



# **Naples Classical Academy Student Progression Plan**

**2022-2023**

July 19, 2022

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## **INTRODUCTION**

The purpose of the Naples Classical Academy (NCA) Student Progression Plan is to present to school staff, parents and interested community members a guide to student progression which reflects state statute, school policies and administrative procedures. This document reflects statute and NCA policy.

Each student's progression from one grade to another shall be determined, in part, upon satisfactory performance in English Language Arts, science, social studies, and mathematics, and the NCA school board policies shall facilitate student achievement. Each student and his or her parent shall be informed of that student's academic progress. Students shall have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to s.1002.3105 F.S.

The Naples Classical Academy School Board shall allocate remedial and supplemental instruction resources to students in the following priority:

- a) Students who are deficient in reading by the end of Grade 3.
- b) Students who fail to meet performance levels required for promotion consistent with the NCA School Board's plan for student progression required in paragraph (2)(b).

### **Annual Report**

The Naples Classical Academy School Board will annually report to the parent of each student the progress of the student toward achieving state and NCA expectations for proficiency in reading, writing, science, and mathematics. The NCA school board will report to the parent the student's results on each statewide assessment test. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, NCA and state assessments, and other relevant information. Progress reporting will be provided to the parent in writing in a format adopted by the NCA school board.

## **GLOSSARY OF TERMS**

**ACCEL** – Academically Challenging Curriculum to Enhance Learning.

**Kindergarten ACCESS for ELLs** – State-approved listening and speaking oral proficiency test for students in kindergarten. This assessment is only used in initial placement.

**ACCESS for ELLs 2.0** – This state test is administered to assess the speaking, listening, reading and writing skills of a student in Grades 1-12 who answers “yes” to any question on the Home Language Survey (HLS) and to determine placement in the ESOL program.

**Accommodations** – Changes to the way a student is taught or how a student is tested.

**Accreditation** – NCA will work toward being accredited based on the standards set by the Southern Association of Colleges and Schools (SACS).

**Alternative Assessment** – An assessment, other than the state required assessment, which is given to third grade students to show proficiency in the tested areas.

**EE/SS (Exceptional Education and Student Services)** – The Exceptional Education and Student Services Department provides services and supports for students with disabilities, gifted learners and other eligible students.

**ELL (English Language Learners)** – ELL, previously known as Limited English Proficient (LEP), is used to describe a student whose first language is not English, while ESOL refers to the program itself. Florida Statute defines an English Language Learner (ELL) as, “An individual who was not born in the United States and whose native language is a language other than English; an individual who comes from a home environment where a language other than English is spoken in the home; or an individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had significant impact on his or her level of English language proficiency; and who, by reason thereof, has sufficient difficulty speaking, reading, writing, or listening to the English language to deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English” (F.S. § 1003.56 (2)).

**End of Course (EOC)** – State of Florida assessments given in conjunction with the middle school Civics course and the high school Algebra 1, Geometry, Biology and US History courses.

**English Language Proficiency (ELP)** – The student’s English language proficiency level is based on the overall score on, Kindergarten ACCESS for ELLs, ACCESS for ELLs 2.0.

**Enrichment Mathematics** – Intensive mathematics instruction is designed to improve math skills of students who score below grade level on F.A.S.T. Mathematics or other required state assessments.

**Enrichment Reading** – Intensive reading instruction or reading intervention is required for students who score below grade level on F.A.S.T. Reading or other required state reading assessments in Grades 6 – 12. This is in addition to the regular English class. This provides extended instructional time in reading strategies for students.

**EP (Educational Plan)** – A legal written plan required by the Florida Department of Education for students in the gifted program. It is developed in a meeting with the EP team at the time the student is staffed into the gifted program, and is reviewed and revised at the end of 2<sup>nd</sup> grade, the end of 5<sup>th</sup> grade and the end of 8<sup>th</sup> grade.

**ESE (Exceptional Student Education)** – This is the name given in Florida to educational programs and services for students with special learning needs, including those who have disabilities and those who are gifted. The U.S. Department of Education uses the term, special education.

**ESOL (English for Speakers of Other Language)** – This is a program for students whose first language is not English. Special teaching materials, techniques, strategies, and testing accommodations are used to assist these students in achieving English proficiency and to provide students appropriate access to the learning environment.

**Extended Day** – Before and after school enrichment for students in the areas of academic enhancement, tutoring and remediation.

**FAPE (Free Appropriate Public Education)** – Guaranteed by the Individuals with Disabilities in Education Act (IDEA), a Free Appropriate Public Education is an educational right of disabled students in the United States. FAPE is defined as an educational program that is individualized to a specific student, designed to meet that student’s unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and from which the student receives educational benefit.

To provide FAPE to a student with a disability, schools must provide students with an education, including specialized instruction and related services that prepare the student for further education, employment, and independent living. It is provided to a student through the age of 21.

**Florida's Assessment of Student Thinking (F.A.S.T.)** - State standards-aligned progress monitoring for accountability for all students Kindergarten through 10th grade.

**Florida Standards Access Points** – Academic expectations in English Language Arts, mathematics, and science written specifically for students with significant cognitive disabilities and aligned with the Florida Standards. Access Points reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

**Formative Assessments** – Classroom-based assessments that are utilized to assess mastery of concepts and skills taught in the specific course which informs teachers of instructional adjustments to help students master standards.

**Good Cause Exemption** – One of seven possible reasons defined in Florida Statutes for a third-grade student who has not scored Level 2 on the required state reading assessment to be promoted to fourth grade.

**Growth Score** – The change in student achievement for an individual student between two or more points in time, as measured by an approved assessment(s).

**Health Opportunities through Physical Education (H.O.P.E.)** – This one credit physical education course includes integration of health and is required for graduation for those students who elected a standard diploma. The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. This course is an alternative for the ½ credit for Personal Fitness and ½ credit for Fitness Lifestyle Design or the ½ credit for Personal Fitness and ½ credit for Outdoor Education.

**IEP (Individual Education Plan)** – A written, legal plan required by the Individuals with Disabilities Act that is developed, reviewed, and revised in a meeting with an IEP team, not less than annually, for a student with a disability.

**Kindergarten Screening** – A statewide screening to assess the readiness of students based on state performance standards. The kindergarten screening is required within the first 30 days of the student's enrollment.

**LEP (Limited English Proficient)** – Students who were not born in the United States and whose native language is a language other than English; an individual who comes from a home environment where a language other than English is spoken in the home; or an individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had significant impact on his or her level of English language proficiency; and who, by reason thereof, has sufficient difficulty speaking, reading, writing, or listening to the English language to deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English (F.S. § 1003.56 (2)).

**Mid-Year Promotion** – Mid-year promotion is the promotion of a retained third grade student prior to January 31 of the academic year in which promotion occurs (Elementary- Appendix C). Students in middle and high school may be eligible to promote mid-year if they meet promotion criteria by the end of the first semester.

**Modifications** – Changes to what a student is expected to learn. If a course is modified, there is a reduction to the amount of material a student must master in order to pass the course. Modifications to core academic grade level standards are reflected as special standards.

**New Florida Standards** – National standards designed to ensure all students, regardless of demography, graduate high school prepared to enter college or the workforce.

**Next Generation Sunshine State Standards (NGSSS)** – A set of standards approved by the state of Florida to provide expectations for student achievement in Florida. These standards indicate the grade level content that students should master.

**Portfolio** – The student portfolio contains a systematic collection of evidence used by a teacher or home school parent to monitor the student's academic growth over a period of time.

**Progress Monitoring Plan (PMP)** – A school-wide or individualized student plan to target instruction and to identify methods to assist the student or school in meeting state and NCA expectations for proficiency. Students with an IEP, ELL Plan or 504 Plan which addresses deficits in reading, writing, science, and/or mathematics meet the requirements of a progress monitoring plan for a documented deficit.

**Regular Standards** – Grade-level standards aligned with the Florida State Standards in NCA courses. For students in Exceptional Student Education, the IEP team determines if the student will follow regular standards.

**Safety Net Programs** – Designed at each school to assist students in grade recovery before, during, and after the school day.

**SAT/10** – A standardized, norm-referenced test that assesses reading, math and language.

**Section 504 Plan (§504)** – Pursuant to Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794 (Section 504), a Section 504 Plan is a formal plan developed to ensure that a child with a disability attending an elementary or secondary educational institution has access to the learning environment and receives accommodations, aids or services to meet his/her individual educational needs as adequately as the needs of non-disabled students are met.

**Special Standards** – Includes access point courses or fundamental courses. Applicable only to students for whom the IEP team determined access points or fundamental courses are the most appropriate way for the student to access the curriculum; and are working toward a special diploma.

**State End of Course Exam (EOC)** – Students taking certain high school courses will be required to take a state EOC which will be 30% of their final grade depending on the student's 9<sup>th</sup> grade entry year.

**Third Grade Reading Recovery Program** – A summer program required for 3<sup>rd</sup> grade students who score a Level 1 on the state required Reading assessment. The program gives students an opportunity to demonstrate proficiency through alternative assessments or student portfolio.

**Transition Plan** – As a part of an Individual Education Plan (IEP), a transition plan that prepares a student with disabilities for further education, employment, and independent living as he/she transitions from school to adult life. It includes postsecondary goals, transition services with goals and objectives, as well as agency linkages and responsibilities. This plan is developed by an IEP team composed of educators, therapists, parents, the student, and/or agency representatives at least annually starting at age 14 (or at eighth grade, whichever comes first) and continuing as long as the student is enrolled or reaches age 21.



# **I. GENERAL PROCEDURES/OVERVIEW**

## **A. STANDARDS**

### **1. STANDARDS FOR PROMOTION**

Naples Classical Academy (NCA) is committed to a standards-based program with a well-defined hierarchy of instructional standards. All school instruction shall be standards-based using the applicable state standards for curriculum planning, instruction and evaluation of student progress. Standards for promotion established in this Student Progression Plan are consistent with NCA School Board Policy, Florida Statutes (F.S.), and/or State Board of Education Rules (FAC).

The Naples Classical Academy School Board, by a positive vote of two-thirds of its membership, may waive any NCA standards or requirements for grade placement, retention, and/or accrual of credit toward graduation or promotion. The waiver may be granted by the Board, if the evidence presented is based on “the successful completion of” an alternative at least equal to the standards or requirements as specified in this plan.

### **2. STATE STANDARDS**

The NCA K-12 curriculum is aligned with the applicable state standards. Students will demonstrate acceptable progress in meeting the standards as indicated in NCA administrative guidelines. Students who have difficulty achieving acceptable progress in meeting the standards will be provided supplemental instruction as available.

Students in Grade 3 must meet state levels of performance in reading as defined by the Commissioner of Education in order to be promoted (1008.25 F.S.). The criteria for third grade promotion can be found in Section II: Elementary Student Progression Procedures, Section B - Promotion Requirements for Basic Education.

High school students are required to pass state designated graduation assessments or earn concordant or comparative scores on state approved alternate assessments (currently ACT, SAT, PSAT/NMSQT Math), 1008.22(3)(c) F.S., 1008.22(3)(c)(2) F.S. The graduation test requirements vary based on ninth grade entry year. See High School Appendix E for additional information. The state assessments must be taken at a local public high school.

Students with disabilities, excluding gifted only, may be granted a waiver for the state End of Course Exam (EOC) or the reading assessment graduation requirement provided the following criteria are met:

- a) The student has an active IEP;
- b) The student has taken the assessment at least once and it has been determined that the student has failed to earn a passing score;
- c) The IEP team has determined that the EOC assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations;
- d) The IEP team determines that the student demonstrates achievement of the course standards, or demonstrates the skills and proficiencies needed for course credit, through the review of evidence that includes but is not limited to:
  - 1) classroom work samples
  - 2) coursework grades
  - 3) teacher observations
  - 4) relevant classroom data derived from formative assessment
  - 5) intensive remediation activities on the required course standards
  - 6) higher-level, related coursework (honors, advanced placement, etc.)
  - 7) related post-secondary coursework through dual enrollment

## **B. ENROLLMENT**

### **1. GRADE PLACEMENT**

**Initial Placement:** Upon entry into the school system, it is the responsibility of the Principal to determine proper grade placement except for Grades K and 1 (see Section II: Elementary Student Progression Procedures). The grade placement of students transferring into NCA will be contingent upon verification of records.

**Transfer of Grades/Grade Placement for Student with Records:** Grade placement and/or grades shall be granted at face value when submitted on an official transcript. An official transcript is a document on school letterhead and/or embossed with the school seal. It shall be sent by mail or electronically and include the signature of a school administrator of the school where the grade/credit was earned. It should clearly identify the school, the student, course number, date the course was taken, grade in each course, and for Grades 6-12, credit earned. An official transcript may be hand delivered if it is in a sealed and embossed envelope (1003.25(3) F.S.; 6A-109941 FAC).

- a) Private kindergarten students who did not meet the age requirement for public school kindergarten (5 years old on or before September 1<sup>st</sup> of the school year), are not eligible for a transfer to NCA's kindergarten during that school year. (See General Appendix D: Interstate Compact on Educational Opportunity for Military Children for exceptions.)
- b) When a Grade K-5 transfer student is placed at the appropriate sequential level and is academically unsuccessful during the first grading period, the school, parent, and teacher may reconsider the placement. Alternative validation procedures are to be used when the student has not made satisfactory progress ("C" or higher) at the end of the first forty-five days of enrollment. Alternative validation procedures may include successful completion of course work, successfully passing teacher-made exams, demonstrate mastery of the NCA kindergarten and/or first grade standards or minimum grade equivalent score on a NCA approved reading assessment and/or NCA approved math assessment for Grades 2-5. If a decision is not agreed upon by the school, parent and teacher, the parent may submit a written appeal to the Principal. The decision of the Principal is final.
- c) If a student transfers to NCA from out of country, out of state, a private school, or a home education program and the student's transcript shows a credit in Algebra 1, the students must pass the statewide standardized Algebra 1 EOC assessment to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra 1 administered by a transferring entity or passed a statewide mathematics assessment the transferring entity uses to satisfy the requirement of the Elementary and Secondary Education Act. If a student's transcript shows a credit in English II or III, the student must take and pass the statewide standardized Grade 10 reading assessment, or when implemented, the Grade 10 ELA assessment, or earn a concordant score. If a transfer student's transcript shows a final course grade and course credit in Algebra 1, Geometry, Biology, or U.S. History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade.

## **2. GRADE PLACEMENT FOR STUDENTS WITHOUT RECORDS, INCLUDING HOME SCHOOL STUDENTS**

A student enrolling into NCA for the first time who has no verifiable scholastic records will be placed by the Principal/Principal's designee in appropriate classes. The grade placement will be validated in the first forty-five days of school enrollment through the following:

- a) satisfactory completion of appropriate subject or grade level examinations (60 percent or higher);
- b) successful completion of class work ("N" or higher grades K-1, "D" or higher Grades 2-12);
- c) successfully passing teacher-made exams (60 percent or higher);
- d) minimum grade equivalent score on a NCA approved reading assessment and/or NCA approved math assessment and/or;
- e) overall satisfactory performance (2.0 GPA in high school).

**NOTE:** The final determination will be based primarily on classroom performance and not on a single test score.

## **3. GRADE PLACEMENT FOR OUT-OF-COUNTRY STUDENTS WITHOUT RECORDS**

Students transferring from out-of-country without records shall be placed according to the age of the student as of September 1<sup>st</sup> of the school year. This should be the official age used to determine the appropriate grade level for placement (see General Appendix I).

## **4. GRADE PLACEMENT FOR RETAINEE**

A student who has been retained may be assigned to the next higher grade during the next school year, if the Principal, determines that the student has met applicable academic standards and will be able to benefit from instruction at the higher grade. This assignment must be approved by the appropriate region superintendent or designee. This provision does not apply to a retained Grade 3 student who has not achieved Level 2 on state required reading assessments.

However, no student may be assigned to a grade level based solely on age or other factors that constitute social promotion. (1008.25(6)(a) F.S.).

**NOTE:** The final determination will be based primarily on classroom performance and not on a single test score.

#### **5. GRADE PLACEMENT FOR STUDENTS RETURNING FROM AN ADULT STUDIES/OTHER HIGH SCHOOL PROGRAM**

If a student does not complete the high school program at an adult studies program or a charter school, the student may re-enroll in NCA if they are offered a seat through the lottery process. The student shall be scheduled into the appropriate program of study. All evidence of credits and grades earned in these programs will be based on an official transcript.

#### **6. GRADE PLACEMENT FOR STUDENTS RETURNING FROM AN ADULT STUDIES GED PROGRAM**

If a student does not complete the GED program at an Adult Studies GED Program, including FSCJ, the student may reenroll in NCA if they are offered a seat through the lottery process.

#### **7. REQUEST FOR CHANGE IN TEACHER**

Florida Statutes, sections 1003.3101 and 1012.42, give a parent the right to request his or her child be transferred to another classroom based on (1) personal preference or (2) the teacher's out-of-field certification status, respectively. These statutes do not give the parent the right to choose a specific classroom teacher. Teachers with out-of-field certification are named on our school website 30 days before the beginning of the semester.

Parents may complete a "Teacher Change Request Form", which is also available at the NCA front office. When the form is returned to the school, the parent will be contacted to schedule a conference. After the conference, the Principal will either approve or deny the request with the rationale for the denial in writing. NCA will approve or deny the request within fourteen (14) days of receiving the request, regardless of whether a conference with the parent(s) has occurred prior to the expiration of the fourteen (14) day deadline.

Should the parent be dissatisfied with the school's decision, he/she may request a review of the decision by the NCA Board by submitting the "Appeal of Decision Regarding Request for Change in Teacher" to the school. The board will either uphold or reverse the Principal's decision and issue a written determination within fourteen (14) days after the appeal is received. This decision is final and no other appeal is available.

#### **8. MILITARY COMPACT**

If the student is a military child, refer to the Interstate Compact on Educational Opportunity for Military Children in General Appendix D.

### **C. REPORTING OF STUDENT PROGRESS**

#### **1. REPORT CARD GRADES**

##### a) Required Components:

Report cards must clearly depict and grade (1) the student's academic performance in each class or course in Grades 1-12; (2) the student's conduct and behavior, and (3) the student's attendance, including absences and tardies (1003.33(1) F.S.). An asterisk on a course grade indicates a student is working below grade level standards. The final report card of the school year shall contain (1) a statement indicating end-of-year status or performance/nonperformance at grade level; (2) acceptable/unacceptable behavior and attendance; and (3) promotion/non-promotion (1003.33(2) F.S.).

**NOTE:** In Grades 6-12, a final exam or final project may only be used as a final examination grade. See Middle School Appendix A for grade calculation.

##### b) Assignment of Report Card Grades for Transfers from Out of District:

- 1) **Grades K- 12:** Course credit or grades for a student who enrolls from another school district after the thirtieth day of the grading period may be determined by the school district from which the student is transferring. In the event the transferring school district will not issue a grade or credit for a transferring student, the Principal may utilize appropriate achievement data from grade/subject-level tests to determine grades or course credit for promotion purposes.
- 2) **Grades K-5:** A student who transfers from another school district into NCA and who has been enrolled 15 days or more during the grading period will receive a grade on the report card.

- 3) **Grade 6-12:** A student who transfers from another school district into NCA and who has been enrolled 15 days or more during the grading period in a traditional schedule or eight days or more during the grading period on a semesterized schedule (4x4) or A/B class will receive a grade on his/her report card.
  - 4) **Grades 6-12:** In the event that a student enrolls from another school with fifteen (15) days or less during the grading period in a traditional or eight (8) days or less during the grading period on a semesterized schedule (4x4) or A/B class and no comparable course is available, the student shall be enrolled in the most comparable course available or in independent study to complete the course credit unless course credit has been awarded by the transferring school.
- c) Assignment of Report Card Grades for a Transfer within the District:  
A student enrolled in the NCA for a period of fifteen (15) days or more in a grading period will receive a grade from NCA. Course grades for a student who transfers from one school within the district to NCA will be determined by NCA. For the purpose of calculating a quarterly grade, the withdrawal grades from the previous school shall be used by the receiving school, based on the percentage of days the student was enrolled in each school.
- d) Assignment of Report Card Grades for English Language Learners (ELL):
- 1) No ELL student should be assigned a failing grade due solely to language acquisition. Teachers must be able to provide proof of documentation of use of ESOL teaching strategies appropriate to the level of language. Documentation of the integration of Florida's English Language Development standards with the grade level standards must be recorded in the teacher's lesson plans.
  - 2) If an ELL student enrolls during the 4<sup>th</sup> quarter with no records for the current school year, no final grades are required. In such a case, the student will be neither promoted nor retained and will be placed in the same grade level the following year.
- e) Assignment of Report Card Grades for Students with Disabilities:  
Prior to assigning a failing grade to a student with an IEP/§504:
- 1) The teacher must document the implementation of identified accommodations/adaptations and intensive instruction/interventions (services) as indicated in the student's IEP and/or §504 Plan.
  - 2) For students in danger of receiving a failing grade due to academic/behavioral deficits: Review on-going progress monitoring data to determine individual student remediation needs and to evaluate and revise classroom instruction/interventions based on the needs of the student, as identified in the current IEP and/or §504 Plan. Document provision of remediation to support progress toward proficiency on grade level standards.
  - 3) For a student with an IEP in an inclusion setting, communication and collaboration between the ESE teacher and the general education teacher(s) must be documented throughout the grading period.

**NOTE:** If truancy/attendance issues are not addressed in the current IEP/§504 Plan, a meeting must be scheduled and NCA attendance policies followed.

After the assignment of the first failing grade to a student with an IEP/§504 Plan:

- 1) Continue implementation of (1)(e)(1-3).
- 2) If the student is not making progress toward grade level standards as of the third (3<sup>rd</sup>) week of the subsequent grading period and is in danger of receiving another failing grade, an IEP/§504 team meeting must be held to discuss the student's current academic and/or behavioral functioning in order to determine the need for additional services and/or supports.

If the student continues to demonstrate a lack of adequate progress during subsequent grading periods, the ESE teacher in collaboration with the general education teacher(s), as appropriate, should determine if the IEP/§504 Plan is in need of review and/or revision.

**NOTE:** A student must be enrolled through the end of the school year to receive final grades and be eligible for promotion. Failure to attend through the last day of school may affect final grades and promotion. For Grades 6-12: All state End of Course (EOC) exams, and final exams will be administered following the NCA testing calendar. No exams may be given prior to the approved exam window.

## 2. **INDIVIDUAL EDUCATION PLAN (IEP)/EDUCATION PLAN (EP) PROGRESS REPORTS FOR STUDENTS WITH AN EXCEPTIONALITY**

Progress Reports for Individual Education Plan (IEP)/Educational Plan (EP) annual goals must be provided to parents to

communicate student progress toward annual goals. IEP/EP Progress Reports must be provided at least every nine weeks and sent home with the student's report card for Grades K-12. This requirement is in addition to the academic progress reports and report cards sent for all students.

### 3. RETENTION POLICY

Students who do not satisfactorily achieve established performance standards for promotion will be assigned to the same grade for the next school year. Instruction will be provided to help these students make acceptable progress. (See Table 1, Elementary Program of Study)

a) Parent Notification:

- 1) A teacher shall send home a written scholarship warning/progress report that serves as written notification at any time during a grading period when it is apparent that a student may fail or is doing unsatisfactory work that may lead to failure in any subject. Electronic communications do not meet this requirement. The parents will be offered an opportunity for a conference with the teacher and/or Principal/designee. A student may not receive a grade of "U" or "F" if this procedure has not been followed.
- 2) Schools are required to provide formal written notification of anticipated retention at the end of the first semester or any time thereafter that a student is in danger of failing a subject. Electronic communications do not meet this requirement. A student shall not be retained if this procedure is not followed, except third grade students who score a Level 1 on state required reading assessments pursuant to 1008.25 F.S. (See Retention in Grade 3.) In addition, for students with disabilities who have an IEP or Section 504 Plan, a meeting shall be scheduled to review the IEP or Section 504 Plan to consider the need for revision of supports and/or services for the student.

b) Parent Request for Retention:

A parent request for retention of a student who has met minimum promotion standards must be submitted in writing to the Principal for review. The Principal will determine grade placement for the next year based on teacher recommendation(s) and review of appropriate evaluations. If approved by the Principal, this shall be considered a retention in the student's records. Written notification will be provided to the parent that the request for retention is approved for the school year indicated.

c) Implementation of the Remediation and Retention Provisions for Students with Disabilities:

- 1) The teacher must document the implementation of identified accommodations/adaptations and intensive instruction/interventions as indicated in the student's IEP before assigning a failing grade to a student with a disability with an IEP.
- 2) The teacher must document the implementation of identified accommodations on the Section 504 Plan and intensive instruction/interventions as indicated in the student's Progress Monitoring Plan (PMP) before assigning a failing grade to a student with a disability with a Section 504 Plan.
- 3) The teacher should make the documentation of accommodations/adaptations and intensive instruction/interventions available to the Principal/designee prior to the end of the school year for any student with a disability receiving a failing grade.

d) Implementation of the Remediation and Retention Provisions for ELL Students:

The ELL Committee may exempt ELL students who have been in the program for two years or less from mandatory retention. Exemption considerations include the following:

- amount of time in the country;
- academic experience(s);
- time needed to reach proficiency based on research;
- oral language proficiency in English;
- reading and writing proficiency in English; and
- cultural background.

e) No ELL student may be retained solely due to language acquisition. Documentation of the integration of Florida's English Language Development standards with the grade level standards must be recorded in the teacher's lesson plans.

f) The ELL Committee must meet to discuss any ELL student recommended for retention prior to the retention of that student. A teacher will inform parents in a language they understand. For students who have been receiving ESOL services for less than two years, an ESOL district representative may be invited to and could be present at the meeting.

g) A copy of the ELL Committee Outcomes form must be included in the student's red folder to document the ELL Committee's involvement in the retention decision for each student.

### 4. FORGIVENESS POLICY

- a) **Grades 6-8:** The forgiveness policy does not provide the authority to alter a student's record to delete the forgiven course and grade. All forgiven courses and grades must be included on a student's transcript as an accurate reflection of the student's record of achievement (6A-1.0955(3)(a)(7) FAC).
- 1) In the calculation of the Middle School Yearly GPA, a grade of "D" or "F" in a core academic course taken during the regular school year can be replaced with the same or comparable standard or advanced level course taken subsequently in the same school year (including summer school) if the new grade is higher than the original grade.
  - 2) Repeating a High School Course Taken while still in Middle School: In the calculation of the Middle School Yearly GPA, a grade of "C", "D", or "F" in a high school course can be replaced with a higher grade in the same or comparable high school course when both courses are taken during middle school (1003.43 F.S.). For courses where the state End of Course assessment counts as 30% of the final grade, when the student makes a final grade of "C", "D" or "F", the student may repeat the complete course, retake the assessment, or both, to try and earn a higher grade. Any course grade not replaced by this policy shall be included in the calculation of the yearly grade point average for middle school (1003.43 F.S.).
  - 3) Out-of-district and/or private school grades shall be included in the student's yearly GPA.
- b) **Grades 9-12:** The forgiveness policy does not provide the authority to alter a student's record to delete the forgiven course and grade. All forgiven courses and grades must be included on a student's transcript as an accurate reflection of the student's record of achievement (6A- 1.0955(3)(a)(7) FAC).

For students entering the ninth grade for the first time, the following will apply. When a student has earned the 24 credits or 18 credits required by state law for high school graduation but has not met the GPA requirement, the forgiveness policy takes effect and recalculation occurs based on the following criteria.

- 1) A grade of "D" or "F" in a required course can be replaced with a grade of "C" or higher earned subsequently in the same or comparable course.
- 2) The forgiveness policy for elective courses is limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in another course (1003.43 F.S.). An elective course with a grade of "D" or "F" can be forgiven by any other subsequent elective course with a grade of "C" or higher. In addition to courses usually defined as electives, credits in excess of the courses required for graduation are defined as "electives."
- 3) Any course grade not replaced by this policy shall be included in the calculation of the cumulative grade point average required for graduation (1003.43 F.S.). (**NOTE:** NCA may not select the best 24 credits of all courses taken to meet the cumulative grade point average for graduation requirements; therefore, all course grades not forgiven by this policy for the Graduation GPA will be included in the calculation of the State GPA.)
- 4) Out-of-state and/or private school grades shall be included in the student's cumulative GPA.
- 5) For courses where the state End of Course assessment counts as 30% of the final grade, when the student makes a final grade of "D" or "F", the student may repeat the complete course, retake the assessment, or both, to try and get a higher grade.

**NOTE:** While a student can repeat any course in which he/she has earned a "C" or higher, the new grade will not "forgive" the previous grade, and both grades will be used in the calculation of the student's unweighted GPA.

**NOTE:** For high school courses taken in middle school, high school students may earn credit toward graduation by repeating a course that is designated in the State Course Code Directory as a Level 2 or Level 3 high school course and that was previously completed at the middle school level with a final grade of "C", "D", or "F" (1003.428(4)(d) F.S.).

**NOTE:** Students for whom the state EOC is 30% of the final grade may retake the full credit, or the state OC to improve a "D" or "F" grade. The formula below applies to the recalculation of the grade.  $(Q1 + Q2 + Q3 + Q4/4 \times .70) + (\text{state EOC (converted to 0-4)} \times .3) = \text{Final Grade}$

## **D. ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS (1002.3105 F.S.)**

### **1. ELEMENTARY**

ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. **For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.** The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into

middle and high school. The student's commitment, desire for the program and developmental level must be considered as well as meeting the eligibility requirements. Parent permission is necessary for ACCEL options.

The Principal will inform parents and students of the available ACCEL options and the student eligibility requirements. Any student participating in an ACCEL option, by parent request, must do so with a performance contract executed by the student, parent, and Principal.

a) **Procedures for All Elementary ACCEL Options**

The following procedure must be followed to consider a student for ANY ACCEL option:

- 1) If a parent/guardian requests consideration for an ACCEL option, it must be in writing using the *Request for Elementary Acceleration* form.
- 2) The parent/ guardian must meet with the Principal or designee to review the request and the student's eligibility for acceleration.
- 3) If the parent makes a request and the student is eligible, the parent/guardian and student must agree to a performance contract prior to acceleration being granted.

b) **Subject Matter Acceleration Eligibility Requirements** (request must be submitted by October 1 and recommendation and placement finalized by the end of first nine weeks)

- 1) **Definition:** A student that is placed with students at a more advanced grade level (on campus or virtual) for one or more core subjects (ELA, math, science, or social studies) for a part of a day without being assigned to a higher grade, or the student works for part of a day on material above grade level for one or more subjects within his/her regular classroom.
- 2) **Eligibility:** The following minimum requirements to be considered eligible for subject-matter acceleration must be met. Any exception to the eligibility requirements must be approved by the Principal or designee.
  - a) **Assessment Results:** Mastery in reading or math reflective of Florida Standards level of performance on a selected assessment determined by NCA with a predefined mastery level.
  - b) **Grades:** Subject grades equivalent to "A" and/or "B" for the subject area(s) under consideration for acceleration.
  - c) **Attendance:** No more than five absences in a period of 30 calendar days or no more than 10 absences in a period of 90 calendar days.
  - d) **Conduct:** Conduct: A positive recommendation from the student's current teacher Social Growth and Development.
  - e) **Teacher Recommendation:** A positive recommendation from all of the student's current grade level teachers.
  - f) **School Counselor Recommendation:** A positive recommendation from the student's current school counselor.

**In addition to meeting the above eligibility criteria, please note:**

- A third-grade student may not participate in subject matter acceleration for English Language Arts due to the state reading assessment requirement.
- Subject matter acceleration follows course sequence and progression. A student may only accelerate to the next higher-grade level subject matter.
- The student's schedule must change to reflect the acceleration course.
- Core middle school courses (English Language Arts, math, social studies, or science) taken in elementary school will be used to satisfy middle school promotion criteria once the student is enrolled in middle school. The grades will become part of the middle school academic record, including failing grades, and may affect future promotion.
- If a virtual subject matter acceleration request for a middle school course through Florida Virtual School (FLVS) is approved, the combined total of all FLVS and school FTE may not be reported as more than 1.0 FTE for the school year.

c) **Mid-Year Promotion Eligibility Requirements** (Request must be submitted by December 1 and recommendation and placement finalized by the end of the 2nd nine weeks)

**NOTE:** For retained third grade to fourth grade promotions, see Elementary Appendix C.

- 1) **Definition:** Promotion of a student from one grade to a higher grade at the end of the first semester as indicated by the school board approved school calendar.
- 2) **Eligibility:** The following minimum requirements to be considered eligible for mid-year promotion must be met. Any exception to the eligibility requirements must be approved by the Principal or designee.
  - a) **Assessment Results:** Mastery in reading and math reflective of Florida Standards level of performance on a selected assessment determined by the district with pre-defined mastery level.
  - b) **Grades:** Subject grades equivalent to "A" and/or "B".
  - c) **Attendance:** No more than five absences in a period of 30 calendar days or no more than 10 absences in a period of 90 calendar days.
  - d) **Conduct:** A positive recommendation from the student's current teacher Social Growth and Development.
  - e) **Teacher Recommendation:** A positive recommendation from the student's current and previous grade level teachers.
  - f) **School Counselor Recommendation:** A positive recommendation from the student's current school counselor.

**In addition to meeting the above eligibility criteria, please note:**

- A kindergarten student may not be considered for mid-year promotion to first grade unless he/she meets the age requirement for entry into first grade.
- A second-grade student may be considered for mid-year promotion to third grade with the expectation that the student will take the third-grade state reading assessment and/or other state mandated test. If he/she scores a level 1, he/she has the same rights and privileges for exemptions as any other third grader. If he/she scores at the minimum state designated proficiency level or above on the required state reading assessments, the student will be eligible for promotion to 4<sup>th</sup> grade at the end of the year.
- A fifth-grade student may not be considered for mid-year promotion to sixth grade due to the credit requirements to complete middle school.

d) **Full-Year Promotion Eligibility Requirements** (Request must be submitted by the end of the school and recommendation finalized before the next school year)

- 1) **Definition:** Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows.
- 2) **Eligibility:** The following minimum requirements to be considered eligible for full-year promotion must be met. Any exception to the eligibility requirements must be approved by the Principal or designee.
  - a) **Assessment Results:** Mastery in reading and math reflective of Florida Standards level of performance on a selected assessment determined by NCA with pre-defined mastery level.
  - b) **Grades:** Subject grades equivalent to "A" and/or "B".
  - c) **Attendance:** No more than five absences in a period of 30 calendar days or no more than 10 absences in a period of 90 calendar days.
  - d) **Conduct:** Grades of "A", "B" or "C" (grades 2-5) or S (grades K-1 in Social Growth and Development) for the current or previous year.
  - e) **Teacher Recommendation:** A positive recommendation from the student's current and previous grade level teachers.
  - f) **School Counselor Recommendation:** A positive recommendation from the student's current school counselor.

**In addition to meeting the above eligibility criteria, please note:**

- A student entering kindergarten may not be considered for full-year promotion to first grade unless he/she meets the age requirement for entry into first grade.
- A second-grade student may not be considered for full-year promotion to fourth grade due to the third-grade reading assessment requirement.
- A fifth-grade student may not be considered for full-year promotion to seventh grade due to the credit requirements to complete middle school.

e) **Parent Requests for Acceleration Options Appeals Process**

If a parent request is not granted by the school, the parent may submit a written appeal to the NCA Board explaining why the request should be approved. The decision of the NCA Board is final.



## 2. MIDDLE SCHOOL

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS (1002.3105, F.S.): ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. Students wishing to complete middle school in less than three years shall be able to take a maximum of two additional core courses each year, including summer term. These courses may be virtual or in place of elective courses at the school. Eligible students also have the option to participate in Credit Acceleration Program (CAP). CAP allows students to earn high school credit by passing a state End of Course (EOC) exam for designated subjects. Promotion in Grades 6-8 will be based on NCA promotion criteria. Mid-year and full-year promotion opportunities will be considered when appropriate. Students may not be promoted to ninth grade mid-year due to high school scheduling requirements.

Students and parents wishing to pursue ACCEL options must complete the *Request for Middle School Acceleration* form and schedule a meeting with the Principal or designee and the School Counselor.

### a) Procedures for all middle school ACCEL options

The following procedures must be followed to consider a student for ANY ACCEL option:

- 1) If a parent/guardian requests consideration for an ACCEL option, it must be in writing using the *Request for Middle School Acceleration* form.
- 2) The parent/guardian must meet with the Principal or designee and the School Counselor to review the request and student's eligibility.
- 3) If the parent makes a request and the student is eligible, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.

### b) Eligibility: The following minimum requirements to be considered eligible for ACCEL options must be met. Any exception to the eligibility requirements must be approved by the Principal, or designee.

- 1) **Assessment Results:** Level 4 on the state standardized assessment instrument in reading and math (previous year), when applicable.
- 2) **Annual Grade Point Average** of all courses, when applicable: 3.0 with at least a "B" in all core courses for the previous two years.
- 3) **Attendance:** No more than five absences in a period of 30 calendar days or no more than 10 absences in a period of 90 calendar days.
- 4) **Conduct:** Student's behavior does not negatively affect his/her ability to perform academically.
- 5) **Teacher Recommendation:** A positive recommendation from the student's current and previous grade level teachers.
- 6) **School Counselor Recommendation:** A positive recommendation from the student's current school counselor.

### c) Parent Requests for Acceleration Options Appeals Process

If a parent request is not granted by the school, the parent may submit a written appeal to the NCA Board explaining why the request should be approved. The decision of the NCA Board is final.

## 3. HIGH SCHOOL

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS (1002.3105, F.S.): ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. Students wishing to complete high school in less than four years shall be able to take a maximum of twelve (12) credits each year, including summer term. These courses may be virtual or in place of elective courses at the school. Eligible students also have the option to participate in Credit Acceleration Program (CAP). CAP allows students to earn high school credit by passing a state End of Course (EOC) exam for designated subjects. Some programs of study, dedicated magnet programs, and career academies, follow a prescribed program of study and require four years in high school. Promotion in Grades 9-12 will be based on NCA promotion criteria. Mid-year and full-year promotion opportunities will be considered when appropriate. Students and parents wishing to pursue ACCEL options must complete the *Request for High School Acceleration* form and schedule a meeting with the Principal or designee and the School Counselor.

### a) Procedures for all High School ACCEL Options

The following procedures must be followed to consider a student for ANY ACCEL option:

- 1) If a parent/guardian requests consideration for an ACCEL option, it must be in writing using the *Request for High School Acceleration* form.
  - 2) The parent/guardian must meet with the Principal or designee and the School Counselor to review the request and student's eligibility.
  - 3) If the parent makes a request and the student is eligible, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.
- b) **Eligibility:** The following minimum requirements to be considered eligible for ACCEL options must be met. Any exception to the eligibility requirements must be approved by the Assistant Superintendent, Curriculum and Instruction or designee.
- 1) **Assessment Results:** Level 4 on the state standardized assessment instrument in reading and math (previous year), when applicable.
  - 2) **Annual Grade Point Average** of all courses, when applicable: 3.0 with at least a "B" in all core courses for the previous two years.
  - 3) **Attendance:** No more than five absences in a period of 30 calendar days or no more than 10 absences in a period of 90 calendar days.
  - 4) **Conduct:** Student's behavior does not negatively affect his/her ability to perform academically.
  - 5) **Teacher Recommendation:** A positive recommendation from the student's current and previous grade level teachers.
  - 6) **School Counselor Recommendation:** A positive recommendation from the student's current school counselor.
- c) **Parent Requests for Acceleration Options Appeals Process**  
If a parent request is not granted by the school, the parent may submit a written appeal to the NCA Board explaining why the request should be approved. The decision of the NCA Board is final.

**Refer to General - Appendix H for the required ACCEL forms.**

## **E. VIRTUAL INSTRUCTIONAL PROGRAMS**

NCA offers multiple opportunities for student participation in part-time Grade 8 through grade 12 virtual instruction. Options include:

### **1. Florida Virtual School (FLVS) Programs**

- a) Secondary (Grades 8-12)
  - 1) **Online Course Graduation Requirement** – Students must complete an online course before graduating. Online courses may be completed through FLVS (Exceptions may apply for students with disabilities, certain programs of study, and seniors transferring to a Florida public school).
- b) High school students may earn credits toward graduation and take test preparation courses through Florida Virtual School (FLVS). This refers to courses taken independently by the student during and/or after the regular school day per 1001.42(21) F.S. Enrollment in FLVS is based on their capacity and is therefore not guaranteed.
- c) A student requesting to take a course through FLVS must have administrative and parental approval. School personnel should carefully evaluate a student's request prior to granting approval to ensure that the FLVS course is academically appropriate for that student (i.e., student has met all prerequisites). The student's Course Request Form will be approved online at the school by the counselor after confirming online the parent/guardian's approval. The registration process will not be complete until the student receives information from FLVS indicating enrollment in the course with section number.
- d) Florida Virtual School courses are eligible for inclusion in meeting the requirements for NCAA initial eligibility. To ensure that NCAA eligibility for student athletes is not compromised, the school must enter credit for course completion onto the student's official transcript.
- e) Per FLDOE policy, WF and WP withdrawal grades issued by FLVS will not become part of a student's record. Upon completion of a course, it is the student's responsibility to notify school counseling staff to insure inclusion in the student's academic record in a timely manner. Only final grades that have been previously approved by the NCA staff will be recorded.
- f) Students cannot be enrolled in same course simultaneously at FLVS and at NCA. NCA will not withdraw a student from a course at school until they have received documentation that the student is actually ENROLLED in the course through FLVS.

- g) Students requesting to take a Florida Virtual School course during the summer should pay close attention to FLVS pacing guides and NCA course completion timelines for the course to count for promotion/retention. Credits to be counted for promotion MUST be completed before the start of the following school year.
- h) Because NCA schedules high school courses with a State End of Course Exam as yearlong, full credit classes, a student attempting to recover OR earn initial credit in these courses through FLVS must complete the entire course (semester 1 and semester 2) to satisfy the NCA requirement and have the grade posted to his/her academic record.

**NOTE:** NCA has authority and responsibility to provide academic guidance to students. NCA may limit a student's enrollment in virtual courses if a student is not academically eligible to enroll in the same courses in a brick-and-mortar setting.

## **F. OTHER TOPICS**

Other topics include:

### **1. Homework**

The organization believes that homework reinforces the learning happening in the classroom as well as gives students the opportunity to learn important lessons in responsibility and accountability. Therefore, homework is assigned to reinforce or serve as a precursory activity for learning that has taken or will take place in the classroom. Homework is an integral part of the students' education.

#### **Approximate Time Guidelines**

In general, the organization attempts to assign approximately ten minutes of homework per grade level to students. While we strive to use these guidelines, we like to make clear that it is impossible to gauge perfectly how long an assignment will take a given child, as some students take longer to complete tasks than others.

#### **Late Homework**

One of the responsibilities of homework is to teach students responsibility and accountability. In order to accomplish this, and to ensure students do not fall behind on their schoolwork, it is essential that students complete their work on time. If homework is turned in late the grade the student receives shall be reduced by one letter grade (10%). Students who have an excused absence will have the number of days equal to the number of days absent to make up class and homework without penalty up to seven (7) days.

#### **Posting of Homework**

All students will be required to use a daily agenda book to write their homework in, reinforcing the idea of teaching our students responsibility.

## GENERAL - APPENDIX A: STANDARDIZED NUMERICAL GRADING SCALE AND DESCRIPTORS

### GRADING SYSTEM FOR ALL STUDENTS IN GRADES KINDERGARTEN AND 1

GRADE	DEFINITION
O*	Outstanding Progress
S*	Satisfactory Progress
N	Needs Improvement (Lowest Acceptable Progress)
U**	Unsatisfactory Progress**

O, S, N, and U are used on the Kindergarten and Grade 1 report cards for all subject areas.

### GRADING SYSTEM FOR GENERAL EDUCATION STUDENTS IN GRADES 2 – 12

GRADE	GRADING SCALE	VALUE	DEFINITION
A*	90-100	4	Outstanding Progress
B*	80-89	3	Above Average Progress
C*	70-79	2	Average Progress
D*	60-69	1	Lowest Acceptable Progress
F**	00-59	0	Failure**
I	n/a		Incomplete
P	n/a		Pass; credit earned
NG	n/a		No Grade/Insufficient Enrollment

#### For Grades K-5

I (Incomplete) - All grades of "I" (Incomplete) shall be made-up as soon as possible but no later than the end of the next grading period.

NG (No Grade/Insufficient Enrollment) – Insufficient enrollment can be used when a student is enrolled fewer than 15 days.

**NOTE:** An \* beside a course grade indicates a student is working below grade level standards. This rule shall be applied to grades of "F," and "D" earned in any class, or for courses whose number begins with a 77, 78, or 79 except for learning strategies for those students in Program of Study A.

\* Teachers may use plus (+) and minus (-) symbols as part of this grading system with the letter grades in reporting to parents.

**\*\* A teacher shall send home a written scholarship warning/progress report that serves as written notification at any time during a grading period when it is apparent that a student may fail or is doing unsatisfactory work that may lead to failure in any course/subject. Electronic communication does not meet this requirement. The parents will be offered an opportunity for a conference with the teacher and/or Principal/designee. A student may not receive a grade of "U" or "F" if this procedure has not been followed.**

#### INDIVIDUAL EDUCATION PLAN/EDUCATION PLAN PROGRESS REPORTS FOR STUDENTS WITH AN EXCEPTIONALITY:

Progress Reports for Individual Education Plan (IEP)/Educational Plan (EP) annual goals must be provided to parents to communicate student progress toward annual goals. IEP/EP Progress Reports must be provided at least every nine weeks and sent home with the student's report card for Grades K-12. This requirement is in addition to the academic progress reports and report cards sent for all students.

## **GENERAL - APPENDIX B: ATTENDANCE POLICY FOR STUDENTS**

School attendance shall be the direct responsibility of parents/guardians and students. All students are expected to attend school regularly, receive total instructional time, and to be on time for classes to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility.

Open communication between parents/guardians and schools is an integral component of the educational process. Schools and parents/guardians shall work together to encourage students to attend school regularly. Regular attendance in each forty-five (45) day grading period is necessary for a student to be successful in school. Missed work shall be made up for all absences, including suspension. The make-up work must be made up within a specific time period. Each student shall receive full credit for such work.

If a student has at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month, or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, the student's primary teacher shall report the student's attendance to the Principal. The Principal shall, unless there is clear evidence that the absences are not a pattern of non-attendance, refer the case to the NCA Attendance Intervention Team (AIT).

The AIT will schedule a meeting with the parents or legal guardian and if appropriate, a representative of the district attendance office. If appropriate, a contract will be developed and signed by the participating parties. If the contract is violated, the case may be referred to the State Attorney's office.

During each grading period, in middle school grades (6-8) and high school grades (9-12), the Principal or designee shall notify parents/guardians by phone or in writing on or before the third absence of the student from any period or school day. Within each grading period, parents/guardians shall be notified in writing upon the fifth absence of the student from any class period or school day to request their cooperation in preventing further absences. The Principal may authorize a waiver of notification if school personnel have determined the student has contracted an illness, such as a communicable childhood disease, resulting in an extensive number of absences.

Students who are absent shall receive a grade of zero (0) for work missed for the day(s) in which the absence(s) occur. Students shall be responsible for making up missed work for each absence. Students shall receive appropriate grades for the make-up work to replace the zero (0). The make-up work should be made up within a specific time period. The Principal shall determine the appropriate length of time for completion of assignments.

NCA will not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement (1003.33(2) F.S.).

Students participating in teenage parent programs shall be exempt from minimum attendance requirements for absences related to pregnancy or parenting but shall be required to make up work missed due to absence.

Students with unauthorized absences shall be held accountable through provisions in the Code of Student Conduct "Minor Offenses", Class 1.08 or 2.23. Other appropriate penalties, such as detention beyond the regular school schedule or appropriate counseling programs for students and parents, may be administered at the discretion of the Principal or designee. NCA will develop a written plan for encouraging and motivating students to attend school. The plan may include certificates, awards, special events, and participation grades for exemplary attendance during a grading period.

**NOTE:** A student must be enrolled through the end of the school year to receive final grades and be eligible for promotion. Failure to attend through the last day of school may affect final grades and promotion. All state End of Course (EOC) exams, and NCA final exams will be administered following the NCA testing calendar. No exams may be given prior to the approved exam window.

## **GENERAL - APPENDIX C: PROGRESS MONITORING PLANS**

Pursuant to 1008.25(4) F.S., each student must participate in the statewide, standardized assessment program required by 1008.22. Each student who does not achieve Level 3 or above on this assessment in English Language Arts, Mathematics, or the Algebra 1 EOC, must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and the strategies for providing academic support to improve the student's performance. A student who is not meeting the school or state requirements for satisfactory performance in ELA and Math must be covered by one of the following plans:

- 1) A school-wide system of progress monitoring for ALL students (except a student who scores Level 4 or above on the ELA and Math assessments may be exempted from participation by the Principal); or
- 2) An individual student progress monitoring plan; or
- 3) A federally required student plan such as an IEP, ELL, or Section 504 Plan which addresses identified deficits in reading, writing, science, or mathematics.

Components which must be included in a school wide progress monitoring system include the following:

Student progress data reported a minimum of three times per year (If a "D" or "F" graded school within the last three years, this requirement is monthly) available to the Principal, teacher, and parent in the areas of:

- 1) Reading;
- 2) Mathematics;
- 3) Science; and
- 4) Strongly encouraged for social studies.

Progress data must include:

- 1) Student reading progress monitoring;
- 2) Student proficiency on grade level standards (including access points for students with significant cognitive disabilities or ELL students);
- 3) Classroom proficiency on grade level standards; and
- 4) School proficiency on grade level standards.

Progress data must be used to:

- 1) Evaluate and revise classroom instruction;
- 2) Determine individual student remediation needs;
- 3) Evaluate and revise implementation of the school improvement plan;
- 4) Evaluate and revise teacher professional development plans;
- 5) Evaluate and revise the NCA assistance and intervention plan;
- 6) Evaluate the fidelity of the implementation of the NCA K-12 reading plan; and
- 7) Evaluate teacher performance.

## **GENERAL - APPENDIX D: INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN (1000.36 F.S.)**

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents.

This compact applies to the children of:

- 1) Active-duty members of the uniformed services, including National Guard and Reserve on active-duty orders;
- 2) Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
- 3) Members of uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

This compact does not apply to the children of:

- 1) Inactive members of the National Guard and military reserves;
- 2) Members of the uniformed services now retired, except as provided in section above;
- 3) Veterans of the uniformed services, except as provided in the section above; and
- 4) Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.

### **Educational Records and Enrollment**

If a child's official educational records cannot be released to the parents for transfer, parents shall be provided a set of unofficial records containing uniform information as determined by the Interstate Commission. Upon receipt of unofficial educational records, the school shall enroll and appropriately place the student based on this information (pending validation by official records) as quickly as possible. Requests for official educational records shall be processed and furnished within 10 days.

Students must be given 30 days from the date of enrollment to obtain any immunization required. For a series of immunizations, initial vaccinations must be obtained within the first 30 days.

Students shall be allowed to continue their enrollment at the grade level in which they were enrolled in the sending state, including kindergarten, at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the previous state is eligible for enrollment in the next highest-grade level in the receiving state, regardless of age. A student transferring after the start of the school year shall enter school on their validated level from an accredited school in the sending state.

### **Placement and Attendance**

If a student transfers before or during the school year, NCA shall initially honor placement of the student in educational courses based on the student's previous enrollment. Course placement includes, but is not limited to, Honors, and Advanced Placement. NCA is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.

NCA will initially honor placement of the student in educational programs based on current educational assessments conducted by the sending school or participation or placement in like programs in the sending state. Such programs include, but are not limited to gifted and talented programs, and ESOL.

### **Eligibility**

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

- 1) A special power of attorney relative to the guardianship of a child of a military family is sufficient for enrolling the child in school and for all other actions requiring parental participation and support.
- 2) A transitioning military child who is placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a state different from that of the custodial parent, may continue to attend the school in which he/she is enrolled while residing with the custodial parent, if residing in Florida.
- 3) Schools must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline; to the extent they are otherwise qualified.

## **Graduation**

In order to facilitate the on-time graduation of children of military families, NCA will:

- Waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school, or shall provide reasonable justification for denial. If a waiver is not granted for a student who would qualify to graduate from the sending school, NCA will provide an alternative means of acquiring graduation coursework so the student may graduate on time.
- NCA will accept exit or end-of-course exams required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu of testing of requirements for graduation in the receiving state. If these alternatives cannot be accommodated by NCA in the student's senior year, then the provision stated below apply.
- If a military student transfers at the beginning of or during the senior year and is not eligible to graduate from NCA after all alternatives have been considered, the sending school and NCA must ensure the receipt of the diploma from the sending school if the student meets the graduation requirements from the sending school. If one of the states in question is not a member of this compact, the member state shall use its best efforts to facilitate the on-time graduation of students. Florida is a member-state.



## **GENERAL - APPENDIX E: GUIDELINES FOR IMPLEMENTING TEACHER JUDGMENT**

### **CRITERION**

The professional judgment of the teacher is the major factor in determining promotion. Students must demonstrate mastery of the grade level standards to be promoted. The following guidelines are to be used when evaluating student progress:

- 1) Assessment activities
  - a) tests
  - b) teacher-developed
  - c) state
  - d) national
  - e) textbook
  - f) student research activities/projects
- 2) Documentation of teacher judgement is evidenced by:
  - a) Assignments, including homework activities;
  - b) Records on observations of oral and written student work (classroom participation, completion of assignments, quality of work);
  - c) Promotion standards designated for each grade level shall be defined by NCA and state standards. Teachers should use the evaluation criteria in instructional guides, and the applicable state standards for the designated grade level;
  - d) A student portfolio\* contains a systematic collection of evidence used by the teacher to monitor the student' academic growth over a period of time. Portfolio assessment shall be defined in terms of the following characteristics:
    - 1) Ongoing;
    - 2) Multidimensional, providing a variety of measures,
    - 3) Student-centered, and
    - 4) Authentic, requiring students to apply what they have learned.
  - e) Report cards communicate a student's achievement to parents. Report card grades shall reflect a student's mastery of standards.

**NOTE: In elementary school, final grades shall reflect a student's overall mastery of the grade level standards and are not necessarily an average of the four quarter grades.**

## GENERAL - APPENDIX G: HOME SCHOOL GUIDELINES AND PROCEDURES

### Guidelines and Procedures for Students Who Have Left the Home Education Program to enroll into NCA

- 1) **KINDERGARTEN PLACEMENT:** A student who enters a NCA from a Kindergarten Home Education Program must meet the entrance requirements for Kindergarten as outlined in Section I B.1., Grade Placement.
- 2) **FIRST GRADE PLACEMENT:** With appropriate documentation of satisfactory completion of a Home Education Program and verification that the student meets the age requirement for entrance into first grade, a student shall be provisionally placed in a first-grade class. During the first 20 days of enrollment, the student shall be assessed through teacher observation and NCA and state assessments to demonstrate mastery of the applicable state standards for Kindergarten. If the student does not demonstrate mastery of the standards, he/she shall be reassigned to and placed in kindergarten.
- 3) **SECOND THROUGH SIXTH GRADE PLACEMENT:** With appropriate documentation of satisfactory completion of a Home Education Program, a student may be provisionally placed in the regular program for these grades. This provisional placement will be validated before the end of the first 45 days in the program as follows:
  - a) The judgment of the teacher(s) to whom the student is assigned that the grade placement is correct.  
This judgment will be based on the student's classroom performance as outlined in General - Appendix E;  
**and**
  - b) Predefined scores on NCA assessments in reading and mathematics.

**NOTE:** The final determination will be based primarily on classroom performance and not on a single test score.

- 4) **SEVENTH THROUGH TWELFTH GRADE PLACEMENT:** With appropriate documentation of satisfactory completion of a Home Education Program, a student may be provisionally placed in the regular program for Grades 7 through 12.
  - a) This provisional grade level AND course placement will be validated before the end of the first 45 days of enrollment (6A-1.09941 FAC).
  - b) Validation of courses/grades/credits will be based on performance in classes at NCA. The judgment of the teacher(s) to whom the student is assigned will determine if the grade level/course placement is correct. This judgment will be based on the student's classroom performance as outlined in General - Appendix E. **If a student has a minimum grade point average of 2.0** at the end of the first 45 days of enrollment, further validation of grade/course placement and acceptance of grades/credits will not be necessary.
  - c) If a student does not earn a 2.0 GPA by the end of the first 45 days of enrollment, further validation is required. Validation methods may include the following:
    - i. Portfolio evaluation by the Principal or designee;
    - ii. A passing score of 60% or higher on a NCA End of Course Exam (EOC) can be used to demonstrate mastery, to assign a grade, and to receive course credit. (To determine course mastery, assign a grade, and award credit(s) for courses without an EOC, a teacher-made test, benchmark assessments, if appropriate, and/or any other valid measurement tool shall be used for validation.);
    - iii. Written recommendation by a Florida certified teacher selected by the parent and approved by the Principal;
    - iv. Demonstrated proficiencies on required state assessments, in appropriate subject areas, or
    - v. Demonstrated proficiencies on nationally-normed standardized subject area assessments, such as the SAT Subject Area Tests.
    - vi. Awarding of credit is limited to courses available in the State Course Code Directory.
    - vii. Students transferring from a Home Education Program into NCA may not accrue credits in one school year that exceed the number of credits that may be accrued through the Student Progression Plan.
    - viii. Students cannot be promoted to Grade 9 without official documentation of successful completion of courses/grades earned in Grades 6 - 8.

**NOTE:** Students must be provided at least 45 days from the date of enrollment to prepare for validation assessments outlined above.

**NOTE:** The final determination will be based primarily on classroom performance and not on a single test score.

### High School Completion/Diploma (6A-1.09941 FAC)

- 1) To receive a 24-credit or 18-credit standard high school diploma, a transfer student must pass state designated assessments based on ninth grade entry year (see High School Appendix E), or alternate assessment as provided by Florida law and earn a 2.0 GPA in courses taken in a Florida public school, specified in 1008.22(3) F.S. Twelfth grade students transferring into

NCA with ninety (90) or fewer school days left of the school year may receive their diplomas from the school from which the student transferred.

- 2) To receive a NCA diploma a home education student must be enrolled for at least the entire spring semester of his/her senior year, earning credits needed for graduation.

## GENERAL - APPENDIX H: ACCEL OPTION FORMS

### REQUEST FOR ELEMENTARY ACCELERATION

To be completed by Parent/Guardian

**ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS (1002.3105 F.S.):** ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. *For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.* NCA will carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade shall developed, as well as assurance of continuous course progression into middle and high school. **The students' commitment, desire for the program and developmental level must be considered as well as meeting the eligibility requirements.** Parent permission is necessary for ACCEL options.

NCA will inform parents and students of the available ACCEL options and the student eligibility requirements. Any student participating in an ACCEL option, by parent request, must do so with a performance contract executed by the student, parent, and Principal.

Student (Legal Name): \_\_\_\_\_ DOB: \_\_\_\_\_

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Parent/Guardian Email: \_\_\_\_\_

#### Select the ACCEL Option you are requesting:

- Mid-year promotion to grade (request must be submitted by December 1; recommendation and placement finalized by the end of the 2<sup>nd</sup> 9 weeks)
- Full-year promotion to grade (request must be submitted by end of school year; recommendation finalized before the next school year)
- Subject-matter acceleration for subject(s) \_\_\_\_\_ (request must be submitted prior to October 1; recommendation and placement finalized by the end of the first nine weeks)
- Virtual instruction in higher grade level subject(s) \_\_\_\_\_ (request must be submitted prior to October 1; recommendation and placement finalized by the end of the first nine weeks)

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

- 1) Academic performance
- 2) Ability to apply, analyze, and evaluate ideas at an advanced level
- 3) Ability to work independently
- 4) Ability to think creatively
- 5) Motivation to work on advanced material

Name of individual submitting request: \_\_\_\_\_

Date: \_\_\_\_\_ Relationship to student: \_\_\_\_\_

**Please submit this form to the Principal prior to the deadline noted above.**

**Academically Challenging Curriculum to Enhance Learning (ACCEL)  
ELEMENTARY Performance Contract  
(To be completed before each new ACCEL Option)**

Student (legal name): \_\_\_\_\_ DOB: \_\_\_\_\_

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Parent/Guardian email: \_\_\_\_\_

Select the ACCEL option you are requesting:

Mid-year promotion to grade \_\_\_\_\_

Full-year promotion to grade \_\_\_\_\_

Subject-matter acceleration for subject(s) \_\_\_\_\_

Virtual instruction in higher grade level subject(s) \_\_\_\_\_

**Agreement**

Student participation in the selected ACCEL Option is contingent upon the student meeting eligibility and procedural requirements, as explained in the *NCA Student Progression Plan*. Students are required to participate in all state, federal, and local assessments if mid-year or full-year promotion occurs. If a student fails to comply with the stipulated requirements at any time after the ACCEL Option is in effect, the Principal may terminate the student's participation and will determine the appropriate placement in lieu of the ACCEL Option.

Parent/Guardian initials each item as discussed:

\_\_\_\_\_ I understand the full academic and social ramifications of single subject acceleration.

\_\_\_\_\_ Accelerated courses used for the purposes of promotion must be completed with a passing grade, prior to the end of the school year.

\_\_\_\_\_ Students who have completed accelerated courses prior to entering Grade 6 may be scheduled with students outside of their normal grade level.

\_\_\_\_\_ Middle school courses taken in elementary school shall be used to satisfy middle school promotion criteria once the student is enrolled in middle school. The grades the student earns will become a part of the middle school academic record, including failing grades, and may impact promotion in both elementary and middle school.

\_\_\_\_\_ Completion of middle school courses in elementary school may result in the students having to remain on an accelerated track through middle and high school, based on student performance. Middle school students who are on an accelerated track and take a high school course begin their high school GPA in middle school. This may impact scholarship eligibility, college acceptance, etc.

**I am in agreement with accelerating my learning and with the conditions stated above:**

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**I grant permission for my student to accelerate his/her learning and agree to the conditions stated above:**

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's name (print): \_\_\_\_\_

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**File in student's cumulative folder. Social promotion is prohibited as per 1008.25 F.S.**

## REQUEST FOR MIDDLE SCHOOL ACCELERATION

To be completed by Parent/Guardian

**ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS (1002.3105 F.S.):** ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. Students wishing to complete middle school in less than three years shall be able to take a maximum of two additional core courses each year, if their schedule permits. **For the majority of students, advanced level courses will provide the learning opportunities needed for advanced students to be challenged.** NCA will carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade will be developed, as well as assurance of continuous course progression into middle and high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** Parent permission is necessary for ACCEL options.

- 1) These courses may be virtual or in place of elective courses at the school.
- 2) Eligible students also have the option to participate in Credit Acceleration Program (CAP). CAP allows students to earn high school credit by passing a state End of Course (EOC) exam for designated subjects.
- 3) Promotion in Grades 6-8 will be based on NCA promotion criteria. Mid-year and full-year promotion opportunities will be considered when appropriate.
- 4) Students may not be promoted to ninth grade mid-year due to high school scheduling requirements.

NCA will inform parents and students of the available ACCEL options and the student eligibility requirements. Any student participating in an ACCEL option, by parent request, must do so with a performance contract executed by the student, parent, and Principal.

Student (legal name): \_\_\_\_\_ DOB: \_\_\_\_\_

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Parent/Guardian email: \_\_\_\_\_

### Select the ACCEL Option you are requesting:

- Subject-matter acceleration for subject(s) \_\_\_\_\_
- Virtual instruction in higher grade level subject(s) \_\_\_\_\_
- Credit Acceleration Program (CAP) for courses with a state End of Course Exam that are pass/fail for credit.

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

- 1) Academic performance
- 2) Ability to apply, analyze, and evaluate ideas at an advanced level
- 3) Ability to work independently
- 4) Ability to think creatively
- 5) Motivation to work on advanced material

Name of individual submitting request: \_\_\_\_\_

Date: \_\_\_\_\_ Relationship to student: \_\_\_\_\_

**Please submit this form to the Principal.**

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

**MIDDLE SCHOOL Performance Contract**

**(To be completed before each new ACCEL Option)**

Student (legal name): \_\_\_\_\_ DOB: \_\_\_\_\_

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Parent/Guardian email: \_\_\_\_\_

**Select the ACCEL Option you are requesting:**

Subject-matter \_\_\_\_\_ acceleration \_\_\_\_\_ for \_\_\_\_\_ subject(s)

\_\_\_\_\_

Virtual instruction in higher grade level subject(s) \_\_\_\_\_

Credit Acceleration Program (CAP) for courses with a state End of Course Exams.

**Agreement**

Student participation in the selected ACCEL Option is contingent upon the student meeting eligibility and procedural requirements, as explained in the NCA Progression Plan. Students are required to participate in all state, federal, and local assessments if mid-year or full-year promotion occurs. If a student fails to comply with the stipulated requirements at any time after the ACCEL Option is in effect, the Principal may terminate the student's participation and will determine the appropriate placement in lieu of the ACCEL Option.

**I am in agreement with accelerating my learning and with the conditions stated above:**

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**I grant permission for my student to accelerate his/her learning and agree to the conditions stated above:**

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's name (print): \_\_\_\_\_

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**File in student's cumulative folder. Social promotion is prohibited as per 1008.25 F.S.**

**REQUEST FOR HIGH SCHOOL ACCELERATION**  
**To be completed by Parent/Guardian**

**ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS (1002.3105 F.S.):** ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. Students wishing to complete high school in less than four years shall be able to take a maximum of twelve (12) credits each year, including summer term, with the approval of the Principal. **For the majority of students, honors and advanced level courses will provide the learning opportunities needed for advanced students to be challenged.** NCA will carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade will be developed, as well as assurance of continuous course progression in high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.**

Parent permission is necessary for ACCEL options.

- 1) Eligible students also have the option to participate in Credit Acceleration Program (CAP). CAP allows students to earn high school credit by passing a state End of Course (EOC) exam for designated subjects.
- 2) NCA programs of study, follow a prescribed program of study and require four years in high school. Students and parents wishing to pursue ACCEL options must complete the Request for High School Acceleration form and schedule a meeting with the Principal or designee and the school counselor.
- 3) Promotion in Grades 9-12 will be based on NCA promotion criteria. Mid-year and full year promotion opportunities will be considered when appropriate.

NCA will inform parents and students of the available ACCEL options and the student eligibility requirements. Any student participating in an ACCEL option, by parent request, must do so with a performance contract executed by the student, parent, and Principal.

Student (legal name): \_\_\_\_\_ DOB: \_\_\_\_\_

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Parent/Guardian email: \_\_\_\_\_

**Select the ACCEL Option you are requesting:**

- Subject-matter acceleration for subject(s) \_\_\_\_\_
- Virtual instruction in higher grade level subject(s) \_\_\_\_\_
- Credit Acceleration Program (CAP) for courses with a state End of Course Exams.
- Advanced Placement (AP) examination
- College Level Examination Program (CLEP)

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

- 1) Academic performance
- 2) Ability to apply, analyze, and evaluate ideas at an advanced level
- 3) Ability to work independently
- 4) Ability to think creatively
- 5) Motivation to work on advanced material

Name of individual submitting request: \_\_\_\_\_

Date: \_\_\_\_\_ Relationship to student: \_\_\_\_\_

**Please submit this form to the Principal.**



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

**HIGH SCHOOL Performance Contract**

**(To be completed before each new ACCEL Option)**

Student (legal name): \_\_\_\_\_ DOB: \_\_\_\_\_

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Parent/Guardian email: \_\_\_\_\_

Select the ACCEL Option you are requesting:

- Subject-matter acceleration for subject(s) \_\_\_\_\_
- Virtual instruction in higher grade level subject(s) \_\_\_\_\_
- Credit Acceleration Program (CAP) for courses with a state End of Course Exam that are pass/fail for credit.
- Advanced Placement (AP) examination
- College Level Examination Program (CLEP)

**Agreement**

Student participation in the selected ACCEL Option is contingent upon the student meeting eligibility and procedural requirements, as explained in the NCA Student Progression Plan. Students are required to participate in all state, federal, and local assessments if mid-year or full-year promotion occurs. If a student fails to comply with the stipulated requirements at any time after the ACCEL Option is in effect, the Principal may terminate the student's participation and will determine the appropriate placement in lieu of the ACCEL Option.

**I am in agreement with accelerating my learning and with the conditions stated above:**

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

I grant permission for my student to accelerate his/her learning and agree to the conditions stated above:

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's name (print): \_\_\_\_\_

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**File in student's cumulative folder. Social promotion is prohibited as per 1008.25 F.S.**

**GENERAL - APPENDIX I: EXPECTED FLORIDA GRADE BY DATE OF BIRTH**

BIRTH DATE	SCHOOL YEAR					
	20/21	21/22	22/23	23/24	24/25	25/26
9/2/08 - 9/1/09	06	07	08	09	10	11
9/2/09 - 9/1/10	05	06	07	08	09	10
9/2/10 - 9/1/11	04	05	06	07	08	09
9/2/11 - 9/1/12	03	04	05	06	07	08
9/2/12 - 9/1/13	02	03	04	05	06	07
9/2/13 - 9/1/14	01	02	03	04	05	06
9/2/14 - 9/1/15	KG	01	02	03	04	05
9/2/15 - 9/1/16		KG	01	02	03	04
9/2/16 - 9/1/17			KG	01	02	03
9/2/17 - 9/1/18				KG	01	02
9/2/18 - 9/1/19					KG	01
9/2/19 - 9/1/20						KG

## GENERAL - APPENDIX J: STATE ASSESSMENTS

\*Please see <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/assessment-schedules.shtml> to review the full Florida state assessment calendar.

### FLORIDA ASSESSMENT STUDENT THINKING (FAST)

#### ELEMENTARY

GRADE	READING	MATH	WRITING	SCIENCE
	Florida Standards			NGSSS
K	T*	T*		
1	T*	T*		
2	T*	T*		
3	T*	T*		
4	T*	T*	T	
5	T*	T*	T	T

#### T = Grade Level Administered MIDDLE AND HIGH

GRADE	READING	MATH	WRITING	SCIENCE
	Florida Standards			NGSSS
6	T*	T*	T*	
7	T*	T*	T*	
8	T*	T*	T*	T
9	T*	T*	T*	
10	T*	T*	T*	

**T = Grade Level Administered**

\*Computer-based format

#### STATE END-OF-COURSE EXAM

Please see High School Appendix E for information on state End of Course Exams.

## **GENERAL - APPENDIX K: SCHOLARSHIP WARNING/PROGRESS REPORT**

Date

Dear Parent of (student name)

This letter is to inform you that (student name) is not showing adequate progress toward meeting Academy expectations (State Standards) to be eligible for promotion. It is likely that your child may be either retained in the same grade or promoted to the next grade. At this time, your child appears to be in the following category:

\_\_\_\_\_ Possibility of Retention in the current grade

Students are retained when they have not met the expectations for the present grade level and evidence indicates that they are likely to benefit educationally from repeating the present grade.

\_\_\_\_\_ Promotion with Remediation to the next grade

Students are to be placed in the next grade when they have not met the expectations of the present grade level, but evidence indicates that they are not likely to benefit from retention in the present grade.

\_\_\_\_\_ Retention in Grade 3 only

Students are retained when they score below Level 2 on the statewide, standardized English Language Arts assessment, unless they meet the Good Cause Exemption criteria. Third grade students can also be retained when they have not met the District expectations in writing, mathematics and/or science.

If you have any questions about the process, please contact the school to arrange a conference with the teacher. In order to ensure that communication is complete, please sign below and return this letter to the school.

Sincerely,

Principal

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## II. ELEMENTARY STUDENT PROGRESSION PROCEDURES

### A. ENROLLMENT AND PLACEMENT PROCEDURES

#### 1. **ADMISSION**

If the student is a military child, refer to the Interstate Compact on Educational Opportunity for Military Children in General Appendix D.

- a) **Kindergarten Admission:** Students are eligible for admission to public kindergarten if they have attained age 5 on or before September 1 of the current school year. Students who have attained the age of six years by February 1 of any school year are required to attend school regularly during the entire school year. If a student enters public school at age 6 without evidence of kindergarten completion on an official transcript, then they will be placed in the first program of study, and that is kindergarten (1003.21(1)(a)(1) F. S.). Before admittance to kindergarten, the Principal shall require evidence of the student's age. Evidence of age may be documented by the following. If the first is not available, the next in order shall be accepted:

- 1) Birth Certificate;
- 2) Certificate of baptism, showing the date of birth and place of baptism accompanied by an affidavit sworn to by the parent;
- 3) Insurance policy on the child's life that has been in force for at least 2 years;
- 4) A bona fide religious record of the child's birth, accompanied by an affidavit sworn to by the parent;
- 5) A passport or certificate of arrival in the United States showing the age of the child;
- 6) A transcript of record of age in the child's educational record showing at least four years prior to application stating date of birth.

If none of the evidences listed above can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public-school physician, which states that the health officer or physician examined the child and believes that the age as stated in the affidavit is correct.

A homeless child shall be given temporary exemption to the above requirements for 30 school days (1003.21(4)(a-g) F.S.).

In addition to proof of age, the Principal shall require for any initial enrollment to public school:

- 1) Certification of school entry health examination performed within one year prior to enrollment (initial attendance) (1003.22(1) F.S.)
  - 2) An updated immunization record (1003.22(3) F.S.)
  - 3) Proof of home address, and
  - 4) A request for the child's social security number
- b) **Kindergarten Screening:** NCA will administer the statewide kindergarten screening within the first thirty (30) days of each school year. The statewide kindergarten screening shall provide objective data concerning each student's readiness for kindergarten and progress in attaining the performance standards adopted by the department under 1002.67(1) F.S. This screening shall incorporate mechanisms for recognizing potential variations in kindergarten readiness rates for students with disabilities. Reading instruction/interventions are provided based upon the screening results and diagnostic assessment

#### **Grade K Eligibility**

5 years of age on or before September 1 of the school year, OR
----------------------------------------------------------------

Student satisfactorily completed a non-public kindergarten with evidence of completion on an official transcript AND
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Student is not eligible for enrollment in first grade based on age requirement (Provisional Placement, section F).
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<b>Exception:</b> Any student who transfers from an out-of-state public school and who does not meet the regular age requirements for admission to kindergarten in Florida public schools may be admitted to kindergarten if the student meets the age requirements for public schools within the state from which he/she is transferring, and an official transcript is provided (1003.21 (2)(a) F.S.; 1003.25 (3) F.S., 6A-1.0985 FAC, 6A-109941 FAC).
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- c) **Entry Requirements for Students Who Transfer from Out of State, U.S. Territories and/or Out-of-Country and Do Not Meet Regular Age Requirements for Admission to Florida Public Schools (1003.21(2)(a) F.S.; 6A- 1.0985 FAC):**
- 1) In order for a student to be admitted to Florida schools from an out-of-state, U.S. territories and/or out-of-country school, the following data must be provided:
    - a) Official verification that the parent(s) or guardian(s) was a legal resident(s) of the state in which the student was previously enrolled in and attended school,
    - b) An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student,
    - c) Evidence of immunization against communicable diseases as required in 1003.22 F.S.,
    - d) Evidence of date of birth in accordance with 1003.21(4) F.S., and
    - e) Evidence of a medical examination completed within the last twelve months in accordance with 1003.22 F.S.
  - 2) Any student who transfers from an out-of-state, U.S. territories and/or out-of-country public school and who does not meet regular age requirements for admission to Florida public schools will be admitted upon presentation of the data required.
  - 3) Any student who transfers from an out-of-state, U.S. territories and/or out-of-country non-public school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets the age requirements for public schools within the state from which he/she is transferring, and an official transcript is provided. Prior to admission, the parent or guardian must also provide the data required.
- d) **First Grade Admission:** Students who have satisfactorily completed kindergarten in a public or nonpublic school and will attain the age of six years on or before September 1 will be admitted to the first grade at any time during the school year (1003.21(1)(b) F.S.).

Evidence of age may be documented by the following. If the first is not available, the next in order shall be accepted.

- 1) Birth certificate
- 2) Certificate of baptism showing the date of birth and place of baptism accompanied by an affidavit sworn to by the parent.
- 3) An insurance policy on the child's life that has been in force for at least two years.
- 4) A bona fide religious record of the child's birth accompanied by an affidavit sworn to by the parent.
- 5) A passport or certificate of arrival in the United States showing the age of the child.
- 6) A transcript of record of age in the child's educational record showing at least four years prior to application, stating date of birth.

If none of the evidences listed above can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public-school physician, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is correct.

A homeless child shall be given temporary exemption to the above requirements for 30 school days (1003.21(4)(a-g) F.S.).

Students who enter public school for the first time in first grade must be administered a NCA screening assessment.

- e) **Provisional Placement in First Grade:**
- 1) **Meets Age Requirement:** Students who have successfully completed a full-time, non-public kindergarten program and provide an official transcript AND who are six years of age on or before September 1 of the school year will be enrolled and provisionally placed in Grade 1. By the end of the first diagnostic assessment window, the student will be assessed through teacher observation and NCA and state assessments to demonstrate mastery of the applicable state standards for kindergarten. The provisional status will be removed if validated through this process during this period. If the student does not demonstrate mastery of the standards, he/she will be reassigned to and placed in kindergarten.
  - 2) **Does Not Meet Age Requirement:** Students who have successfully completed a full-time, non-public kindergarten program and provide an official transcript BUT who will be six years of age after September 1 will be enrolled and placed in kindergarten, as specified by state statute. The parent may request subject-matter acceleration (see General Procedures, Section D) and if the student meets the criteria, he/she will receive first grade instruction in ELA and/or math, but will still be classified as a kindergarten student. As required by state law, the student must remain classified as a kindergarten student (kindergarten homeroom); however, if the student is promoted to Grade 1, the parent may also request full-year acceleration at the end of kindergarten and the student may be accelerated to Grade 2 if he/she meets the criteria.

**2. PROGRAM OF STUDY GRADES K-5**

The required program of study for elementary students in the NCA reflects state and local requirements for elementary education. The areas of study required for each grade, kindergarten through 5, are shown in Table 1.

TABLE 1 ELEMENTARY PROGRAM OF STUDY					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Language Arts* (reading, writing, speaking, listening, and language)	Language Arts* (reading, writing, speaking, listening, and language)	Language Arts* (reading, writing, speaking, listening, and language)	Language Arts*^ (reading, writing, speaking, listening, and language)	Language Arts* (reading, writing, speaking, listening, and language)	Language Arts* (reading, writing, speaking, listening, and language)
Mathematics*	Mathematics*	Mathematics*	Mathematics*	Mathematics*	Mathematics*
Science	Science	Science	Science	Science**	Science**
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies **	Social Studies **
Health	Health	Health	Health***	Health***	Health***
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Art	Art	Art	Art	Art	Art
Music	Music	Music	Music	Music	Music
Spanish	Spanish	Spanish	Spanish or Latin	Spanish or Latin	Spanish or Latin
Character Education	Character Education	Character Education	Character Education	Character Education	Character Education
<p>*Passing grade is required for promotion                      ^Passing score (Level 2 or higher) on the Florida State Assessment is required for promotion in grade 3.                      ** Passing grade is required for promotion in Science or Social Studies in grades 4 and 5.                      ***Not required for students with disabilities on Alternate Assessment.</p>					

- a) **HEALTH EDUCATION REQUIREMENTS:** Students will receive the required instruction in health education, to include human sexuality, substance use prevention, HIV/AIDS, bullying prevention, and other topics as specified in 1003.42 and 1003.46 F.S. Health Education standards and benchmarks are infused in ELA, science, and physical education.
- b) Any student whose parent presents a written request to the Principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption (1003.42(3) F.S.).
- c) **CHARACTER EDUCATION PROGRAM:** A character development program shall be required in elementary Grades K-5 (1003.42(2)(s) F.S.).
- d) **PHYSICAL EDUCATION REQUIREMENTS:** All NCA students in Grades K-5 will receive a minimum of 150 minutes of physical education per week (1003.45(5) F.S.).

**B. PROMOTION REQUIREMENTS FOR BASIC EDUCATION**

No student shall be assigned to a grade level based solely on age or other factors that amount to social promotion or administrative placement. This does not prevent students from being promoted based upon exemption according to state law and NCA policy. Grade 3 students who are retained due to not meeting promotion criteria in Language Arts may be eligible for remediation and potential promotion through a summer school assessment, if the district allows them to attend the summer school. A decision to retain a student may be appealed by a parent or legal guardian to the Principal or designee and a final decision will be made after a review of the student’s performance. This appeal process does not apply to Grade 3 students who fail due to not meeting the state reading assessment requirements.

KINDERGARTEN
Promotion of students in Grade K will be determined through a collective analysis between the parent, teacher, and NCA administrator of the following indicators:

<p><b>LANGUAGE ARTS</b> Teacher judgment that the student has met applicable state standards in Language Arts as indicated by a final grade of O, S, or N (see General – Appendices A and E), <b>OR</b> a pre-defined grade level expectation score on a NCA- determined research based reading assessment, <b>OR</b> a sufficient growth score as determined by the difference in the NCA’s baseline and post-test.</p>	<p><b>AND</b></p>	<p><b>MATH</b> Teacher judgment that the student has met applicable state standards in Math as indicated by a final grade of O, S, or N (see General – Appendices A and E), <b>OR</b> a pre-defined grade level expectation score on a NCA- determined research-based mathematics assessment, <b>OR</b> a sufficient growth score as determined by the difference in the NCA’s baseline and post-test.</p>
<p><b>FIRST GRADE</b></p>		
<p>Promotion of students in Grade 1 will be determined through a collective analysis between the parent, teacher, and school site administrator of the following indicators:</p>		
<p><b>LANGUAGE ARTS</b> Teacher judgment that the student has met applicable state standards in Language Arts as indicated by a final grade of O, S, or N, <b>OR</b> a pre-defined grade level expectation score on a NCA- determined research-based reading assessment, <b>OR</b> a sufficient growth score as determined by the difference in the NCA’s baseline and post-test.</p>	<p><b>AND</b></p>	<p><b>MATH</b> Teacher judgment that the student has met applicable state standards in math as indicated by a final grade of O, S, or N, <b>OR</b> a pre-defined grade level expectation score on NCA- determined research-based mathematics assessment, <b>OR</b> a sufficient growth score as determined by the difference in the NCA’s baseline and post-test.</p>
<p><b>SECOND GRADE</b></p>		
<p>Promotion of students in Grade 2 will be determined through a collective analysis between the parent, teacher, and NCA administrator of the following indicators:</p>		
<p><b>LANGUAGE ARTS</b> Teacher judgment that the student has met applicable state standards in language arts as indicated by a final grade of D or above <b>OR</b> a pre-defined grade level expectation score on a NCA- determined research-based reading assessment, <b>OR</b> a sufficient growth score as determined by the difference in the NCA’s baseline and post-test.</p>	<p><b>AND</b></p>	<p><b>MATH</b> Teacher judgment that the student has met applicable state standards in math as indicated by a final grade of D or above <b>OR</b> a pre-defined grade level expectation score on a NCA- determined research-based mathematics assessment, <b>OR</b> a sufficient growth score as determined by the difference in the NCA’s baseline and post-test.</p>
<p><b>THIRD GRADE</b></p>		
<p>Promotion of students in Grade 3 regarding language arts* and math will be determined through a collective analysis between the parent, teacher, and NCA administrator of the following indicators:</p>		
<p><b>LANGUAGE ARTS</b> Teacher judgment that the student has met applicable state standards in language arts as indicated by a final grade of D. <b>* Promotion of students is based on attaining the minimum required score on the statewide standardized reading assessment as specified in 1008.25 F.S. The NCA School Board may only exempt students from mandatory retention for good cause. **</b></p>	<p><b>AND</b></p>	<p><b>MATH</b> Teacher judgment that the student has met applicable state standards in math as indicated by a final grade of D or above <b>OR</b> a pre-defined grade level expectation score on a NCA- determined research-based mathematics assessment, <b>OR</b> a sufficient growth score as determined by the difference in the NCA’s baseline and post-test.</p>



**\*\*GRADE 3 GOOD CAUSE EXEMPTIONS** (See Elementary - Appendix B):

- (1) Have less than two years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial entry date into a school in the United States; or
- (2) Have an Individual Education Plan (IEP) for a student with disabilities which indicates that participation in the statewide assessment program is not appropriate; or
- (3) Score at or above the required percentile on the state-approved alternative assessment at the end of the school year or the end of Third Grade Reading Recovery Program; or
- (4) Complete a Student Portfolio in accordance with NCA guidelines demonstrating that they are reading at least at Level 2 performance on the statewide standardized assessment; or
- (5) Be a student with a disability who participates in the statewide standardized assessment and has an IEP or Section 504 plan that reflects that the student has received intensive reading instruction for more than two years but still demonstrates a deficiency in reading or English Language Arts AND was previously retained in Grades K, 1, 2, or 3; or
- (6) Received intensive reading instruction 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.

**NOTE:**

**A student who is promoted to Grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted.**

**FOURTH GRADE**

Promotion of students in Grade 4 will be determined through a collective analysis between the parent, teacher, and NCA administrator of the following indicators:

<p><b>LANGUAGE ARTS</b> Teacher judgment that the student has met applicable state standards as indicated by a final grade of D or above in Language (see General – Appendices A and E), <b>OR</b> a pre-defined grade level expectation score on a NCA-determined research-based reading assessment, <b>OR</b> a sufficient growth score as determined by the difference in the NCA’s baseline and post-test.</p>	<b>AND</b>	<p><b>MATH</b> Teacher judgment that the student has met applicable state standards in math as indicated by a final grade of D or above (see General – Appendices A and E), <b>OR</b> a pre-defined grade level expectation score on a NCA-determined research based mathematics assessment, <b>OR</b> a sufficient growth score as determined by the difference in the NCA’s baseline and post-test.</p>	<b>AND</b>	<p><b>SOCIAL STUDIES OR SCIENCE</b> Teacher judgment that the student has met applicable state standards as indicated by a final grade of D or above in social studies or science (see General – Appendices A and E) <b>OR</b> a sufficient growth score as determined by the difference in the NCA’s baseline and post-test in science.</p>
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**FIFTH GRADE**

Promotion of students in Grade 5 will be determined through a collective analysis between the parent, teacher, and NCA administrator of the following indicators:

<p><b>LANGUAGE ARTS</b> Teacher judgment that the student has met applicable state standards as indicated by a final grade of D or above in language arts (see General – Appendices A and E), <b>OR</b> a pre-defined grade level expectation score on a NCA-determined research-based reading assessment, <b>OR</b> a sufficient growth score as determined by the difference in the NCA’s baseline and post-test.</p>	<p><b>AND</b></p>	<p><b>MATH</b> Teacher judgment that the student has met applicable state standards in math as indicated by a final grade of D or above (see General – Appendices A and E), <b>OR</b> a pre-defined grade level expectation score on a NCA-determined research based mathematics assessment, <b>OR</b> a sufficient growth score as determined by the difference in the NCA’s baseline and post-test.</p>	<p><b>AND</b></p>	<p><b>SOCIAL STUDIES OR SCIENCE</b> Teacher judgment that the student has met applicable state standards as indicated by a final grade of D or above in Social Studies or Science (see General – Appendices A and E) <b>OR</b> a sufficient growth score as determined by the difference in the NCA’s baseline and post-test in Science.</p>
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**1. PROMOTION REQUIREMENTS FOR STUDENTS WITH DISABILITIES WITH AN IEP**

Students with disabilities following the general education curriculum must meet the state or NCA levels of performance for student progression when provided all allowable accommodations/adaptations documented in the student’s Individual Education Plan [IEP] and intensive instruction/intervention. All school instruction shall be standards-based using the applicable state standards. NCA must provide differentiated instruction to prepare students with disabilities to demonstrate proficiencies in the skills and competencies necessary for successful grade-to- grade progression and high school graduation.

Regardless of student grade level advancement or retention, a mandatory element of the final grade level recommendation process will be an individualized, prescriptive intervention/remediation plan that must be implemented during the following school year.

**2. IMPLEMENTATION OF THE REMEDIATION AND RETENTION PROVISIONS FOR ELL STUDENTS**

- a) The ELL Committee may exempt ELL students who have been in the program for two years or less from mandatory retention. Exemption considerations include the following:
  - 1) amount of time in the country,
  - 2) academic experience(s),
  - 3) time needed to reach proficiency based on research,
  - 4) oral language proficiency in English,
  - 5) reading and writing proficiency in English, and
  - 6) cultural background.
- b) No ELL student should be assigned a failing grade due solely to language acquisition. Documentation of the integration of Florida’s English Language Development standards with the grade level standards must be recorded in the teacher’s lesson plans.
- c) The ELL Committee must meet to discuss any ELL student in Grades K – 5 recommended for retention prior to the retention of that student. A teacher will inform parents in a language they understand. For students who have been receiving ESOL services for less than two years, an ESOL district representative must be invited to and should be present at the meeting.
- d) A copy of the ELL Committee Outcomes form must be included in the student’s red folder to document the ELL Committee’s involvement in the retention decision for each student.

**3. NCA’S SPECIFIC CRITERIA AND POLICIES FOR MID-YEAR PROMOTION**

Each student must participate in the statewide, standardized assessment program required by s. 1008.22. Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the statewide, standardized mathematics assessment, must be evaluated to determine the nature of the student’s difficulty, the areas of academic need, and strategies for providing academic supports to improve the student’s performance. A student who is not meeting the NCA or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:

- a) a federally-required student plan\*,
- b) a school-wide system of progress monitoring for all (Grades 3-5) except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the Principal of school, or
- c) an individualized progress monitoring plan.

Students not meeting grade level expectations receive increasingly intense instruction/intervention services to support student academic proficiency. Students will receive a Progress Monitoring Plan (PMP) that identifies instruction/intervention support through a problem-solving/response to instruction/intervention process.

Multiple tiers will be implemented until proficiency is achieved.

\*Federally-required student plans include the following:

a) Individual Educational Plan (IEP)

An IEP is defined as a written statement for each student with a disability that is developed, reviewed and revised in accordance with Section 614(d) of the Individuals with Disabilities Education Act 2004. If the student demonstrates a deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an individual Progress Monitoring Plan. (Example: A "Speech-only" IEP which does not address the academic deficits would not suffice.)

b) Section 504

A Section 504 plan provides students with disabilities equal opportunity to benefit from educational programs, services, or activities as is provided to non-disabled peers by the provision of necessary accommodations based on the individual needs of the student. If the student demonstrates a deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an individual PMP.

c) English Language Learner (ELL) Plan

The individual student ELL plan provides documentation of ELL student status, assessment data, equal access and programmatic assessment for correct placement. The documents are kept in a red folder in the student's permanent record file (6A- 6.0901(6) FAC). The plan consists of three parts. Part A includes the programmatic assessment and eligibility assessment for entry and exit and annual evaluation. Part B includes the student schedule, while Part C is used for post-reclassification monitoring of exited students.

ELLs should be provided the opportunity to acquire some basic English language proficiency before inclusion in the school-wide PMP. Following are guidelines to determine timelines for inclusion of ELLs in the school-wide process:

- 1) All ELLs will participate in the assessments for monitoring progress.
- 2) ELLs who have participated in the ESOL program for less than two years are not to be included in the PMP process.
- 3) ELLs who have participated in the ESOL program for more than two consecutive years and are not making progress should follow the same guidelines for ELL progress monitoring as general curriculum students.

NCA will develop and implement the appropriate plan outlined above in consultation with the student's parent for each student who has been identified as not meeting NCA or state requirements for proficiency in reading, writing, science, and/or mathematics. NCA staff must use all available resources to achieve parent understanding and cooperation with the progress monitoring plan requirements. Additional diagnostic assessments must be administered to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

a) NCA will develop programs or strategies to assist low performing students in meeting subject or promotion requirements through Safety Net Programs. These may include but are not limited to the following:

- 1) School-based programs designed by school administration and staff
- 2) Differentiated classroom instruction
- 3) Before, during, and after-school tutoring
- 4) Mentoring
- 5) Intensive skills development programs
- 6) ESOL services

**NOTE:** ESOL students or students with disabilities are entitled to participate in all safety nets offered.

b) **Reading Deficiency and Parental Notification:**

**K-3 Reading:** If any student exhibits a substantial reading deficiency as determined by assessment or teacher observation, the parent shall be immediately notified and consulted in the development of a detailed individualized

progress monitoring plan (PMP) or other federally-required student plan which addresses the reading deficiency and shall be informed that the student will be given daily intensive reading instruction immediately following identification of the reading deficiency and will continue with this instruction until the deficiency is corrected. Students must have their reading proficiency monitored and the intensive instruction must continue until the student demonstrates grade level proficiency in a manner determined by NCA, which may include achieving a Level 3 on statewide, standardized English Language Arts assessment (1008.25 (5)(a) F.S., 6A-06.054). FAC). To be promoted to Grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. 1008.22 for Grade 3 unless he/she meets a good cause exemption.

The parent of any K–3 student who exhibits a substantial reading deficiency must be notified in writing of the following (1008.25(5)(c) F.S.):

- 1) that his or her student has been identified as having a substantial deficiency in reading,
- 2) a description of the current services that are provided to the student,
- 3) a description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency,
- 4) that if the student’s reading deficiency is not remediated by the end of Grade 3; the student must be retained unless he/she is exempt from mandatory retention for good cause,
- 5) strategies for parents to use in helping their student succeed in reading proficiency,
- 6) that the required statewide assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the student to assist parents and NCA in knowing when a student is reading at or above grade level and ready for grade promotion,
- 7) NCA’s specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida’s academic standards for English Language Arts. A parent of a student in third grade who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio, and
- 8) NCA’s specific criteria for mid-year promotion criteria.

The progress monitoring plan (PMP) shall identify the following:

- 1) the student’s specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary,
- 2) the desired levels of performance in these areas, and
- 3) the instructional and support services to be provided to meet the desired levels of performance.

c) **Retention:**

Each student who does not meet minimum performance expectations on the state required assessments in English Language Arts, science, social studies, and/or mathematics must continue remedial or supplemental instruction until expectations are met. A student shall be retained in the current grade unless one of the following occurs:

- 1) the student has met the applicable state standards,
- 2) the student’s documented deficiency is remediated according to the school-wide progress monitoring plan or an individualized progress monitoring plan, or IEP Plan, ELL Plan or 504 Plan,
- 3) the student meets at least one good cause exemption in Grade 3.

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.

**Retention in Grade 3:** If a student’s reading deficiency is not remediated by the end of Grade 3, as demonstrated by scoring at Level 2 or above on the state required assessment in reading for Grade 3, the student must be retained (1008.25(5)(b) F.S.). SEE ELEMENTARY APPENDIX C.

- 1) These students must be provided intensive interventions in reading to ameliorate the student’s specific reading deficiency as identified by a valid and reliable diagnostic assessment. This intensive intervention must include the following:
  - a) effective instructional strategies,
  - b) participation in NCA’s Third Grade Reading Recovery Program, and appropriate teaching methodologies to assist the student in becoming successful readers able to read at or above grade level and be ready for promotion to the next grade (1008.25(7)(a), F.S.).

**NOTE:** Every retained third grade student who may qualify for a promotion for good cause must have the

opportunity to have a portfolio.

- 2) Provide third grade students with intensive instruction/intervention in reading which must include effective instructional strategies to remediate the identified areas of reading deficiency, including participation in NCA’s Third Grade Reading Recovery Program and a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies to assist those students in becoming successful readers able to read at or above grade level, and ready for promotion to the next grade level, which may include, but are not limited to, the following:
  - a) integration of science and social studies content within the 90-minute block.
  - b) small group instruction
  - c) reduced teacher-student ratio that is lower than other classrooms at the same grade level in the school
  - d) more frequent progress monitoring
  - e) transition classes containing 3rd and 4th grade students
  - f) tutoring or mentoring
  - g) extended school day, week, or year
  - h) Third Grade Reading Recovery Program
- 3) Provide written notification to the parent that his/her student has not met the proficiency level required for promotion and the reasons the student is not eligible for a good cause exemption. The notice must comply with the provisions of 1008.25 (7)(b)1 F.S. and include a description of proposed instruction/interventions and supports that will be provided to the student to remediate the identified areas of reading deficiency.
- 4) Provide a mid-year promotion for any student retained in Grade 3 due to a reading deficiency as evidenced by scoring a Level 1 on the state required Reading assessment, who can demonstrate that he/she is a successful and independent reader, performing at or above grade level in reading and Language Arts. Tools that NCA may use in reevaluating any student retained may include subsequent assessments, alternative assessments, and portfolio reviews (1008.25(5)(c) F.S.). See Elementary - Appendix C. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of Grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student’s progress is sufficient to master appropriate Grade 4 level reading skills.
- 5) Provide a highly effective teacher as determined by the teacher’s performance evaluation under s. 1012.
- 6) Establish where applicable, an intensive acceleration class for any student in Grade 3 who scored at a Level 1 on state required reading assessment, or other required state assessments, and who was retained in Grade 3 the prior year because of scoring level 1. The focus of the class shall be to increase a student’s reading and Language Arts skills level at least 2 grade levels in one school year. Through this class, a retained third grader could be promoted from third grade to fifth grade. (See Elementary - Appendix C.) Provide a student who has been retained in Grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by NCA, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of reading deficiency. (See Elementary – Appendices C and D)

**C. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM:**

- 1) **Eligibility for ESOL Services:** As soon as possible following initial enrollment, a NCA tester will administer an initial listening, speaking, reading, and writing assessment using the Kindergarten ACCESS for ELLs for students in kindergarten or the ACCESS for ELLs 2.0 for students in Grades 1 – 5. The assessment should be completed within four weeks (20 school days) following the student’s initial enrollment at NCA.

**Eligibility for ESOL Program**

GRADE	SUB-TEST	ELIGIBLE	INELIGIBLE
K	Kindergarten ACCESS for ELLs 1. Listening 2. Speaking 3. Reading 4. Writing	Kindergarten ACCESS for ELLs Composite score 1.0-3.9 OR Reading score 1.0-3.9	Kindergarten ACCESS for ELLs Composite score =>4.0 AND Reading score =>4.0

1 – 2	ACCESS for ELLs 2.0 1. Listening 2. Speaking 3. Reading 4. Writing	ACCESS for ELLs 2.0 Composite score 1.0-3.9 OR Reading score 1.0-3.9	ACCESS for ELLs 2.0 Composite score =>4.0 AND Reading score =>4.0
3-5	ACCESS for ELLs 2.0 1. Listening 2. Speaking 3. Reading 4. Writing	ACCESS for ELLs 2.0 Composite score 1.0-3.9 OR Reading score 1.0-3.9	ACCESS for ELLs 2.0 Composite score =>4.0 AND Reading score =>4.0
Enter by ELL Committee	ELL Committee Recommendation		
Enter by IEP/ELL Committee	IEP/ ELL Recommendation		

- 2) **Provision to Notify Parent/Guardian in Home Language when Testing is Delayed:** A letter, developed by NCA, shall be sent to the parent/guardian in the student’s home language advising that their student’s English language assessment has not been completed within the required time period according to federal/state guidelines.
- 3) **Programmatic and Academic Assessment:** Programmatic assessment is required prior to placement in the ESOL program. The student’s ELL Plan must be completed by certificated personnel with the parents/guardians at the time of the initial registration in NCA. The indicators used are the following:
  - 1) academic records/report card
  - 2) transcripts
  - 3) parent interview, student interview, bilingual interpreter interview
  - 4) any other evidence of educational experience

Students who do not have documentation of educational records are placed based on age. Academic records should be current within one school year of initial registration. Upon the student’s entry into the school system, it is the responsibility of the Principal to determine proper grade placement through programmatic and academic assessment.

- 4) **Assignment of Report Card Grades for English Language Learners (ELL) Students Enrolling During the Fourth Quarter:** If an ELL student enrolls during the 4<sup>th</sup> quarter with no records for the current school year, the following procedure should be followed:  
The student should be placed in the appropriate grade level for the following school year based on his/her age,
  - a) At the end of the school year, final grades MUST NOT be entered,
  - b) The district’s Student Information System will assign an “N”; therefore, the student will remain in the same grade level,
  - c) Student will be neither promoted nor retained.
- 5) **Accommodations for ELL Students in the Administration of Statewide Assessments:** Test accommodations are provided as indicated in the Test Administration Manuals.
- 6) **Statewide Assessments:** All ELLs will be tested on the F.A.S.T. ELA in each year they are enrolled in a tested grade level.
- 7) **Extension of Services:** An Annual Evaluation for extension of services must be completed by an ELL Committee on or before the student’s third anniversary of the program entry date and annually thereafter for as long as he/she is an active ELL student.
- 8) **Statewide English Language Proficiency Assessment:** In accordance with the federal mandates outlined in Every Student Succeeds Act (ESSA), all English Language Learners (ELL) K – 12 will be assessed annually each spring using the statewide English language proficiency assessment in the areas of language acquisition: reading, writing, listening, and speaking by NCA personnel.
- 9) **Implementation of the Remediation and Retention Provisions for ELL Students:**
  - a) The ELL Committee may exempt ELL students who have been in the program for two years or less from mandatory retention. Exemption considerations include the following:
    - 1) amount of time in the country,
    - 2) academic experience(s),
    - 3) time needed to reach proficiency based on research,

- 4) oral language proficiency in English,
  - 5) reading and writing proficiency in English, and
  - 6) cultural background.
- b) No ELL student may be retained solely due to language acquisition without proof that the teacher used ESOL teaching strategies. Documentation of the use of appropriate ESOL teaching strategies appropriate to the student's level of English proficiency must be recorded in the teacher's lesson plans.
  - c) The ELL Committee must meet to discuss any student recommended for retention prior to the retention of that student. A teacher will inform parents in a language they understand. For students who have been receiving ESOL services for less than two years, an ESOL district representative may be invited to and could be present at the meeting.
- 10) **Program Exit Procedures:** NCA will provide ESOL support for as long as the student has difficulty meeting state required reading assessments and statewide English language proficiency assessment (ACCESS for ELLs 2.0). Students may exit from the ESOL program and are classified as English proficient when the exit criteria indicated below are met.

**ESOL Program Exit Options**

EXIT OPTION	GRADES	EXIT INDICATOR
Exit by Test Scores	K	Kindergarten ACCESS for ELLs <ul style="list-style-type: none"> <li>• Scoring a level 4 or higher on the reading ACCESS 2.0</li> </ul> AND <ul style="list-style-type: none"> <li>• An overall composite proficiency score of 4.0 or higher</li> </ul> OR <ul style="list-style-type: none"> <li>• Alternate ACCESS for ELLs 2.0 Composite proficiency level score of P1 or greater</li> </ul>
	2-5	ACCESS for ELLs 2.0 Assessment <ul style="list-style-type: none"> <li>• Passing score on the grade level F.A.S.T. -in ELA</li> </ul> AND <ul style="list-style-type: none"> <li>• Scoring a level 4 or higher on the reading ACCESS 2.0</li> </ul> AND <ul style="list-style-type: none"> <li>• An overall composite proficiency score of 4.0 or higher OR</li> <li>• Alternate ACCESS for ELLs 2.0 Composite proficiency level score of P1 or greater</li> </ul>
Exit by ELL Committee	ELL Committee Recommendation	
Exit by IEP/ELL Committee	IEP/ELL Recommendation	

The ELL or IEP/ELL Committee will consider the following criteria to override the statewide English language proficiency assessment or other state required assessment scores that do not meet state exit criteria:

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

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

## **ELEMENTARY – APPENDIX A: PHYSICAL EDUCATION POLICIES AND WAIVER PROCEDURES**

Every student should have the opportunity to participate in quality physical education. The Society of Health and Physical Educators (SHAPE) defines physical education as “the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.”

### **Program outcomes will include:**

- 1) instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every student,
- 2) fitness education and assessment to help students understand, improve and/or maintain their physical well-being,
- 3) the development of cognitive concepts about motor skill and fitness,
- 4) opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective, **and**
- 5) the promotion of regular amounts of appropriate physical activity now and throughout life.

### **Requirements:**

- 1) NCA shall provide 150 minutes of physical education each week for students in kindergarten through Grade 6 so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes per day (1003.455 F.S.).
- 2) Elementary physical education may be taught by any instructional personnel defined in 1012.01(2) F.S.
- 3) All elementary students will be expected to participate in physical education activities to meet state standards and program outcomes. Physical education staff will work cooperatively with parents, physicians, school counselors, and administrators to design/adapt physical activities to meet the needs of all students.
- 4) Recess which is defined as unstructured school time DOES NOT satisfy this requirement.
- 5) Physical therapy is a related service and therefore is not considered physical education. However, the PE requirement for students with disabilities can be met through participation in adaptive or specially designed PE as determined in their IEPs.
- 6) Physical activity, recess, and physical education are not to be withheld as punishment (F. S. 1003.455).
- 7) Every effort shall be made to increase the amount of physical activity students receive.



## **ELEMENTARY – APPENDIX B: EXEMPTION FROM RETENTION FOR GOOD CAUSE – 3RD GRADE ONLY**

Florida Statute 1008.25 states “if the student’s reading deficiency is not remedied by the end of Grade 3, as demonstrated by scoring at Level 2 or higher on the statewide standardized assessment, the student must be retained.” In addition, this statute specifies the conditions for granting exemptions for good cause. Good cause exemptions shall be limited to the following:

- 1) ELL (LEP) students who have had less than two years of instruction in an ESOL program based on the initial date of entry into a school in the United States.
- 2) Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of state statute (Section 1008.202, F.S.).
- 3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment or English Language Arts assessment approved by the State Board of Education.
- 4) Students who demonstrate, through a student portfolio, that the student is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
- 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 two years but still demonstrates a deficiency and was previously retained in kindergarten, Grade 1, Grade 2, or Grade 3.
- 6) Students who have received intensive reading instruction 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.

**NOTE:** A student who is promoted to Grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted.

Further, the statute specifies how requests for good cause exemptions must be made. The requirements are as follows:

- 1) The student’s teacher shall submit to the Principal documentation that indicates the promotion of the student is appropriate based on the student’s academic record. Documentation shall only consist of the following:
  - a) the existing progress monitoring plan (PMP)
  - b) individual educational plan (IEP) /ELL Plan, if applicable
  - c) report cards, **or**
  - d) student portfolio
- 2) The Principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained.

### **Checklist Production:**

After the statewide standardized assessment scores have been uploaded, NCA will produce a checklist and a parent letter for every third-grade student who meets the following criteria:

- An identified reading deficiency in Grades K, 1, 2, and/or 3 based on locally determined or statewide assessments or teacher observations;
- Participation in a school-wide progress monitoring plan or have an individualized progress monitoring plan (PMP), IEP, ELL Plan, or 504 Plan in Reading in Grades K, 1, 2, and/or 3; **and**
- Statewide standardized assessment score below Level 2.

A committee consisting of the Principal /designee, the classroom teacher and other needed personnel will meet to discuss whether the student is eligible to be exempted from mandatory retention due to failure on the statewide standardized assessment. The parent shall be invited to participate in this process. The committee will assess student performance by reviewing the factors listed on the *3rd Grade Exemption from Retention Checklist*. **Documentation must be maintained in the student’s cumulative folder if the student is exempt.**

Though no student is automatically exempted from the provisions of this law, various factors to consider when discussing exemption may include, but are not limited to, the following:

- 1) A student with disabilities with an IEP that specifies alternate assessment;
- 2) The student has an undeniable volume of documented work that shows both scores are not a true reflection of the student’s

reading abilities;

- 3) The student is an ELL student whose scores will not count in the school's grade, but the student was required to be tested.

The committee will decide the following:

- 1) The student is retained in the third grade (mandatory retention due to failure on the statewide reading standardized assessment); or
- 2) The student is exempted from the mandatory retention due to failure on the statewide reading standardized assessment.

**NAPLES CLASSICAL ACADEMY**  
**3RD GRADE EXEMPTION FROM RETENTION CHECKLIST**

**Student Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Homeroom:** \_\_\_\_\_ **Student Number:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_

<p><b>Reading 20</b> Reading Level/Score: ____</p>
--------------------------------------------------------

**I. OTHER INFORMATION**

**Language Arts Grades**

First Quarter \_\_\_\_\_ Second Quarter \_\_\_\_\_ Third Quarter \_\_\_\_\_ Fourth Quarter \_\_\_\_\_

**Primary Exceptionality or 504** (if applicable) \_\_\_\_\_

**LEP Code** (if applicable) \_\_\_\_\_

**Retention** ( Grade/Year) \_\_\_\_\_

**II. GOOD CAUSE EXEMPTIONS (1008.25(6)(b) F.S.)**

- 1. ELL students who have had less than two years of instruction in an English for Speakers of Other Languages program based on initial entry date into a school in the United States.
- 2. Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
- 3. Students who demonstrate an acceptable level of performance on the alternative assessment.
- 4. Students who demonstrate through a student portfolio that the student is performing at the minimum requirement on the statewide standardized assessment.
- 5. Students with disabilities who participate in the statewide standardized assessment, and who have an IEP or a 504 plan that reflects 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 Grades K, 1, 2 or 3.
- 6. Students who have received remediation in reading and language arts for two or more years and were previously retained in Grades K, 1, 2, or 3 for a total of two years.
- 7. **A student may not be retained more than once in Grade 3.**

**NOTE:**

**A student who is promoted to Grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted.**

If a student does not qualify for 1 – 7 above, the student shall be retained in third grade.

- Retained for Reading Deficiency**

Please note: Third Grade Reading Recovery Program will be provided for students who lack satisfactory reading or other state

approved assessment scores.

Only students enrolled in NCA Third Grade Reading and those students for whom prior arrangements have been made (at least a week in advance of the test date) will be allowed to take the alternative assessment that will be administered at the end of Third Grade Reading Recovery Program.

Teacher;

Date: \_\_\_\_\_

Principal;

Date: \_\_\_\_\_

Parent;

Date: \_\_\_\_\_

**Copies to: Parent, Cumulative Folder, Research and Evaluation**

## **ELEMENTARY – APPENDIX C: ACCELERATED CLASS, TRANSITION CLASS, AND MID-YEAR PROMOTION OF RETAINED THIRD GRADE STUDENTS**

### **Intensive Instructional Services:**

A student who has been retained in Grade 3, who is still not ready for grade promotion, shall receive intensive instructional services to remediate the identified areas of reading deficiency including participation in the NCA Third Grade Reading Recovery program, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, comprehension and other strategies. These strategies may include but are not limited to:

- 1) Having a reduced teacher-student ratio;
- 2) Using a reading program listed in the state-approved NCA K – 12 Comprehensive Reading Plan;
- 3) Integrating science and social studies content within the 90-minute block;
- 4) Small group instruction;
- 5) More frequent progress monitoring;
- 6) Tutoring or mentoring.

Student progression decisions consider the student's response to evidence-based instruction/interventions implemented with fidelity.

### **Intensive Acceleration Class:**

NCA shall establish, where applicable, an Intensive Acceleration Class for any student in Grade 3 who scored level 1 on the statewide standardized assessment, and who was retained in Grade 3 the prior year because of scoring Level 1 on the statewide standardized assessment. The focus of the class shall be to increase a student's reading level at least two grade levels in one school year (1008.25(7)(b) F.S.). The Intensive Acceleration Class shall:

- 1) Have a reduced teacher-student ratio which is lower than other classrooms at the same grade level.
- 2) Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the Grade 4 applicable state standards in other core subject areas.
- 3) Use a reading program that is scientifically research-based from the state-approved NCA K – 12 Comprehensive Reading Plan and has proven results in accelerating student reading achievement within the same school year.
- 4) Provide intensive language and vocabulary instruction using a scientifically researched-based program, including the use of an interventionist or speech language therapist.
- 5) Include a read-at-home plan.

### **Transition Class:**

A student who has been retained in Grade 3 and has received intensive instructional services but has not met the requirements for grade promotion, as determined by NCA, has the option of being placed in a transitional instructional setting. Such setting must specifically be designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of reading deficiency (1008.25(7)(b)10 F.S.). The Transition Class provides an opportunity for promotion prior to November 1 of the current school year for students in Grade 3 for those:

- 1) Who score at Level 1 on the reading portion of the state required Reading assessment and who were retained; **and**
- 2) Have a partially completed portfolio; **and**
- 3) Have been granted administrative approval.

The Transition Class shall meet all intensive instructional services requirements.

### **Mid-Year Promotion of Retained Third Grade Students:**

Mid-year promotion is an option to any Grade 3 student who has been retained due to scoring a Level 1 on the statewide standardized assessment who can demonstrate that he or she is a successful and independent reader at or above grade level and is ready to be promoted to Grade 4.

### **Criteria for Mid-Year Promotion of Retained Third Grade Students:**

Students who were retained in Grade 3 due to scoring Level 1 on the statewide standardized assessment, and have been provisionally placed in a transitional class or an accelerated class must demonstrate:

#### **Prior to November 1:**

- 1) Grade level mastery as evidenced by the Third Grade Portfolio with appropriate signatures; **OR**

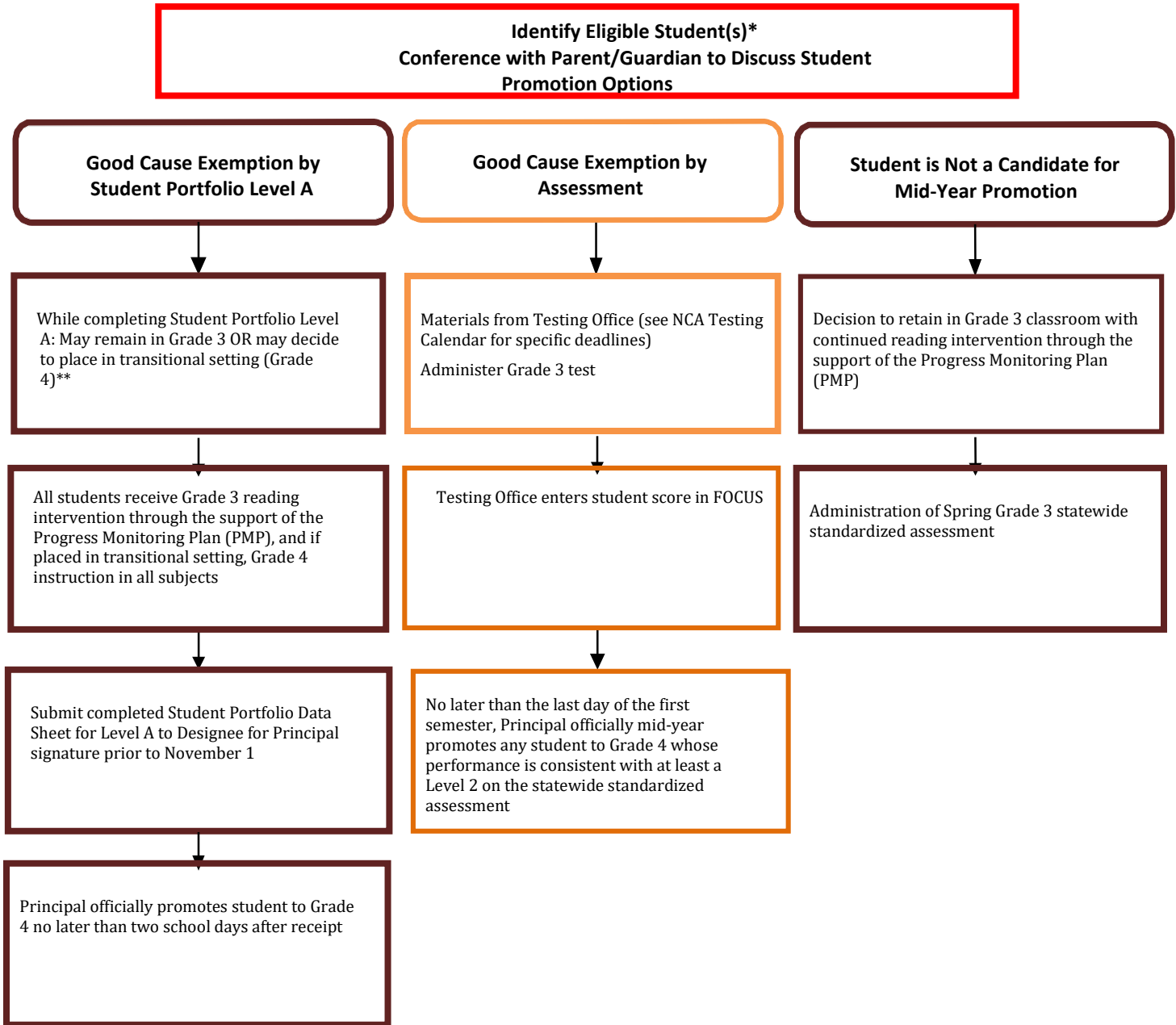
- 2) On a locally selected standardized assessment, there must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles.

**After November 1:**

Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of Grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate Grade 4 level reading skills.

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year and if necessary, for additional school years.

## Third Grade Good Cause Exemption and Mid-Year Promotion (prior to November 1)



\*See Elementary – Appendix B

\*\* See Elementary – Appendix C

### **III. MIDDLE SCHOOL STUDENT PROGRESSION PROCEDURES**

#### **A. ENROLLMENT AND PLACEMENT PROCEDURES**

##### **1. TRANSFER OF CREDITS**

The State Board Rule on the State Uniform Transfer of Students in the Middle Grades was established to determine uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's Public Schools composed of middle Grades 6, 7, and 8 (6A-1.09942 F.A.C.). Grades/ Courses earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation.

- a) **Transfer of Credits with an Official Transcript:** Courses/credits from the previous school shall be honored when submitted on an official transcript. An official transcript is a document on school letterhead and/or embossed with the school seal. It shall be sent electronically or by mail and include the signature of a school administrator of the school where the credit was earned. It should clearly identify the school, the student, the course, date the course was taken, credit earned, and grade in each course. An official transcript may be hand delivered if it is in a sealed and embossed envelope (1003.25(3) F.S.; 6A-109941 FAC). Home Education parents are responsible as the school administrator to provide to the school a transcript which provides the information noted above. The parent may type or hand-write this information, sign, and date.

When a student enrolls from a foreign country and provides academic records indicating that the student has completed a course with a passing grade, the student should receive that credit/grade. If the student is transferring from a foreign country and studied his/her native language in the equivalent grades of middle or high school, enter each year of this language study as M/J Language Arts 1, 2, 3. For example, if the student took two years of Italian, enter the appropriate M/J Language Arts course number. If the transcript shows that the student successfully completed an English course in his/her country, credit will be given for world language (Student Achievement through Language Acquisition (FLDOE SALA office)).

- b) **Transfer of Credits without an Official Transcript:** Students transferring into NCA without an official transcript will be required to validate their current course or grade placement within the first forty-five days of enrollment and to complete appropriate subject or grade level examinations successfully. (See General Appendix G.) The final determination for course placement or grades will be based primarily on classroom performance and not on any single test score. The NCA Principal/designee may utilize appropriate achievement data from grade level/subject tests such as teacher-made or final quarterly exams, minimum grade equivalent score on a NCA approved reading assessments and/or NCA approved math assessment, portfolio evaluation by the Principal and/or appropriate end-of-course exams to determine grades for course credit or promotion purposes. Students must be provided at least ninety (45) days from the date of transfer to prepare for assessments outlined in this paragraph per 1003.4156(3) F.S.

When the student is placed at the appropriate sequential level and is academically unsuccessful during the first grading period, the school, parent, and teacher may reconsider the course placement and/or course grades.

Alternative validation procedures are to be used when the student has not made satisfactory progress ("C" or higher/2.0 GPA) at the end of the first forty-five days of enrollment. Alternative validation procedures include successful completion of course work, successfully passing teacher-made exams, successfully completing appropriate subject/grade level exams, and/or minimum grade equivalent score on a NCA approved reading assessments and/or NCA approved math assessment. When a home education student has made satisfactory progress ("C" or higher/2.0 GPA) during the first forty-five days of enrollment, further validation is not necessary. NCA will honor the grade placement/courses/ grades recorded on the student's transcript. Students must be provided at least forty-five (45) days from the date of transfer to prepare for assessments outlined in this paragraph per 1003.4156(3) F.S.

**NOTE:** The final determination will be based primarily on classroom performance and not on a single test score. In order to be promoted to Grade 9, a student from a foreign country who enters middle school having completed credits for which there is no documentation for these credits is required to have the same number of core course credits and GPA as any student at that grade level. For instance, a student entering in the 7<sup>th</sup> grade will need two credits in each of the four core subjects to promote to Grade 9; while a student entering as an 8<sup>th</sup> grade student will only need one credit in each of the four core subjects to promote to Grade 9. The course or grade placement is validated through satisfactory completion of academic work within a grading period, successful completion of appropriate subject or grade level examination, and overall classroom performance (FLDOE SALA office).



- c) **Determining Course Placement/Grades/Course Credit:** In the event that a student enrolls from another school with fifteen (15) days or less left of a course and the course on the student's schedule is not available at the receiving school, the student shall be enrolled in the most comparable course available or in an independent study to complete the course credit.

Course credit or grades for students who enroll from another school district with fifteen (15) days or less left of the grading period may be determined by the school district from which the student is transferring. In the event that the transferring school district does not issue a grade or credit for such a transferring student, the NCA Principal/designee may utilize appropriate achievement data from subject-level tests to determine course credit and/or grades for promotion purposes. Eighth grade students transferring into NCA with ninety (90) or fewer school days left of the school year may be promoted to Grade 9 using achievement/report card data from the school district from which the student transferred.

For the purpose of a grading period grade, students transferring from a school to NCA shall have the withdrawal grades from the previous school be used by NCA, based on the number of days the student was enrolled in each school.

- d) **Evaluation of Transfer Credits/Course Placement:** For Grades 6-8, course placements from other educational institutions shall be accepted at face value; the validation must be completed within the first forty-five days of a student's enrollment. Once validation is complete and all appropriate courses/credits entered, a transcript for the student may be printed.

**NOTE:** All NCA requirements, prior to the date of entry, shall not be retroactive for transfer students provided the student has met the requirements of the school district or state from which he or she is transferring.

- e) **Requirements for Earning Credit Taken While Enrolled in NCA:** In order for a course credit to be transferable when taken outside of NCA, that credit shall be earned only through the following board-authorized means for acquiring additional credit.

Program

Florida Virtual School

## 2. TRANSFER OF STUDENTS:

- a) Students transferring into NCA after Grade 6 from private, home school, or out of state shall meet all NCA requirements that can be appropriately met during the time period that the students are in attendance in the NCA. All state and NCA testing requirements or other applicable NCA promotion requirements shall be met. Students shall be enrolled in courses which shall enable them to meet the graduation and/or promotion requirements of the Naples Classical Academy School Board and Florida State Statutes. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. When appropriate, students transferring in to NCA with reading and/or math deficiencies should be scheduled into an intensive reading and/or intensive math course.
- b) When a student enters from private, home school, or out of state who has been promoted to Grade 7, he/she shall be considered to have successfully completed one (1) English course, one (1) mathematics course, one (1) social studies course, and one (1) science course in order to satisfy the General Requirements for Middle Grades promotion pursuant to 1003.4156 F.S. A middle grades student who transfers into NCA from out of country, out of state, private school, or a home education program after the beginning of the second term is not required to meet the civics education requirement 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. F.S. 1003.4156 (c).
- c) When a student enters from private, home school, or out of state who has been promoted to Grade 8, he/she shall be considered to have successfully completed two (2) English courses, two (2) mathematics courses, two (2) social studies courses, and two (2) science courses in order to satisfy the General Requirements for Middle Grades promotion pursuant to 1003.4156 F.S.
- d) If a student transfers to NCA from out of country, out of state, a private school, or a home education program and the student's transcript shows a credit in Algebra 1, the students must pass the statewide standardized Algebra 1 EOC assessment to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra 1 administered by a transferring entity or passed a statewide mathematics assessment the transferring entity uses to satisfy the requirement of the Elementary and Secondary Education Act. If a transfer student's transcript shows a final course grade and course credit in Algebra 1, Geometry, Biology, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide standardized EOC assessment and without the assessment results constituting 30 percent of the student's

final course grade.

**3. GRADE FORGIVENESS**

Pursuant to section 1003.4282(5), when a student receives a “D” or “F” as a final grade in a course, they may, with the Principal’s approval, retake the course and replace the grade in the annual GPA and credit calculation following state forgiveness criteria.

A middle school student receiving a final grade of “C”, “D” or “F” in a high school course may retake the course and replace the grade in the GPA and credit calculation following state forgiveness criteria.

**4. STATE REQUIREMENTS FOR INTERSCHOLASTIC EXTRACURRICULAR STUDENT ACTIVITIES:**

- a) In order for a NCA middle school student to participate in interscholastic extracurricular student activities, a student must be promoted to Grade 6. Thereafter the student must maintain a 2.0 GPA for each grading period and pass five subjects to remain eligible during Grades 6, 7 and 8, except the eligibility for the first nine weeks of Grade 8 which will be based on the entire previous school year’s GPA.
- b) Participation in other interscholastic extracurricular student activities requires a 2.0 GPA for the grading period prior to the event. Eligibility for the first nine weeks will be based on meeting the previous year’s promotion requirements.
- c) Additionally, a NCA student must maintain satisfactory conduct. All NCA students are subject to the NCA Code of Student Conduct prior to, during, and after athletic contests or extracurricular events.

**5. CRITERIA FOR EARNING CREDIT/STUDENT EVALUATION:**

- a) In order to earn standard course credit, and unless otherwise stated, each NCA student (including students with disabilities) shall demonstrate mastery of the specific objectives for all required courses in which the student is enrolled, as determined by the teacher. Appropriate procedures shall be followed by teachers to observe and assess each student’s performance continuously throughout the school year to determine if expected achievement standards are being met.
- b) Mastery of the specific objectives for all other courses in which the student is enrolled, as determined by the teacher, shall be the criterion for passing those courses and earning course credit. Each course in each academic program in Grades 6-8 must have NCA performance standards. A comprehensive exam or comprehensive project will be given to all students in all courses for each grading period. A NCA approved End of Course exam or teacher final examination may be given in each subject and shall count as 20% of the student’s final course average. Middle school students enrolled in Civics, Algebra I, Geometry, or Biology are required to take the state EOC exam which shall count as 30% of the student’s final course average. With the exception of the final grading period of the school year, make-up EOC exams will be completed during the first ten school days of the following grading period. Make-up EOC exams for the final grading period of the school year must be completed by the last day of school. (See Middle School - Appendix A.)

**6. STANDARDS-BASED INSTRUCTION:**

All school instruction shall be standards-based using the state standards for applicable curriculum planning, instruction, and evaluation of student progress.

**B. PROMOTION REQUIREMENTS FOR MIDDLE SCHOOL**

No student shall be assigned to a grade level based solely on age or other factors that constitutes social promotion or administrative placement. The student progression from one grade to another is partially based on proficiency in reading, writing, science, and mathematics. This does not preclude students from being promoted based upon state law and NCA policy. In order to be promoted to the next grade level, the student must meet the current teacher judgment and credit requirements as outlined in the document.

To be promoted within middle school at the end of a given year, a student must pass a minimum number of core courses as indicated below:

<b>TABLE 2 MIDDLE SCHOOL PROMOTION REQUIREMENTS (6-8)</b>	
<b>To Grade</b>	<b>Course Requirements</b>
<b>7</b>	Successfully complete three or more 6 <sup>th</sup> grade core courses <sup>1,2,3, 4</sup>

<b>8</b>	Successfully complete three or more 7 <sup>th</sup> grade core courses and recover the core courses not passed in 6 <sup>th</sup> grade, if applicable <sup>1,2,3, 4</sup>
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<b>9</b>	Successfully complete all four 8 <sup>th</sup> grade core courses and recover the core course not passed in 7 <sup>th</sup> grade, if applicable <sup>1,2,3, 4, 5</sup>
<p><sup>1</sup> Core courses are language arts, mathematics, science, and social studies.</p> <p><sup>2</sup> Teachers and administrators have an obligation to provide timely intervention so that students may recover courses (core or elective) during the academic year.</p> <p><sup>3</sup> Students shall not repeat previously passed courses.</p> <p><sup>4</sup> Students that fail a 6<sup>th</sup> or 7<sup>th</sup> grade core course can retake the course on FLVS. If the course is not passed by the beginning of 8<sup>th</sup> grade, the course will be scheduled to be taken during the Music/Art rotation or Latin in 8<sup>th</sup> grade.</p> <p><sup>5</sup> Students that fail a core course in 8<sup>th</sup> grade can retake the course on FLVS. If they have not passed all 12 Middle School core courses, they will not be promoted to 9<sup>th</sup> grade.</p> <p><b>NOTE:</b> A student with a disability who has been grade-adjusted through the ESE Reevaluation Review Team shall be promoted based on the credits earned in the years completed during middle school. Promotion for these students is not dependent on credits for grades missed by the student due to the grade-adjustment. Students must pass the Algebra 1 EOC to graduate. The Algebra I requirement MUST be satisfied by passing the State of Florida Algebra I End of Course Assessment or by passing a comparable standardized, statewide End of Course Assessment in another state. Students enrolled in Algebra 1, Biology and Geometry are required to take the state EOC and the state EOC shall count as 30% of the final grade. Middle school students are required to take the state EOC for Civics; it shall count as 30% of the final grade.</p> <p><b>NOTE:</b> A student with a disability, as defined in 1007.02 (2) F.S., for whom the Individual Education Plan Team determines that a state end-of-course assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have the state end-of-course assessment results waived for the purposes of determining the student’s course grade and completing the requirements for middle grades promotion. This process cannot take place until AFTER the student has taken and failed the state EOC.</p>	

**1. PROMOTION TO HIGH SCHOOL**

Promotion of students from middle school to high school will be based on:

- a) A minimum final grade of “D” in all 12 required core courses in the middle school required curriculum, and
- b) One of the three 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.

**2. INTENSIVE REMEDIATION**

- a) Reading:

For each year in which a student scores at Level 1 on state required reading assessments, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers will be in either an intensive reading course or a content area course in which reading strategies are delivered which shall be determined by diagnosis of reading needs. The department [FLDOE] shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by (1011.62(8) F.S.; 1003.428(2)(b)2(c) F.S.). For ELL students, M/J Developmental Language Arts 3 or English Language Development will fulfill the intensive reading requirement.

**NOTE:** Exemption - A middle grade student who scores at a Level 1 or Level 2 on state required reading assessments, but who did not score below Level 3 in the previous three years may be granted a one-year exemption from the reading remediation requirement. This requires that such a student has an approved academic improvement plan already in place, signed by the appropriate school staff and the student’s parent, for the year for which the exemption is granted as required by 1007.02(1)(b) F.S.

- b) Mathematics:

For each year in which a student scores at Level 1 or Level 2 on other state required mathematics assessments, the student must receive remediation in the following year required by 1003.428(2)(b)2(d) F. S. The remediation may be

integrated into a required mathematics course if not provided in a separate intensive mathematics course.

**NOTE:** A student entering middle school without state required assessment scores from the previous year may be required to take a remediation course if the student's transcript or other information from the previous school suggests that it may be an appropriate placement. A remediation class may be required at the discretion of the Principal.

**3. PROGRAM OF STUDY GRADES 6-8**

Students in Grades 6 through 8 will receive a progressive course of instruction. Promotion from a school including Grades 6, 7, 8 requires that the student must successfully complete academic courses as follows:

<b>TABLE 3 MIDDLE SCHOOL PROGRAM OF STUDY</b>	
<b>Required Courses Grades 6 - 8</b>	<b>Middle School Courses</b>
Language Arts <sup>1,2,3,4</sup>	3
Mathematics <sup>1,2,3,5</sup>	3
Science <sup>1,2,3</sup>	3
Social Studies <sup>1,2,3,6</sup>	3
Physical Education <sup>7,10</sup>	1.50
Composition	1.50
Latin <sup>9,10,11</sup>	3
<b>Total Credits</b>	<b>18</b>

- <sup>1</sup> Core course in Grades 6 – 8. Students shall not be scheduled into previously passed courses.
- <sup>2</sup> Any student who scores a Level 3 or above on state required assessments in reading and math should be considered for placement in advanced coursework.
- <sup>3</sup> Three middle school or higher courses are required in the curricular area.
- <sup>4</sup> These courses shall emphasize literature, composition, and technical text.
- <sup>5</sup> These courses may include M/J Mathematics 1 and 2, Pre-Algebra, Algebra I, Algebra I Honors, Geometry, and Geometry Honors in the indicated sequence.
- <sup>6</sup> These courses include World History, Civics and US History – one semester of which must include the study of state and federal government and civics education.
- <sup>7</sup> Students should be enrolled in one semester of physical education (which includes instruction on bullying prevention, character education and internet safety in Grade 6 and bullying prevention, teen dating violence and abuse prevention, character education and internet safety in Grades 7-8) each year.
- <sup>8</sup> All students in Grades 6 – 8 who score Level 1 or 2 on state required reading assessments must be enrolled in an intensive reading course or a reading intervention based on their state required reading assessment reading level and fluency level as prescribed by the student reading placement requirements for NCA.
- <sup>9</sup> All students in Grades 6 – 8 who score Level 1 or 2 on state required mathematics assessments must receive remediation the following year. The remediation may be integrated into a regular mathematics course if not provided in a separate intensive mathematics course.
- <sup>10</sup> The required intensive reading course or reading intervention may take the place of an elective. Physical Education (PE) shall be considered last when replacing an elective for an intensive course.

**NOTE:** A student with a disability who has been grade-adjusted through the EE/SS Reevaluation Review Team shall be promoted based on the credits earned in the years completed during middle school. Promotion for these students is not dependent on credits for grades missed by the student due to the grade-adjustment. The Algebra I requirement **MUST** be satisfied by passing the State of Florida Algebra I End of Course Assessment or by passing a comparable standardized, statewide End of Course Assessment in another state. Students enrolled in Biology and Geometry are required to take the state EOC and the state EOC shall count as 30% of the final grade. Middle school students are required to take the state EOC for Civics; it shall count as 30% of the final grade.

**NOTE:** A student with a disability, as defined in 1007.02 (2) F.S., for whom the Individual Education Plan Team determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purposes of determining the student's course grade and completing the requirements for middle grades promotion. The waiver process requires that the student take and fail the assessment.

**TABLE 4**  
**ACCESS POINT COURSES- MIDDLE SCHOOL (Grades 6-8)**

<b>Access Point Courses for students with a Significant Cognitive Disability/Deficiency as determined by the IEP team</b>	
Language Arts	3
Mathematics	3
Science	3
Social Studies <sup>1</sup>	3
PE <sup>2</sup>	1.50
Composition	1.50
Latin <sup>3</sup>	3
<b>Total Credits*</b>	<b>18</b>

<sup>1</sup>Students should be enrolled in one semester of physical education (which includes instruction on bullying prevention, character education and internet safety in Grade 6 and bullying prevention, teen dating violence and abuse prevention, character education and internet safety in Grades 7-8) each year. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6-8 (1003.455(3) F.S.). <sup>2</sup>

\* A student with a disability who has been grade-adjusted through the ESE Reevaluation Review Team shall be promoted based on the credits earned in the years completed during middle school. Promotion for these students is not dependent on credits for grades missed by the student due to the grade adjustment.

- a) **ESOL Course Substitutions:** ELL students with a current overall ELP level of 1.0-2.9 should be scheduled into M/J English Language Development NOT into Intensive Reading. Those with an overall ELP level 3.0 or higher may be scheduled into Intensive Reading.
- b) **Final Examination Requirement:** A mandatory end of course assessment may be given for each course, to include all appropriate, allowable accommodations as identified on the IEP or Section 504 Plan, will be given to all students and will count as part of the student’s final average.
- c) **Florida Virtual School:** Middle school students may enroll in academically appropriate courses available through the Florida Virtual School and be awarded credit for successful completion of such courses. Please refer to ACCEL Options in the General Section.
- d) **High School Courses Taken by Middle School Students:** Middle school student may take a who successfully completes a high school course in middle school shall receive high school credit.

To assure that parents and students are aware of the ramifications of taking a high school course while in middle school, with the approval of the Principal. The High School Course Advisement Form must be completed, See Middle School Appendix F.

e) **State End of Course Assessments:**

STANDARD HIGH SCHOOL DIPLOMA						
1 <sup>st</sup> Year in Ninth Grade	NCA EOCs	Algebra I EOC	Geometry EOC	Biology EOC	US History ** EOC	Graduation Test Requirements 24 Credit AND 18 Credit
	20% of final grade	30% of final grade Must pass to graduate	30% of final grade	30% of final grade	30% of final grade	Grade 10 Reading/Concordant and A1 EOC
Middle School						
School Year	NCA EOCs	Algebra I EOC	Geometry EOC	Biology EOC	Civics EOC	
	20% of final grade	30% of final grade. Must pass to	30% of final grade	30% of final grade	30% of final grade	

		graduate.				
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**Note: Final grades will be calculated based on quarter grades.**

**\*\*Note: Applies only to United States History – 2100310, United States History Honors – 2100320, Visions and Countervisions: Europe, U.S. and the World from 1848 Honors – 2100480**

- f) **Middle school students successfully completing a high school course** through FLVS satisfy the one on-line course requirement for high school graduation.
- g) **Repeating a High School Course Taken in Middle School:** Students may earn credit toward graduation by repeating a high school course taken in middle school that is designated in the State Course Code Directory as a Level 2 or Level 3 subsequent or comparable high school course if they received a final grade of “C,” “D,” or “F.” Only the new grade shall be used in the calculation of the student’s state grade point average. All attempts will remain on the high school transcript and will be included in the student’s high school (ranking) GPA.
- h) **Middle School Courses Taken in Elementary School:** Middle school courses passed in elementary school may result in the students having to remain on an accelerated track through middle and high school based on student performance. Students may also be scheduled with students outside their normal grade level.
- i) **Hourly Instructional Requirement for High School Credit:** Pursuant to 1003.436 F.S., for the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours, 120 hours on a block schedule, of bona fide instruction in a designated course of study which contains student performance standards. The hourly requirements for one-half credit are one-half the requirements specified for a full credit (hours).
- j) **Instructional Levels:** In Grades 6 – 8 NCA will offer comprehensive science and standard and advanced courses in Language Arts, mathematics, and social studies. Students will be encouraged to enroll in rigorous academic course work.
- k) **Academic Plan:** For middle school students entering Grade 8 must complete an Academic Plan.
- l) **Parent Notification of Graduation Option:** Students in Grades 6 - 12 and their parents will be provided with high school graduation options. Selection of the option is the responsibility of the student and parents. If a graduation option is not selected, the 24-Credit NCA diploma option will be considered the selection (1003.4295(2) F.S.). For students with disabilities with an IEP, the discussion and selection of the graduation option is the responsibility of the IEP team, including the parent and student.
- m) **Procedures for Students Not Meeting Grade Level Standards:** Each student must participate in the statewide, standardized assessment program required by s. 1008.22. Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the statewide, standardized mathematics assessment, must be evaluated to determine the nature of the student’s difficulty, the areas of academic need, and strategies for providing academic supports to improve the student’s performance. A student who is not meeting the NCA or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:
  - 1) a federally required student plan\*;
  - 2) a school-wide system of progress monitoring for all (Grades 6 – 8) except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the Principal; or
  - 3) an individualized progress monitoring plan.

Students not meeting grade level expectations receive increasingly intense instruction/intervention services to support student academic proficiency. Students will receive a PMP that identifies instruction/intervention support through a problem-solving/response to instruction/intervention process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency.

\*Federally-required student plans include the following:

- (a) Individual Education Plan (IEP): An IEP is defined as a written statement for each student with a disability that is developed, reviewed, and revised in accordance with Section 614(d) of the Individuals with Disabilities Education Act (2004). If the student’s IEP does not address the student’s deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then NCA will address these deficits in either a school-wide progress monitoring system or an Individual Progress Monitoring Plan. (Example: A speech-only IEP which does not address the academic deficits would not suffice.)
- (b) Section 504 Plan: A Section 504 Plan provides students with disabilities equal opportunity to benefit from educational programs, services, or activities as is provided to non-disabled peers by the provision of necessary accommodations based on the individual needs of the student. If the student demonstrates a deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then NCA will address these deficits in either a school-wide progress monitoring system or an Individual Progress



Monitoring Plan.

- (c) English Language Learners (ELL) Plan: The individual student ELL Plan provides documentation of ELL student status, assessment data, equal access, and programmatic assessment for correct placement. The documents are kept in a red folder in the student's permanent record file (6A-6.0901(6) FAC). The plan consists of three parts: Part A includes documentation of programmatic assessment and the eligibility assessment for entry and exit and annual evaluation; Part B includes the student schedule; Part C is used for post-reclassification monitoring of exited students. If the student's ELL Plan does not address the student's deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the NCA will address these deficits in either a school-wide progress monitoring system or an Individual Progress Monitoring Plan.

NCA will develop and implement the appropriate plan outlined above in consultation with the student's parent or guardian for each student who has been identified as not meeting NCA or state requirements for proficiency in reading, writing, science, and/or mathematics. School staff must use all available resources to achieve parent/guardian understanding and cooperation with the progress monitoring plan requirements. Additional diagnostic assessments must be administered to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. NCA will develop programs or strategies to assist low performing students in meeting subject or promotion requirements through Safety Net programs.

**NCA Safety Nets Programs:** NCA will offer safety nets or strategies to assist low performing students in meeting course or promotion requirements.

NCA will develop *Safety Net Programs* to assist low performing students in achieving academic success. These may include but are not limited to the following:

- a) School-based programs designed by school administration and staff
- b) Florida Virtual School
- c) Differentiated classroom instruction
- d) During school tutoring
- e) Mentoring
- f) Intensive skills development programs
- g) ESOL services

**NOTE:** ELL students and students with disabilities shall not be excluded from appropriate safety nets available at their schools.

#### **4. PROMOTION REQUIREMENTS FOR STUDENTS WITH DISABILITIES CURRICULUM OPTION CONTINUUM:**

Students with disabilities following the general education curriculum must meet the state or NCA levels of performance for student progression when provided all allowable accommodations/adaptations documented in the student's IEP and intensive instruction/intervention. All school instruction shall be standards-based using the applicable state standards; NCA will provide differentiated instruction to prepare students with disabilities to demonstrate proficiencies in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

A student with a disability who has been grade adjusted through the Reevaluation Review Team shall be promoted based on the credits earned in the years completed during middle school. Promotion for these students is not dependent on credits for grades missed by students due to the grade adjustment.

### C. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

- 1) **Eligibility for ESOL Services:** Initial Listening, Speaking, Reading and Writing assessment is completed by NCA testers using the ACCESS for ELLs 2.0 test as soon as possible after initial enrollment and should be completed within four weeks (20 school days). The test is administered at the neighborhood school, or the Center for Language and Culture (CLC).

#### Eligibility for ESOL Program

Grades 6-8	Eligible	Ineligible
ACCESS for ELLs 2.0 Listening Speaking Reading Writing	ACCESS for ELLs 2.0 Composite score 1.0-3.9 OR Reading score 1.0-3.9	ACCESS for ELLs 2.0 Composite score =>4.0 AND Reading score =>4.0
Enter by ELL Committee	ELL Committee Recommendation	
Enter by IEP/ELL Committee	IEP/ELL Recommendation	

- 2) **Provision to Notify Parent/Guardian in Home Language when Testing is Delayed:** A letter, developed NCA, will be sent to the parent/guardian in the student’s home language advising that their student’s English language assessment has not been completed within the required time period according to federal/state guidelines.
- 3) **Programmatic and Academic Assessment:** Programmatic assessment is required prior to placement in the ESOL program. The student ELL Plan must be completed by certificated personnel with the parents/guardians at the time of the initial registration in the NCA system. The indicators used are the following:
  - a) academic records/report cards;
  - b) transcripts;
  - c) parent interview, student interview, bilingual interpreter interview; and
  - d) any other evidence of educational experience.

Students who do not have documentation of educational records are placed based on age. Academic records should be current within one school year of initial registration. Upon the student’s entry into NCA, it is the responsibility of the Principal to determine proper grade placement through programmatic and academic assessment.

- 4) **Assignment of Report Card Grades for English Language Learners (ELL) Students Enrolling During the Fourth Quarter:** If an ELL student enrolls during the 4<sup>th</sup> quarter with no records for the current school year, the following procedure should be followed:
  - a) The student should be placed in the appropriate grade level for the following school year based on his/her age;
  - b) At the end of the school year final grades MUST NOT be entered;
  - c) The district Student Information System will assign an “N”; therefore, the student will remain in the same grade level;
  - d) Student will be neither promoted nor retained.
- 5) **Accommodations for ELL Students in the Administration of Statewide Assessments:** Test accommodations are provided as indicated in the Test Administration Manuals.
- 6) **Statewide Assessments:** All ELLs will be tested on the F.A.S.T. ELA each year they are enrolled in a tested grade level.
- 7) **Extension of services:** An Annual Evaluation for extension of services must be completed by an ELL Committee on or before the students’ third anniversary of the program entry date and annually thereafter for as long as he/she is an active ELL student.
- 8) **Statewide English Language Proficiency Assessment:** In accordance with federal mandates outlined in Every Student Succeeds Act (ESSA), all English Language Learners (ELL) K-12 will be assessed annually each spring using the statewide English language proficiency assessment in the areas of language acquisition: reading, writing, listening, and speaking. It is administered by NCA personnel.
- 9) **Implementation of the Remediation and Retention Provisions for ELL Students:**
  - a) An ELL Committee may exempt ELL students whom have been in the program for two years or fewer from mandatory retention. Exemption considerations include the following:
    - 1) amount of time in the country;
    - 2) academic experience(s);
    - 3) time needed to reach proficiency based on research;

- 4) oral language proficiency in English; and
  - 5) cultural background.
- b) No ELL student may be retained solely due to language acquisition without proof that the teacher used ESOL teaching strategies. Documentation of the use of appropriate ESOL teaching strategies appropriate to the student's level of English proficiency must be recorded in the teacher's lesson plans.
  - c) The ELL Committee must meet to discuss any ELL student recommended for retention prior to the retention of that student. For secondary students with potential course failure, the teacher will inform parents in a language they understand. For students who have been receiving ESOL services for less than two years, an ESOL district representative may be invited and could be present at the meeting.
  - d) A copy of the ELL Committee Outcomes form must be included in the student's red folder to document the ELL committee involvement in the retention decision for each student.
- 10) **Program Exit Procedures:** NCA will provide ESOL support for as long as the student has difficulty meeting state required reading assessments, and statewide English language proficiency assessment (ACCESS for ELLs 2.0). Students may exit from the ESOL program and are classified as English Proficient when the exit criteria indicated below are met.

**ESOL PROGRAM EXIT OPTIONS, GRADES 6 - 8**

EXIT OPTION	GRADE	EXIT INDICATOR
Exit by Test Scores	6-8	Statewide English Language Proficiency assessment score of "Proficient" on each subtest: listening, speaking, reading, and writing and earning scores at or above the 50 <sup>th</sup> percentile on the grade level F.A.S.T. in ELA.
Exit by ELL Committee Recommendation	ELL Committee Recommendation	
Exit by IEP/ ELL Committee	IEP/ELL Recommendation	

The ELL or IEP/ELL Committee will consider the following criteria to override statewide English language proficiency assessment and/or state required assessment scores that do not meet state exit criteria:

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

Once the student is exited, ELL Student Plan Part A must be completed. An exit letter in the home language (when feasible) will be sent home to the parents. Also, ELL Plan Part C, the monitoring section, must be completed within two years.

## MIDDLE SCHOOL - APPENDIX A: DETERMINING THE FINAL AVERAGES FOR COURSES

The following will be followed to calculate final grades for those courses that have an EOC. For each course that has an EOC, convert course grade to points for each semester (S1, S2).

Course Grade	Points
A	4.00
B	3.00
C	2.00
D	1.00
F	0.00

For each course that has an NCA EOC, convert NCA EOC grade to points.

Course Grade	Points
A	4.00
B	3.00
C	2.00
D	1.00
F	0.00

For each course that has a State EOC, convert State EOC Level to points.

EOC Level	Points
5	4.00
4	3.00
3	2.00
2	1.00
1	0.00

After calculations described below, convert total Points to grade:

Points	Grade	Points	Grade
4.00	A	0.82	F
3.95	A	0.80	F
3.90	A	0.78	F
3.85	A	0.77	F
3.80	A	0.75	F
3.75	A	0.73	F
3.70	A	0.72	F
3.65	A	0.70	F
3.60	A	0.68	F

Points	Grade	Points	Grade
3.55	A	0.67	F
3.50	A	0.65	F
3.40	B	0.63	F
3.30	B	0.62	F
3.20	B	0.60	F
3.10	B	0.58	F
3.00	B	0.57	F
2.90	B	0.55	F
2.80	B	0.53	F
2.70	B	0.52	F
2.60	B	0.50	F
2.50	B	0.48	F
2.40	C	0.47	F
2.30	C	0.45	F
2.20	C	0.43	F
2.10	C	0.42	F
2.00	C	0.40	F
1.90	C	0.38	F
1.80	C	0.37	F
1.70	C	0.35	F
1.60	C	0.33	F
1.50	C	0.32	F
1.45	D	0.30	F
1.40	D	0.28	F
1.35	D	0.27	F
1.30	D	0.25	F
1.25	D	0.23	F
1.20	D	0.22	F
1.15	D	0.20	F
1.10	D	0.18	F
1.05	D	0.17	F
1.00	D	0.15	F
0.98	F	0.13	F
0.97	F	0.12	F
0.95	F	0.10	F
0.93	F	0.08	F
0.92	F	0.07	F
0.90	F	0.05	F
0.88	F	0.03	F
0.87	F	0.02	F
0.85	F	0.00	F
0.83	F		

Final grade will be determined based on the following formulas:

After calculations are complete for each course that has an EOC, convert final Points to Grades.

<b>COURSES WITH A NCA-EOC</b>
<p><b>For a 1.0 credit courses with NCA EOC, the NCA EOC will count as 20% of the final grade see the following example:</b></p> $(S1 \text{ Grade converted to Points} + S2 \text{ Grade converted to points}) / 2 \times .8 + (\text{NCA EOC Grade converted to Points} \times .2) = \text{Points for final grade}$ $(C + B) / 2 \times .8 + (C \times .2) = \text{Points for final grade}$ $(2 + 3) / 2 \times .8 + (2 \times .2) = \text{Points for final grade}$ $(2.5 \times .8) + .4 = \text{Points for final grade}$ $2 + .4 = 2.4 = C$
<p><b>For a .50 credit courses with NCA EOC, the NCA EOC will count as 20% of the final grade see the following example:</b></p> $(S1 \text{ Grade converted to Points}) \times .8 + (\text{NCA EOC Grade converted to Points} \times .2) = \text{Points for final grade}$ $(B \times .8) + (B \times .2) = \text{Points for final grade}$ $(3 \times .8) + (3 \times .2) = \text{Points for final grade}$ $2.4 + .6 = \text{Points for final grade}$ $2.4 + .6 = 3.0 = B$
<p><b>NOTE:</b> Final grades will be calculated based on semester grades.</p>
<b>Students with Disabilities and NCA EOCs</b>
<p style="text-align: center;"><b>Students with Disabilities with an IEP (with the exception of Gifted and Hospital Homebound)</b></p> <p>For students with a disability pursuing a regular course of study: if the student has demonstrated mastery of all course standards and it has been determined that the comprehensive NCA EOC will not serve as an accurate measure of the student's mastery of the course content, a failed NCA EOC may be waived in the final grade calculation.</p> <p>For students with a disability pursuing a special diploma option: if the student has demonstrated mastery of all course standards, but failed the NCA EOC, the impact of the EOC will be waived in the final grade calculation.</p> <p><b>NOTE:</b> For the purpose of calculation correctness no values are rounded to whole numbers. Calculations are carried out six decimal places until the final grade average.</p>
<b>COURSES WITH A STATE-EOC</b>
<p><b>For students for which the state End of Course Exam (EOC) will count as 30% of the student's final grade, a final 1.0 credit grade will be awarded for the course based on the following example formula.</b></p> $((S1 \text{ Grade "C" converted to Points} + S2 \text{ Grade "B" converted to Points}) / 2 \times .70) + ([\text{State EOC Level "3" converted to Points}] \times .3) = \text{Points for Final Grade}$ $(C + B) / 2 \times .7 + (2 \times .3) = \text{Points for final grade}$ $(2 + 3) / 2 \times .7 + (2 \times .3) = \text{Points for final grade}$ $(2.5 \times .7) + .6 = \text{Points for final grade}$ $1.75 + .46 = 2.21 = C$
<p><b>NOTE:</b> For the final grade of "D", no rounding of points will occur. The student must earn at least a 1.0 to earn a credit.</p> <p><b>NOTE:</b> A student with a disability, as defined in 1007.02 (2) F.S., for whom the Individual Education Plan Team determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purposes of determining the student's course grade. The final grade will be based on the average of the four quarter grades.</p>

### State mandated re-averaging of a course grade

**When a student fails one half of a full credit course and the averaging of the two halves would result in a passing grade for a full credit the grades obtained in each half:**

$$(S1\text{Grade "F"} + S2\text{ Grade "A"})/2 \times .8 + (\text{EOC Grade "C"} \times .2) = \text{final grade}$$

$$(0 + 4)/2 \times .8 + (2 \times .2) = \text{final grade}$$

$$(2. \times .8) + .4 = \text{final grade}$$

$$1.6 + .4 = 2.0 = \text{C}$$

NOTE: The NCA approved EOC assessment for content term 2 of the course will be used for the 20% calculation.

If there is no state EOC, the re-average will be done based on the 2 semester grades.

Per State Board Rule this only applies to the first attempt at the courses. Subsequent retakes of the courses fall under the grade forgiveness policy.

## 1. General:

**NOTE:** Final grades will be calculated based on semester grades.

**NOTE:** EOC is defined as NCA End of Course Exam (or teacher final), when a state EOC assessment does not currently exist.

- a) When there is not a state End of Course Exam (EOC) the NCA EOC will count as 20% of the year long, stand-alone half credit, or second semester final grade (of a two-semester course).
- b) Each teacher arrives at a grading period grade based upon examinations as well as written papers, class participation and other academic performance criteria and must include the student's performance or nonperformance at his or her grade level.
- c) For courses without a NCA EOC or state EOC, a mandatory final exam or project may be given to all students and shall count as 20% of their final grade.
- d) For courses with a State End of Course Exam (EOC) grades will be calculated based on state designated formulas.
- e) For the purpose of grading period grade, students transferring from school to school shall have the withdrawal grades from the previous school averaged with grades by the receiving school.
- f) A student enrolled in NCA, but who has not been enrolled in the sending or receiving school the minimum fifteen (15) days in a traditional or eight (8) days on a semesterized (four-by-four) or A/B class during a grading period, may be assigned an independent study to complete the course work or the Principal may utilize appropriate achievement data from the subject level tests to determine course credit.
- g) Standard mathematical procedures for rounding off shall be used in computing final grade averages. When computing grade point averages for the final course averages, divide to the hundredth's place (two digits to the right of the decimal point). If the hundredth's digit is five or greater, "round up" to the 10<sup>th</sup>'s place (1<sup>st</sup> place behind the decimal). If the hundredth's digit is less than five, then leave the 10<sup>th</sup>'s digit as is.

**NOTE:** Middle school students taking high school algebra, geometry or biology are required to take the state End of Course Exam (EOC) which will count as 30% of their final grade.

## **MIDDLE SCHOOL - APPENDIX B: PHYSICAL EDUCATION POLICIES AND WAIVER PROCEDURES**

Every student should have the opportunity to participate in quality physical education. The American Alliance for Health, Physical Education, Recreation, and Dance defines physical education as “the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of well-being.” Program outcomes will include: a) instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every student; b) fitness education and assessment to help students understand, improve and/or maintain their physical well-being; c) the development of cognitive concepts about motor skill and fitness; d) opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective; and e) the promotion of regular amounts of appropriate physical activity now and throughout life.

- 1) The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in Grades 6-8 (1003.455(3) F.S.).
- 2) One-on-one counseling concerning the benefits of physical education will be made available for students in the school's counseling office.
- 3) All middle school students will participate in physical education activities to meet state standards and program outcomes. Physical education staff will work cooperatively with parents, physicians, school counselors, and administrators to design/adapt physical activities to meet the needs of all students.
- 4) Physical therapy is a related service and therefore is not considered physical education.
- 5) State Waivers: The only approved waivers from the state of Florida for the yearly scheduled middle school physical education are the following:
  - a) Students who are required to enroll in a remedial course;
  - b) Students who are participating in physical activities outside the school day which are equal to or in excess of the mandated requirement; or
  - c) Students who wish to enroll in another course which
    - 1) is required for credit recovery to insure promotion to the next grade level,
    - 2) is required for acceptance to a high school magnet program, or
    - 3) is providing broadened academic options or increased depth of study for a particular course.

Parents/Guardians who wish to waive the student from physical education to participate in a physical activity outside the school or to enroll in another course must request, in writing to the middle Principal, for permission for this specific state-approved waiver.

**NOTE:** Receiving a waiver for physical education does NOT excuse a student from participating in the state-mandated health course.



## **MIDDLE SCHOOL - APPENDIX D: GRADES 6-8 SCHOOL SAFETY NETS**

<b>GRADES</b>	<b>ON-GOING NCA SCHOOL SAFETY NET PROGRAMS</b> <b>(These may include but are not limited to the programs listed below.)</b>
6-8	<ul style="list-style-type: none"><li>● School-based programs designed by school administration and staff</li><li>● Florida Virtual School</li><li>● Before, during, and after-school tutoring</li><li>● Differentiated classroom instruction</li><li>● During school tutoring</li><li>● Mentoring</li><li>● Intensive skills development programs</li><li>● ESOL services</li></ul> <p><b>Note:</b> ELL students and/or students with disabilities shall not be excluded from safety nets available at their schools.</p>

## **MIDDLE SCHOOL – APPENDIX E: GRADE PLACEMENT CONSIDERATION FOR STUDENTS WITH DISABILITIES MIDDLE SCHOOL, GRADES 6 - 8**

**Context:** As a result of FLDOE course option changes, many students with disabilities, who have been following a modified course of study, are now required to address general education grade level standards for the first time. Recognizing the significant challenge facing these students, a grade placement consideration process has been developed to honor the expectation of rigorous academic achievement while, at the same time, acknowledging the impact of disability and the need for intensive, individualized intervention.

Student Criteria:

- 1) Principal/Designee
- 2) School Counselor
- 3) Current general education teacher(s) of the ESE student (Core member)
- 4) ESE teacher of the student with disabilities (Core Member)
- 5) Representative from the next grade level (3<sup>rd</sup> Grading Period Initiation)
- 6) District Disability Specialist- (serving as consultative resource, as appropriate)
- 7) Instructional Coach (if available)
- 8) Parent (Core Member, invited)
- 9) Other

### **Appeal Process**

Once an advancement/retention recommendation has been presented to the Principal a decision will be authorized by the Principal.

# **MIDDLE SCHOOL – APPENDIX F: HIGH SCHOOL COURSE ADVISEMENT FORM**

(To be completed before course approval)

Student name: \_\_\_\_\_ DOB: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Student Number: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

Parent/Guardian Email: \_\_\_\_\_

## **High school courses(s) requested for approval:**

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A middle school student's enrollment in a high school course is contingent upon the student meeting eligibility and procedural requirements, as outlined in the NCA Student Progression Plan. High School courses taken in middle school:

- will appear on the high school transcript,
- will award high school credit if a final grade of D or higher is earned,
- will count in BOTH the unweighted and weighted high school Grade Point Average (GPA), (only Honors level courses are weighted),
- will count towards the Bright Futures Scholarship eligibility and the Bright Futures Grade Point Average (GPA) when applicable, and
- will count towards college admissions.

## **I understand and am in agreement with the conditions stated above:**

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **I grant permission for my student to enroll in a high school course:**

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Designee (print): \_\_\_\_\_

Principal's Designee signature: \_\_\_\_\_ Date: \_\_\_\_\_

**File copy in student's cumulative folder.**

## **IV. HIGH SCHOOL STUDENT PROGRESSION PROCEDURES**

### **A. ENROLLMENT AND PLACEMENT PROCEDURES**

#### **1. TRANSFER OF CREDITS**

The State Board Rule on the State Uniform Transfer of High School Credits was established to determine uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's Public Schools (6A-1.09941 FAC).

- a) **Transfer of Credits/Grade Placement:** Grade placements and/or credits shall be granted at face value when submitted on an official transcript.
- b) **Official Transcript:** An official transcript is a document on school letterhead and/or embossed with the school seal. It shall be sent by mail or electronically and include the signature of a school administrator of the school where the credit was earned. It should clearly identify the school, the student, course number, date the course was taken, credit earned, and grade in each course. An official transcript may be hand delivered if it is in a sealed and embossed envelope (1003.25(3) F.S.; 6A-109941 FAC).

If the student is placed at the appropriate sequential level and is academically unsuccessful during the first 45 days of enrollment, the school, parent, and teacher may reconsider the placement. Alternative validation procedures are to be used when the student has not made satisfactory progress ("C" or higher/2.0 GPA) at the end of the first forty-five days of enrollment. Alternative validation procedures include:

- 1) Portfolio evaluation by the Principal or designee;
- 2) Written recommendation by a Florida certified teacher selected by the parent and approved by the Principal;
- 3) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- 4) Demonstrated proficiencies on nationally-normed standardized subject area assessments,
- 5) Demonstrated proficiencies on the state required assessments;
- 6) Written review of the criteria utilized for a given grade provided by the former school; or
- 7) Successful completion of course work, successfully passing teacher-made exams, and a minimum grade equivalent score on a NCA approved reading assessments and/or NCA approved math assessment).

Students must be provided at least forty-five (45) days from date of transfer to prepare for assessments as outlined in bullets 4 and 5.

When a student enrolls from a foreign country and provides academic records indicating that the student has completed a core subject with a passing grade, the student should receive that credit. If the student is transferring from a foreign country and studied his/her native language in the equivalent grades of middle or high school, enter each year of this language study as Language Arts I, II, III, and/or IV. For example, if the student took two years of Italian in high school, enter English I and English II. If the transcript shows that the student successfully completed an English course in his/her country, credit will be given for world language (FLDOE SALA office).

- c) **Transfer of Credits on an Official Transcript:** Grade placements and/or credits shall be granted at face value when submitted on an official transcript.
- d) **Transfer of Credits Without an Official Transcript or from Home Education:** Students transferring into NCA without an official transcript or from home schools without an official transcript will be required to validate their current course or grade placement within the first forty-five days of enrollment and to complete appropriate subject or grade level examinations successfully. (See General Appendix G.) The final determination for grade placement or credits will be based primarily on classroom performance and not on any single test score. The Principal may utilize appropriate achievement data from grade level/subject tests such as teacher-made exams, and/or minimum grade equivalent score on a NCA approved reading assessments and/or NCA approved math assessment, and/or appropriate end-of-course exams to determine grades for course credit or promotion purposes.

In order to graduate, a student who enters high school having completed credits in another country and for which there is no documentation for these credits is required to have the same number of core course credits as any student at that grade level. For instance, a student entering in the 10<sup>th</sup> grade will need three credits in each of the four core subjects to graduate; while a student entering as a 12<sup>th</sup> grade student will only need one credit in each of the four core subjects to

graduate. The core or grade placement is validated through satisfactory completion of academic work within a grading period; successful completion of appropriate subject or grade level examinations; and overall classroom performance (FLDOE SALA office).

- e) **Responsibility for Determining Grades/Course Credit:** In the event that a student enrolls from another school with fifteen (15) days in a traditional class or eight (8) days on a semesterized (4X4) or A/B class or less left of a course and no comparable course is available, the student shall be enrolled in the most comparable course available or in independent study to complete the course credit unless course credit has been awarded by the transferring school.

Course credit or grades for students who enroll from another school district with fifteen (15) days or less left of the grading period, may be determined by the school district from which the student is transferring. In the event that the transferring school district shall not issue a grade or credit for such a transferring student, the NCA Principal may utilize appropriate achievement data from subject-level tests to determine course credit and/or grades for promotion purposes. Twelfth grade students transferring into NCA with ninety (90) or fewer school days left of the school year may receive their diplomas from the school district from which the student transferred. Twelfth grade students transferring out of NCA in the last 45 days of their senior year may be awarded a NCA diploma if the student has been in a state of Florida public high school for a minimum of two years and if it can be officially verified that the student has completed State of Florida and NCA requirements.

For the purpose of a grading period grade, students transferring from a school to NCA shall have the withdrawal grades from the previous school be used by NCA, based on the percentage of days the student was enrolled in each school.

- f) **Evaluation of Transfer Credits/Grade Placement:** For Grades 9-12, grade placements from other educational institutions shall be accepted. If validation is required (See SPP, Item 1, d) "Transfer of Credits Without an Official Transcript or from Home Education.", it must be completed within the first forty-five days of a student's enrollment. Once validation is complete and all appropriate courses/credits entered, a transcript for the student will be generated. **NOTE:** All NCA requirements, prior to the date of entry, shall not be retroactive for transfer students provided the student has met the requirements of the school district or state from which he/she is transferring.
- g) **Requirements for Earning Credit Taken While Enrolled in the NCA:** In order for a course credit to be transferable when taken outside of NCA, that credit shall be earned only through the following Board-authorized means for acquiring additional credit.

PROGRAM

Florida Virtual School

ADDITIONAL INFORMATION

General Section

- h) Postsecondary credit earned through dual enrollment programs approved by the Principal and Commissioner of Education is accepted by NCA for high school transcripts.

**2. TRANSFER OF STUDENTS:**

- a) Students transferring into NCA shall meet all NCA requirements that can be appropriately met during the time period that the students are attending NCA. All state and NCA testing requirements or other applicable state graduation requirements shall be met. Students shall be enrolled in courses, which shall enable them to meet the graduation and/or promotion requirements of the NCA and Florida State Statutes. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. When appropriate, students transferring in to NCA with reading and/or math deficiencies should be scheduled into an intensive reading and/or intensive math course.
- b) Transfer students who shall graduate from NCA shall meet graduation requirements in terms of number and type of courses as designated by applicable Florida Department of Education guidelines.
- c) State and NCA graduation requirements, prior to the date of entry, shall not be retroactive for a transfer student provided the student has been promoted to the 11<sup>th</sup> or 12<sup>th</sup> grade and has met all requirements of the school district or state from which the student is transferring. Transfer students must earn the number of credits and courses required from the point of enrollment through their senior year (State Memorandum, DPS 84-110). However, students are not required to spend additional time in a Florida public school in order to meet Florida high school graduation requirements (State Memorandum, DPS 04-023).
- d) To receive a 24-credit or 18 credit standard high school diploma, a transfer student must pass the required state assessments based on ninth grade entry year (see High School Appendix E) or alternate assessments as provided by Florida law, and earn a 2.0 GPA in courses taken in a Florida public school,

specified in s. 1008.22(3) F.S. **Once a junior or senior has met the assessment graduation requirement for a standard high school diploma with a concordant/comparative score, Florida’s School Code does not require the student to continue taking state assessments for the purpose of high school graduation.** However, students who have a concordant score but a Level 1 on required state assessments, may be required to enroll in remedial courses following state guidelines.

- e) A transfer student who enters a Florida public high school for the very first time in Grade 12 level and provides satisfactory proof of attaining a score on a Florida state approved alternate assessment (currently SAT, ACT and PSAT/NMSQT Math) that is concordant/comparative with a passing score on the required state reading assessments shall satisfy the assessment required for a standard high school diploma as provided in 1003.43(5)(a) F.S. and 1003.43(3)(a) F.S.
- f) Students must pass the state Algebra I assessment, or earn a comparative score on the PEP SAT/NMSQT Math, SAT Math or ACT Math assessment, to graduate.
- g) Students must take the State of Florida Course Assessment in Geometry, Biology, and US History which will count as 30% of the course grade.
- h) Students must take the Algebra 1 State of Florida Course Assessment, which will count as 30% of their final grade.
- i) If a student transfers to NCA from out of country, out of state, a private school, or a home education program and the student’s transcript shows a credit in Algebra 1, the students must pass the statewide standardized Algebra 1 EOC assessment to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra 1 administered by a transferring entity or passed a statewide mathematics assessment the transferring entity uses to satisfy the requirement of the Elementary and secondary Education Act. If a transfer student’s transcript shows a final course grade and course credit in Algebra1, Geometry, Biology, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide standardized EOC assessment and without the assessment results constituting 30 percent of the student’s final course grade.

**Grade Forgiveness** – Pursuant to section 1003.4282(5), when a student receives a D or F as a final grade in a course, they may, with the Principal’s approval, retake the course and replace the grade in the GPA and credit calculation following state forgiveness criteria.

A middle school student receiving a final grade of C, D or F in a high school course may retake the course and replace the grade in the GPA and credit calculation following state forgiveness criteria.

**B. PROMOTION REQUIREMENTS FOR HIGH SCHOOL**

Unless otherwise noted, a student’s graduation requirements are the requirements in effect the first year that the student entered ninth grade. Pursuant to 1003.4282, NCA will notify students and parents, in writing, of the requirements for a standard high school diploma, available designations, and the eligibility requirements for state scholarship programs and postsecondary admissions. Pursuant to 1002.3105, the principal will inform parents and students of the ACCEL options available at the school and the student eligibility requirements for the ACCEL options.

**1. NUMBER OF CREDITS REQUIRED:**

Students in Grades 9-11 or in their first three years of high school shall be scheduled full-time into required academic courses each year to earn sufficient credits toward graduation as specified in Tables 6-11. To be promoted within high school at the end of a given year, a student electing a 24-credit option must earn the minimum number of credits as indicated below.

TO GRADE	24 CREDIT DIPLOMA OPTION	18 CREDIT ACCEL OPTION	OTHER
10	5 credits, including one English or one mathematics	5 credits, including one English or one mathematics	
11	12 credits, including two English and any combination of two mathematics and/or science	12 credits, including two English and any combination of two mathematics and/or science	
12	18 credits, including three English and any combination of four mathematics and/or science	12 credits, including three English and any combination of four mathematics and/or science	1.5 GPA or above

Midyear promotions requests must be submitted by mid-February, and will only be considered for students who have been retained in high school and meet the promotion criteria for a higher-grade level.

a) **Grade Point Average (GPA) Requirements:**

- 1) For promotion to Grade 12 a student must have a cumulative, unweighted GPA of at least 1.5.
- 2) For graduation, students in the 24-credit NCA, 24-credit Florida and 18 credit programs must have a cumulative, unweighted GPA of at least 2.0.
- 3) Students shall maintain a minimum, cumulative grade point average on a 4.0 scale, or its equivalent, in courses required by the state for graduation. This average shall be referred to as the graduation GPA and should not be confused with the ranking GPA. (See High School - Appendix B.) NCA will identify students in Grades 9 through 12 who are earning grade point averages less than that required for graduation and shall provide assistance to these students. Parents and guardians of students who have cumulative grade point averages less than 0.5 above the required graduation level shall be notified mid-year that the student is at risk of not meeting the GPA graduation requirement.

b) **State Scheduling Requirements:** For the purposes of graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course that contains student performance standards, 120 hours for courses on a block schedule. The hourly requirements for one-half credit would be half of the requirement for one full credit.

c) **High School Courses Taken by Middle School Students:** A middle school student who successfully completes a high school course in middle school in a NCA approved subject shall receive high school credit. Transfer students who received high school credit while in middle school shall be awarded credit without stipulations on subject or year taken.

d) **Repeating a High School Course Taken in Middle School:** High school students may earn credit toward graduation by repeating a course that is designated in the State Course Code Directory as a Level 2 high school course and that was previously completed at the middle school level with a final grade of "C," "D," or "F." (1003.428(4)(d) F.S.)

e) **Credit for Military Basic Training:** Students who successfully complete military basic training shall earn one elective half credit toward graduation. An elective physical education will be awarded.

f) **Credit Acceleration Program (CAP):** Pursuant to FS 1003.4295(3), CAP allows a secondary student to earn high school credit if the student passes the statewide, standardized end-of-course (EOC) assessment without the requirement of enrolling in or successfully completing the course. These courses include Algebra I, Geometry, U.S. History, and Biology. Students that pass the statewide, standardized EOC for Algebra I, Geometry, U.S. History, and Biology but do not pass the course, shall be awarded the credit through CAP. The failing course grade will count in the calculation of the GPA. A student is allowed to earn high school credit in courses required for high school graduation through the passage of an Advanced Placement (AP) examination or a College Level Examination Program (CLEP). If a student attains a passing score on an EOC, AP examination or CLEP, then NCA will award course credit to the student who is not enrolled or who has not completed the course. If it is determined that CAP credit is not appropriate for the student, the student and parent will meet with the school counselor and must submit the request in writing to the Principal.

g) **Programs of Study:**

Students in NCA have a variety of program of study options.

NCA shall provide each student in Grade 8 and his or her parents with high school graduation options so that they may select the postsecondary education or career plan that best fits the student's needs (1003.4295(1) F.S.). This selection is the exclusive right of the student and parents. Information is available in the School Counseling office.

1) **The 24-Credit NCA Option (See Table 6):** The general requirements for a NCA high school diploma require successful completion of a minimum of 24 academic credits in Grades 9 through 12. NCA may require specific courses and programs of study within the minimum credit requirements for high school graduation. NCA shall establish standards for graduation, and these standards must include the following:

- a) earning passing scores on the state defined graduation assessments, 1008.22(3)(c) F.S., or, if legislated, scores on a standardized test that are concordant with passing scores on the state assessments as defined in 1008.2(9) F.S. (Once the student has met the assessment graduation requirement for a standard high school diploma with a concordant/comparative score, Florida's School Code does not require the student to continue taking the required state assessments, for the purpose of high school graduation, however, not achieving at least Level 3 on the required state assessments, may require additional remedial coursework);
- b) completion of all other applicable requirements prescribed by the NCA school board pursuant to 1008.25 F.S., and
- c) achievement of a cumulative, unweighted grade point average of 2.0.

2) **The 24-Credit General Requirement Option (See Table 7.):** The general requirements for a standard high school diploma require successful completion of a minimum of 24 academic credits in Grades 9 through 12. NCA may

require specific courses and programs of study within the minimum credit requirements for high school graduation. NCA shall establish standards for graduation, and these standards must include the following:

- a) earning passing scores on the state defined graduation assessments, 1008.22(3)(c) F.S., or, if legislated, scores on a standardized test that are concordant with passing scores on the state assessments as defined in 1008.2(9) F.S. (Once the student has met the assessment graduation requirement for a standard high school diploma with a concordant/comparative score, Florida's School Code does not require the student to continue taking the required state assessments, for the purpose of high school graduation, however, not achieving at least Level 3 on the required state assessments, may require additional remedial coursework);
  - b) completion of all other applicable requirements prescribed by the NCA school board pursuant to 1008.25 F.S., and
  - c) achievement of a cumulative, unweighted grade point average of 2.0.
- 3) **The 18-Credit ACCEL Option (See Table 8):** Students may select the ACCEL graduation options, but should be aware that selecting this option may limit their post-secondary options and Bright Futures Scholarship eligibility. The general requirements for a standard high school diploma require successful completion of a minimum of 18 academic credits in Grades 9 through 12. NCA may require specific courses and programs of study within the minimum credit requirements for high school graduation. The NCA school board will establish standards for graduation, and these standards will include the following:
- a) earning passing scores on the state defined graduation assessments, 1008.22(3)(c) F.S., or, if legislated, scores on a standardized test that are concordant with passing scores on the state assessments as defined in 1008.2(9) F.S. (Once the student has met the assessment graduation requirement for a standard high school diploma with a concordant score, Florida's School Code does not require the student to continue taking the state required assessments for the purpose of high school graduation, however, not achieving at least Level 3 on state required reading assessments, may require additional remedial coursework);
  - b) completion of all other applicable requirements prescribed by the NCA school board pursuant to 1008.25 F.S., and
  - c) achievement of a cumulative, unweighted grade point average of 2.0.
- h) **Standard and Advanced Instructional Levels:** Two instructional program levels shall be established for the subject areas of language arts, mathematics, and other designated academic areas. These levels shall be designated as advanced and standard. Both levels shall carry credit toward graduation. Students shall be counseled to enroll in the appropriate level by the Principal and/or the instructional staff after an individual evaluation of the student's academic achievement level.
- i) **Remedial and Compensatory Courses:** Any Level 1 course is considered remedial and shall be granted elective credit toward graduation but shall not satisfy standard promotion or graduation requirements. No student shall be granted credit toward high school graduation for enrollment in any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate. (In this case, a written assessment of the need must be included in the student's IEP.) 1003.47(7)(d) F.S.
- j) **Criteria for Earning Credit/Student Evaluation:** In order to earn standard course credit for a standard diploma and unless otherwise stated in this policy, each student (including those designated as students with disabilities) shall demonstrate mastery of the specific objectives for all required courses in which the student is enrolled, as determined by the teacher. Appropriate procedures shall be followed by teachers to observe and assess each student's performance continuously throughout the school year to determine if expected achievement standards are being met.

Mastery of the specific objectives for all other courses in which the student is enrolled, as determined by the teacher, shall be the criterion for passing those courses and earning course credit. Each course of each academic program in Grades 9-12 must have NCA performance standards. Each student may be required to take a comprehensive NCA End-of-Course (EOC) exam, when available, which will count as 20% of the final course grade. With the exception of the final grading period of the school year, make-up EOC examinations will be completed during the first ten school days of the following grading period. Make-up EOC examinations for the final grading period of the school year must be completed by the last day of school.

**NOTE:** A student with a disability, as defined in 1007.02(2) F.S., for whom the IEP committee determines that a state end of course assessment (EOC) cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end of course assessment results waived for the purpose of determining the student's course grade and credit.

- k) **Advanced Placement (AP) Honors Recognition:** To qualify for AP Honors recognition, a student must take and successfully complete at least nine AP courses between Grades 9 and 12 - World History, US History, Macro or Micro



Economics, US Government and Politics, English Literature, English Language, one AP Science, course one AP Mathematics course, and one elective AP course. AP courses are taught at a college level and each course is concluded by a comprehensive exam created by the College Board. Students who enroll in an Advanced Placement Course are required to take the AP exam.

- l) **AP Capstone:** Governed by College Board, this innovative program provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. Students who earn scores of 3 or higher on the AP Seminar and AP Research Exams and on four additional AP Exams of their choosing will receive the AP Capstone Diploma from the College Board. Most post-secondary institutions grant college credit for AP Exams with a score of 3 or higher. NCA students enrolled in an AP course can take the exam if they pay the exam registration fees.

**NOTE: The maximum number of credits a student can earn in a school year (August - July) is twelve (12).**

**2. PROMOTION REQUIREMENTS FOR STUDENTS WITH DISABILITIES WITH AN IEP:**

Students with disabilities following the general educational curriculum must meet the state or NCA levels of performance for student progression when provided all allowable accommodations/adaptations documented in the student's IEP and intensive instruction/intervention. All school instruction shall be standard based using the applicable state standards. NCA will provide differentiated instruction to prepare students with disabilities to demonstrate proficiencies in the skill and competencies necessary for successful grade-to-grade progression and high school graduation.

**3. REQUIREMENTS FOR PROMOTION AND GRADUATION AT THE HIGH SCHOOL LEVEL:**

- a) Students being promoted from high school shall also meet all requirements for graduation established by the Florida State Board of Education pursuant to their indicated programs of study and 1003.428(1)(2) F.S., 1003.43 F.S., 1003.4295(1) F.S., or 1008.25 F.S.
- b) According to 1003.43(7)(a)(b)(c)(d) F.S., no student shall be granted credit toward a standard high school diploma for enrollment in the following courses or programs:
  - 1) more than a total of nine elective credits in remedial programs and compensatory programs,
  - 2) more than one credit in exploratory career courses, and/or more than three credits in practical arts family and consumer sciences courses,
  - 3) any Level 1 course unless the student's assessment indicates a more rigorous course would be inappropriate. This shall take effect for those students entering Grade 9 in 1997 and thereafter per 1007.21(3)(a) F.S. In such case a written assessment of the need must be included in the IEP or student performance plan and signed by the Principal, school counselor, and the parent if the student is not 18 years or older.

**4. ADDITIONAL GRADUATION REQUIREMENTS: GRADES 9 – 12**

- a) **Minimum Credit Requirement:** A minimum number of credits are required for graduation with no credit being granted for extracurricular activities, including athletics. Participation in an interscholastic sport does not decrease the minimum number of credits needed for graduation. The credits and subjects specified in Tables 6, 7 and 8 are the minimum requirements for graduation for students in the standard programs. The high school program of study shall include instruction of the state standards in the appropriate courses and align with state mandated curriculum frameworks and NCA designated course performance standards where applicable.
- b) **Hourly Instructional Requirement for Credit:** Pursuant to 1003.436 F.S., for the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study which contains student performance standards. The hourly requirements for one-half credit are one-half the requirements specified for a full credit (hours).

**5. PROCEDURES FOR STUDENTS NOT MEETING GRADE LEVEL STANDARDS:**

- 1) Progress Monitoring Plans (PMP): Each student must participate in the statewide, standardized assessment program required by s. 1008.22. Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the statewide, standardized mathematics assessment, must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. A student who is not meeting the NCA or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:
  - a) a federally-required student plan\*;
  - b) a school-wide system of progress monitoring for all (Grades 9-12) except a student who scores Level 4 or above on

- the English Language Arts and mathematics assessments may be exempted from participation by the Principal; or
- c) an individualized progress monitoring plan.

Students not meeting grade level expectations receive increasingly intense instruction/intervention services to support student academic proficiency. Students will receive a PMP that identifies instruction/intervention support through a problem-solving/response to instruction/intervention process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency.

\*Federally-required student plans include the following:

- 1) **Individual Educational Plan (IEP):** An IEP is defined as a written statement for each student with a disability that is developed, reviewed and revised in accordance with Section 614(d) of the Individuals with Disabilities Education Act. If the student's IEP does not address the student's deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an Individual Progress Monitoring Plan. (Example: A "Speech-only" IEP which does not address the academic deficits would not suffice.) For students with disabilities whose IEP team has determined that an alternate assessment is appropriate, an IEP, an individual progress monitoring plan, or a school-wide progress monitoring plan must be developed to address his/her deficits in reading, mathematics, science or writing on the Florida Alternate Assessment (FAA).
- 2) **Section 504:** A Section 504 Plan provides students with disabilities equal opportunity to benefit from educational programs, services, or activities as is provided to non-disabled peers by the provision of necessary accommodations based on the individual needs of the student. If the student demonstrates a deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an individual PMP.
- 3) **English Language Learners (ELL) Plan:** The individual student ELL Plan provides documentation of ELL student status, assessment data, equal access and programmatic assessment for correct placement. The documents are kept in a red folder in the student's permanent record file (6A-6.0901(6) FAC). The plan consists of three parts. Part A includes documentation of programmatic assessment and the eligibility assessment for entry and exit and annual evaluation. Part B includes the student schedule while part C is used for post-reclassification monitoring of exited students. If the student's ELL Plan does not address the student's deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either an individual PMP or a school-wide monitoring plan.

The school must develop and implement the appropriate plan outlined above in consultation with the student's parent for each student who has been identified as not meeting NCA or state requirements for proficiency in reading, writing, science, and/or mathematics. School staff must use all available resources to achieve parent understanding and cooperation with the progress monitoring plan requirements. Additional diagnostic assessments must be administered to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

#### **NCA Safety Net Programs**

NCA will develop programs or strategies to assist low performing students in meeting subject or promotion requirements through Safety Net Programs. These may include but are not limited to the following:

- 1) School-based programs designed by school administration and staff
- 2) Florida Virtual School
- 3) Differentiated classroom instruction
- 4) During school tutoring
- 5) Mentoring
- 6) Intensive skills development programs
- 7) ESOL services

**NOTE:** Students with disabilities and/or ELL students are entitled to participate in all safety nets.

#### **6. GRADUATION DATE:**

- a) Any student may exit school as soon as he/she completes all graduation requirements (1003.03(3) F.S. Graduation dates will be entered for January (end of first semester) and June (including summer graduates).
- b) Pursuant to 6A-09533 FAC; 1011.60 (2) F.S., schools may decrease the number of days of instruction by up to four days for twelfth grade students for the purposes of graduation. This allows a graduation to be conducted prior to the end of

school.

- c) The date on diplomas will always be a NCA date
  - 1) The first school day after the last day of the semester for mid-year graduates. The first working day after the last day of school for students at the end of the year.
- d) Students who have expressed an intention to graduate a semester or year early shall complete the Intent to Graduate Early form (High School - Appendix L).

**7. GENERAL REQUIREMENTS FOR GRADUATION:**

Except as otherwise authorized pursuant to 1003.4295 F.S., accelerated high school graduation options, graduation requires the successful completion of a minimum of the state designated 24 or 18 credits.

**8. ACCELERATION MECHANISMS:**

The state of Florida provides several articulated programs which allow students to earn college credit for courses taken in high school. At the beginning of each school year, parents of students in or entering high school shall be notified of the opportunities and benefits of these articulated accelerated mechanisms (1003.02(1)(i) F.S.). The programs can serve to shorten the time required to earn a high school diploma, broaden academic options, or increase the depth of study for a particular course.

a) **Advanced Placement (AP) Program:**

Administered by the College Board, the AP program is a nationwide program of 30 college-level courses and exams. A variety of these courses are offered at NCA and through the Florida Virtual School. Courses can be taken during high school. Students earning a qualifying grade on an AP exam can earn college credit and/or advanced course placement for their efforts. Most post-secondary institutions grant college credit for AP exams with a score of 3 or higher. NCA students enrolled in an AP course shall take the exam and shall be exempt from exam registration fees (1007.27(6) F.S.).

b) **Advanced Placement (AP) Honors Recognition:** To qualify for NCA's AP Honors recognition, a student must take and successfully complete at least nine AP courses between Grades 9 and 12 – World History, US History, Macro or Micro Economics, US Government and Politics, English, Literature, English Language, one (1) science, one (1) mathematics, and one (1) AP elective. AP courses are taught at college level and each course is concluded by a comprehensive exam created by the College Board. Students who enroll in an AP course are required to take the AP exam.

c) **Advanced Placement (AP) Capstone:** Governed by the College Board, this innovative diploma program provides students with the opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. Students who earn a score of three (3) or higher on the AP Seminar and AP Research Exams and on four (4) additional AP exams will receive the AP Capstone Diploma from the College Board. Most post-secondary institutions grant college credit for college exams with a score of 3 or higher. NCA students enrolled in an AP course are required to take the AP exam but shall be exempt from registration fees (1007.27(6) F.S.)

**9. STATE REQUIREMENTS FOR INTERSCHOLASTIC EXTRACURRICULAR STUDENT ACTIVITIES:**

- a) In **order** for a student to participate in interscholastic extracurricular student activities, a student must achieve a cumulative high school grade point average of 2.0 or above on a 4.0 unweighted scale, or its equivalent, in the courses required by 1003.43(1) F.S.
- b) Additionally, a student must maintain satisfactory conduct. If a student is convicted of or is found to have committed a felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon established and published school board policy.

**10. ACADEMIC PROGRAM OF STUDY – GRADES 9-12**

**Leading toward a Standard Diploma:**

**NCA** = NCA Diploma (Table 6)

**SD** = Standard Diploma (Table 7)

**AC** = 18-Credit ACCEL Option (Table 8)

**ESE-1** = Standard Diploma: ESE Access Points (Table 9)

**ESE-2** = Standard Diploma: ESE Academic and Employment Competencies (Table 10)

**ESE-3** = 18-Credit ESE Access Points (Table 11)

**Programs of Study Options:**

<b>TABLE 6</b> <b>NCA Diploma</b> <b>Academic Program of Study (NCA)</b>	
English <sup>1</sup> 1) Ancient Literature 2) American Literature 3) British Literature 4) Modern Literature 5) Logic (.5) 6) Rhetoric (.5)	5
Mathematics <sup>1, 3</sup> 1) Algebra 1 2) Geometry 3) Algebra 2	4
Science <sup>1,4</sup> 1) Biology 1 2) Chemistry 1 3) Physics 1	4
Social Studies <sup>1,5</sup> 1) Ancient World History 2) European History 3) American History 4) Modern World History 5) Economics (.5) 6) American Government & Political Thought 7) Introduction Moral Philosophy (.5) 8) Moral Philosophy Honors	7
World Language <sup>6</sup> 1) Latin (1) 2) One other language courses	2
The Arts <sup>7, 8</sup> 1) Music or Art	1
One credit in physical education <sup>8, 9</sup> 1) Health Opportunities through Physical Education (HOPE) (1 credit) 2) Personal Fitness (.5 credit) and Fitness Lifestyle Design (.5 credit) 3) Personal Fitness (.5 credit) and Outdoor Education (.5 credit)	1
Electives	0
<b>Total</b> <sup>10</sup>	<b>24 credits</b>
<b>TESTS</b>	<b>See High School Appendix E</b>
<b>GPA</b>	<b>2.0</b>
<b>On-line</b> <sup>10</sup>	<b>1 course</b>

**TABLE 6  
NCA Diploma**

**Academic Program of Study (NCA)**

<sup>1</sup> No student may be granted credit toward high school graduation for enrollment in any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's IEP.

<sup>2</sup> Students must successfully complete the listed courses or their equivalent Honors or AP course, all of which must include a major concentration in composition, reading for information, and literature. For each year in which a student scores at Level 1 or Level 2 on required state Reading assessments, he/she will be scheduled into an intensive reading course or a content area course providing reading strategies following FLDOE and NCA guidelines.

Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by 1011.62(9) F.S. and 1003.428(2)(b)2(c) F.S. ELL students with current overall ELP levels 1.0-2.9 shall be scheduled appropriately.

<sup>3</sup> All students must earn one credit in Algebra I, one credit in Geometry and one credit in Algebra 2. The Geometry EOC will be 30% of the final grade. Students must pass the Algebra 1 EOC to graduate. The state Algebra 1 assessment will be 30% of the final course grade.

<sup>4</sup> All students shall complete one credit in Biology, one credit of Chemistry and two additional credits in an equally rigorous science course.

NOTE: The state Biology assessment will be 30% of the final course grade.

<sup>5</sup> The credits shall include one credit in Western Civilization I, one credit in Western Civilization II, one credit in Western Civilization III, one credit in US history; ½ credit in Economics; and ½ credit in American Government including a study of the Constitution of the United States. The state US History EOC will be 30% of the final grade.

<sup>6</sup> Students must earn three credits in a world language, one of which must be Latin earned in the high school grades.

<sup>7</sup> A total of one credit shall be taken in fine or performing arts.

Satisfactory completion of four (4) semesters over a minimum of two years in a Junior Reserve Officer Training Corps

<sup>8</sup> NCA may not require the one credit in physical education be taken during the ninth-grade year. There are five options to satisfy the one credit of Physical Education requirement:

- 1) HOPE-Core is a one credit physical education course which includes the integration of Health Education and Physical Education Standards, Benchmarks, and topics.
- 2) Personal Fitness is a ½ credit physical education course which is aimed at lifelong fitness, this course guides you in strategies and techniques to make continual improvements in all areas of wellness. Plus, Fitness Lifestyle Design which is a ½ credit course which includes habits of body and mind that will lead to a healthier lifestyle.
- 3) Personal Fitness is a ½ credit physical education course which is aimed at lifelong fitness, this course guides you in strategies and techniques to make continual improvements in all areas of wellness. Plus, Outdoor Education which includes skills in outdoor activities like boating and hunting, and learn about the benefits of physical activity while using proper safety procedures to experience wildlife and outdoor and extreme sports.
- 4) Participation in two seasons of an interscholastic sport at the junior varsity or varsity levels (requires waiver # 1500410, 1500420)
- 5) Satisfactory completion of four (4) semesters over a minimum of two (2) years in a Junior Reserve Officer Training Corps (JROTC) Program with a grade of "C" or better each semester. This DOES NOT include dual enrollment ROTC classes and requires waiver #150450 AND #1500460.

<sup>9</sup> Physical therapy is a related service and therefore is not considered physical education.

<sup>10</sup> One course must be online, unless the student has a disability and the IEP team determines the requirement is not appropriate, or the student transfers into a public school with less than one year remaining in school.

**TABLE 7**  
**Florida Standard Diploma**  
**Academic Program of Study (SD)**

English <sup>12</sup> , (English I-IV, AP)	4
Mathematics <sup>1, 3</sup>	4
Science 1,4	3
Social Studies <sup>1,5</sup>	3
World Language <sup>6</sup>	2
The Arts <sup>7, 8</sup>	1
One credit in physical education <sup>8, 9</sup>	1
Electives	6
<b>Total</b> <sup>10,11,12</sup>	<b>24 credits</b>
<b>TESTS</b>	<b>See High School Appendix E</b>
<b>GPA</b>	<b>2.0</b>
<b>On-line</b>	<b>1 course</b>

<sup>1</sup> No student may be granted credit toward high school graduation for enrollment in any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's IEP.

<sup>2</sup> Students must successfully complete English I and II and English III and English IV or their equivalent NCA or AP course all of which must include a major concentration in composition, reading for information, and literature. For each year in which a student scores at Level 1 or Level 2 on required state Reading assessments, he/she will be scheduled into an intensive reading course or a content area course providing reading strategies following FLDOE and NCA guidelines.

Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by 1011.62(9) F.S. and 1003.428(2)(b)2(c) F.S. ELL students with current overall ELP levels 1.0-2.9 shall be scheduled appropriately.

<sup>3</sup> All students must earn one credit in Algebra I and one credit in Geometry. The Geometry EOC will be 30% of the final grade. Students must pass the Algebra 1 EOC to graduate. Students pursuing the Scholar Designation must also earn a credit in Algebra 2. State Geometry assessment will be 30% of the final course grade. The state Algebra 1 assessment will be 30% of the final course grade.

<sup>4</sup> All students shall complete one credit in Biology, and two additional credits in an equally rigorous science course. Students pursuing the Scholar Designation must complete one credit in Biology, one credit in Physics or Chemistry, and one additional credit in an equally rigorous science course. They must also pass the Biology EOC.

NOTE: The State Biology assessment will be 30% of the final course grade.

<sup>5</sup> The credits shall include one credit in American History; one credit in World History; ½ credit in Economics; and ½ credit in American Government including a study of the Constitution of the United States. The state US History EOC will be 30% of the final grade. Students pursuing the Scholar Designation must pass the US History EOC.

<sup>6</sup> Students pursuing the 24 credit Standard Diploma option must earn two credits in the same world language.

<sup>7</sup> A total of one credit shall be taken in fine or performing arts, speech and debate, or a state approved practical arts course. Satisfactory completion of four (4) semesters over a minimum of two years in a Junior Reserve Officer Training Corps (JROTC) class with a grade of "C" or better satisfies the full one credit PE requirement and the full one credit Arts requirement when the appropriate course waivers have been entered on the transcript (requires waiver # 1500450 AND #1500460). This does not include dual enrollment ROTC classes.

<sup>8</sup> NCA may not require the one credit in physical education be taken during the ninth-grade year. There are five options to satisfy the one credit of physical education requirement:

- 1) HOPE-Core is a one credit physical education course which includes the integration of Health Education and Physical Education Standards, Benchmarks, and topics.
- 2) Personal Fitness is a ½ credit physical education course which is aimed at lifelong fitness, this course guides you in strategies and techniques to make continual improvements in all areas of wellness. Plus, Fitness Lifestyle Design which is a ½ credit course which includes habits of body and mind that will lead to a healthier lifestyle.
- 3) Personal Fitness is a ½ credit physical education course which is aimed at lifelong fitness, this course guides you in strategies and techniques to make continual improvements in all areas of wellness. Plus, Outdoor Education which includes skills in outdoor activities like boating and hunting, and learn about the benefits of physical activity while using proper safety procedures to experience wildlife and outdoor and extreme sports.
- 4) Participation in two seasons of an interscholastic sport at the junior varsity or varsity levels (requires waiver # 1500410, 1500420)
- 5) Satisfactory completion of four (4) semesters over a minimum of two (2) years in a Junior Reserve Officer Training

**TABLE 7**  
**Florida Standard Diploma**

**Academic Program of Study (SD)**

Corps (JROTC) Program with a grade of "C" or better each semester. This DOES NOT include dual enrollment ROTC classes and requires waiver #150450 AND #1500460.

<sup>9</sup> Physical therapy is a related service and therefore is not considered physical education.

<sup>10</sup> One course must be online, unless the student has a disability and the IEP team determines the requirement is not appropriate, or the student transfers into a public school with less than one year remaining in school.

<sup>11</sup> Students pursuing the Merit Designation must earn one or more industry certifications

<sup>12</sup> Students pursuing the Scholar Designation must earn credit in at least one AP course.

**TABLE 8**  
**Standard Diploma – 18 Credit ACCEL Option Academic Program of Study (AC)**

English <sup>1,2</sup> ; (English I-IV, AP) Mathematics <sup>1, 3</sup>	4
Science <sup>1,4</sup>	4
Social Studies <sup>1,5</sup>	3
The Arts <sup>6</sup>	3
Electives	1
	3
<b>Total</b>	<b>18 credits</b>
<b>Tests</b>	<b>See High School Appendix E</b>
<b>GPA</b>	<b>2.0</b>

<sup>1</sup> No student may be granted credit toward high school graduation for enrollment in any Level 1 course unless the student’s assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student’s IEP.

<sup>2</sup> Students must successfully complete English I and II (std or adv) and English III and English IV or their equivalent NCA or AP course all of which must include a major concentration in composition, reading for information, and literature. For each year in which a student scores at Level 1 or Level 2 on required state reading assessments, he/she will be scheduled into an intensive reading course or a content area course providing reading strategies following FLDOE and NCA guidelines. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by 1011.62(9) F.S. and 1003.428(2)(b)2(c) F.S. ELL students with current overall ELP levels 1.0-2.9 should be scheduled appropriately.

<sup>3</sup> All students must earn one credit in Algebra 1 and one credit in Geometry. The Algebra 1 and Geometry EOCs will be 30% of the final course grade.

<sup>4</sup> All students shall complete one credit in Biology and two additional credits in equally rigorous science courses. The state Biology EOC will be 30% of the final grade.

<sup>5</sup> The credits shall include one credit in American History; one credit in World History; ½ credit in Economics; and ½ credit in American Government including a study of the Constitution of the United States. The state US History EOC will be 30% of the final grade. Students pursuing the **Scholar Designation** must pass the US History EOC.

**NOTE:** The State Biology assessment will be 30% of the final course grade.



**TABLE 9**  
**Exceptional Student Education (Grades 9-12)**  
**Academic Program of Study (ESE-1) for Students with Disabilities Pursuing a Standard Diploma: Access Points**

Subject	Credit
English <sup>1</sup>	4
Mathematics <sup>1</sup>	4
Science <sup>1, 2</sup>	3
Social Studies <sup>1, 3</sup>	3
The Arts <sup>4</sup>	1
Health /Physical Education <sup>5, 6</sup>	1
Electives and/or career courses	8
<b>Total Credits<sup>7</sup></b>	<b>24</b>

<sup>1</sup> Eligible career and technical education (CTE) courses, as defined in paragraph (2)(d) of this rule, may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History (6A.109963 F.A.C.).

<sup>2</sup> Science credits shall include one credit in Access Biology, two of the three required credits must have a laboratory component.

<sup>3</sup> The credits shall include one credit in Access US History; one credit in Access World History; ½ credit in Access Economics; and ½ credit in Access US Government.

<sup>4</sup> A total of one credit shall be taken in fine or performing arts, speech and debate, or a state approved practical arts course. (The only approved waiver from the state of Florida for the entire state-required one credit in fine arts is through satisfactory completion of two years in a Junior Reserve Officer Training Corps (JROTC) with a grade of “C” or better. This does not include dual enrollment ROTC classes (requires waiver # 1500450 AND #1500460).

<sup>5</sup> One credit of Access HOPE or HOPE may satisfy this requirement. <sup>8</sup> NCA may not require the one credit in physical education be taken during the ninth-grade year. There are five options to satisfy the one credit of physical education requirement:

- 1) HOPE-Core is a one credit physical education course which includes the integration of Health Education and Physical Education Standards, Benchmarks, and topics.
- 2) Personal Fitness is a ½ credit physical education course which is aimed at lifelong fitness, this course guides you in strategies and techniques to make continual improvements in all areas of wellness. Plus, Fitness Lifestyle Design which is a ½ credit course which includes habits of body and mind that will lead to a healthier lifestyle.
- 3) Personal Fitness is a ½ credit physical education course which is aimed at lifelong fitness, this course guides you in strategies and techniques to make continual improvements in all areas of wellness. Plus, Outdoor Education which includes skills in outdoor activities like boating and hunting, and learn about the benefits of physical activity while using proper safety procedures to experience wildlife and outdoor and extreme sports.
- 4) Participation in two seasons of an interscholastic sport at the junior varsity or varsity levels (requires waiver # 1500410, 1500420)
- 5) Satisfactory completion of four (4) semesters over a minimum of two (2) years in a Junior Reserve Officer Training Corps (JROTC) Program with a grade of “C” or better each semester. This DOES NOT include dual enrollment ROTC classes and requires waiver #150450 AND #1500460.

<sup>6</sup> Physical therapy is a related service and therefore is not considered physical education.

<sup>7</sup> One course must be online, unless the student has a disability and the IEP team determines the requirement is not appropriate, or the student transfers into a public school with less than one year remaining in school.

**NOTE:** As appropriate, any academic credits beyond the required number will be used to satisfy an elective credit.

**NOTE:** Eligible CTE course. Eligible CTE courses include any exceptional student education (ESE) or general education CTE course that contains content related to the course for which it is substituting. Modifications to the expectations or outcomes of the curriculum, known as modified occupational completion points (MOCs), are allowable and may be necessary for a student who takes access courses and participates in the alternate assessment. Modifications may include modified course requirements. Modifications to curriculum outcomes should be considered only after all appropriate accommodations are in place. MOCs must be developed for students in conjunction with their IEP and must be documented in the IEP. Course outcomes may be modified through the IEP process for secondary students with disabilities who are enrolled in a post-secondary program if the student is earning secondary (high school) credit for the program.

**NOTE:** Academic requirements may be met by appropriate ESE, Level 2, or Level 3 courses.

**TABLE 10**

**Standard Diploma**

**Exceptional Student Education (Grades 9-12)**

**Academic Program of Study (ESE-2) for Students with Disabilities Pursuing a Standard Diploma: Academic and Employment Competencies**

**NOTE:** Student with disabilities, who meet the entry year criteria, excluding Gifted and Home/Hospital, may choose this option at any time. A parent conference and parent approval are required.

**NOTE:** Students choosing this option will not be eligible for State University (SUS) admissions or for the Bright Futures scholarship.

Subject	High School Credit
English (English I-IV, AP) <sup>1</sup>	4
Mathematics <sup>1, 2, 3</sup>	4
Science <sup>1, 4</sup>	3
Social Studies <sup>1,5</sup>	3
The Arts <sup>6,9</sup>	1
Physical Education <sup>7,8,9</sup>	1
Electives <sup>10,11</sup>	8
<b>Total Credits<sup>12</sup></b>	<b>24</b>

<sup>1</sup>Eligible CTE courses may substitute for English IV; one (1) mathematics credit, with the exception of algebra and geometry; one (1) science credit, with the exception of biology; and one (1) social studies credit with the exception of United States history (6A.109963 F.A.C.).

<sup>2</sup>Algebra I and geometry are required courses. Students enrolled in Algebra 1 and geometry must take the state EOCs and final grades will be impacted by ninth grade entry year (see High School Appendix E). State EOC requirements may be waived for students with disabilities, with an IEP, who meet state guidelines.

<sup>3</sup> For each year that a student scores at Level 1 or 2 on required state assessments, the student must receive remediation the following year (1003.428 (2)(b)2(d) F.S.) through applied, integrated, or combined courses.

<sup>4</sup> Science credits shall include one credit in Biology, two of the three required credits must have a laboratory component.

<sup>5</sup> The credits shall include one credit in American History; one credit in World History; ½ credit in Economics; and ½ credit in American Government including a study of the Constitution of the United States.

<sup>6</sup> A total of one credit shall be taken in fine or performing arts, speech and debate, or a state approved practical arts course. [The only approved waiver from the State of Florida for the entire state-required one credit in fine arts is through satisfactory completion of two years in a Junior Reserve Officer Training Corps (JROTC) with a grade of “C” or better. This does not include dual enrollment ROTC classes (requires waiver #1500450 AND #1500460).]

<sup>7</sup> NCA may not require the one credit in physical education be taken during the ninth-grade year. There are five options to satisfy the one credit of physical education requirement:

- 1) HOPE-Core is a one credit physical education course which includes the integration of Health Education and Physical Education Standards, Benchmarks, and topics.
- 2) Personal Fitness is a ½ credit physical education course which is aimed at lifelong fitness, this course guides you in strategies and techniques to make continual improvements in all areas of wellness. Plus, Fitness Lifestyle Design which is a ½ credit course which includes habits of body and mind that will lead to a healthier lifestyle.
- 3) Personal Fitness is a ½ credit physical education course which is aimed at lifelong fitness, this course guides you in strategies and techniques to make continual improvements in all areas of wellness. Plus, Outdoor Education which includes skills in outdoor activities like boating and hunting, and learn about the benefits of physical activity while using proper safety procedures to experience wildlife and outdoor and extreme sports.
- 4) Participation in two seasons of an interscholastic sport at the junior varsity or varsity levels (requires waiver # 1500410, 1500420)
- 5) Satisfactory completion of four (4) semesters over a minimum of two (2) years in a Junior Reserve Officer Training Corps (JROTC) Program with a grade of “C” or better each semester. This DOES NOT include dual enrollment ROTC classes and requires waiver #150450 AND #1500460.

<sup>8</sup> Physical therapy is a related service and therefore is not considered physical education.

<sup>9</sup> Satisfactory completion of four (4) semesters over a minimum of two years in a Junior Reserve Officer Training Corps (JROTC) class with a grade of “C” or better satisfies the full one credit PE requirement and the full one credit Arts requirement when the appropriate course waivers have been entered on the transcript.

<sup>10</sup> Elective courses are selected by the student in order to pursue a complete educational program. Students who scored a

**TABLE 10**  
**Standard Diploma**  
**Exceptional Student Education (Grades 9-12)**  
**Academic Program of Study (ESE-2) for Students with Disabilities Pursuing a Standard Diploma: Academic and Employment Competencies**

**NOTE:** Student with disabilities, who meet the entry year criteria, excluding Gifted and Home/Hospital, may choose this option at any time. A parent conference and parent approval are required.  
**NOTE:** Students choosing this option will not be eligible for State University (SUS) admissions or for the Bright Futures scholarship.

Level 1 or 2 state required Reading assessments must be scheduled into an appropriate intensive reading course as determined by state guidelines.  
<sup>11</sup> Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student’s completed and signed employment transition plan.

**TABLE 11: Exceptional Student Education (Grades 9-12)**  
**Academic Program of Study (ESE-3) for Students with Disabilities Pursuing a Standard 18 Credit Diploma: Access Points**

Subject	Credit
English <sup>1</sup>	4
Mathematics <sup>2</sup>	4
Science <sup>3</sup>	3
Social Studies <sup>4</sup>	3
The Arts	1
Electives	3
<b>Total Credits</b>	<b>18</b>
<b>GPA</b>	<b>2.0</b>
<b>Assessments</b>	<b>See High School Appendix E</b>

<sup>1</sup> Credits shall include Access English I, II, III, and IV or a higher-level English.  
<sup>2</sup> One credit shall include one (1) credit in Access Algebra I, one (1) credit in Access Geometry, and two (2) additional math courses. The Access Algebra I and Access Geometry EOC exams will count 30% of the final course grade.  
<sup>3</sup> Credits shall include Access Biology and two additional equally rigorous science courses. The state Biology EOC will count 30% of the final grade for Access Biology.  
<sup>4</sup> Credits shall include one (1) credit in Access US History; one (1) credit in Access World History; ½ credit in Access Economics; and ½ credit in Access US Government. The state US History EOC will count as 30% of the final grade for Access US History.

## 11. GRADUATION DIPLOMAS AND CERTIFICATES FOR HIGH SCHOOL STUDENTS:

### Types of Diplomas:

- a) **NCA Diploma:** A NCA diploma shall be awarded to those students who have earned sufficient high school credits as specified in the required program of study, who have earned passing scores on applicable parts of the state required assessments and state End of Course Exams (EOC) or, if legislated, earn scores on a standardized test that are concordant or comparative with passing scores on the state required assessments or EOCs as defined in 1008.22(9) F.S., and who have achieved a cumulative grade point average as specified in the required program of study. Once a junior or senior has met the assessment graduation requirement for a standard high school diploma with a concordant score Florida's School Code does not require the student to continue taking the state required assessments for the purpose of high school graduation. See Table 6 for the listings of the credit requirements for graduation for students in a NCA academic program. The purpose of the NCA diploma is to certify satisfactory achievement in the NCA high school academic or career program and completion of all NCA school board and Florida state requirements.
- b) **Standard Diploma:** A standard diploma shall be awarded to those students who have earned sufficient high school credits as specified in the required program of study, who have earned passing scores on applicable parts of the state required assessments and state End of Course Exams (EOC) or, if legislated, earn scores on a standardized test that are concordant or comparative with passing scores on the state required assessments or EOCs as defined in 1008.22(9) F.S., and who have achieved a cumulative grade point average as specified in the required program of study. Once a junior or senior has met the assessment graduation requirement for a standard high school diploma with a concordant score Florida's School Code does not require the student to continue taking the state required assessments for the purpose of high school graduation. See Tables 67, 8 and 9 for the listings of the credit requirements for graduation for students in a regular academic program and for full-time students in the academies of technology. The purpose of the standard diploma is to certify satisfactory achievement in the regular high school academic or career program and completion of all school board and Florida state requirements.

Students with disabilities, excluding gifted only and home/hospital only, may be granted a waiver from the required state assessments and/or EOC requirements for graduation, provided that the student meets the following criteria:

- 1) has a current IEP,
- 2) has been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression and high school graduation (1003.428(8)(a), 1003.43(11) (a), and 1008.22(3)(c)(8) F.S.),
- 3) has met the state/NCA required 24 credits in an approved course of study with a cumulative 2.0 GPA,
- 4) has taken the state required Grade 10 reading assessment, with appropriate accommodations and the IEP Team has determined that even with appropriate accommodations given the state required reading assessment is not an accurate assessment of the student's abilities, and/or
- 5) has taken required EOC(s) at least once and the IEP team, with parent or adult student approval, has determined that the EOC(s) assessment cannot accurately measure the student's ability, taking into consideration all allowable accommodations.

**NOTE:** IEP teams should strongly encourage students who have not passed one or more sections of the required state reading assessments, to retake the assessment when offered.

- c) **Certificate of Completion:** Pursuant to FS 1003.4282(6)(c), students electing the 24-Credit General Requirement Option who have not met all graduation requirements shall be awarded either a certificate of completion or a college placement test eligible certificate of completion. Students who receive either of the two certificates of completions are eligible to participate in graduation exercises. Students choosing 18-credit ACCEL Option are only eligible to receive the College Placement Test Eligible Certificate of Completion.

Students entitled to either certificate of completion may elect to remain in secondary school as full-time or part-time students for up to one additional year and receive instruction to remedy the deficiencies. Students with a disability with and IEP may remain through the year in which the student reaches the age of 22. At the end of the additional time, those students who successfully complete all requirements may participate in graduation exercises and receive a diploma dated that school year.

Any student who has received either certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard high school diploma whenever the requirements are completed.

- 1) **College Placement Test Eligible Certificate of Completion:** This certificate shall be awarded to a student who has met all graduation requirements except passing the state required assessments (see High School Appendix E). The

student may take the College Placement Test, be admitted to remedial or credit courses at a state community college, and be designated by a withdrawal code of W8A. This certificate of completion shall bear the designation College Placement Test Eligible.

**NOTE:** A student who receives a college placement test eligible certificate of completion HAS NOT been awarded a high school diploma. Students should be made aware that certain jobs which require licensure also require a standard high school diploma.

**NOTE:** Students who do not graduate are not eligible for financial aid. Students not qualifying for college level courses may opt to return to a district school to take courses to assist them in passing the appropriate state required graduation assessments.

- 2) **Certificate of Completion:** This certificate shall be awarded to the student who has passed the courses required by the state of Florida but failed to pass the required state assessments (see High School Appendix E), to pass courses required by NCA, and/or achieve the required grade point average. This student will be designated by the withdrawal code of W08.

**NOTE:** This student must pass the GED or earn a high school diploma to take credit courses at a state community college.

- d) **NCA Scholar diploma requirements:** To qualify for the gold seal designating an NCA Scholar Diploma, a student must earn the following:
- a minimum of seven high school honors level courses (Level 3 courses as designated by the State Course Code Directory) with approved, advanced curricular objectives, and
  - an overall 3.5 ranking GPA calculated based on high school courses (half way through the 12<sup>th</sup> grade year).
- e) **Florida Standard Scholar diploma requirements:** Pursuant to FS 1003.4285, each standard high school diploma shall include, as applicable, the Scholar designation if the student meets the criteria set forth in FS 1003.4285. These include:
- Earn once credit in Algebra II or an equally rigorous course.
  - Earn one credit in statistics or an equally rigorous course.
  - Pass the Geometry statewide, standardized assessment.
  - Pass the statewide, standardized Biology I EOC assessment.
  - Earn one credit in chemistry or physics.
  - Earn one credit in a course equally rigorous to chemistry or physics.
  - Pass the statewide, standardized United States History EOC assessment.
  - Earn two credits in the same foreign language.
  - Earn at least one credit in an Advanced Placement or a dual enrollment course.

## 12. POSTGRADUATION OR DIPLOMA DEFERRAL OPTIONS FOR STUDENTS WITH DISABILITIES:

All students with disabilities who have not earned a standard diploma or its equivalent or who defer the receipt of the standard diploma are entitled to a free appropriate public education (FAPE) through the end of the school year in which they reach age 22. Students who withdraw during the school year in which they reach age 22 may not re-enroll. All of the IDEA protections continue to apply to students with disabilities ages 18 through the year the student turns 22 who are thus served. These protections include but are not limited to evaluation, reevaluation, IEPs and procedural safeguards. NCA may provide specially designed instruction and related services by offering a variety of settings, as determined appropriate by the IEP team. This determination must be based on the student's needs, preferences, interests, and postsecondary goals.

## 13. RETENTION POLICY:

Students who do not satisfactorily achieve established performance standards for promotion will be assigned to the same grade for the next school year. Instruction will be provided to help these students make acceptable progress.

- a) **Parent Notification:** A teacher shall send home a written scholarship warning/progress report that serves as written notification at any time during a grading period when it is apparent that a student may fail or is doing unsatisfactory work that may lead to failure in any course. Electronic communications do not meet this requirement. (See High School - Appendix A.) A student may not receive a grade of "F" if this procedure has not been followed.
- b) **Implementation** of the Remediation and Retention Provisions for Students with Disabilities:

- 1) The teacher must document the implementation of identified accommodations/adaptations and intensive instruction/interventions as indicated in the student’s IEP before assigning a failing grade to a student with a disability with an IEP.
  - 2) The teacher must document the implementation of identified accommodations on the Section 504 Plan and intensive instruction/interventions as indicated in the student’s Progress Monitoring Plan (PMP) before assigning a failing grade to a student with a disability with a Section 504 Plan.
- c) **Implementation** of the Remediation and Retention Provisions for ELL Students (1008.25 F.S.):
- 1) The ELL Committee may exempt ELL students who have been in the program for two years or less from mandatory retention. Exemption considerations include the following:
    - a) amount of time in the country;
    - b) academic experience(s);
    - c) time needed to reach proficiency based on research;
    - d) oral language proficiency in English;
    - e) reading and writing proficiency in English; and
    - f) cultural background.
  - 2) NO ELL student may receive a grade of “F” solely due to language acquisition. The teacher must be able to document the use of ESOL teaching strategies appropriate to the level of the student’s language. Documentation of the integration of Florida’s English Language Development standards with the grade level standards must be recorded in the teacher’s lesson plans.
  - 3) The ELL Committee must meet to discuss any ELL student in Grades 9 – 12 recommended for retention prior to the retention of that student. For high school students who may potentially fail a course, the teacher will inform the parents in a language they understand.
  - 4) A copy of the ELL Committee outcomes form must be included in the student’s red folder to document the ELL Committee’s involvement in the retention decision for each student.

**C. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM**

- a) **Eligibility for ESOL Services:** Initial Listening, Speaking, Reading, and Writing assessment is completed by NCA testers using the ACCESS for ELLs 2.0 test as soon as possible after initial enrollment and shall be completed within four weeks (20 school days). The test is administered at the neighborhood school, or the Center for Language and Culture (CLC).

ELIGIBILITY FOR ESOL PROGRAM			
GRADE	SUB-TEST	ELIGIBLE	INELIGIBLE
9-12	ACCESS for ELLs 2.0 Listening Speaking Reading Writing	ACCESS for ELLs 2.0 Composite score 1.0-3.9 OR Reading score 1.0-3.9	ACCESS for ELLs 2.0 Composite score =>4.0 AND Reading score =>4.0
Enter by ELL Committee	ELL Committee Recommendation		
Enter by IEP/ELL Committee	IEP/ELL Recommendation		

- b) **Provision to Notify Parent/Guardian in Home Language When Testing is Delayed:** A letter, developed by NCA, will be sent to the parent/guardian in the student’s home language advising that the student’s English language assessment has not been completed within the required time period according to federal/state guidelines.
- c) **Programmatic and Academic Assessment:** Programmatic assessment is required prior to placement in the ESOL program. The student ELL Plan must be completed by certificated personnel with the parents/guardians at the time of the initial registration into NCA. The indicators used are the following:
- 1) academic records/report cards;
  - 2) transcripts;
  - 3) parent interview, student interview, bilingual interpreter interview; and
  - 4) any other evidence of educational experience.
- Students who do not have documentation of educational records are placed based on age. Academic records should

be current within one school year of initial registration. Upon entry into the school system, it is the responsibility of the Principal to determine proper grade placement through programmatic and academic assessment.

- d) **Assignment of Report Card Grades for English Language Learners (ELL) Students Enrolling During the Fourth Quarter:** If an ELL student enrolls during the 4<sup>th</sup> quarter with no records for the current school year the following procedure should be followed:
- 1) the student should be placed in the appropriate grade level for the following year based on his/her age;
  - 2) at the end of the school year final grades MUST NOT be entered;
  - 3) promotion/retention will assign an “N”; therefore, the student will be projected to the same grade. In such a case, the student will be neither promoted nor retained and will be placed in the same grade level the following year.
- e) **Accommodations for ELL Students in the Administration of Statewide Assessments:** Test accommodations are provided as indicated in the Test Administration Manuals.
- f) **Statewide Assessments:** All ELLs will be tested on the F.A.S.T. ELA in each year they are enrolled in a tested grade level.
- g) **Extension of services:** An Annual Evaluation for extension of services must be completed by an ELL Committee on or before the students’ third anniversary of the program entry date and annually thereafter for as long as he/she is an active ELL student.
- h) **Statewide English Language Proficiency Assessment:** In accordance with federal mandates outlined in Every Student Succeeds Act (ESSA), all English Language Learners (ELL) K-12 will be assessed annually each spring using the statewide English language proficiency assessment in the areas of language acquisition: reading, writing, listening, and speaking. It is administered by school-based personnel.
- i) **Implementation of the Remediation and Retention Provisions for ELL Students:**
- 1) An ELL Committee may exempt ELL students in the program for two years or fewer from mandatory retention. Exemption considerations include the following:
    - a) amount of time in the country;
    - b) academic experience(s);
    - c) time needed to reach proficiency based on research;
    - d) oral language proficiency in English; and
    - e) cultural background.
  - 2) No ELL student may receive a grade of “F” solely due to language proficiency. Teachers shall be able to document the use of ESOL teaching strategies appropriate to the level of language. Documentation of the use of ESOL strategies must be recorded in the teacher’s lesson plans.
  - 3) The ELL Committee must meet to discuss any student recommended for retention. For secondary students with potential course failure, the teacher will inform parents in a language they understand. For students who have been receiving ESOL services for less than two years, an ESOL district representative must be invited to and should be present at the meeting.
- j) **Program Exit Procedures:** Schools are encouraged to provide ESOL support for as long as the student has difficulty meeting required state assessments and statewide English language proficiency assessment requirements (ACCESS for ELLs 2.0). Students may exit from the ESOL program and are classified as English Proficient when the exit criteria indicated below are met.

ESOL PROGRAM EXIT OPTIONS		
Exit Option	Exit Indicator	
Exit by test scores	Grade 9	Statewide English language proficiency assessment composite score of 4 or higher AND reading score 4 or higher AND earning a level 3 or higher on the grade level F.A.S.T. in ELA.
	Grades 10-12	Statewide English language proficiency assessment composite score of 4 or higher AND reading score 4 or higher AND earning high school Florida State Assessment score on the reading subtest or comparable test that will suffice the graduation requirement.
Exit by ELL Committee	ELL Committee Recommendation	
Exit by IEP/ELL Committee	IEP/ELL Recommendation	

The ELL or IEP/ELL Committee will consider the following criteria to override statewide English language proficiency assessment or other state required assessment scores that do not meet the state exit criteria:

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

Once the student is exited, the ELL Student Plan Part A must be completed. An exit letter in the home language when feasible will be sent home to the parents by the NCA office. Also, ELL Plan Part C, the monitoring section, must be completed within two years.

## **HIGH SCHOOL - APPENDIX A: DETERMINING THE FINAL AVERAGES FOR COURSES**

The following will be followed to calculate final grades for those courses that have an EOC.

For each course that has an EOC, convert course grade to points for each semester (S1, S2).

Course Grade	Points
A	4.00
B	3.00
C	2.00
D	1.00
F	0.00

For each course that has an NCA EOC, convert NCA EOC grade to points.

Course Grade	Points
A	4.00
B	3.00
C	2.00
D	1.00
F	0.00

For each course that has a State EOC, convert State EOC Level to points.

EOC Level	Points
5	4.00
4	3.00
3	2.00
2	1.00
1	0.00

After calculations described below, convert total Points to grade:



Points	Grade	Points	Grade
4.00	A	0.82	F
3.95	A	0.80	F
3.90	A	0.78	F
3.85	A	0.77	F
3.80	A	0.75	F
3.75	A	0.73	F
3.70	A	0.72	F
3.65	A	0.70	F
3.60	A	0.68	F
3.55	A	0.67	F
3.50	A	0.65	F
3.40	B	0.63	F
3.30	B	0.62	F
3.20	B	0.60	F
3.10	B	0.58	F
3.00	B	0.57	F
2.90	B	0.55	F
2.80	B	0.53	F
2.70	B	0.52	F
2.60	B	0.50	F
2.50	B	0.48	F
2.40	C	0.47	F
2.30	C	0.45	F
2.20	C	0.43	F
2.10	C	0.42	F
2.00	C	0.40	F
1.90	C	0.38	F
1.80	C	0.37	F
1.70	C	0.35	F
1.60	C	0.33	F
1.50	C	0.32	F
1.45	D	0.30	F
1.40	D	0.28	F
1.35	D	0.27	F
1.30	D	0.25	F
1.25	D	0.23	F
1.20	D	0.22	F
1.15	D	0.20	F
1.10	D	0.18	F
1.05	D	0.17	F
1.00	D	0.15	F
0.98	F	0.13	F
0.97	F	0.12	F
0.95	F	0.10	F

Points	Grade	Points	Grade
0.93	F	0.08	F
0.92	F	0.07	F
0.90	F	0.05	F
0.88	F	0.03	F
0.87	F	0.02	F
0.85	F	0.00	F
0.83	F		

Final grade will be determined based on the following formulas:

After calculations are complete for each course that has an EOC, convert final Points to Grades.

<b>COURSES WITH A NCA-EOC</b>
<p><b>For a 1.0 credit courses with NCA EOC, the NCA EOC will count as 20% of the final grade see the following example:</b></p> <p><math>(S1 \text{ Grade converted to Points} + S2 \text{ Grade converted to points}) / 2 \times .8 + (\text{NCA EOC Grade converted to Points} \times .2) =</math> Points for final grade</p> <p><math>(C + B) / 2 \times .8 + (C \times .2) =</math> Points for final grade  <math>(2 + 3) / 2 \times .8 + (2 \times .2) =</math> Points for final grade  <math>(2.5 \times .8) + .4 =</math> Points for final grade  <math>2 + .4 = 2.4 = C</math></p>
<p><b>For a .50 credit courses with NCA EOC, the NCA EOC will count as 20% of the final grade see the following example:</b></p> <p><math>(S1 \text{ Grade converted to Points}) \times .8 + (\text{NCA EOC Grade converted to Points} \times .2) =</math> Points for final grade  <math>(B \times .8) + (B \times .2) =</math> Points for final grade  <math>(3 \times .8) + (3 \times .2) =</math> Points for final grade  <math>2.4 + .6 =</math> Points for final grade  <math>2.4 + .6 = 3.0 = B</math></p> <p><b>NOTE:</b> Final grades will be calculated based on semester grades.</p>
<b>Students with Disabilities and NCA EOCs</b>
<p style="text-align: center;"><b>Students with Disabilities with an IEP (with the exception of Gifted and Hospital Homebound)</b></p> <p>For students with a disability pursuing a regular course of study: if the student has demonstrated mastery of all course standards and it has been determined that the comprehensive NCA EOC will not serve as an accurate measure of the student's mastery of the course content, a failed NCA EOC may be waived in the final grade calculation.</p> <p>For students with a disability pursuing a special diploma option: if the student has demonstrated mastery of all course standards, but failed the NCA EOC, the impact of the EOC will be waived in the final grade calculation.</p> <p><b>NOTE:</b> For the purpose of calculation correctness no values are rounded to whole numbers. Calculations are carried out six decimal places until the final grade average.</p>
<b>COURSES WITH A STATE-EOC</b>
<p><b>For students for which the state End of Course Exam (EOC) will count as 30% of the student's final grade, a final 1.0 credit grade will be awarded for the course based on the following example formula.</b></p> <p><math>([S1 \text{ Grade "C"} \text{ converted to Points} + S2 \text{ Grade "B"} \text{ converted to Points}] / 2 \times .70) + ([\text{State EOC Level "3"} \text{ converted to Points}] \times .3) =</math> Points for Final Grade</p>

$$(C + B)/2 \times .7 + (2 \times .3) = \text{Points for final grade}$$

$$(2 + 3)/2 \times .7 + (2 \times .3) = \text{Points for final grade}$$

$$(2.5 \times .7) + .6 = \text{Points for final grade}$$

$$1.75 + .46 = 2.21 = C$$

**NOTE:** For the final grade of "D", no rounding of points will occur. The student must earn at least a 1.0 to earn a credit.

**NOTE:** A student with a disability, as defined in 1007.02 (2) F.S., for whom the Individual Education Plan Team determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purposes of determining the student's course grade. The final grade will be based on the average of the four quarter grades.

#### State mandated re-averaging of a course grade

**When a student fails one half of a full credit course and the averaging of the two halves would result in a passing grade for a full credit the grades obtained in each half:**

$$(S1\text{Grade "F"} + S2\text{Grade "A"})/2 \times .8 + (\text{EOC Grade "C"} \times .2) = \text{final grade}$$

$$(0 + 4)/2 \times .8 + (2 \times .2) = \text{final grade}$$

$$(2. \times .8) + .4 = \text{final grade}$$

$$1.6 + .4 = 2.0 = C$$

**NOTE:** The NCA approved EOC assessment for content term 2 of the course will be used for the 20% calculation.

If there is no state EOC, the re-average will be done based on the 2 semester grades.

Per State Board Rule this only applies to the first attempt at the courses. Subsequent retakes of the courses fall under the grade forgiveness policy.

#### General:

**NOTE:** Final grades will be calculated based on semester grades.

**NOTE:** EOC is defined as NCA End of Course Exam (or teacher final), when a state EOC assessment does not currently exist.

- 1) When there is not a state End Of Course Exam (EOC) the NCA EOC when available, will count as 20% of the year long, stand-alone half credit, or second semester final grade (of a two-semester course).
- 2) Each teacher arrives at a grading period grade based upon examinations as well as written papers, class participation and other academic performance criteria and must include the student's performance or nonperformance at his or her grade level.
- 3) For courses without a NCA - EOC or state - EOC, the final grade will be calculated based on the two semester grades. The exceptions would be a Dual Enrollment or an Access course for which the final grade will need to be entered by the teacher.
- 4) For courses with a State End of Course Exam (EOC) grades will be calculated based on state designated formulas.
- 5) For the purpose of grading period grade, students transferring from school into NCA shall have the withdrawal grades from the previous school averaged with grades by NCA.
- 6) A student enrolled in NCA, but who has not been enrolled in the sending or receiving school the minimum fifteen (15) days in a traditional or A/B or eight (8) days on a semesterized (four-by-four) class during a grading period, may be assigned an independent study to complete the course work or the Principal may utilize appropriate achievement data from the subject level tests to determine course credit.
- 7) Standard mathematical procedures for rounding off shall be used in computing final grade averages. When computing grade point averages for the final course averages, divide to the hundredth's place (two digits to the right of the decimal point). If the hundredth's digit is five or greater, "round up" to the 10<sup>th</sup>'s place (1<sup>st</sup> place behind the decimal). If the hundredth's digit is less than five, then leave the 10<sup>th</sup>'s digit as is.
- 8) **Note: There is no rounding for a grade of D, students must earn a minimum 1.0.** NCA will maintain a one-half credit earned system, (except in the case of a course with a state-EOC). A one-half credit shall be awarded if the student successfully completes either the first or the second half of a one credit course but fails to successfully complete the other half. If the student successfully completes either the first or the second half of a one credit course but fails to successfully complete the other half of the course and the averaging of the grades in each half would result in a passing grade, the student shall be awarded the whole credit.

## **HIGH SCHOOL - APPENDIX B: GRADUATION GRADE POINT AVERAGE AND RANKING**

### **GRADE POINT AVERAGE**

Grade point averages (GPA) affecting high school students include the Graduation or State GPA and the Ranking or NCA GPA.

#### 1) **GRADUATION GPA**

##### a) Requirements

A specified grade point average is a requirement for graduation.

- i. Students must have a 2.0 cumulative GPA in courses required for graduation.

##### b) Procedures

For students entered ninth grade, the calculation of the graduation (or state) GPA:

- i. is always cumulative and includes credits earned and attempted at the time of the calculation.
- ii. is updated automatically with any change.
- iii. uses final grade averages for completed courses taken that count toward high school graduation.
- iv. replaces a grade of "D" or "F" earned in a high school course or a grade of "C" earned in a high school course taken while in middle school when a course is repeated as long as the higher grade is a "C" or better (1003.43 F.S.).
- v. is computed to the fourth decimal place (ten thousandths).
- vi. is based on an unweighted scale (A=4, B=3, C=2, D=1, F=0).

##### c) Forgiveness Policy

When the 24, or 18, credits required for high school graduation have been earned, but the GPA requirement has not been met, the forgiveness policy takes effect and recalculation occurs based on the following criteria:

- i. A grade of "C," "D," or "F" in a high school course taken in middle school can be replaced with a grade of "C" or higher earned subsequently in the same or equivalent course (including Level 1 courses in reading and math for students following Standard Diploma Option 2 or any special diploma option) (1003.43 F.S.).
- ii. The forgiveness policy for elective courses is limited to replacing a grade of "D" or "F" for a course taken in high school with a grade of "C" or higher earned subsequently in another course (1003.43 F.S.).
- iii. The forgiveness policy for elective courses is limited to replacing a grade of "C," "D," or "F" in a high school course taken in middle school with a grade of "C" or higher earned subsequently in another course (1003.43 F.S.).
- iv. Any course grade not replaced (a. and/or b. above) shall be included in the calculation of the cumulative grade point average required for graduation (1003.43 F.S.).
- v. Out-of-state and/or private school grades shall be included in the student's cumulative GPA.

**NOTE:** Students with Disabilities Pursuing Special Diploma who have not earned an overall GPA of 2.0 but have earned 24 credits or more may require hand calculation of their best 24 credits of required courses to meet the GPA requirement.

#### 2) **RANKING GPA**

Ranking GPA is used to determine a student's position in the class based on grades when following a NCA Standard Diploma Option. Percentile rank is used to determine the position of a student's GPA in the distribution of all students in a class based on grades. For example, a student who has a class rank of 57 out of 280 students would in the 20<sup>th</sup> percentile of the class. Students entering 9<sup>th</sup> grade will be ranked based on percentile. The recognition of valedictorian and salutatorian will continue during their senior year.

Grades transferred into NCA shall be weighted according to NCA policy for GPA calculation.

##### a) Timeline

- i. Students following a NCA Standard Diploma Option, shall be ranked eight times (1) at the completion of the 9<sup>th</sup> grade; (2) at the end of September in the 10<sup>th</sup> grade; (3) at the completion of the 10<sup>th</sup> grade; (4) at the end of September in the 11<sup>th</sup> grade; (5) at the completion of the 11<sup>th</sup> grade; (6) at the end of September in the 12<sup>th</sup> grade; and (7) mid-February in the 12<sup>th</sup> grade; and (8) at the completion of the 12<sup>th</sup> grade. Students shall be ranked based on percentile.
- ii. Valedictorian and Salutatorian status is determined when students are ranked at the end of the first semester of their graduation year.

##### b) Procedures

- i. Calculation of the ranking (or NCA) GPA is based on the following criteria:

The grades used in computing the ranking GPA at the close of the 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade shall be the final grade average in all courses taken that count toward high school graduation.

- ii. The grades used in computing the ranking GPA at the end of the graduation year shall be as follows:
  - a) The GPA shall be computed using the final grade average in all courses taken for high school graduation that are used to calculate the State Graduation GPA. Final grades for FLVS and Dual Enrollment courses taken off campus **must be applied** to a student's academic record prior to ranking for inclusion in the ranking process.
  - b) The GPA shall be computed to the fourth decimal place (ten thousandths).
  - c) All grades in courses identified in the NCA Course Title File as Level 3 (advanced courses, shall be weighted on the following scale: A-5, B-4, C-3, D-2, F-0. Grades in all other courses shall be weighted on the following scale A-4, B-3, C-2, D-1, F-0 (1003.437 F.S.).
  - d) The grades used in computing the ranking GPA at the close of the 9th, 10th, and 11th grade shall be the final grade average in all courses taken that count toward high school graduation
  - e) **At the end of first semester**, the two seniors with the highest rank based on weighted GPA, who have been enrolled at the school since the beginning of their junior year, will be designated as Valedictorian and Salutatorian. It is important to make the cutoff at the end of the first semester since the Valedictorian and Salutatorian should be afforded the opportunity of including their honors on their graduation invitations. The Valedictorian/Salutatorian designation will be tied to the students who have been enrolled at the school for at least two years. In the event students with the highest rank based on weighted GPA, who have been enrolled at the school since the beginning of their junior year, have the exact same GPA, these students will be recognized as Co-Valedictorian (same highest GPA) and/or Co-Salutatorian (same next highest GPA).
  - f) **At the time that the final senior ranking** is performed, the senior with the highest weighted GPA will be ranked as number one (#1) and will be recognized as such.

## HIGH SCHOOL - APPENDIX E: STATE ASSESSMENT REQUIREMENTS

	State Graduation Reading Assessments			State Graduation Math Assessments		
Assessment(s) that must be passed for 24 Credit and 18 credit diplomas	F.A.S.T. ELA*	SAT Reading Concordant*	ACT Reading Concordant*	SAT Math Concordant*	ACT Math Concordant*	F.A.S.T. Math Algebra 1*
Currently 10 Grade F.A.S.T. Reading Assessment F.A.S.T. Algebra 1 EOC	350	480 EBRW	18 English/ Reading Average	SAT 420 PSAT 430	16	497
* Rule 6A-1.09422 **Rule 6A-1.09430						

**Note:** Students have *in perpetuity* to earn concordant scores.

### NCA and State End of Course (EOC) Assessments

High School Diploma						
NCA EOCs	Algebra I EOC	Geometry EOC	Algebra 1 EOC	Biology EOC	US History EOC**	Graduation Test Requirements 24 Credit AND 18 Credit
20% of final grade	30% of final grade <b>Must pass to graduate</b>	30% of final grade	30% of final grade	30% of final grade	30% of final grade	State designated 10 <sup>th</sup> Grade ELA Reading/Concordant and Alg. 1 EOC/Concordant
<b>Note:</b> Final grades will be calculated based on quarter grades. <b>**Note:</b> Applies only to United States History – 2100310, United States History Honors – 2100320, Visions and Countervisions: Europe, U.S. and the World from 1848 Honors – 2100480 Pursuant to: <a href="http://www.fldoe.org/core/fileparse.php/5662/urlt/NGSSSEOCFS1920.pdf">http://www.fldoe.org/core/fileparse.php/5662/urlt/NGSSSEOCFS1920.pdf</a>						

Middle School				
NCA EOC	Algebra I EOC	Geometry EOC	Biology EOC	Civics EOC
20% of final grade	30% of final grade <b>Must pass to graduate</b>	30% of final grade	30% of final grade	30% of final grade
<b>Note:</b> Final grades will be calculated based on quarter grades.				

## **HIGH SCHOOL - APPENDIX F: PHYSICAL EDUCATION POLICIES AND WAIVER PROCEDURES**

Every student should have the opportunity to participate in quality physical education. The Society of Health and Physical Education (SHAPE) defines physical education as “the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of well-being.” Program outcomes will include: a) instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every student; b) fitness education and assessment to help students understand, improve and/or maintain their physical well-being; c) the development of cognitive concepts about motor skill and fitness; d) opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective; and e) the promotion of regular amounts of appropriate physical activity now and throughout life.

- 1) All high school physical education courses will be taught by appropriately certified teachers.
- 2) All high school students will be expected to participate in physical education activities to meet state standards and program outcomes.
- 3) Physical education teachers will work cooperatively with parents, physicians, school counselors, and administrators to design/adapt physical activities to meet the needs of all students.
- 4) Physical therapy is a related service and therefore is not considered physical education. However, the PE requirement for students with disabilities following special standards can be met through participation in adaptive or specially designed PE as determined in their IEPs.
- 5) One credit of physical education is required for graduation. NCA may not require the one credit in physical education be taken during the ninth-grade year.
- 6) There are five options to satisfy the one credit of physical education graduation requirement:
  - a) HOPE is a one credit physical education course which includes the integration of Health Education and Physical Education Standards, Benchmarks, and topics.
  - b) Personal Fitness is a ½ credit physical education course which is aimed at lifelong fitness, this course guides you in strategies and techniques to make continual improvements in all areas of wellness. Fitness Lifestyle Design which is a ½ credit course which includes habits of body and mind that will lead to a healthier lifestyle.
  - c) Personal Fitness is a ½ credit physical education course which is aimed at lifelong fitness, this course guides you in strategies and techniques to make continual improvements in all areas of wellness. Outdoor Education is a ½ credit physical education course, which includes skills in outdoor activities like boating and hunting, and learn about the benefits of physical activity while using proper safety procedures to experience wildlife and outdoor and extreme sports.
  - d) Participation in two seasons of an interscholastic sport at the junior varsity or varsity levels (requires CPLAMS waiver # 1500410, 1500420).
  - e) Satisfactory completion of four (4) semesters over a minimum of two (2) years in a Junior Reserve Officer Training Corps (JROTC) Program with a grade of “C” or better each semester (requires CPALMS waiver #150450 AND #1500460). This DOES NOT include dual enrollment ROTC classes.

## HIGH SCHOOL - APPENDIX G: GRADES 9-12 SCHOOL SAFETY NET PROGRAMS

Grades	On-going NCA School Safety Net Programs
9-12	<p>School-based programs designed by school administration and staff</p> <ul style="list-style-type: none"><li>● School-based programs designed by school administration and staff</li><li>● Florida Virtual School</li><li>● Before, during, and after-school tutoring</li><li>● Differentiated classroom instruction</li><li>● During school tutoring</li><li>● Mentoring</li><li>● Intensive skills development programs</li><li>● ESOL services</li></ul> <p><b>(NOTE: ELL students and students with disabilities are entitled to participate in all safety nets.)</b></p>



## **HIGH SCHOOL - APPENDIX H: PROCEDURES FOR GRANTING CREDIT FOR HIGH SCHOOL COMPLETION PROGRAM COURSES**

- 1) At least one virtual course will be completed online. A copy of the approval shall be filed in the student's cumulative record at the school. This course may also satisfy the Physical Education course required for graduation.
- 2) Subject to availability of space, students may earn additional credits through a Virtual School toward graduation from NCA. These credits are used to assist students to graduate at the end of the fourth year of high school.
- 3) Each student shall have the written approval of the Principal or his/her designees prior to enrolling in a virtual course for credit.
- 4) Each course taken for the purpose of receiving NCAs' credit toward graduation shall be comparable in content to the same course offered at NCA in order for the student to apply virtual credit toward meeting NCA's graduation requirements.
- 5) Each course taken for the purpose of receiving NCA credit toward graduation shall be based on demonstrated mastery of the student performance standards in the course of study (6A-6.0201 FAC).
- 6) NCA will record the course and grade in the Student Information Management System (SIMS) so that it is included on the official transcript.

## HIGH SCHOOL - APPENDIX L: INTENT TO APPLY FOR EARLY GRADUATION

Students who wish to graduate early must complete the Intent to Apply for Early Graduation prior to the start of the academic year in which he/she intends to graduate. Early Graduation candidates require consistent monitoring by teachers, school counselors and parents/guardians to ensure the student is on track to complete the early graduation requirements. The Intent to Apply for Early Graduation is not binding. Students may opt to complete the school year.

Student Name	
Student ID	
Cohort Year (Year entered HS)	
Intended Graduation Date	
Student Phone Number	
Student Email Address	

Parent/Guardian Name	
Mailing Address	
City, State, Zip Code	
Parent/Guardian Phone Number	
Parent/Guardian Email Address	

Postsecondary Plans	
Postsecondary College or University of Enrollment	Name of School: Address:
Completed Bright Futures Application? <small>Mid-Year graduates enrolling in a college or university for Spring of graduation year must complete the FFAA before August 31<sup>st</sup>.</small>	
Is the student a potential athlete?	
Has the student reviewed eligibility requirements outlined by NCAA or NAIA?	

Statements of Understanding: Student must read each statement and initial.

\_\_\_\_\_ I understand that this Intent to Graduate Early is an accelerated pathway and I intend to meet the graduation requirements and timeline of the intent to graduate earlier than my high school cohort.

\_\_\_\_\_ I understand that the admission process for colleges and universities is highly selective and I must enroll in a rigorous senior level schedule. Colleges and universities are reviewing the high school transcript to see that students have challenged themselves in coursework and have performed well.

\_\_\_\_\_ I understand that LAM II does not meet NCAA eligibility.

\_\_\_\_\_ I understand that it is my responsibility to report changes in schedule, drastic change in grades, suspensions, arrests or anything that eludes admissions dishonesty to the college/university.

\_\_\_\_\_ I understand that I cannot participate in senior activities once I graduate. I will be allowed to participate in commencement.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

School Counselor Signature \_\_\_\_\_ Date \_\_\_\_\_