

Bay District Schools Student Progression Plan 202...



Bay District Schools

Student Progression Plan

2025–2026

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INTRODUCTION

The purpose of this document, the Student Progression Plan for Bay District Schools (BDS), is to inform school personnel, parents, students, and community members about the School Board policies and administrative procedures that have been adopted to fulfill state legislative and local School Board requirements for student progression. Per Florida Statute, it is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in English Language Arts, Science, Social Studies and Mathematics; that District School Board policies facilitate student achievement; that each student and his or her parent be informed of that student's academic progress; and that students have access to educational options that provide academically challenging coursework or accelerated instruction ([F.S. 1008.25](#); [F.S. 1002.3105](#)).

In order to facilitate assessment of student progress, [F.S. 1008.22](#) requires that each student must participate in statewide, standardized assessments. Section [1008.25](#) requires that remedial and supplemental instructional resources must be allocated to students in the following priority: 1.) to students in kindergarten through grade 3 who have a substantial deficiency in reading or the characteristics of dyslexia; 2.) Students in kindergarten through grade 4 who have a substantial deficiency in mathematics or the characteristics of dyscalculia; and 3.) Students who fail to meet performance levels required for promotion are consistent with the district school board's plan for student progression.

Student progression in BDS is determined by evaluating each student's academic achievement. The decision to promote or retain a student is based on an assessment of data from norm-referenced tests, criterion-referenced tests, local assessments, teacher-made tests, summative assessments, and other objective tools. The professional staff at each school within the District is primarily responsible for recommending whether a student is prepared to advance to the next grade level based on their performance and academic abilities. The final decision regarding grade placement rests with the principal, as outlined in this document and per state and federal laws, BDS Board-approved policies, and BDS administrative procedures. No student shall be placed in a grade level solely based on age or other factors that would constitute social promotion.

Annual Reporting

Annual Reporting

Each school district must report annually, as part of the student progression plan, the following data:

State Assessment Results: The number and percentage of students, by grade (3-10), who score at Levels 1 and 2 on the statewide English Language Arts (ELA) assessment.

Florida Assessment of Student Thinking (FAST) ELA Results for Bay District Students 2024-25											
Grade Level	# of tested BDS Students	% of BDS Students (Level 1)	FLORIDA % of Students (Level 1)	% of BDS Students (Level 2)	FLORIDA % of Students (Level 2)	% of BDS Students (Level 3)	FLORIDA % of Students (Level 3)	% of BDS Students (Level 4)	FLORIDA % of Students (Level 4)	% of BDS Students (Level 5)	FLORIDA % of Students (Level 5)
03-Third	2,185	22%	22%	24%	21%	22%	23%	19%	21%	12%	14%
04-Fourth	1,995	18%	22%	21%	21%	24%	22%	24%	22%	12%	13%
05-Fifth	2,119	20%	20%	29%	24%	21%	20%	22%	23%	9%	12%
06-Sixth	1,872	17%	19%	22%	21%	26%	23%	23%	22%	12%	14%
07-Seventh	1,926	20%	22%	24%	22%	20%	18%	25%	25%	12%	13%
08-Eighth	1,971	22%	22%	24%	23%	23%	23%	18%	17%	13%	15%
09-Ninth	1,889	18%	21%	27%	24%	24%	22%	20%	20%	12%	13%
10-Tenth	1910	19%	19%	25%	23%	22%	22%	21%	21%	13%	14%
Total (Averages)	1,983	19.5%	20.9%	24.5%	22.4%	22.8%	21.6%	21.5%	21.4%	11.88%	13.50%

Data made available by Florida Reporting Portal prior to official release at
<https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2025.html>



Retention Data:

The report includes the number and percentage of students retained in each grade (Kindergarten through 10th).

2024-25	Student Enrollments/Retentions		
Grade Level	End of Year Membership	Total Students Retained	Percentage Retained
K	2,085	71	3.41%
1	2,079	68	3.27%
2	2,018	37	1.83%
3	2,248	128	5.69%
4	2,035	9	0.44%
5	2,169	13	0.60%
6	1,974	66	3.34%
7	2,002	66	3.30%
8	2,073	71	3.42%
9	2,005	91	4.54%
10	2,066	44	2.13%
TOTAL	22,754	664	2.92%



Good Cause Promotions:

The report details the number of students promoted for "good cause," as defined by the district's policies.

Good Cause Exemptions from Retention Grade 3	
Good Cause Reason	# Students
1: Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.	48
2: Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212.	7
3: Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.	34
4: A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.	1
5: Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.	65
7: Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.	69
TOTAL	224



Elementary Student Progression Plan

Specific Information for Elementary (PK-5) School Student Progression is found in the following sections.



Enrollment: Prek and Kindergarten

PRE-KINDERGARTEN AND KINDERGARTEN ENROLLMENT

Pre-Kindergarten (Pre-K) programs are for students who do not meet the age requirement for kindergarten. State law establishes September 1 as the date on or before which students must be five years old to be eligible to enter kindergarten ([F.S. 1003.21](#)). A child must be six years old on or before September 1 and have successfully completed kindergarten to be enrolled in first grade ([F.S. 1003.21](#)). An eligible child who has attended a non-public kindergarten and has met the age criteria above shall be admitted to first grade upon presentation of a letter from the director of the non-public kindergarten verifying that the child has satisfactorily completed a kindergarten skill development program and, in the opinion of the director, is prepared for first grade entrance.

A child entering public school at age six without evidence of kindergarten completion with an official transcript s/he will be placed in kindergarten.

A child who has not previously attended school and who is seven years of age or older at the time of initial enrollment may be placed at a grade level at the discretion of the principal according to IPMP (Individualized Progress Monitoring Plan) procedures regarding the grade placement of over-age students.

Enrollment and Assignment of Transfer Students

ENROLLMENT AND ASSIGNMENT OF TRANSFER STUDENTS

A student meeting entrance age and all other criteria as specified in statute and Board policy, and who has previously attended any other public or private school, shall be enrolled in Bay District Schools, with initial placement corresponding to that made by the previous school, or according to Multi-Tiered Systems of Support (MTSS) procedures for an over-age for an over age student not previously enrolled in school. However, a student transferring from public or private schools outside the State of Florida shall be enrolled in kindergarten or first grade, regardless of age criteria, if such enrollment continues the grade level placement already established by the out-of-state school and the student meets the entrance age requirements of the public schools of the state from which the student is transferring. Such enrollment shall apply only if the parent(s) has/have been a resident of the state from which the student is transferring. Subsequent to enrollment, the transfer student shall be assigned pursuant to Multi-Tiered Systems of Support (MTSS) procedures.

In a few cases, there may be doubt concerning the appropriate grade placement of a transfer student new to the District. When a decision involves a potential change from elementary to middle school, the two principals should confer and reach a joint decision as to grade placement. Should the principals involved be unable to reach a mutually agreed-upon decision, the Deputy Superintendent of Teaching and Learning will decide as to the grade level placement of the student in question.

A transfer student's prior attendance and grade level at the previous school shall be verified prior to the student's progression to the next grade level. In the absence of any verification, normal promotion criteria and results of standardized assessments, where applicable, shall be used to determine the student's grade placement for the ensuing year.

Those students providing the documentation of meeting the requirements of the Home Education laws of their state are assumed to have been promoted from year to year while in Home Education Programs.

Retention Procedures

RETENTION PROCEDURES

The classroom teacher is responsible for identifying students who are not meeting grade-level expectations. The teacher will identify students to be considered for retention and submit this information to the principal by the end of the first semester, marking the possible retention on the Quarter 2 report card.

The student's growth toward meeting standards in English Language Arts (reading and writing), mathematics, shall be the primary consideration in promotion/retention decisions. When considering retention in grades K-2, a student's progress towards mastering early literacy and communication skills in order to be reading at or above grade level by the end of grade 3, should be taken into consideration. [\[F.S. 1008.25\(2\)\(a\)-\(h\) and \(4\)\(c\)\]](#). Retention decisions must be based on more than a single test score. There should be a preponderance of evidence that has been collected over time.

The principal shall establish a procedure for review of each case and for following the progress of students considered for retention as the principal deems necessary and appropriate.

School personnel, in consultation with parents, will work toward parent understanding and cooperation regarding a student's grade placement. The decision as to grade placement, however, is the responsibility of the principal. Parents are to be notified if retention is being considered through the Elementary Report Card and/or through the use of a letter to parent (s). A final review of the progress of each student being considered for retention shall be completed, and the principal shall make a placement decision. This decision shall be communicated to the parent utilizing the final Elementary Report Card of the year.

- Due process, the right of review of the decision of the principal regarding placement, shall be available to the parent(s) of all students. A translator must be made available to facilitate communication, as necessary. The review shall be in the form of an informal conference between the parents, teacher, school counselor, principal, and the Superintendent or his/her designee. After consideration of the facts presented at the conference, the Superintendent, or his/her designee, shall render a final decision. The decision shall be communicated, in writing, to the parent(s) and the principal.
- Retention in a grade should not occur if such placement would result in the elementary student being placed with students more than two years younger (except for Grade 3 per legislation). Any deviation from this procedure must have the approval of the Director of Elementary Instructional Services.
- Any child in elementary school who has been retained one year and fails to meet criteria for promotion a second time is to be referred to the Multi-Tiered System of Supports (MTSS) problem-solving team for evaluation, have an IPMP (Individualized Progress Monitoring Plan) developed, or have a review and revision of an existing IPMP (Individualized Progress Monitoring Plan).
- Grade 3 students who are English Language Learners (ELL) can be promoted for Good Cause Exemption when their initial date of enrollment in a U.S. school is less than 2 years.

All other students who are ELL are to be promoted or retained on the same basis as any other student.

- Per Senate Bill 290, a parent of a student with a disability, who is enrolled in prekindergarten at the age of four and is fully funded through the Florida Education Finance Program, is allowed to retain his or her child in consultation with the Individualized Education Plan (IEP) team.

Educational Opportunity for Military Children

EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN [\(F.S. 1000.36\)](#)

Children of an active duty member of the United States Armed Services shall be entitled to all of the rights and protections afforded under the Interstate Compact on Educational Opportunity for Military Children.

This Compact intends to minimize the potential challenges to educational success for children of military families because of frequent moves and deployment of their parent(s) by:

- Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school district or variations in entrance or age requirements.
- Facilitating the student placement process through which children of military families are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content, or assessment.
- Facilitating the qualification and eligibility for enrollment, educational programs, and participation in extracurricular academic, athletic, and social activities.
- Facilitating the on-time graduation of children of military families.
- Providing for the adoption and enforcement of administrative rules implementing this compact.
- Providing for the uniform collection and sharing of information between and among member states, schools, and military families under this compact.
- Promoting coordination between this compact and other compacts affecting military children.
- Promoting flexibility and cooperation between the educational system, parents, and students to achieve educational success for the student.

The guidelines shall apply to children of military families within the state as well as between member states.

Elementary Report Cards

ELEMENTARY REPORT CARDS

An Elementary Report Card shall be issued to all students in grades K-5 and used to inform parent (s) of their child's progress with mastery of grade-level benchmarks and to inform parent (s) of students being considered for retention. Report Cards are issued in designated marking periods. When using the Elementary Report Card, the following reporting scale is used to notify parent(s) and students of the progress and mastery of the grade level academic standards.

Grading Scale	
Grade K	Grade 1-5
S = 70-100% N = 60-69% U = 59% and below	A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% and below

All teachers will follow the [BDS APP Manual](#). Teachers will ensure that grades reflect the two expectations:

- The primary purpose of assessment is to measure student mastery of benchmarks in the grade level/course.
- Grading is fair, consistent, meaningful, and communicated with necessary stakeholders in a timely manner.

School principals are responsible for monitoring the implementation of APP and ensuring gradebook grades are regularly updated to communicate with stakeholders.

Multi-Tiered Systems of Supports (MTSS)

MULTI-TIERED SYSTEMS OF SUPPORTS (MTSS)

BDS instructional frameworks and MTSS decision trees for elementary are blueprints for teaching and learning of instruction for all types of learners. It includes best practices for the required components of Tier 1 core instruction, and Tier 2 and 3 interventions. These components include providing differentiated instruction to whole and small-group settings using approved curriculum materials, required length and frequency of interventions for program fidelity, progress monitoring of interventions, triangulation of data, and school-based MTSS Problem-Solving Team decision-making processes. These school-based decisions are made by the school MTSS problem-solving team to tailor individual learning plans for students and track progress to ensure academic and behavioral success.

MTSS Decision Tree: The decision tree for the Multi-Tiered System of Supports (MTSS) is a tool used to guide educators and intervention teams through a structured decision-making process when determining the level of support a student needs. MTSS is a framework that provides varying levels of support to students based on their academic, behavioral, or social-emotional needs. The decision tree helps to ensure that interventions are applied systematically and at the right intensity, based on specific criteria.

Triangulation of Data: The process of gathering and analyzing data from multiple sources or methods to make informed decisions about the level of support a student needs. This process helps ensure that the decisions made regarding interventions are accurate, reliable, and based on a comprehensive understanding of the student's needs.

The triangulation of data enables educators to identify students to provide early intervention and preventive support. Schools are required to develop and implement an Individualized Progress Monitoring Plan (IPMP) for each student who fails to meet certain performance expectations. The plan chosen must be designed to assist the student in meeting State and District expectations.

Please refer to the [BDS MTSS Implementation Manual](#) for specific information and guidance.

District Criteria for Promotion in Elementary

DISTRICT CRITERIA FOR PROMOTION IN ELEMENTARY GRADES

A student may be considered for retention when the student has not demonstrated satisfactory performance on the state standards for the grade level in English Language Arts (ELA), mathematics, and science. When retention is being considered, the following criteria should be utilized:

- the student is more than one year below grade level;
- the student is not meeting District expectations in multiple subjects;
 - The district expects students to demonstrate mastery of benchmarks, with an overall average equivalent to a D. This may include reassessment of benchmarks following reteaching.
- the student needs the entire grade level curriculum again;
- the student has been in the English Language Learners (ELL) Program for more than two years and does not meet the District's expectations (retention is an option), and/or
- the student has not been previously retained.

Guidelines for determining promotion, promotion with remediation, or retention are as follows:

- Promotion: A student may be promoted when they have mastered grade-level standards in ELA or mathematics, and science. (Progress Report Code = P)
- Promotion with Remediation: A student may be promoted with remediation when they have mastered the majority of the grade level standards in ELA or mathematics, and science with support. (Progress Report Code = A).
- Retention: A student may be considered for retention when he or she is not progressing toward grade level standards, even with support, and the above criteria for retention indicate this is in the best interest of the student. (Progress Report Code = R)

Decisions as to the promotion of a student are to be made before the beginning of the school year and should not be changed after the first week of school each year. An exception is permissible in grades K-5. In rare cases, a principal may change the grade placement of a student to the next grade level after the beginning of the year if such a change is within a school and is deemed by the principal to be in the student's best interest. Parent(s) must be included in the decision.

Mid-year promotion is available to third-grade students who are retained.

A new student entering the District with no previous school or a lack of records is to be placed in the grade with age-alike peers or no more than one grade level below. Any deviation from this procedure must have the approval of the Director, Elementary Instructional Services.

Second Semester Students – Criteria for student progression and possible retention apply to students entering the Bay District Schools during the second semester. However, due to the late enrollment of students, decisions and subsequent contact with parent(s) regarding the progression of the student may not fit established procedures. School staff must address each of these situations individually. However, notification to the parent(s) of possible retention should be made as early as possible.

Parental Notification Reading and/or Math

PARENTAL NOTIFICATION OF READING AND/OR MATHEMATICS DEFICIENCIES ([F.S. 1002.20, 1008.25](#))

The parent(s) of any student who exhibits a substantial reading deficiency will be:

- immediately notified of the student's deficiency with a description, understandable to the parent(s), of the exact nature of the difficulty;
- updated monthly on their child's progress;
- consulted in the development of a detailed IPMP (Individualized Progress Monitoring Plan) or other plan as appropriate, including Individualized Education Plan or EL Plan; and
- informed that the student will be given intensive reading or mathematics instruction until the deficiency is corrected.

The District communicates to parent(s):

- that statewide, standardized assessments are not the sole determiner of promotion;
- that additional evaluations, portfolio reviews, and assessments are available to assist parent(s) and that a child is reading at or above grade level and ready for grade promotion; and
- the District's specific criteria and policies for third-grade mid-year promotion.

Third Grade Students Who Are Retained

THIRD GRADE STUDENTS WHO ARE RETAINED

Each school provides written notification to the parent(s) of any third-grade student who is being retained, informing them that their child has not met the achievement level required for promotion. This communication includes the reasons their child is not eligible for a Good Cause Exemption and a description of proposed interventions and supports that will be provided to their child to remediate the identified areas of reading deficiency.

Students who are retained and students needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

Good Cause Exemption Grade 3

GOOD CAUSE EXEMPTIONS FOR GRADE 3

Per F.S. Section [1008.25\(6\)\(b\)](#), if the reading deficiency, as determined by the statewide English Language Arts assessment, is not remediated by the end of grade 3, the student must be retained, unless exempt from mandatory retention for Good Cause, as delineated below:

- Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
- Students with disabilities whose individual educational plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212, F.S.
- Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
- A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
- Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual educational plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in prekindergarten, kindergarten, grade 1, grade 2 or grade 3.
- Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. A student may not be retained more than once in grade 3.

Third-grade students who enroll after the state assessment window will be assessed using alternative measures to be promoted. Students will be offered the opportunity to complete the third-grade portfolio or take an alternative standardized reading or English Language Arts assessment approved by the FDOE, before being assigned a classroom in the fall, as a means to demonstrate mastery of third-grade state standards. This opportunity will be given in the spring, at the end of the summer session, and in August, for those who have not yet taken the test. An additional state assessment will be offered in July as an additional opportunity for promotion. If the student demonstrates mastery, he/she may be promoted to fourth grade. The decision to promote or retain a student is based on the student's achievement per state statute.

Requests for Good Cause Exemptions from the mandatory retention requirement for students must be accompanied by documentation submitted from the student's teacher to the school principal. This documentation must indicate that the promotion of the student is appropriate and is based upon the student's academic record. Such documentation consists of the existing SSP, IEP, if applicable, Elementary Report Card, or student portfolio, and alternate assessment. In the case of ELL students, the ELL Committee will gather data, in addition to that provided by teachers, to make recommendations. The school principal reviews and discusses the recommendation with the teacher and makes the appropriate 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 makes the recommendation in writing to the Director of Elementary Instructional Services. The Director of Elementary Instructional Services shall accept or reject the school principal's recommendation.

Intensive reading instruction for students promoted to grade 4 with a good cause exemption will include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student.

Mid-Year Promotion Grade 3

MID-YEAR PROMOTION CRITERIA FOR THIRD GRADE STUDENTS WHO ARE RETAINED

Per Statute [1008.25](#), [F.S. Rule 6A-1.094222](#), third-grade students who are retained may be eligible to be promoted as soon as possible and allowed to receive essential fourth-grade instruction. Each school district shall implement a policy for the mid-year promotion of a student retained in grade 3 who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, per State Board of Education Rules. Such mid-year promotions of retained grade 3 students should occur during the first semester of the academic year.

To be eligible for mid-year promotion, a student must demonstrate that he or she:

1. Is a successful and independent reader as demonstrated by reading at or above grade level;
2. Has progressed sufficiently to master appropriate fourth-grade reading skills; and
3. Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.

The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has mastery of grade 3 reading skills as presented in the Language Arts Florida Standards. Evidence is as follows:

1. Satisfactory performance on locally selected standardized assessment(s) measuring Language Arts Florida Standards;
2. Satisfactory performance on a state-approved alternative assessment as delineated in [Rule 6A-1.094221](#), F.A.C.;
3. Successful completion of portfolio elements that meet all of the following requirements:
 - a. Be selected by the school district;
 - b. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - c. Include evidence of mastery of the standards assessed by the grade 3 statewide, standardized English Language Arts assessment. Evidence can include successful completion of multiple-choice items and text-based responses, chapter or unit tests from the district-adopted core reading curriculum. Portfolios should contain fifty (50%) percent literary and fifty (50%) percent informational texts; and
 - d. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The criteria for students promoted after November 1 must provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills. These students must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4.

A retained third-grade student is eligible for mid-year promotion if the student scores Level 2 or above on PM1 of the Grade 3 FAST ELA Reading and there is evidence that the student is progressing sufficiently to master appropriate fourth-grade reading skills. If students are successful on one of the two opportunities listed above, students have met the reading criteria for

mid-year promotion to fourth grade. These students should also demonstrate satisfactory performance in mathematics and a readiness to handle the rigor of these subjects in fourth grade.

An IPMP (Individualized Progress Monitoring Plan) for any third-grade student who is retained and who has been promoted mid-year to fourth grade continues to be implemented for the entire academic year. Any student being promoted mid-year is to be reported to the Director, Elementary Instructional Services, using the form in Appendix E5.

Immediate Intensive Intervention Reading

IMMEDIATE INTENSIVE INTERVENTION FOR STRUGGLING READERS

All students not meeting grade level standards in reading will receive a minimum of an additional 30 minutes of immediate intensive intervention in areas needing acceleration. This additional instruction is delivered by a high-performing reading-certified/endorsed teacher using a variety of research-based materials, as identified by the Florida Center for Reading Research. Each school has developed a plan for providing intensive intervention that has been reviewed and approved by the District instructional support staff. Each school implements the intensive interventions designed to meet the needs of the students. Teachers receive additional support in implementing research-based reading activities through the Office of Teaching and Learning. Students receiving additional intensive instruction in reading continue to be provided a curriculum in core academic subjects ([F.S. 1008.25](#)).

Students' reading proficiency is monitored regularly, and the interventions are adjusted as needed. At the beginning of each new school year, when students are still demonstrating a reading deficiency, the intensive interventions as specified in the IPMP (Individualized Progress Monitoring Plan) continue to be reviewed or revised, and implemented until the reading deficiency is remediated. The student's level of performance and rate of progress are carefully monitored to determine the effectiveness of the intervention.

All third-grade students who are retained are provided an IPMP (Individualized Progress Monitoring Plan) in reading that is reviewed and revised based on diagnostic information, the student's level of performance, and the student's rate of progress. These students receive a minimum of thirty additional minutes of targeted reading instruction each day provided by a high-performing reading-certified/endorsed teacher. All third-grade students who are retained receive instruction during an uninterrupted reading block each day using state-approved, research-based materials.

Progress monitoring occurs weekly for all third-grade students who are retained. The following options may be utilized:

- Comprehensive Core Reading Program (CCRP) assessments
- iReady
- Timed readings to monitor fluency and comprehension

A portfolio of student work is maintained throughout the year for all third-grade students who are retained. This collection of work samples is used to demonstrate the individual student's level of proficiency in the State Standards.

Supplemental reading materials currently in use with third-grade students who are retained include, but are not limited to:

- iReady
- UFLI Foundations

The District and school supports parent (s) and students through the implementation of family literacy programs in all schools.

Acceleration Options

ACCELERATION OPTIONS FOR ELEMENTARY STUDENTS

Acceleration - The assignment of a student to a higher grade, which results in the student advancing a grade or part of a grade, is to be made based on significantly high achievement by the student as evidenced by scores at or above the 98th percentile in all areas based on a standardized assessment and evidence the student will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effects on the student should be strongly considered in any acceleration decision.

Whole or Mid-Year Promotion

WHOLE OR MID-YEAR PROMOTION

A parent(s) may formally request whole-grade acceleration, mid-year promotion, or single-subject acceleration (reference Appendix E3) by completing an official request and submitting all required documentation. The principal has the responsibility for making such assignments with approval by the Director, Elementary Instructional Services.

The student's cumulative record will reflect the accelerated grade placement, major reason(s) for the assignment, and the name of the principal who has made the placement. Parents shall be notified formally, in writing, that their child is receiving an accelerated grade placement to the next higher grade.

A copy of this notification shall be placed in the cumulative record. Any student granted this request must have their parent complete the ACCEL Performance Contract (reference Appendix A4).

Appendix E1

Appendix E1

Process for Determining Promotion/Retention of Students in Grades K-2 and 4-5

Before starting this process, ensure the following are gathered the current school year:

- A list of all required assessment data for K-2 or 4-5 students
- A list of the statewide, standardized assessment scores for all K-2 and 4-5 students
- A list of subject area grades and levels of performance for all K-2 or 4-5 students
- A list of the District's expectations for each grade level and subject area
 - The district expects students to demonstrate mastery of benchmarks, with an overall average equivalent to a D. This may include reassessment of benchmarks following reteaching.

Step 1	All Grades K-2 and 4-5 students who meet state or District expectations should be promoted.	Promote these students
Step 2	<p>For students not meeting District expectations in reading or two of the following subjects – math, and/or science– consider the following criteria:</p> <p>If the students have been previously retained, and</p> <ul style="list-style-type: none"> • If the students are close to meeting District expectations and do not need the entire grade level curriculum again; • If the students are receiving ELL services and the primary reason for not meeting District expectations is the second language; • If the students have been in ELL less than two years and do not meet District expectations; or • If the students are receiving ESE services and are making progress; <p>For students who scored a Level 2 on the statewide, standardized assessment but do not meet District expectations based on grades and District assessments.</p>	Promote these students with Intensive Remediation (MTSS T3 Plan)
Step 3	<p>For students not meeting District expectations in reading or two of the following subjects: math, and/or science, consider the following criteria:</p> <ul style="list-style-type: none"> • If the students are more than one year below grade level; • If the students are not meeting District expectations in multiple subjects; • If the students are in need of the entire grade level curriculum again; • If the students have been in ELL for more than two years and do not meet District expectations (retention is an option)*; • If the students have not been previously retained. 	Retain these students

Appendix E2

Appendix E2

Process for Determining Promotion/Retention of Students in Grade 3

STEP 1	Grade 3 students who meet state or District expectations should be promoted.	Promote these students
STEP 2	Document Good Cause Exemption in student scheduling program for students scoring below proficiency on the statewide, standardized English Language Arts assessment, who meet the following: <ul style="list-style-type: none"> English Language Learners (ELL) who have an initial entry date in a US school that is less than 2 years. The entry date must be less than 2 years from the last day of school. 	Promote these students with Good Cause Exemption Code #1
STEP 3	Document Good Cause Exemption in student scheduling program for students scoring below proficiency on the statewide, standardized English Language Arts assessment, those who meet the following: <ul style="list-style-type: none"> Students with disabilities whose Individual Educational Plan (IEP) indicates that participation in the statewide, standardized assessment program is not appropriate, consistent with the requirements of State Board of Education. 	Promote these students with Good Cause Exemption Code #2
STEP 4	Document Good Cause Exemption in student scheduling program for students scoring below proficiency on the statewide, standardized English Language Arts assessment, who meet the following: <ul style="list-style-type: none"> Students who demonstrate grade-level reading proficiency on an alternative standardized reading assessment approved by the State Board of Education. To promote a student using the SAT-10 as an alternative assessment Good Cause Exemption, the grade 3 student scoring below proficiency on the statewide, standardized reading assessment must score at or above the 45th percentile on the SAT-10. To promote using i-Ready diagnostic (end-of-year) student must score at or above the 50th percentile. 	Promote these students with Good Cause Exemption Code #3
STEP 5	Document Good Cause Exemption in student scheduling program for students scoring below proficiency on the statewide, standardized English Language Arts assessment, who meet the following: <ul style="list-style-type: none"> Students who demonstrate grade level proficiency through a student portfolio, as evidenced by demonstration of proficiency of the State Standards in reading, equal to at least a Level 2 on the statewide, standardized English Language Arts assessment. (The student has met the passing criteria on all of the portfolio items.) 	Promote these students with Good Cause Exemption Code #4
STEP 6	Document Good Cause Exemption in student scheduling program for students scoring below proficiency on the statewide, standardized English Language Arts assessment, who meet the following: <ul style="list-style-type: none"> Students with disabilities who participate in the statewide, standardized assessment and who have an Individual Educational Plan (IEP) or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than 2 years, but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3. 	Promote these students with Good Cause Exemption Code #5
STEP 7	Document Good Cause Exemption in student scheduling program for students scoring below proficiency on the statewide, standardized English Language Arts assessment, who meet the following: <ul style="list-style-type: none"> Students who have received the intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in PreKindergarten, kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3. 	Promote these students with Good Cause Exemption Code #7
STEP 8	Students taking the July FAST administration and scoring a Level 2	Promote these students
STEP 9	Remaining students scoring inadequately on the statewide, standardized English Language Arts assessment.	Retain these students

Appendix E3

Appendix E3

Bay District Schools ACCEL Program (Parent Request for Evaluation)

Student # _____

Student Name _____

All schools must offer options to eligible students that provide an academically challenging curriculum or accelerated instruction. At a minimum, these options must provide for:

- Whole-grade or mid-year promotions to students meeting district eligibility guidelines
- Subject matter acceleration
- Virtual instruction in higher grade level subjects
- A Credit Acceleration Program (CAP) open to all students

*** Promotion decisions are final**

Additionally, schools are encouraged to offer ACCEL options that meet the needs of their specific student population.

Decisions on student eligibility for each of the above ACCEL options will be made according to district-wide guidelines that apply to both school-level options and options that would enable a student to move between two schools. Eligibility decisions must, at a minimum, be based upon:

- Student performance on a locally determined assessment, a statewide assessment or a statewide standardized assessment
- The student's grade point average
- The student's attendance record
- The student's conduct record
- Recommendations from one or more core-curricula teachers
- A recommendation from a guidance counselor

***The principal has the final authority for determining eligibility for the ACCEL program.**

You have requested that your child be evaluated for the ACCEL program. If your child meets the eligibility requirements for ACCEL, you will be notified and must then sign the Bay District Schools ACCEL Performance Contract to demonstrate your understanding of the academic and behavioral expectations for the program (reference Appendix E4).

I have read the eligibility requirements and give permission for my child to be evaluated for the ACCEL Program.

Parent's Signature _____ Date _____

____Approved

____Denied

Principal's Signature_____ Date: _____

Appendix E4

Appendix E4

Bay District Schools ACCEL Performance Contract

Student # _____ Student Name _____

Your child has met the eligibility requirements for the ACCEL Program.

ACCEL students are held to a higher level of expectation, both academically and behaviorally. Each student is required to:

- Maintain a "B" or higher in all academic coursework
- Maintain a commendable level on state assessments and/or score on or above grade level on locally determined assessment
- Reading on or above grade level
- Complete and submit all assignments (homework, projects, reports) on or before the due dates
- Turn in make-up work promptly following any absence
- Do his/her own work on all assignments, projects, or exams
- Follow all school behavioral guidelines
- Maintain acceptable attendance

If a student fails to adhere to the expectations as stated above, they will be subject to the following Probation and Exit Guidelines:

- A student may choose to exit the ACCEL program at any time as long as an alternate schedule can be arranged
- A student with a grade average less than a "B" will be placed on probation for the following nine-week grading period, upon communication with the student, parent, administrator, and/or counselor. A probation period may begin at the end of any progress report period
- If the student's grade average for the class remains less than a "B" at the end of the probation period, the student may be removed from the ACCEL Program
- A student with attendance that falls below expected levels will be placed on probation for the following nine-week period
- If attendance issues have not been resolved, the student may be removed from the ACCEL Program
- A student with behavior that does not follow school guidelines will be placed on probation
- If the student's behavior has not improved per school guidelines by the end of the probationary period, the student may be removed from the ACCEL Program.

I have read the guidelines and expectations for the ACCEL program and agree to support and encourage my student in his/her endeavors. I will notify the teacher immediately of any concerns I have related to my student's progress in the ACCEL program.

Parent Signature _____ Date _____

Student Signature _____ Date _____

Appendix E5

Appendix E5

Bay District Schools Third Grade Mid-Year Promotion

Student # _____ Teacher Name _____ School _____

This third-grade student is eligible for mid-year promotion to fourth grade according to the State Standards for Mid-Year Promotion of Third-Grade Students who are Retained: (Section 1008.25)

This student has met the criteria indicated below:

→ **State Reading Assessment:** Students who demonstrate grade-level reading proficiency on a standardized State reading assessment approved by the State Board of Education.

- ☐ Evidence: Level 2 or above on Grade 3 FAST ELA Reading PM1
- ☐ Evidence: 45th percentile or above on a 3rd grade SAT 10: Percentile=_____
- ☐ Evidence: Scale Score of 529 or higher on iReady Diagnostic 1: SS=_____
- ☐ Successful completion of a 3rd-grade portfolio that meets all of the state requirements as outlined on the District Portfolio Checklist.

Teacher Signature _____ Date _____

Principal Signature _____ Date _____

*Mid-year promotion status must be documented in the student scheduling program by November 1st.

Middle School Student Progression

Specific Information for Middle School (Grades 6-8) Student Progression is found in the following sections.



Middle School Progression

MIDDLE SCHOOL PROGRESSION

For a student to be promoted to high school from middle school, they must successfully complete the following courses:

- Three middle grades or higher courses in English language arts.
- Three middle grades or higher courses in mathematics.
- Three middle grades or higher courses in science.
- Three middle grades or higher courses in social studies. One of these social studies courses must be civics. There is a statewide, standardized end-of-course exam for civics that must be taken and factored in as 30% of a student's course grade.

Qualifying students may take advanced courses. These courses may include high school courses for high school credit. The statutory requirements for middle-grade promotion are found in Section 1003.4156, Florida Statutes.

Required Course Progression for Middle School

	6th	7th	8th
ENGLISH LANGUAGE ARTS	1001010 M/J LANGUAGE ARTS 1	1001040 M/J LANGUAGE ARTS 2	1001070 M/J LANGUAGE ARTS 3
	1001020 M/J LANGUAGE ARTS 1 ADVANCED	1001050 M/J LANGUAGE ARTS 2 ADVANCED	1001080 M/J LANGUAGE ARTS 3 ADVANCED
MATH	1205010 M/J GRADE 6 MATH	1205040 M/J GRADE 7 MATH	1205070 M/J GRADE 8 PRE-ALG
	1205020 M/J ACCELERATED MATH GRADE 6	1205050 M/J ACCELERATED MATH GR 7	1200320 ALGEBRA 1 HONORS
		1200320 ALGEBRA 1 HONORS	1206320 GEOMETRY HONORS
SCIENCE	2001010 M/J EARTH SPACE SCIENCE	2000010 M/J LIFE SCIENCE	2003010 M/J PHYSICAL SCIENCE
	2001020 M/J EARTH SPACE SCIENCE ADVANCED	2000020 M/J LIFE SCIENCE ADVANCED	2003020 M/J PHYSICAL SCIENCE ADVANCED
SOCIAL STUDIES	2100010 M/J US HISTORY	2106010 M/J CIVICS	2109015 M/J WORLD HISTORY & CAREER PLANNING
	2100020 M/J US HISTORY ADVANCED	2106020 M/J CIVICS ADVANCED	2109025 M/J WORLD HISTORY ADVANCED CAREER PLANNING

Academic Supports

MIDDLE SCHOOL ACADEMIC SUPPORTS

Students who score Level 1 or Level 2 on statewide standardized assessments will be enrolled in a remedial course. Students who score Level 1 or Level 2 in English Language Arts will be placed in intensive reading, and students who score Level 1 or Level 2 in Math will be placed in Foundational Skills for Math.

Students are placed in remedial coursework following [FS 1008.25](#), "A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans: a federally required student plan, such as an individual education plan (IEP); or an individualized progress monitoring plan. Bay District Schools uses these remedial courses, intensive reading, and foundational skills in math to implement the individual progress monitoring plan with specific interventions. This is also a requirement in our district's comprehensive reading plan, approved annually by the state.

Students who are enrolled or required to enroll in a remedial course in reading and/or math are waived from the physical education requirement as outlined in [FS 1003.45](#).

Physical Education in Middle School

PHYSICAL EDUCATION IN MIDDLE SCHOOL

The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8 per [FS 1003.45](#).

Students may waive this requirement if they meet one of the following criteria:

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

[Families must complete the waiver form](#) and return it to the school prior to the beginning of the school year. Please allow five school days for schedule changes.

Advanced Academics

MIDDLE SCHOOL ADVANCED ACADEMICS

Students who meet eligibility requirements are eligible to take advanced courses, if offered. Participation in advanced academics builds skills, knowledge, and understanding in English, Mathematics, Social Studies, and Science. Students participating in advanced academics will have the opportunity to earn credit in high school courses, which will impact their high school grade point average (GPA) and help establish the study habits necessary for success. Advanced classes require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multifaceted. Students are encouraged to think critically and collaborate on the content they are learning. Honors-level rigor will be achieved by increasing text complexity through selective text choices, a focus on high-level qualitative measures, and the complexity of the tasks. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

High School Credit Course Options

MIDDLE SCHOOL: HIGH SCHOOL CREDIT COURSE OPTIONS

Middle school students may earn high school credit for courses identified in this document as available to middle school students. This requirement applies to all students and all courses, regardless of whether the course is taken in the traditional setting or through Bay Virtual School or Florida Virtual School (FLVS).

- 1200320 ALGEBRA 1 HONORS
- 1206320 GEOMETRY HONORS
- 2109320 WORLD HISTORY HONORS
- 2003320 PHYSICAL SCIENCE HONORS
- 8207310 DIGITAL INFORMATION TECHNOLOGY
- 1501300 PERSONAL FITNESS

The school principal and the Director of Secondary Instruction must approve any other high school courses taken during middle school.

High school courses taken during middle school will impact the high school Grade Point Average (GPA).

All students enrolled in courses for high school credit must take a semester exam or any state-mandated end-of-course exams, when applicable. For courses without state-mandated end-of-course assessments, the semester exam grade shall count as $\frac{1}{7}$ of the final grade. It will be combined with other appropriate grades to determine the final grade.

Retention

MIDDLE SCHOOL RETENTION

The grade level progression of a middle school student will be determined by passing at least three out of four core courses: English Language Arts, Mathematics, Science, or Social Studies. Only core courses not passed at the lower level will be repeated. These lower-grade-level courses will be taken concurrently with current grade-level courses, unless it is not possible to fit them into the student's schedule. A middle school student, with the exception of a retained 8th grader, should never repeat a course in which the student has already earned a passing grade.

Classroom teachers shall be responsible for identifying those students who are not demonstrating mastery of course standards and expectations. Teachers will identify students at risk of failing a course and report this information to the principal by the beginning of Quarter 3 of each school year. Families will be notified of potential retention through a warning message on the student's third-quarter report card. A final review of the progress of each student being considered for retention shall be completed, and the Principal shall make a placement decision. This decision shall be communicated to the parent(s) through a retention meeting and the final report card of the year.

Acceleration

MIDDLE SCHOOL ACCELERATION OPTIONS

A student may accelerate a whole grade or mid-year if all criteria are met, including, but not limited to: performance on approved assessments, teacher and counselor recommendation, attendance, and conduct.

Whole or Mid-Year Promotion Middle School

WHOLE OR MID-YEAR PROMOTION OR SUBJECT AREA ACCELERATION

The assignment of a student to a higher grade, which results in the student advancing to the next grade, or subject specific acceleration is to be made based on significantly high achievement by the student as evidenced by scores at or above the 98th percentile in all areas based on a standardized assessment and evidence the student will benefit more from the instructional program at the accelerated grade level. The probable long-range academic, social, and emotional effects on the student should be considered in any acceleration decision.

The Principal has the responsibility for recommending acceleration to the Director of Secondary Instruction. A student must have parental consent to be considered for acceleration.

Acceleration must follow district-approved course progressions and is limited to those listed as high school credit options. Students who accelerate in a subject area, exhausting subject area courses (such as three M/J Mathematics Courses) at the school, must take subsequent courses, if available, virtually.

Virtual Course Options

VIRTUAL COURSE OPTIONS FOR MIDDLE SCHOOL STUDENTS

Students in grades 6–8 may enroll in full-time virtual courses through:

- Bay Virtual School (BVS)
- Florida Virtual School (FLVS)

Students enrolled in full-time virtual instruction may participate in required state testing on designated campuses or at district assessment sites, as well as in extracurricular and athletic activities at their zoned school.

Students who are enrolled full-time in a Bay District middle school may use BVS/FLVS to supplement their school coursework. Students requesting additional virtual courses who are enrolled full-time in Bay District Schools must meet with a school counselor to review graduation requirements, academic alignment, and ensure that all prerequisites are met. Counselors will approve courses based on appropriate placement, considering a student's academic history, grade level, and age.

If approved to take a course on campus, students will be enrolled in a study hall course on their schedule for the virtual course:

- 2200300 NC STUDY HALL 1
- 2200310 NC STUDY HALL 2
- 2200320 NC STUDY HALL 3
- 2200330 NC STUDY HALL 4

The **Virtual Options Agreement** must be completed and returned to the school counselor.

- It is recommended that core academic courses required for graduation be taken on campus.
- Students must meet with their school counselor regarding all virtual course requests that may affect their school day schedule.
- Students who wish to withdraw from a face-to-face course or make a schedule change to add a virtual course must request their school counselor within the first 10 calendar days of the course to enroll in a virtual course taken on campus.
- Students who enroll in a virtual course over the summer will not be guaranteed a place in an on-campus lab during the school year.
- It is the student's responsibility to monitor the completion of all coursework. FLVS is designed to be implemented fully online, and student progress and grading through the course are through FLVS.

Bay District Schools Virtual Options Agreement - Middle School

Student Name: _____

Grade: _____

Student ID: _____

Course Requested on FLVS: _____

Please read this information carefully and thoroughly. Submission to your school counselor is required for Bay Virtual School/Florida Virtual School (FLVS) enrollment during this school year.

- I understand that it is my responsibility to monitor the completion of all coursework and the selection of classes. The school counselor is not responsible for monitoring academic progress.
- I understand that I will take the appropriate End-of-Course (EOC) assessment at my school if I take the applicable BVS/FLVS courses. The final full-year grade will be calculated by my school and will include the EOC as the final exam grade. I understand that I will take the EOC at my school during the scheduled exam time.
- I understand that BVS/FLVS seats and periods in on-campus labs are limited. I may not be able to complete my virtual coursework during a preferred period.
- I understand that if I drop a face-to-face course to take a virtual course, the virtual course must be started within the first ten calendar days of the semester.
- I understand that if I must enroll in an on-campus course as a result of dropping a virtual course, I may not receive the on-campus course during a preferred period. This may result in a schedule change that will impact other on-campus courses.
- I understand that if I withdraw from a virtual course mid-semester and request a BDS face-to-face course in its place, I may not earn credit due to lack of seat time.
- I understand that if I am withdrawn from a year-long virtual course in the first semester, my school will attempt to schedule me into an on-campus course; this may not be feasible until the second semester. Additionally, the on-campus course may not match the virtual course depending on availability and course offerings.
- I understand that it is my responsibility to monitor the virtual course requirements; some classes are 18-36 weeks in length. Classes that are 36 weeks in length will take me the entire year to complete.
- I understand that virtual courses are designed to be implemented 100% online and that support for questions, challenges, and discussions regarding my progression through the course and final grading outcome rests with the staff and leadership at the virtual school.
- I understand that all final grades are added to my academic course history and will have an impact on my grade point average and class standing.

I have read this document and agree to abide by the statements.

Parent Signature _____ Date _____

Student Signature _____ Date _____

School Counselor Signature _____ Date _____

School Enrollment and Assignment

ENROLLMENT AND ASSIGNMENT OF TRANSFER STUDENTS

Upon enrolling a transfer student, the school must request official school records. The grade level placement of the student shall correspond to that made by the previous school or pursuant to the Student Progression Plan if the student is overage for the previous grade placement. In some limited cases, there may be doubt concerning the appropriate grade placement of a transfer student new to the District. When a decision involves a potential change from middle school to high school, the school principal should confer with the Director of Secondary Instruction to reach a decision as to grade placement.

In order to satisfy the general requirements for middle grades promotion, when a student enters from a private school, homeschool, or out-of-state school and has been promoted to:

- Grade 7: he/she shall be considered to have successfully completed one (1) English Language Arts course, one (1) Mathematics course, one (1) Social Studies course, and one (1) Science course to satisfy the requirements for middle grades promotion.
- Grade 8: he/she shall be considered to have successfully completed two (2) English Language Arts courses, two (2) Mathematics courses, two (2) Social Studies courses, and two (2) Science courses
- Grade 9: he/she shall be considered to have successfully completed three (3) English Language Arts courses, three (3) Mathematics courses, three (3) Social Studies courses, and three (3) Science courses

NEW STUDENTS: A new student entering the District with no previous school records or a lack of records is to be placed in the grade with peers who are no more than one grade level below. Any deviation from this policy must have the approval of the Director of Secondary Instruction.

SECOND-SEMESTER STUDENTS: The criteria for student progression and possible retention apply to students entering during the second semester. However, due to the late enrollment of such students, decisions and subsequent contact with parent(s) regarding the progression of the student may not fit established procedures. School staff must consult with the Director of Secondary Instruction regarding these situations. However, notification to the parent(s) of possible retention should be made as early as possible.

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 and participate in the Civics End-of-Course (EOC) assessment. The results of the EOC assessment must constitute 30% of the course grade.

Grading & Reports Cards

MIDDLE SCHOOL GRADING & REPORT CARDS

The grading system and interpretation of letter grades used to measure student success in grade 6 through grade 12 courses for students are mandated in Florida Statute 1003.437.

A	90-100%	Outstanding Progress
B	80-89%	Above Average Progress
C	70-79%	Average Progress
D	60-69%	Lowest Acceptable Progress
F	59% and below	Failure
I		Incomplete

Report Cards shall be issued through the Parent Portal. Parents and students can access information on student progress at any time.

Grading and Assessment Principles and Pra...

GRADING AND ASSESSMENT PRINCIPLES AND PRACTICES (APP)

All teachers will follow the [BDS APP Manual](#). Teachers will ensure that grades reflect the two expectations:

- The primary purpose of assessment is to measure student mastery of benchmarks in the grade level/course.
- Grading is fair, consistent, meaningful, and communicated with necessary stakeholders in a timely manner.

School principals are responsible for monitoring the implementation of APP and ensuring gradebook grades are regularly updated to communicate with stakeholders.

High School Student Progression

Specific Information for High School (Grades 9-12) Student Progression is found in the following sections.



Graduation Options and Requirements

GRADUATION OPTIONS AND REQUIREMENTS

Students entering grade nine may choose from one of five options to earn a standard diploma. They are:

- 24-credit program
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Career and Technical Education (CTE) Pathway
- An International Baccalaureate (IB) curriculum
- An Advanced International Certificate of Education (AICE) curriculum

Students must earn a 2.0 unweighted grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

24 CREDIT PROGRAM REQUIREMENTS

Subject & Required Credits	Required Courses
4 credits of English Language Arts (ELA)	<ul style="list-style-type: none">• ELA 1, 2, 3, 4• ELA Honors, Advanced Placement (AP), AICE, IB, and dual enrollment may satisfy this requirement
4 credits of Mathematics	<ul style="list-style-type: none">• Algebra 1 & Geometry are both required• 2 additional math credits <p><i>Industry Certifications that lead to college credit, and/or identified computer science credits may be used as substitutions for math credits except for Algebra and Geometry.</i></p>
3 credits of Science	<ul style="list-style-type: none">• Biology• 2 additional science credits, which must be equally rigorous science courses• Two of the three required course credits must have a laboratory component <p><i>Industry Certifications that lead to college credit and/or identified computer science credits may substitute for up to one science credit, except for Biology.</i></p>
3 credits of 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
0.5 credit in Personal Financial Literacy	
1 credit in Fine and Performing Arts, Speech and Debate, Career and Technical Education or Practical Arts	
1 credit in Physical Education to include the integration of health	
7.5 credits in Electives	

SCHOLAR DIPLOMA DESIGNATION

The requirements include the same requirements as the 24 Credit Standard Diploma with the following additions:

- Math - earn one (1) credit in Algebra 2; pass the Geometry EOC; earn one (1) credit in statistics or an equally rigorous course;
- Science - must pass the Biology 1 EOC or earn minimum score for college credit on AP, AICE, or IB Biology 1 assessment; must take chemistry or physics; earn one (1) credit in a course that is equally rigorous to chemistry or physics;
- Social Studies - must pass the U.S. History EOC or earn minimum score for college credit on AP, AICE, or IB U.S. History assessment;
- Earn at least two (2) credits in a world language;
- Earn at least one (1) credit in AP, IB, AICE, or Dual Enrollment course

INDUSTRY CERTIFICATION DIPLOMA DESIGNATION

The requirements include the same requirements as the 24-Credit Standard Diploma, with the addition of attaining one or more industry certifications.

FLORIDA SEAL OF BILITERACY

Students who attain a high level of competency in listening, speaking, reading, and writing in one or more world languages, in addition to English, will be eligible for the Gold or Silver [Seal of Biliteracy award](#). This level of attainment will then be denoted on the student's diploma and transcript.

The purpose of recognizing students' attainment of this proficiency is to: encourage students to study world languages; provide employers with a method of identifying an individual with biliteracy skills who is seeking employment; provide a postsecondary institution with a method of recognizing an applicant with biliteracy skills who is seeking admissions to the postsecondary institution; affirm the value of diversity, honor multiple cultures and languages, and strengthen the relationships between cultures in a community. Students should consult with their school counselors in order to learn more about the standards of each level.

- Silver Seal of Biliteracy
 - earn four world language course credits in the same world language with a cumulative 3.0 GPA or higher on a 4.0 scale, and
- Gold Seal of Biliteracy
 - earn four world language course credits in the same world language with a cumulative 3.0 GPA or higher on a 4.0 scale, and
 - earn a 4 or higher on the 10th-grade English Language Arts State assessment

AICE DIPLOMA REQUIREMENTS: Only students attending Bay High School are eligible for the AICE diploma. Students must maintain a 3.0 unweighted GPA from core academic subjects to remain in the AICE program and have the opportunity to earn an AICE diploma.

- Students must earn a minimum of seven credits by passing a combination of Cambridge International AS & A Level exams.

Subject Group Requirements:

- At least one credit must be earned from each of the three core subject groups (Mathematics and Science, Languages, and Arts and Humanities).
- Global Perspectives: Cambridge AS Level Global Perspectives & Research is a compulsory core subject.

- Optional Group: A maximum of two credits can be earned from the Optional Group 4 (Interdisciplinary and Skills-Based Subjects).
- Students may choose the remaining three credits necessary for the diploma from any category.

Timeframe:

- The AICE Diploma is typically earned over 25 months, starting with the first examination at the end of the sophomore year.
- Students who earn an AICE Diploma based on exams taken within this twenty-five-month period, who complete 100 hours of community service, and who submit their Florida Financial Aid Applications by their high school graduation date will automatically earn the Bright Futures Florida Academic Scholars award.

Earning the AICE diploma is dependent on passing the AICE exams. Students must take and PASS the 7 AICE courses (as defined above) and attempt ALL AICE exams for these courses. Students must also have a passing Algebra 1 EOC score or its equivalent, as well as a passing FAST ELA score or its equivalent.

IB DIPLOMA REQUIREMENTS: Only students attending Rutherford High School are eligible for the IB diploma. [The specific requirements for the IB diploma can be found here.](#)

AP CAPSTONE DIPLOMA REQUIREMENTS: Students attending A. Crawford Mosley High School and J.R. Arnold High School have the opportunity to earn the prestigious AP Capstone Diploma, a program developed by the College Board. AP Capstone is designed to equip students with essential skills in independent research, collaborative teamwork, and effective communication—skills highly valued by colleges and universities.

The AP Capstone program consists of two foundational, year-long courses: AP Seminar and AP Research. These courses are intended to complement and enhance students' learning in discipline-specific AP courses.

To earn the AP Capstone Diploma, students must:

- Successfully complete AP Seminar and AP Research, earning a score of 3 or higher in each.
- Earn scores of 3 or higher on four additional AP Exams of their choice, taken at any point during high school.

This rigorous program allows students to personalize their learning journey while demonstrating college-level academic and research skills. For more information regarding the AP Capstone Diploma, please visit: <https://apstudents.collegeboard.org/ap-capstone-diploma-program> Students who earn the AP Capstone Diploma can now qualify for the Florida Bright Futures Academic Scholars award, which covers 100% of tuition at Florida public universities, without needing SAT or ACT scores. This new pathway was established by Florida HB 1105.

To qualify for the Bright Futures Academic Scholars award through the AP Capstone Diploma, students need to meet the general Bright Futures eligibility requirements, score 3 or higher on AP Seminar and AP Research, and score 3 or higher on four additional AP exams. For students

entering high school in 2025-2026 and beyond, those four additional exams must include three from math, science, social studies, or English Language Arts, plus one of their choice.

18 CREDIT ACCEL PROGRAM REQUIREMENTS

All requirements from the 24-credit program are applicable, with the following exceptions:

- Only 2.5 elective credits are required
- Physical Education is not required

Students should carefully consider their post-secondary plans when deciding between the 18-credit and 24-credit programs. Students must consult with their school counselor to determine the best option based on individual circumstances. [Before a student is placed in the 18-credit program, a meeting with the student and parent must be held, a signed form must be obtained, and all details must be documented in the student's FOCUS record.](#) Students graduating from the 18-credit program are not eligible for valedictorian or salutatorian awards.

CTE PATHWAY REQUIREMENTS

All requirements from the 24-credit program are applicable, with the following exceptions and additional requirements:

- At least 18 credits are required
- Only 3.5 elective credits are required
 - 2 credits in CTE courses that result in program completion and an industry certification
 - 1.5 credits in work-based learning programs
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required

FLORIDA ASSESSMENTS REQUIRED FOR GRADUATION

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 the state document [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
- U.S. History

CIVIC LITERACY REQUIREMENT: Students enrolled in United States Government are required to take a civic literacy assessment. Those who earn a passing score on this assessment during high school will be exempt from the postsecondary civic literacy assessment, as outlined in s. 1007.25(4), F.S.

STUDENTS WITH DISABILITIES: A waiver of assessment results is granted by the Individualized Education Program (IEP) team for students with disabilities. [The process for waivers is outlined in this document](#) and should be completed in collaboration with the school counselor, ESE case manager, and ESE staffing specialist.

ELL STUDENTS: Students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years in Florida may meet the grade 10 ELA requirement by satisfactorily demonstrating grade-level expectations through formative assessments. Documentation and options for demonstrating mastery can be found in the [Alternative Assessment Graduation Pathways for ESOL Students](#) document.

If the student successfully completes the credit and grade point average requirements and earns a passing score on the required statewide, standardized assessments or state-approved concordant or comparative scores, the student will be eligible to receive a standard high school diploma.

OVERAGE STUDENTS

To provide reasonable consistency of maturity levels among students in the traditional high school program, High school students pursuing a regular high school diploma must be able to graduate from school before their twentieth birthday. If a student attains the age of eighteen before completing his/her sophomore year, the student will be reassigned to a district alternative program. Any exceptions must be approved by the Director of Secondary Instruction and the principal of the sending school.

NON-GRADUATES/FIFTH YEAR SENIORS

Parent(s) of students who do not meet these requirements shall be notified of the possibility that their student will not graduate through the Parent Portal.

Students who do not meet testing requirements to graduate on time with their cohort will be eligible to remain enrolled in Bay District Schools for one additional year and must attend an alternative program to finish their diploma requirements.

A student who fails to complete the cohort-specific, statewide, standardized assessment requirements may not receive a standard high school diploma and may not participate in graduation ceremonies.

High School Academic Supports

HIGH SCHOOL ACADEMIC SUPPORTS

Students who score Level 1 on statewide standardized assessments will be enrolled in a remedial course. Students who score Level 1 in English Language Arts will be placed in intensive reading, and students who score Level 1 in Math will be placed in an Algebra block and/or Foundational Skills for Math.

Students are placed in remedial coursework following [FS 1008.25](#), "A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans: a federally required student plan, such as an individual education plan (IEP); or an individualized progress monitoring plan. Bay District Schools uses these remedial courses, intensive reading, and foundational skills in math to implement the individual progress monitoring plan with specific interventions. This is also a requirement in our district's comprehensive reading plan, approved annually by the state.

Physical Education Waivers in Grades 9-12

PHYSICAL EDUCATION WAIVERS IN GRADES 9-12

Students are required to earn one credit of physical education under the 24-credit program that must include the integration of health (s. 1003.4282(3)(f), F.S.). Bay District schools utilizes the Personal Fitness/Physical Education Activity to satisfy this requirement.

Elective Options that will count toward meeting this requirement include the following:

- Two seasons of an interscholastic sport at the junior varsity or varsity level waives the .5 credit in Personal Fitness and the .5 credit requirement in a physical education activity elective.
- One semester of marching band with a grade of "C" or better waives the .5 credit requirement of a physical education activity elective. The student must still take the .5 credit Personal Fitness class to complete the requirement.
- One semester of a dance class waives the .5 credit requirement of a physical education activity elective. The student must still take the .5 credit Personal Fitness class to complete the requirement.
- Two years in a JROTC class (#1500450 and #1500460) waives the .5 credit physical education activity elective AND the full one-credit performing arts requirement (also #1500480). The student must still take the .5 credit Personal Fitness class to complete the requirement.

Please refer to the current year course code directory, in Section 1, Narrative Section: Physical Education High School Waiver Options, for additional information.

Early Graduates

EARLY GRADUATES

For purposes of this section, the term “early graduation” means graduation from high school in less than 8 semesters or the equivalent. A student who graduates early may continue to participate in school activities and events, and attend and participate in graduation events with their cohort as if they were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student’s cohort. A student who graduates early must comply with the district school board's rules and policies regarding access to the school facilities and grounds during normal operating hours. This option prohibits students from participating in school activities/trips (including Grad Bash and prom). Mid-year graduates may elect to participate in senior recognition and graduation. Any senior contemplating Early Graduation should consider the potential impact of this decision on Florida Bright Futures, Florida Academic Scholar, Florida Medallion Scholar, Gold Seal Scholar, and other scholarships and awards. If eligible for a Florida Bright Futures Scholarship Program award, a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation. [Bright Futures guidelines are found here.](#)

Grading & Report Cards

HIGH SCHOOL GRADING & REPORT CARDS

The grading system and interpretation of letter grades used to measure student success in grade 6 through grade 12 courses for students are mandated in Florida Statute 1003.437.

A	90-100%	Outstanding Progress
B	80-89%	Above Average Progress
C	70-79%	Average Progress
D	60-69%	Lowest Acceptable Progress
F	59% and below	Failure
I		Incomplete

Report Cards shall be issued through the Parent Portal. Parents and students can access information on student progress at any time.

Semester Exams

All students enrolled in courses for high school credit must take a semester exam or any state-mandated end-of-course exams, when applicable. For courses without state-mandated end-of-course assessments, the final exam grade shall count as 1/7 of the final grade and will be combined with other appropriate grades to determine the final grade. In all dual enrollment classes and advanced academic programs, the program criteria shall determine the weight given to semester exams. Final exams may include alternative assessments such as portfolios, projects, performances, presentations, etc. Teachers shall have the option of assessing students before the final exam day, however, instruction and assessment shall continue until the end of the scheduled term. All semester exams must be given on the scheduled day indicated on the district calendar.

GRADE POINT AVERAGE (GPA) AND GRADUATION REQUIREMENTS

A state grade point average of 2.0 on an unweighted 4.0 scale for all courses applied toward meeting graduation requirements must be maintained to earn a Standard Diploma.

GPA ACADEMIC ACHIEVEMENTS

Senior class GPA academic achievements will be calculated at the end of the 7th semester and recognized as follows:

- Valedictorian
- Salutatorian
- 4.0 and higher (weighted GPA) – (with Distinction)
- 3.75 – 3.99 (weighted GPA) – (with Excellence)
- 3.5 – 3.74 (weighted GPA) – (with Honor)

To be eligible for valedictory and salutatory awards, at the time of calculation, a student must have been enrolled for at least two (2) consecutive semesters during the junior and senior years in the

school from which he/she is seeking the award. In computing a student's class rank for Valedictorian and Salutatorian determination, only grades in courses taken in grades 9-12 will be used. High school courses taken in grades 6-8 will not be included in the calculation. Valedictorian and salutatorian honors will be awarded to the students with the highest weighted GPA at the end of their 7th semester. The highest GPA will be the valedictorian honor, and the second-highest GPA will be the salutatorian honor. Students who obtain an 18-credit diploma are not eligible for valedictorian or salutatorian honors.

Grading and Assessment Principles and Practices

GRADING AND ASSESSMENT PRINCIPLES AND PRACTICES (APP)

All teachers will follow the [BDS APP Manual](#). Teachers will ensure that grades reflect the two expectations:

- The primary purpose of assessment is to measure student mastery of benchmarks in the grade level/course.
- Grading is fair, consistent, meaningful, and communicated with necessary stakeholders in a timely manner.

School principals are responsible for monitoring the implementation of APP and ensuring gradebook grades are regularly updated to communicate with stakeholders.

Grade Forgiveness

GRADE FORGIVENESS

Grade forgiveness for required courses shall be limited to replacing a final grade of D or F, or the equivalent of a grade of D or F, with a grade of C or higher, or the equivalent of a grade of C or higher, earned subsequently in the same or comparable course. Grade forgiveness for elective courses shall be limited to replacing a final grade of D or F, or the equivalent of a grade of D or F, with a grade of C or higher, or the equivalent of a grade of C or higher, earned subsequently in another course. Any course grade not replaced according to a District School Board grade forgiveness procedure shall be included in the calculation of the cumulative grade point average required for graduation.

- Middle school students who took high school courses are eligible for grade forgiveness for earned grades of C, D, and F.
- A student may not retake an End-of-Course (EOC) assessment to raise the final grade of a full- year course unless the student's original final grade was a D or F.

Regarding student transcripts, Rule 6A-1.0955(3)(a)(7), FAC, all forgiven courses and grades must be included on a student's transcript as an accurate reflection of a student's record of achievement. The authority for the school board to adopt a forgiveness policy does not provide the authority to alter a student's record to delete the forgiven course and grade.

GRADE FORGIVENESS FOR HONOR AND ADVANCED COURSES

Students enrolled in advanced coursework, such as Honors, Advanced Placement (AP), AICE, or International Baccalaureate (IB) classes, may recover credit through equivalent standard-level courses offered in the credit recovery lab. However, these recovery courses will not carry the weighted GPA typically associated with advanced-level coursework. If a school counselor determines that a student should recover the original advanced-level course to maintain the weighted GPA benefit, the student must be scheduled into that specific course during the regular school day, not through the credit recovery lab.

Graduation Ceremonies

GRADUATION CEREMONIES

Commencement exercises will include only those students who have successfully completed all graduation requirements for a standard high school diploma. Students who are early graduates or are full-time enrolled as early admit students to college will participate in graduation ceremonies with their cohort at their enrolled high school. No student who has completed the graduation requirements shall be denied a diploma as a disciplinary measure.

Students are only permitted to wear school-issued caps, gowns, stoles, cords, or medals. Students shall not add personal embellishments to school-issued graduation attire, including to their caps and gowns. Students are permitted to lawfully wear dress uniforms of any of the Armed Forces of the United States or the State at their graduation ceremony.

Student Progression

HIGH SCHOOL STUDENT PROGRESSION

A student’s progression from one grade and/or within a course sequence will be based on the student’s mastery of course-specific standards, specifically in English Language Arts, Mathematics, Science, and Social Studies. Students must have a 1.9 GPA to be promoted in high school.

Grade Level	24 Credit Program	18 Credit Program
To promote to a sophomore	5 credits	4.5 credits
To promote to a junior	11 credits	9 credits
To promote to a senior	17 credits	13.5 credits

Student Scheduling

HIGH SCHOOL STUDENT SCHEDULING

All students must maintain a full seven-period schedule on campus. Dual Enrollment (DE) and On-the-Job Training (OJT) courses must be included on the student's schedule in FOCUS.

Virtual Courses

VIRTUAL COURSE OPTIONS FOR HIGH SCHOOL STUDENTS

Students in grades 9–12 may enroll in full-time virtual courses through:

Bay Virtual School (BVS)

Florida Virtual School (FLVS)

Students enrolled in full-time virtual instruction may participate in required state testing on designated campuses or at district assessment sites, as well as in extracurricular and athletic activities at their zoned school.

Students who are enrolled full-time in a Bay District middle or high school may use BVS/FLVS to supplement their school coursework. Students requesting additional virtual courses who are enrolled full-time in Bay District Schools must meet with a school counselor to review graduation requirements, academic alignment, and ensure that all prerequisites are met. Counselors will approve courses based on appropriate placement, considering a student's academic history, grade level, and age.

If approved to take a course on campus, students will be enrolled in a study hall course on their schedule for the virtual course:

- 2200300 NC STUDY HALL 1
- 2200310 NC STUDY HALL 2
- 2200320 NC STUDY HALL 3
- 2200330 NC STUDY HALL 4

The **Virtual Options Agreement** must be completed and returned to the school counselor.

- It is recommended that core academic courses required for graduation be taken on campus.
- Students must meet with their school counselor regarding all virtual course requests that may affect their school day schedule.
- Students who wish to withdraw from a face-to-face course or make a schedule change to add a virtual course must request their school counselor within the first 10 calendar days of the course to enroll in a virtual course taken on campus.
- Students who enroll in a virtual course over the summer will not be guaranteed a place in an on-campus lab during the school year.
- It is the student's responsibility to monitor the completion of all coursework. FLVS is designed to be implemented fully online, and student progress and grading through the course are through BVS/FLVS.
- Seniors participating in BVS/FLVS must complete coursework and receive a final grade no later than five school days before graduation to participate in commencement exercises.

Bay District Schools Virtual Options Agreement - High School

Student Name: _____

Grade: _____

Student ID: _____

Course Requested on FLVS: _____

Please read this information carefully and thoroughly. Submission to your school counselor is required for Bay Virtual School/Florida Virtual School (FLVS) enrollment during this school year.

- I understand that it is my responsibility to monitor the completion of all coursework and the selection of classes. The school counselor is not responsible for monitoring academic progress.
- I understand that I will take the appropriate End-of-Course (EOC) assessment at my school if I take the applicable BVS/FLVS courses. The final full-year grade will be calculated by my school and will include the EOC as the final exam grade. I understand that I will take the EOC at my school during the scheduled exam time.
- I understand that BVS/FLVS seats and periods in on-campus labs are limited. I may not be able to complete my virtual coursework during a preferred period.
- I understand that if I drop a face-to-face course to take a virtual course, the virtual course must be started within the first ten calendar days of the semester.
- I understand that if I must enroll in an on-campus course as a result of dropping a virtual course, I may not receive the on-campus course during a preferred period. This may result in a schedule change that will impact other on-campus courses.
- I understand that if I withdraw from a virtual course mid-semester and request a BDS face-to-face course in its place, I may not earn credit due to a lack of seat time.
- I understand that if I am withdrawn from a year-long virtual course in the first semester, my school will attempt to schedule me into an on-campus course; this may not be feasible until the second semester. Additionally, the on-campus course may not match the virtual course depending on availability and course offerings.
- I understand that it is my responsibility to monitor the virtual course requirements; some classes are 18-36 weeks in length. Classes that are 36 weeks in length will take me the entire year to complete.
- I understand that virtual courses are designed to be implemented 100% online and that support for questions, challenges, and discussions regarding my progression through the course and final grading outcome rests with the staff and leadership at the virtual school.
- I understand that all final grades are added to my academic course history and will have an impact on my grade point average and class standing.
- I understand that once my virtual coursework is completed, depending on seat time remaining, I may be assigned to another elective. This course may not be transferred to a preferred period, but to a course that has space available.
- I understand that if my virtual coursework is not completed by the deadline and is a graduation requirement, I may not participate in the graduation ceremony.
- I understand that if I am a senior, all work must be completed and a final grade received no later than five school days before graduation to participate in commencement ceremonies.

I have read this document and agree to abide by the statements.

Parent Signature _____ Date _____

Student Signature _____ Date _____

School Counselor Signature_____ Date_____

Dual Enrollment and Early College

DUAL ENROLLMENT

Dual enrollment programs enable high school students to earn college credit while simultaneously earning credits toward their high school diploma. Dual-enrolled students have access to rigorous postsecondary courses, which can reduce the time and cost of completing a college certificate or degree.

Dual enrollment courses are college courses, and the amount of work necessary to succeed in dual enrollment courses may be much greater than in high school courses. In addition, dual enrollment courses become part of a student's permanent college transcript and are calculated into the student's permanent postsecondary GPA. Poor performance as a dual enrollment student can ultimately impact a student's postsecondary career, including acceptance into a state university, academic standing, and financial aid eligibility.

Students who exhibit poor academic performance or attendance in dual-enrolled courses may not be eligible for future opportunities, which may result in dismissal from the program.

Bay District Schools has active articulation agreements with Gulf Coast State College, Haney Technical College, and Florida State University-Panama City.

DUAL ENROLLMENT AT GULF COAST STATE COLLEGE

To qualify for dual enrollment, students must have demonstrated prior high school academic achievement by:

- Attaining a minimum of a 3.0 unweighted cumulative grade point average for Associate in Arts courses, or a 2.0 unweighted cumulative grade point average for career and technical courses.
- Presenting qualifying designated placement test scores (CPT, PERT**, SAT, or ACT) for computation and communication courses.
- Obtaining permission from a parent/guardian.

Students may take dual enrollment classes during approved school hours, after school hours, and during the summer term. Each school has designated approved school hours based on proximity to the college to accommodate student travel.

Dual enrollment grades are recorded on both college and high school transcripts.

More detailed information and requirements are outlined in the [Gulf Coast State College articulation agreement](#).

EARLY COLLEGE PROGRAM

Bay District Schools have established articulation agreements with colleges to allow students to participate in early admission programs.. High school seniors who meet requirements and are enrolled as early college students will be allowed to participate in prom, Grad Bash, senior

recognition day, and graduation, but will be prohibited from participating in any other school clubs where school day attendance and projects are a contingency of membership (including holding a club office position), school activities (including homecoming court) and school day awards ceremonies. Any senior contemplating Early Admission should consider the potential impact of this decision on Florida Academic Scholar, Florida Medallion Scholar, Gold Seal Scholar, and other scholarships and awards. To participate in graduation ceremonies, a student must have fulfilled all graduation requirements and be in attendance at Senior Recognition.

EARLY COLLEGE PROGRAM (ECP) AT GULF COAST STATE COLLEGE

The ECP is an articulated acceleration mechanism between Gulf Coast State College (GCSC) and BDS, which shall serve to shorten the time necessary for students to complete the requirements associated with an AA degree; broaden the scope of curriculum options available to students; and increase the depth of study available for a particular subject by offering college credit courses to eligible high school students, while these students are simultaneously completing their high school requirements. Early college is a form of dual enrollment through which secondary students enroll at GCSC on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Participation in the early admission program is limited to students who have achieved senior status. Students are exempt from payment of registration, matriculation, and lab fees.

To be eligible for the Early College Program, students must have:

- Passed all state-mandated assessments EOC/FSA or Concordant Scores (attach documentation)
- A Composite Score: ACT 26 or SAT 1170
- A 3.5 Unweighted GPA on a 4.0 Scale
- Earned a minimum of 20 credits in all required courses
- Needs to earn credit in Senior English, Economics, and/or Government
- Approval of School Principal
- Approval of the School Superintendent or designee
- Completed GCSC application for Accelerated Graduation for High School
- Completed the Early College Student Performance Contract

Students must complete [this checklist with their school counselor](#). The checklist and documentation must be sent to the Director of Secondary Instruction for approval.

DUAL ENROLLMENT AT HANEY TECHNICAL COLLEGE

Career Dual Enrollment offers high school students the opportunity to earn credit toward both a high school diploma and a career technical program certificate. Students gain hands-on experience in high-demand fields while also receiving additional quality points on their weighted GPA for each completed course.

To be eligible for dual enrollment at Haney Technical College, students must:

- Be enrolled in 11th or 12th grade and be at least 16 years old
- Have a minimum unweighted GPA of 2.0
- Be free of disciplinary actions during the semester prior to and during enrollment

- Have no more than 10% absences (includes tardies and period absences) based on the previous year's attendance
- Have passed all required state and district assessments, including:
 - FAST ELA score of 3 or higher
 - Algebra 1 EOC and/or Geometry EOC
- Provide their own transportation

To apply for dual enrollment at Haney Technical College, students must:

1. Complete the Application: Fill out the [Haney Technical College Dual Enrollment Application](#) completely, including all required signatures.
2. Submit to Your Counselor
Your high school counselor will verify your eligibility and submit the completed application to Haney.
3. Wait for Notification
If accepted, your high school counselor will be notified and will adjust your schedule as needed.
4. Attend Orientation
A Haney counselor will contact you and your parent/guardian to schedule an orientation meeting. You will be required to take a Basic Skills Test, which will be explained during this meeting.

Program Expectations:

- Your High School Diploma Comes First: If your progress in high school is at risk, you may be removed from the program.
- Attendance Matters: Missing more than 10% of classes (excused or unexcused) across both schools may result in removal. Some licensure programs may have stricter attendance requirements.

Tuition and Costs: Tuition and fees are covered for Bay District Schools students. Some programs may require additional supplies (up to \$1,000), not covered by the district.

More detailed information can be found in the [Haney Technical College Articulation Agreement](#).

DUAL ENROLLMENT AT FLORIDA STATE UNIVERSITY, PANAMA CITY

Students must be verified by the school counselor as meeting the following program requirements to enroll as a non-degree seeking student in courses approved for dual enrollment at FSU:

- Students must have a 3.9 or higher weighted secondary school grade point average on a minimum of 12 graded credits to include at least 2 English credits; 2 mathematics credits, one of which must be Algebra II or higher; at least 1 science credit with lab component; and at least 1 social studies credit. Students who have earned a semester grade below C- in any high school course are not eligible to participate in dual enrollment at FSU, regardless of overall GPA.

- Students must achieve, prior to application for dual enrollment, the following standardized test scores on either the ACT, the SAT, or the CLT. Subscore minimums may be achieved on separate administrations of the test, which is sometimes referred to as “super scoring.”
 - ACT Test – must achieve the following minimum subscores
 - Reading subscore of 19 or higher
 - English subscore of 17 or higher
 - Math subscore of 19 or higher
 - SAT Test – must achieve the following minimum subscores:
 - Reading and Writing subscore of 490 or higher
 - Math subscore of 480 or higher
 - CLT – must achieve the following minimum subscores
 - Verbal Reasoning & Grammar/Writing sections combined subscore of 38 or higher
 - Quantitative Reasoning section subscore of 16 or higher
- Students must maintain a 3.0 FSU Cumulative GPA to continue dual enrollment at FSU in subsequent semesters. Any requests for exceptions to this requirement must be submitted to FSU in writing by the student and accompanied by reasons for the request and supporting documentation requested by FSU. The request must be approved by both FSU (the dean and the University Registrar) and the school district.
- Students must be free of the following charges or violations:
 - Any current charge or finding of responsibility for scholastic or behavioral misconduct at any educational institution.
 - Any felony charge even if adjudication has been withheld.
 - Any violation of the law which resulted in, or if pending could result in probation, community service, jail sentence, revocation or suspension of a driver’s license, or a traffic violation that resulted in a fine of \$200 or more.

More detailed information and additional requirements may be found in the [FSU-PC Articulation Agreement](#).

EARLY COLLEGE AT FLORIDA STATE UNIVERSITY, PANAMA CITY

Early admission is a form of dual enrollment through which eligible secondary students are permitted to enroll on a full-time basis (minimum of 12 credit hours) as a degree-seeking student. Early admission at FSU requires a separate application process through the Office of Admissions, which includes much higher test scores among other requirements. Additional information is available in the FSU Undergraduate Bulletin or by contacting the FSU Office of Admissions.

More detailed information and additional requirements may be found in the [FSU-PC Articulation Agreement](#).

Alternative School Options

ALTERNATIVE SCHOOL OPTIONS

Rosenwald High School is the alternative school site for students in grades 6-12 in Bay District Schools.

The following programs are part of the Rosenwald campus:

Programs	Nomination Criteria, Curriculum, and Supports
Rosenwald Credit Recovery	<p>Students are nominated by the administration from the home school or district staff and may qualify by meeting specific academic criteria to include:</p> <ul style="list-style-type: none"> • Two or more years behind the graduate cohort • Overage students: If a student attains the age of eighteen before completing his/her tenth-grade year, the student may be reassigned to a district alternative program. The overage requirement does not apply to students with disabilities. <p>Students can have a flexible schedule and use an online program as the core curriculum on campus at Rosenwald. Students work five days a week, and transportation is provided.</p>
Rosenwald Academy	<p>Students are placed by the Superintendent and/or School Board based on behavior, to include</p> <ul style="list-style-type: none"> • Administrative placement (pattern of misbehavior) • Alternative placement (in lieu of expulsion) • Placement pending adjudication (off-campus felonies) • Expulsion Code (differentiated/limited access program) • Superintendent or Board Placement based on a behavior incident(s) <p>Students are on campus at Rosenwald and use an online program as the course curriculum. Program completion is based on the duration specified in placement letters. Students receive additional behavior support, including counseling, interventions, and wrap-around services.</p>
Rosenwald School of Success	<p>Students are nominated by the administration and selected by a district committee for approval based on academic concerns and needs that are unmet in the traditional setting.</p> <p>Students use an online program for the core curriculum and attend scheduled instructional sessions both virtually and in person to receive blended instruction and participate in assessments. Students receive additional academic support, including targeted case management.</p> <p>Students attend one day a week; transportation is not provided.</p>
Rosenwald Teen Parenting Program	<p>Students who qualify for this program are those who are new parents. Students have the option to attend this program; it is not a requirement.</p> <p>Students interested in this program must attend full-time, face-to-face at Rosenwald and participate in teen parenting classes. Students must be nominated by the administration.</p>
Rosenwald Learning Center	<p>Students with disabilities are nominated by the administration and selected by a district committee for approval based on the individual student's needs.</p> <p>The Learning Center provides a highly structured environment for ESE students with the most severe behavior needs. Students attend full-time, face-to-face at Rosenwald.</p>

High school students pursuing a regular high school diploma must be able to graduate from school before their twentieth birthday. If a student attains the age of eighteen before completing his/her sophomore year, the student will be reassigned to a district alternative program. Any exceptions must be approved by the Director of Secondary Instruction and the principal of the sending school.

ROSENWALD NOMINATION PROCESS

Students must go through the nomination process. School administrators and/or school counselors may submit a nomination form through FOCUS.

Before Entering a Nomination from the Currently Enrolled/Zoned School

- General Education Students: Administration must meet with the student and parent/guardian to present the specific Rosenwald program(s) and explain that placement is part of a nomination process. Parent/guardian consent is required for both the nomination and, if approved, enrollment at Rosenwald. This meeting must be documented in the student's FOCUS record. For students who fall under Bay District Schools' age policy, the parent/guardian must be offered the alternative of homeschooling if they do not agree to the Rosenwald program. While students who are overage are required to attend Rosenwald, a meeting with the family must still be conducted and documented.
- ESE Students: An IEP team must hold an informal team meeting (documented in conference notes) to determine if Rosenwald's program, curriculum, and support are appropriate for the individual student's needs, specific to their disability. The school must inform parents/guardians that a nomination process is in place. This meeting must be documented in a conference note in FOCUS SSS. Please note that a formal IEP meeting is not required before a nomination. An amendment to the IEP may be needed after the student is accepted and transitions to Rosenwald. The overage provision does not apply to students with disabilities.

Dropping Advanced Courses

DROPPING ADVANCED COURSES (HONORS, AICE, AP, & IB COURSES)

A student may be permitted to withdraw from an Honors, AP, IB, or AICE course due to academic challenges. The goal is to ensure academic success while maintaining the integrity and expectations of rigorous coursework. Students may request to drop an advanced course halfway through the first quarter (4 weeks).

Prior to any drop request, students must participate in academic interventions to include tutoring, remediation, reassessments, etc., and a parent-teacher conference with the student present. All drop requests must include signed approval from a parent or guardian and acknowledgement of the implications (e.g., transcript, GPA impact, graduation plan). The assistant principal over guidance and the school counselor will review all drop requests.

If the request is approved, students must be enrolled in an equivalent credit-bearing course (standard or honors level) upon dropping. Schedule changes will be made based upon available space in replacement courses. Exceptions must be supported by documentation and are subject to district-level approval by the Director of Secondary Instruction. If a drop request is denied, the student may submit a written appeal to the school principal. Final decisions rest with district leadership.

Credit Recovery

CREDIT RECOVERY

Each high school provides a credit recovery lab where students who do not pass a course have the opportunity to enroll and recover credit; however, only core courses approved by Bay District Schools are eligible for credit recovery in the lab.

CREDIT RECOVERY FOR EOC COURSES

Students enrolled in full-year courses that include a state-required End-of-Course (EOC) assessment—such as Algebra I, Geometry, Biology I, and U.S. History—will no longer be eligible to recover credit for the course until the entire course has been completed and the EOC score has been factored into the final grade, as required by Florida Statute § 1008.22(3)(c)2.a. This change reinforces the requirement that EOC assessments constitute 30% of the final course grade.

GED Process

GED PROCESS

Students who wish to pursue a GED must first meet eligibility requirements. They must not be currently enrolled in an accredited high school and must not have already earned a standard high school diploma. The minimum age to take the GED is 18; however, students who are 16 or 17 may be eligible if they submit an underage testing waiver. This waiver requires formal withdrawal from school, parental or guardian consent, and submission of a notarized Underage Testing Form to the Florida Department of Education. Additionally, students under 18 must file a Declaration of Intent to Terminate School Enrollment, as outlined in Florida law. It is important to note that students who choose this option are officially terminating their high school enrollment and will not be permitted to re-enroll in a Bay District School.

Once eligibility is confirmed, students must create an account at GED.com, which is the official platform for registering, scheduling, and managing GED tests. In Florida, the GED must be taken in person at a certified testing center, as online proctored testing is not permitted. The GED consists of four subject tests: Reasoning Through Language Arts, Mathematical Reasoning, Science, and Social Studies. Students may choose to take these tests individually or all at once. While GED prep classes are not required, they are highly recommended and are often offered free or at low cost by adult education programs..

(OJT) On the Job Training

On-the-Job Training (OJT) & Work Based Learning Experiences

A high school OJT education program is an elective academic program that combines a comprehensive classroom curriculum with related work experience in the business community. OJT programs provide the student with a meaningful opportunity to gain professional job experience related to an identified career goal. The Florida Department of Education (FDOE) has provided a way for schools to offer students a variety of exciting and encompassing business-based programs in 17 cluster areas.

The Career and Technical Education (CTE) department expects every OJT and Internship teachers of record to become very familiar with and follow the FDOE Curriculum Frameworks for the particular area he or she is assigned. Additionally, OJT students are given an opportunity to participate in a paid work program that may be taken by high school students in conjunction with and/or following the successful completion of required coursework within the identified career and technical program.

Access to OJT supports a continuum of learning and hands-on skill development experiences, from career exposure and career engagement to real-life work and career experiences. Interning students will have the opportunity to gain practical, first-hand knowledge in broad occupational clusters or industry sectors through a structured internship experience. This internship is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations not generally available through paid employment.

To enroll in the internship, a student must be currently enrolled in or has completed a career course/program (including Technology Education). Students will be allowed a maximum of 450 total hours at the workplace-learning site, regardless of the number of credits earned.

Please consult with your school counselor regarding eligibility for on-the-job work experiences. More information regarding OJT requirements and documentation can be found in the Work-based Learning Playbook.

[WBL Playbook](#)

[OJT CONTRACT](#)

(CTE) Career & Technical Education

Career and Technical Education (CTE) includes elementary, middle, and high school students taking courses in one of [17 Career Clusters](#). These courses are part of an overall program of study designed to prepare students to be successful in a rapidly changing workforce and equip them to make informed decisions about future college and career pathways. CTE offers students opportunities to earn highly valued industry certifications and develop a multitude of skills while experiencing a rigorous curriculum with real-world applications. CTE students who complete **three (3) courses** in a **Career Pathway** are eligible for many scholarships, including the **Gold Seal Bright Futures Scholarship**.

Students in grades 4 - 8 complete foundational technology courses to prepare for their high school career pathway of choice. Once students reach the 9th grade, they choose a career pathway and begin coursework within this pathway for the completion of their career sequence by graduation.

HIGH SCHOOL

Xello: College and Career Readiness (Grades 9-12)

Agriculture, Food, and Natural Resources (AFNR) Career Cluster

Agriculture Biotechnology

Course 1: Agriscience Foundations 1 (8106810)

Course 2: Agricultural Biotechnology 2 (8106850)

Course 3: Agricultural Biotechnology 3 (8106860)

Course 4: Animal Biotechnology (8106120)

Industry Certifications offered in this Pathway:

- Agri Technology Specialist Certification
- Agricultural Biotechnology Specialist Certification
- Agricultural Mechanics Specialist Certification
- Animal Science Specialist Certification
- Agriculture Associate Certification
- Agriculture Systems Associate Certification

Agritechnology

Course 1: Agriscience Foundations 1 (8106810)

Course 2: Agritechnology 1 (8106820)

Course 3: Agritechnology 2 (8106830)

Industry Certifications offered in this Pathway:

- Agri Technology Specialist Certification
- Agricultural Biotechnology Specialist Certification
- Agricultural Mechanics Specialist Certification
- Animal Science Specialist Certification

- Agriculture Associate Certification
- Agriculture Systems Associate Certification

Horticulture Science and Services

Course 1: Agriscience Foundations 1 (8106810)

Course 2: Introductory Horticulture 2 (8121510)

Course 3: Horticulture Science 3 (8121520)

Industry Certifications offered in this Pathway:

- FNGLA Certified Horticulture Professional

Principles of Agribusiness and Management

Course 1: Agriscience Foundations 1 (8106810)

Course 2: Agriculture Leadership & Management (8009110)

Course 3: Principles of Agribusiness (8009120)

Industry Certifications offered in this Pathway:

- Agri Technology Specialist Certification
- Agricultural Biotechnology Specialist Certification
- Agricultural Mechanics Specialist Certification
- Animal Science Specialist Certification
- Agriculture Associate Certification
- Agriculture Systems Associate Certification

Veterinary Assisting

Course 1: Veterinary Assisting 1 (8111510)

Course 2: Veterinary Assisting 2 (8111540)

Course 3: Veterinary Assisting 3 (8111550)

Course 4: Veterinary Assisting 4 (8111520)

Industry Certifications offered in this Pathway:

- Certified Veterinary Assistant (CVA)

Health Science Career Cluster

Allied Health Assisting

Pre-Program: Medical Skills and Services (8400320)

Course 1: Health Science Anatomy & Physiology (8417100)

Course 2: Health Science Foundations (8417110)

Course 3: Allied Health Assisting 3 (8417131)

Industry Certifications offered in this Pathway:

- Certified EKG Technician (CET)
- Certified Medical Administrative Assistant (CMAA)
- Certified Patient Care Technician/Assistant (CPCT/A)
- Certified Phlebotomy Technician (CPT)
- Certified Clinical Medical Assistant CCMA

*Students MUST be a senior to sit for any Health Science industry certification exams.

Information Technology Career Cluster

Applied Cybersecurity

Course 1: Digital Information Technology (8207310)

Course 1: IT Fundamentals (9001310)

Course 2: Computer and Network Security Fundamentals (9001320)

Course 3: Cybersecurity Essentials (9001330)

Industry Certifications offered in this Pathway:

- CompTIA Tech+
- CISCO Certified Support Technician: Networking
- CISCO Certified Support Technician: Cybersecurity

Computer Science Principles

Course 1: Foundations of Programming (9007210)

Course 2 (Option): Procedural Programming (9007220)

Course 2 (Option): AP Computer Science Principles (0200335)

Course 3 (Option): Object-Oriented Programming Fundamentals (9007230)

Course 3 (Option): AP Computer Science A (0200320)

Industry Certifications offered in this Pathway:

- Certiport Information Technology Specialist (ITS) - Python
- Certiport Information Technology Specialist (ITS) - Java

Architecture and Construction Career Cluster

Building Trades and Construction Design Technology

Course 1: Building Trades & Construction Design Technology 1 (8722010)

Course 2: Building Trades & Construction Design Technology 2 (8722020)

Course 3: Building Trades & Construction Design Technology 3 (8722030)

Course 4: Building Trades & Construction Design Technology 4 (8722040)

*Students may have access to Heavy Equipment Simulator Training (Years 3 & 4)

Industry Certifications offered in this Pathway:

- NCCER Construction Technology Core
- OSHA 30

- NCCER Electrical - Level 1

Arts, A/V Technology, and Communication Career Cluster

Commercial Art Technology

Course 1: Commercial Art Technology 1 (8718010)

Course 2: Commercial Art Technology 2 (8718020)

Course 3: Commercial Art Technology 3 (8718030)

Course 4: Commercial Art Technology 4 (8718040)

Industry Certifications offered in this Pathway:

- Adobe Certified Professional in Visual Design (Photoshop and Illustrator or InDesign)
- Adobe Certified Professional in Web Design (Dreamweaver & Animate or Photoshop)

Digital Design

Course 1: Digital Information Technology (8207310)

Course 2: Digital Design 1 (8209510)

Course 3: Digital Design 2 (8209520)

Course 4: Digital Design 3 (8209530)

Industry Certifications offered in this Pathway:

- Knowledge Pillars WordPress Certified Editor
- Certified Internet Web (CIW) Social Media Strategist
- Adobe Certified Professional in Visual Design (Photoshop and Illustrator or InDesign)

Hospitality and Tourism Career Cluster

Culinary Arts

Course 1: Culinary Arts 1 (8800510)

Course 2: Culinary Arts 2 (8800520)

Course 3: Culinary Arts 3 (8800530)

Course 4: Culinary Arts 4 (Track 1: 8800540)

Industry Certifications offered in this Pathway:

- Certified Food Protection Manager (ServSafe)
- Certified Food Safety Manager

Hospitality and Tourism Management

Course 1: Introduction to Hospitality & Tourism (8850110)

Course 2: Technology for Hospitality & Tourism (8703110)

Course 3: Hospitality & Tourism Marketing Management (8703120)

Course 4: Hospitality & Tourism Cooperative Education - OJT (8800420)

Industry Certifications offered in this Pathway:

- Certified Internet Web Social Media Strategist

Education and Training Career Cluster**Early Childhood Education**

Course 1: Early Childhood Education 1 (8405110)

Course 2: Early Childhood Education 2 (8405120)

Course 3: Early Childhood Education 3 (8405130)

Course 4: Early Childhood Education 4 (8405140)

Industry Certifications offered in this Pathway:

- Early Childhood Professional Certificate
*Students may take this certification, but cannot receive their official documents until their 18th birthday + graduation from high school.

Engineering and Technology Education Career Cluster**Engineering Pathways**

Course 1: Introduction to Engineering Design (8600550)

Course 2: Principles of Engineering (8600520)

Course 3 (Option): Digital Electronics (8600530)

Course 3 (Option): Computer Integrated Manufacturing (8600560)

Course 3 (Option): Aerospace Engineering (8600620)

Course 4: Engineering Design and Development (8600650)

Industry Certifications offered in this Pathway:

- Autodesk Certified User- Inventor
- Autodesk Certified User - Fusion 360

Transportation, Distribution, & Logistics Career Cluster**Unmanned Aircraft Systems (UAS) Operations**

Course 1: Unmanned Aircraft Systems (UAS) Operations 1 (9505110)

Course 2: Unmanned Aircraft Systems (UAS) Operations 2 (9505120)

Course 3: Unmanned Aircraft Systems (UAS) Operations 3 (9505130)

Industry Certifications offered in this Pathway:

- Small UAS (sUAS) Safety Certification
- FAA 107 (Non-CAPE Funded)

- Visual Line of Sight Systems Operator (VSO) Ground

MIDDLE SCHOOL

Eighth Grade

Xello: College and Career Readiness

Digital Information Technology (8207310)

Industry Certifications Offered:

- Python Coding Specialist
- PCAP - Certified Associate in Python Programming
- WordPress Certified Editor

Exploration of Agriscience (8100210)

Industry Certifications Offered:

- Agri Technology Specialist Certification

Seventh Grade

Xello: College and Career Readiness

Coding Fundamentals (9009200)

Industry Certifications Offered:

- Python Coding Apprentice
- PCEP - Certified Entry-Level Python Programmer

Exploring IT Careers (9009350)

Digital Tool Certificates offered:

- ICT Multimedia Essentials
- ICT Presentation Essentials
- ICT Introduction to Artificial Intelligence
- ICT Computing Essentials
- ICT Programming and Logic Essentials
- ICT Gaming Essentials

Sixth Grade

Xello: College and Career Readiness

Information and Communication Technology Essentials 1 (9009110)

Digital Tool Certificates offered:

- ICT Cybersecurity Essentials
- TOSA Google Slides

- TOSA Google Docs
- ICT Digital Citizenship and Ethics

ELEMENTARY SCHOOL

Fifth Grade

Xello: College and Career Readiness

ICT - Fundamentals (0000000)

Digital Tools Certificates offered:

- ICT - Fundamentals

Fourth Grade

Xello: College and Career Readiness

ICT - Digital Citizenship and Ethics (0000000)

Digital Tools Certificates offered:

- ICT - Digital Citizenship and Ethics

Third Grade

Xello: College and Career Readiness

Second Grade

Xello: College and Career Readiness

First Grade

Xello: College and Career Readiness

Kindergarten

Xello: College and Career Readiness

Bright Futures Information

BRIGHT FUTURES SCHOLARSHIP AWARDS

Eligibility Requirements

The [Bright Futures Scholarship Program](#) is intended to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in an eligible Florida public or private post-secondary educational institution within three (3) years of high school graduation.

The Bright Futures Scholarship Program is the umbrella program for state-funded scholarships based on academic achievement in high school that was formerly provided through such programs as the “[Florida Academic Scholars](#)” and “[Gold Seal Programs](#)”. High school Guidance Departments and professional school counselors can provide specific details about meeting the program's criteria. The following information covers the basic components of the “Bright Futures Scholarship Program”:

- Four Levels of Scholarship Awards - Florida Academic Scholars (FAS); Florida Medallion Scholars (FMS); Florida Gold Seal Vocational Scholars (GSV); Florida Gold Seal CAPE Scholars (GSC)
- For all four awards, the student must earn a Florida high school diploma and meet the requirements for the specific award.
- Each award has specific academic requirements, award amounts, and funding length. A student may receive funding for only one award, with the highest award earned being selected.
- Earn the 16 core credits
- Achieve the required Grade Point Average or Industry Certification, depending on the level received.
- Achieve the required SAT, ACT, or PERT test scores for the level received
- Perform the required number of voluntary service hours or work hours based on the level received
 - Florida Academic Scholars (FAS) - 100 service hours OR 100 work hours
 - Florida Medallion Scholars (FMS) - 75 service hours OR 100 work hours
 - Gold Seal Vocational Award (GSV) and Gold Seal CAPE Scholars (GSC) - 30 service hours OR 100 work hours

Note: Students may use a combination of service and work hours, but if a combination is used, they must earn 100 hours for all levels of Bright Futures.

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

Service Hours or Work Hours for Bright Futures

Service Hours or work hours are required for all Bright Futures Scholarship Awards. Students may begin service hours or work hours the summer before entering ninth grade. These service hours or work hours are not a Florida or school district requirement for graduation with a standard high school diploma.

In alignment with Florida Statutes 1009.534, 1009.535, 1009.536, Bay District Schools reserves the right to determine which types of activities are acceptable for volunteer service and paid work hours. [Students and families should use this document and the required form as a guidance document with clarifying examples](#). Bright Futures requires that hours must be submitted to the student's school counselor/designee no later than the student's high school graduation date. Each student should submit their hours each year of high school, or as they are completed.

Volunteer Service Hour Requirements

For students who are attempting to receive service hours towards Bright Futures for an activity, below are the district guidelines:

- Activities performed at school should be designed to meet greater needs in the areas of health, education, environment, or public safety identified within the school. The benefits of the activities should be extended to individuals or families in need, not to the student's own family;
- To count as service hours, activities must be unpaid. The student must not be compensated with money, goods, or services for their time. Any paid activities will need to meet the requirements for documented work hours in the following section;
- Service activities must be rendered for "not-for-profit" organizations or agencies;
- The student may engage in direct, indirect, or advocacy service activities. Definitions and examples of those activities are:
 - "Direct Service" involves face-to-face contact with service recipients. Examples include tutoring other students, serving meals at a homeless shelter, or working with the elderly in a nursing home.
 - "Indirect Service" involves performing a service without having face-to-face contact with the recipients. Usually, resources are channeled to or through an organization to help alleviate a problem. Examples include food and clothing drives, marathons, fundraisers, or environmental projects;
 - "Advocacy" involves educating others about a particular social problem to eliminate its root cause. Examples include writing letters to legislators or editors, preparing and displaying posters to an identified audience, writing and performing informative plays, or creating educational materials for other target groups.
- A site supervisor must verify hours spent in service activities. Documentation must be kept on or attached to the Bay District Schools: [Volunteer Service & Paid Work Hours Form](#) and turned in to the student's assigned school counselor or designee.

Activities that will NOT be accepted as service hours include, but are not limited to, the following:

- Any activity that violates federal or state laws, which prohibit discrimination on the basis of race, creed, sex, age, color, national origin, marital status, sexual orientation, or disability;
- Co-curricular activities that are course requirements;
- Hours submitted after graduation;
- Fostering of animals in a location other than the shelter associated with a government agency or non-profit organization;
- Any activity whose main purpose is to increase the amount of revenue for a private, for-profit business or to generate new revenue for that business.
- Any activity that replaces a paid staff worker of the agency or institution with which the student volunteers with;
- Any activity rendered as a prerequisite for future student employment;
- Any activity that is performed as a result of disciplinary action taken by the school or courts.
- Any activity whose primary purpose is to help prepare and/or participate in the performance of a religious service or religious educational activity, UNLESS the hours are spent addressing a social problem (examples may include: Habitat for Humanity, a community-wide summer vacation Bible school, etc.);
- Attendance at self-improvement workshops or conferences;
- Participation as an athlete in school-sponsored athletics;
- Participation as an assistant or trainer at a school-based sports training camp;

- Participation in regularly scheduled school drama, band, or chorus performances, festivals, or competitions.

Work Hour Requirements

For students who are attempting to receive work hours towards Bright Futures for an activity, below are the district guidelines:

- Work hours must be for an established business or organization with a business license, non-profit status, or IRS business designation.
- Documentation of work hours must be submitted by providing a copy of the student's paycheck stub or other official documentation from the company showing the dates and hours the student worked and the pay that they received for their work.
- Documentation is to be provided to the student's assigned school counselor or other designee prior to the student's graduation.