrated proficiency of the Grade 10 Florida Standards as assessed on the Grade 10 FAST?

Additionally, to ensure that each student has had every opportunity to pass the FAST, participation in the spring administration of the FAST during the senior year is recommended.

A student with a disability, for whom the IEP team determines that an End of Course exam (EOC) cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the EOC assessment requirement waived for the purpose of determining the student's course grade required.

The awarding of a special diploma or special certificate of completion does not prevent a student with disabilities from pursuing a standard diploma or from receiving a free appropriate public education until the student reaches age 22. The IEP Committee will determine whether continued specially designed instruction and/or additional instruction in transition is required beyond the senior year of high school. In accordance with the IEP process and district and state laws, a student must agree to defer the receipt of his/her diploma in order to continue to receive specially designed instruction until the age of 22.

Only during the 2014-2015 school year, students had the opportunity to switch from a Special Diploma option to a Standard Diploma option and receive elective credit toward a Standard Diploma for passing exceptional student education courses.

D. REQUIREMENTS FOR A SPECIAL DIPLOMA

If a student's IEP plan was written prior to June 20, 2014 and contains a statement that the student is pursuing a special diploma, the student may continue on that plan until he/she reaches graduation.

The Florida Standards for special diploma describe what certain students with a disability should be able to do at various levels of access to the standard curriculum. These standards are herein incorporated into this Student Progression Plan.

Mastery of the Florida Standards through access points for students with significant cognitive disabilities shall include demonstration of proficiency by completing the minimum number of course credits.

Students with disabilities may choose from two additional standard diploma options: The Standard Access Pathway option (open to students with significant cognitive disabilities) and the Standard Academic/Employment option. Both options require the same 24 credits listed for other standard diploma plans. Both options allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science, and social studies (excluding Algebra 1, Geometry, Biology 1, and US History).

- Students with significant cognitive disabilities may earn credits via Access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

A student with a disability is not restricted or limited to any particular diploma option, and in accordance with the IEP process, shall be afforded the opportunity to work toward any diploma pathway that is appropriate to his/her ability.

The Individual Education Plan (IEP) Committee shall document the individual student's course of study leading toward a standard diploma on the IEP developed during the year or the year prior to the student's 14th birthday. This decision shall be reviewed annually.

A student with a disability who earns all the required credits for graduation, but does not have a 2.0 cumulative GPA, and/or does not pass the required state assessments for graduation, will receive a certificate of completion. A student with a disability may continue working toward graduation requirements until the age of 22. **In order to do so, the procedures for deferring receipt of the high school diploma must be followed.**

ENHANCED NEW NEEDED OPPORTUNITY FOR BETTER LIFE AND EDUCATION FOR STUDENTS WITH DISABILITIES (ENNOBLES) PROVISION

ENNOBLES provisions for transition to post-secondary education allow for the following to take place for students with disabilities:

A student who has been awarded a special diploma or a certificate of completion is eligible to enroll in certificate career education programs, and a student with a documented disability may be eligible for reasonable substitutions as prescribed in § 1007.264 and 1007.265.

Additionally, any student with a disability shall be eligible for reasonable substitutions for any admissions requirements, when documentation is provided that the person's failure to meet the admissions criteria is due to the disability. Any student with a disability shall be eligible for reasonable substitutions for graduation, for admission into a program of study, or for entry into the under division, where documentation is provided that the person's failure to meet the admissions criteria is related to the disability, and where failure to meet the graduation requirements or program admission requirements does not constitute a fundamental alteration in the nature of the program. *

*The requirements of § 1003.49, Accelerated high school graduation options, are applicable to students with disabilities working towards a standard diploma.

GUIDELINES FOR PARTICIPATION IN STATE AND DISTRICT ASSESSMENT OF STUDENTS WITH DISABILITIES

This section is related to procedures for student participation in statewide assessments, as required by Rule 6A-6.03411, FAC. (Students who are identified solely as gifted are not eligible for state assessment accommodations.)

The school district shall ensure that:

1. Each student with a disability has the opportunity to participate in any state or district assessment of student achievement with appropriate accommodations if determined appropriate by the individual educational plan (IEP) team and recorded on the student's IEP: As prescribed by Rule 6A-1.0943, statewide assessments for Students with Disabilities makes the provisions for test accommodations which will demonstrate the students abilities rather than reflect the student's impaired sensory, manual, speaking, or psychological process skills.

Accommodations are authorized for any student who has been determined eligible as a student with disability pursuant to s.1003.01(3)(a), F.S., and Rule 6A-6.0331, F.A.C., and has a current IEP, or who has been determined to be a student with disability pursuant to Rule 6A-19.001(6), F.A.C., and has a plan developed under Section 504 of the Rehabilitation Act.

The accommodations must be identified on the student's IEP or 504 plan and must align with current instructional accommodations and accessible instructional materials used regularly by the student in the classroom.

PLEASE NOTE:

The Baker County School District will follow state guidelines for allowable testing accommodations.

These accommodations may be found at:

<http://www.fldoe.org/core/fileparse.php/7690/urlt/statewideassessmentaccommodations.pdf>.

2. The IEP team should answer each of the following questions in order to facilitate informed and equitable decision-making to determine whether a student takes the FAST or an alternate assessment.
 - i. Does the student have a significant cognitive disability?
 - ii. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications, as defined in paragraph 6A-6.03411(1) (z), F.A.C., to attain the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C.?
 - iii. Does the student require direct instruction in academic areas of English language arts, math, social studies and science based on access points, pursuant to Rule 6A-1.09401, F.A.C., in order to acquire, generalize, and transfer skills across settings?

If the IEP team determines that **all three questions** accurately characterize a student's current educational situation, then an **alternate assessment** should be used to provide a meaningful evaluation of the student's current academic achievement. If the answer to all three questions is not "yes," the student should participate in FAST with accommodations, as appropriate.

- b. Each student's IEP indicates a statement of any individual accommodations in the administration of any state assessment or student to participate in such assessments.
- c. If the IEP team determines that the student will not participate in a particular state or district assessment (or part of that assessment) of student achievement, a statement of why that assessment is not appropriate for the child and how the child will be assessed will be indicated on the IEP. Additionally, if a student does not participate in the statewide assessment, our district will notify the student's parent and provide the parent with information regarding the implications of such nonparticipation.

If modifications or accommodations are made in the student's instruction that would not be permitted on the statewide assessment tests, our district will notify the student's parent of the implication of such instructional modifications or accommodations. A parent must provide signed consent for a student to receive instructional modifications or accommodations that would not be permitted on the statewide assessments and must acknowledge in writing that he/she understands the implications of such.

- d. An alternate assessment procedure will be provided for each student who is excluded from state or district assessment of student achievement at each grade level where a state or district assessment is required for other students in the district.
- e. Alternate assessment procedures provide documentation of specific student performance and the scoring criteria used to assess the student's progress.
- f. Alternate assessment procedures match the instructional goals (standards and benchmarks) as determined appropriate for the student.
- g. Alternate assessment procedures address, at a minimum, areas that correspond to areas assessed through the state and district assessment of student achievement.

Class ranking for the purposes of calculating valedictorian, salutatorian, college admissions, scholarships, financial aid, and Beta Club membership will be based on Grade Point Averages (GPA) of all students in programs earning a standard high school diploma.

Acceleration Procedures

Subject Matter/Whole Grade Acceleration

Consideration for acceleration will be limited to one referral, per student, per 12-month period.

Students who are referred for possible accelerated placement 60 or more days prior to the beginning of school year shall be evaluated prior to the students' first day of school.

Students who are referred for possible accelerated placement 60 or more days prior to the beginning of the second semester shall be evaluated prior to the start of the second semester.

Acceleration shall commence at natural transition points within the school calendar, in accordance with school board policy.

- Step 1: Complete and submit Academic Acceleration Referral. Forty-five school days are allowed for completion of the evaluation process, including written notification to the parent.
- Step 2: Guidance Counselor conducts an initial review which includes:
 - Attendance
 - Performance on local, state or standardized assessments
 - GPA
 - Discipline records
 - Recommendations from teachers of the core content area being considered for acceleration
 - Recommendation from school counselor, if one is assigned to the school of attendance
- Step 3: If the initial review does not warrant an evaluation by the Acceleration Evaluation Committee, the parent will be informed in writing of the decision.
 If initial review warrants, the Principal will obtain parent permission to proceed with the Acceleration Evaluation.
 If whole grade promotion is to be evaluated, the Iowa Acceleration Scale will be administered.
 If subject area acceleration is to be evaluated, a subject-specific assessment (to be determined by the district) will be administered. Minimum requirements for acceleration will be 95 % proficiency on this assessment.
- Step 4: Principal schedules a meeting of the Acceleration Evaluation Committee. Committee members shall include:

Principal or designee
Current teacher
Potential receiving teacher
Guidance Counselor from school of attendance
Parent

- Step 5: Acceleration Evaluation Committee convenes to conduct a Programmatic Assessment. This assessment shall contain, at a minimum, a review of the data collected in the initial review (Step 2). If the committee is considering whole-grade promotion, data from the Iowa Acceleration Scale will also be included in the decision-making process.
If the committee is considering subject area acceleration, the data obtained from selected assessment instruments will be considered.
Committee reaches a decision on acceleration placement.
Principal notifies parent of committee decision (Written notification to parent is required within 45 school days from submission of referral).
- Step 6: If acceleration is recommended, parent accepts or declines Permission for Academic Acceleration.
If acceleration is not recommended, the parent has the right to appeal the decision to the superintendent's designee within 30 days. The superintendent's designee has 30 days to render a decision on the appeal, and notify the parent in writing.
- Step 7: If acceleration is recommended, an Acceleration Education Plan will be developed. The trial plan will be in effect for one full grading period, and monitored by a designated staff member to ensure successful implementation. Acceleration trial shall commence at natural transition points within the school calendar.
- Step 8: At the conclusion of the trial period, the Acceleration Evaluation Committee will reconvene to determine the permanency of the accelerated placement.

Additional Educational Choice Options

As provided by Florida Statutes 1003.3101 and 1012.42, a parent may request his/her child be transferred to another classroom teacher. According to the statutes, a classroom transfer request does not provide a parent the right to choose a specific teacher.

Completion and submission of the Classroom Transfer Request Form is required for a parent to make such a request. Forms are available at the principal's office and must be submitted to the principal's secretary.

Classroom transfer requests will be granted or denied based on schedule availability, state mandates pertaining to class size, team teaching assignments, and principal discretion. The student's school principal shall grant the request or provide an explanation in writing of the denial within two weeks of submission of this form.

School Financial Reports

The following chart provides the per full-time expenditures at each school site. Additional school financial information is available on the district website at: www.bakerk12.org/domain/168

School Site	Average Amount of Money Expended per Student
Baker County Pre-Kindergarten/Kindergarten Center	\$8,330.00
Macclenny Elementary School	\$7,746.00
Westside Elementary School	\$9,116.00
J. Franklyn Keller Intermediate School	\$6,565.00
Baker County Middle School	\$7,100.00
Baker County High School	\$7,555.00

Class size requirements, teacher experience, program cost factors, and other expenses associated with operating the school will cause the per student expenditure amount to fluctuate annually.

Nondiscrimination in Student Activities

No student enrolled in the Baker County Schools shall, on the basis of race, gender, national origin, marital status, disability, age, or religion, be excluded from participation in or be subjected to discrimination under any curricular, extracurricular, or any other school sponsored activity. This rule shall apply to all present and future course offerings and to all other school sponsored activities in which students are eligible to participate. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to Robin Mobley, Equity Coordinator, at the Superintendent's Office, 270 South Boulevard East, Macclenny, Florida; Phone – 904-259-0401; E-Mail Address is robin.mobley@bakerk12.org.