



Naples Classical Academy Student Progression Plan
2024-2025

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www.naplesclassical.org

The School Board of Naples Classical Academy

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Mission Statement

Our mission is to train the minds and improve the hearts of young people through a classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

Vision Statement

Our vision is to have a citizenry worthy of the legacy of our country's founders and the continuation of our American experiment, developed through a classical, great-books curriculum designed to engage the student in the highest matters and the deepest questions of truth, justice, virtue, and beauty.

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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 F.S. 1008.25 and F.S. 1002.3105.

The Naples Classical Academy School Board shall allocate remedial and supplemental instruction resources to students in the following priority: (1) Students who are deficient in reading by the end of Grade 3 (2) Students who fail to meet performance levels required for promotion consistent with the NCA School Board's plan for student progression. In order to facilitate assessment of student progress, F.S. 1008.22 requires that each student must participate in statewide, standardized assessments.

Student progression at NCA is based upon an evaluation of each student's achievement. The basis for making the decision regarding promotion or retention is an evaluation of information provided by norm-referenced assessments, criterion-referenced assessments, local assessments, teacher-made assessments, summative assessments, and other objective instruments.

The professional staff of NCA bear the primary responsibility for making recommendations regarding each student's level of performance and ability to function academically at the next grade level. The decision regarding grade placement is the responsibility of the principal as outlined in this document and pursuant to state and federal law, NCA Board-approved policies, and NCA administrative procedures. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Elementary School Student Progression

Kindergarten Enrollment

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 a 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 report card or transcript, then they will be placed in the first program of study, and that is kindergarten (F.S. 1003.21(1)(a)). Before admittance to kindergarten, the Head of School 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 bond 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 a parent, accompanied by a certificate of age signed by a public health officer or by a public-school physician, which state that the health officer or physician examined the child and believes that the age as state in the affidavit is correct.

A homeless child shall be given temporary exemption to the above requirements for 40 days (F.S. 1003.21(4)(a-g)).

In additional to proof of age, the Head of School 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)(F.S. 1003.22(1)) (2) An updated immunization record (F.S. 1003.22(3)) (3) Proof of home address (4) A request for the child’s social security number

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 F.S. 1002.67(1). 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.

Kindergarten 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 a official

transcript or report card AND

Student is not eligible for enrollment in first grade based on age requirement

Exception: 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 or report card is provided (F.S. 1003.21(2)(a); F.S. 1003.25(3); FAC 6A-1.0985; FAC 6A-109941)

Entry Requirements for Students who transfer from out-of-state and do not meet regular age requirements

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 (F.S. 1003.21(2)(a); FAC 6A-1.0985), the following data must be provided: (a) Official verification that the parent(s) or guardian(s) was a legal resident 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 F.S. 1003.22 (d) Evidence of data of birth in accordance with F.S. 1003.21(4) (e) Evidence of a medical examination completed within the last twelve months in accordance with F.S. 1003.22

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.

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 that state from which he/she is transferring, and an official transcript or report card is provided. Prior to admission, the parent or guardian must also provide the data required.

Enrollment and Assignment of Transfer Students

A student meeting entrance age and all other criteria as specified in statute and Board policy, and who has previously attended any other public or private school, shall be enrolled in Naples Classical Academy, with initial placement corresponding to that made by the previous school, or pursuant to Student Progression Plan (SPP) procedures if over-age for the previous grade placement. However, a student transferring from public or private schools outside the State of Florida shall be enrolled in kindergarten or first grade, regardless of age criteria, if such enrollment continues the grade level placement already established by the out-of-state school and the student meets the entrance age requirements of the public schools of the state from which the student is transferring. Such enrollment shall apply only if the parent(s) has/have been a resident of the state from which the student is transferring. Subsequent to enrollment, the transfer student shall be assigned pursuant to Student Progression Plan (SPP) procedures.

In a few cases, there may be doubt concerning the appropriate grade placement of a transfer student new to the District and NCA. When a decision involves a potential change from elementary to middle school, the Head of School will make the decision as to grade placement.

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

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

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 summer assessment and summer school. A decision to retain a student may be appealed by a parent or legal guardian to the Head of School or designee and a final decision will be made after a review of the student's performance. This appeal 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 school administrator of the following indicators:		
Language Arts Teacher judgment that the student has met applicable state standards in Language Arts as indicated by a final grade of A, B, C, or D	AND	Mathematics Teacher judgment that the student has met applicable state standards in Mathematics as indicated by a final grade of A, B, C, or D
First Grade		
Promotion of students in Grade 1 will be determined through a collective analysis between the parent, teacher, and NCA school administrator of the following indicators:		
Language Arts Teacher judgment that the student has met applicable state standards in Language Arts as indicated by a final grade of A, B, C, or D	AND	Mathematics Teacher judgment that the student has met applicable state standards in Mathematics as indicated by a final grade of A, B, C, or D
Second Grade		
Promotion of students in Grade 2 will be determined through a collective analysis between the parent, teacher, and NCA school administrator of the following indicators:		

Language Arts Teacher judgment that the student has met applicable state standards in Language Arts as indicated by a final grade of A, B, C, or D	AND	Mathematics Teacher judgment that the student has met applicable state standards in Mathematics as indicated by a final grade of A, B, C, or D		
Third Grade				
Promotion of students in Grade 3, regarding language arts* and math, will be determined through a collective analysis between the parent, teachers, and NCA administrator of the following indicators:				
Language Arts Teacher judgment that the student has met applicable state standards in language arts as indicated by a final grade of A, B, C, or D. *Promotion of students is based on attaining the minimum required score on the statewide standardized reading assessment as specified in F.S. 1008.25. The NCA School Board may only exempt students from mandatory retention for good cause^.	AND	Mathematics Teacher judgment that the student has met applicable state standards in math as indicated by a final grade of A, B, C, or D		
<p>^Good Cause Exemptions</p> <ol style="list-style-type: none"> (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 (2) Have an Individual Education Plan (IEP) for a student with disabilities which indicates that participation in the statewide assessment program is not appropriate (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 a Third Grade Reading Recovery Program (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 (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, or 2, or 3 (6) Received intensive reading instruction for two or more years but still demonstrates a deficiency in reading and who were previously retained in Grades K, 1, 2, or 3 for a total of two years. A student may not be retained more than once in Grade 3. <p>Note: A student who is promoted to Grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that includes specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted.</p>				
Fourth Grade				
Promotion of students in Grade 4 will be determined through a collective analysis between the parent, teacher, and NCA school administrator of the following indicators:				
Language Arts Teacher judgment that the student has met applicable state standards in Language Arts as indicated by a final grade of A, B, C, or D	AND	Mathematics Teacher judgment that the student has met applicable state standards in Mathematics as indicated by a final grade of A, B, C, or D	AND	Science or Social Studies Teacher judgment that the student has met applicable state standards in Mathematics as indicated by a final grade of A, B, C, or D
Fifth Grade				

Promotion of students in Grade 5 will be determined through a collective analysis between the parent, teacher, and NCA school administrator of the following indicators:				
Language Arts Teacher judgment that the student has met applicable state standards in Language Arts as indicated by a final grade of A, B, C, or D	AND	Mathematics Teacher judgment that the student has met applicable state standards in Mathematics as indicated by a final grade of A, B, C, or D	AND	Science or Social Studies Teacher judgment that the student has met applicable state standards in Mathematics as indicated by a final grade of A, B, C, or D

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 documented in the student’s Individual Education Plan (IEP) and intensive instruction. All school instruction shall be standards based using the applicable state standards.

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

Implementation of the Remediation & 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: (1) amount of time in the country (2) academic experience (3) time needed to reach proficiency based on research (4) oral language proficiency in English (5) reading and writing proficiency in English (6) cultural background.

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.

The ELL Committee must meet to discuss an 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 and should be present at the meeting.

A copy of the ELL Committee outcomes form must be included in the student’s cumulative folder to document the ELL Committee’s involvement in the retention decision for each student.

NCA Specific Criteria and Policies for Intervention

Each student must participate in the statewide, standardized assessment program (F.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 the strategies for providing academic support 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 federal required student plan* (2) a school wide system of progress monitoring for all students except a student who scores a Level 4 or above on the English language arts and mathematics assessments (exemption must be approved by Head of School) (3) an individualized progress monitoring plan.

Students not meeting grade level expectations receive increasingly intense intervention services to support student academic proficiency. Students will receive a Progress Monitoring Plan (PMP) that identifies intervention support through a problem solving response to intervention process. Multiple tiers will be implemented until proficiency is achieved.

*Federally required student plans include: (1) Individual Education Plan (IEP) for a deficiency in an academic subject (reading, mathematics, writing, and/or science) (2) Section 504 for a deficiency in an academic subject (reading, mathematics, writing, and/or science) (3) English Language Learner (ELL) Plan

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. NCA will develop strategies to assist low performing students in meeting subject or promotion requirements, such as but not limited to: intensive remediation time during the school day, before or after school tutoring, and ESOL services.

Any student in grades K-3 who exhibits a substantial reading deficiency as determined by assessment or teacher observation, will have parent notification immediately. A meeting to consult in the development of a detailed individualized progress monitoring plan (PMP) or other federally required student plan which addresses the reading deficiency shall be made and inform the parent that the student will be given daily intensive reading instruction immediately following identification of the reading deficiency 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 includes achieving a Level 3 on statewide, standardized English language arts assessment (F.S. 1008.25(5)(a), FAC 6A-06.054).

The parent of any K-3 student who exhibits a substantial reading deficiency must be notified in writing of the following (F.S. 1008.25(5)(c)): (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 that will be provided to the student 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 the good cause exemptions

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 (3) the instruction and support services to be provide to meet the desired levels of performance.

Each student who does not meet minimum performance expectations on the state required assessments in English language arts 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 PMP or an individualized PMP (IEP, 504, or ELL) (3) the student meets at least one good cause exemption in Grade 3. Students who are retained, and students needing intensive instructional support will be matched to strategic and intensive instruction based on screening, progress monitoring, and diagnostic assessments.

If a student’s reading deficiency is not remediated by the end of Grade 3, as demonstrated by scoring a Level 2 or above on the state required assessment in reading for Grade 3, must be retained (F.S. 10998.25(5)(b)). 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: (1) effective instructional strategies (2) participation in NCA’s MTSS program.

English for Speakers of Other Languages (ESOL) Program

As soon as possible following the initial enrollment, a NCA tester will administer an initial listening, speaking, reading, and writing assessment using the WIDA Screener for Kindergarten for students in kindergarten or the WIDA Screener for Grades 1-12 for students in Grade 1-5. The assessment should be completed within four weeks or 20 school days following the student’s initial enrollment at NCA.

Eligibility for ESOL Program			
Grade	Subtest	Eligible	Ineligible

K-2	1. Listening 2. Speaking	Listening 1.0-3.9 OR Speaking score 1.0-3.9	Listening score = 4.0+ AND Speaking score = 4.0+
3-5	1. Listening 2. Speaking 3. Reading 4. Writing	Composite 1.0-3.9 OR Listening score 1.0-3.9	Composite score = 4.0+ AND Listening score = 4.0+
Enter by ELL Committee	ELL Committee Recommendation		
Enter by IEP/ELL Committee	IEP/ELL Recommendation		

If 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.

Programmatic assessment is required prior to placement in the ESOL program. The student’s ELL Plan must be completed by certificate holding personnel with the parents/guardians at the time of the initial registration in NCA. The indicators used are the following: (1) academic records (2) transcripts (3) parent interview, student interview, bilingual interpreter interview (4) any other evidence of educational experience. Students who do not have documentation of education 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 Head of School to determine proper grade placement through programmatic and academic 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. All ELLs will be tested on the F.A.S.T. ELA in each year they are enrolled in a tested grade level. Test accommodations are provided as indicated in the Test Administration manuals.

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.

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	Grade	Exit Indicator
Exit by Test Scores	K-2	Kindergarten ACCESS for ELLs (K) or ACCESS for ELLs 2.0 Assessment (1-2) Scoring a 4.0 or higher on the reading ACCESS 2.0 AND Overall composite proficiency score of 4.0 or higher OR Alternate ACCESS for ELLs 2.0 Composite proficiency level score of P1 or higher
	3-5	ACCESS for ELLs 2.0 Assessment Passing score of 3 on the grade level ELA F.A.S.T AND Scoring a level 4.0 or higher on the reading ACCESS 2.0 AND Overall composite proficiency score of 4.0 or higher OR Alternate ACCESS for ELLs 2.0 Composite proficiency level score of P1 or greater
Exit by ELL Committee	ELL Committee Recommendation	
Exit by IEP/ELL Committee	IEP/ELL Recommendation	

The ELL or IEP/ELL Committee will consider the follow criteria to override the statewide English language proficiency assessment of 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 of skills in English and home language, according to appropriate local, state, and national criterion referenced standards, grades from the current or previous year (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 parents. Also, the monitoring section, ELL Plan Part C must be completed at the appropriate reporting periods.

Program of Study Grades K-5

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

Elementary Program of Study					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Language Arts*	Language Arts*	Language Arts*	Language Arts*^	Language Arts*	Language Arts*

(Literacy Essentials, literature)	(Literacy Essentials, literature)	(Literacy Essentials, literature)	(Literacy Essentials, IEW, literature)	(Literacy Essentials, IEW, literature)	(Literacy Essentials, IEW, literature)
Mathematics*	Mathematics*	Mathematics*	Mathematics*	Mathematics*	Mathematics*
Science	Science	Science	Science	Science*	Science*
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies*	Social Studies*
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	Latin	Latin	Latin

*Passing grade is required for promotion. For 4th-5th grades, science or social studies must be passing for promotion.
^Passing score (Lvl 2+) on the F.A.S.T is required for promotion in Grade 3.
**All NCA students in Grades K-5 must receive a minimum of 150 minutes of physical education per week (F.S. 1003.45(5)).

Physical Education Policies and Procedures

Every student should have the opportunity to participate in quality physical education. Program outcomes will include: 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 skills and fitness (4) opportunities to improve their emerging social and cooperative skills and gain multi cultural perspective (5) the promotion of regular amounts of appropriate physical activity now and throughout life

NCA shall provide 150 minutes of physical education each week for students in grades Kindergarten through 5th so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes per day (F.S. 1003.455). 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. Recess, which is defined at unstructured school time, does not satisfy this requirement. The PE requirement for students with disabilities can be met through participation in adaptive or specially designed PE as determined by their IEP. Physical activity, recess, and physical education are not to be withheld as punishment (F.S. 1003.455).

Appendix E1

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

Before starting this process, ensure the following are gathered:

- A list of all required assessment data for K-2 and 4-5 students
- A list of the statewide, standardized assessment scores for all K-2 and 4-5 students
- A list of subject area grades and levels of performance for all K-3 and 4-5 students
- A list of the NCA expectation for each grade level and subject area

Step 1	All grades K-2 and 4-5 student who meet state or NCA expectations for each grade level and subject area	Promote these students
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Step 2	<p>For the students not meeting NCA expectations in reading or math, consider the following criteria: If the students have been previously retained; and</p> <ul style="list-style-type: none"> ● If the students are close to meeting NCA expectations and do not need the entire grade level curricula again ● If the students are receiving ELL services and the primary reason for not meeting NCA expectations is the second language ● If the students have been in ELL less than two years and do not meet NCA expectations* ● If the students are receiving ESE services and are making progress <p>For students who scored a Level 2 on the statewide, standardized assessment but do not meet NCA expectations based on grades</p>	Promote these students with Interventions
Step 3	<p>For students not meeting NCA expectations in reading or math, consider the following criteria:</p> <ul style="list-style-type: none"> ● If the students would benefit from repeating the grade level ● If the students are more than one year below grade level ● If the students are not meeting NCA expectations in multiple subjects ● If the students are in need of the entire grade level curricula again ● If the students have been in ELL more than two years and do not meet NCA expectations (retention is an option)* ● If the students have not been previously retained 	Retain these students

*An ELL Committee will be utilized to recommend the ELL student's end of year status- promotion with interventions or retention

In grades 4-5, the following criteria may be used to retain an ELL student:

- WIDA score;
- Less than satisfactory scores on statewide, standardized assessment; and
- A Student Success Plan, through ELL Committee.

Appendix E2

Process for Determining Promotion/Retention of Students in Grade 3

Step 1	Grade 3 students who meet state or NCA expectations should be promoted	Promote these students
Steps 2-7	Document Good Cause Exemption in student scheduling program for students scoring below proficiency on the statewide, standardized English Language Arts assessment who meet the following:	
Step 2	<ul style="list-style-type: none"> ● English Language Learners who have an initial entry date in a US school that is less than 2 years. The entry date must be less than 2 years from the last day of school. 	Promote these students with Good Cause Exemption

		Code #1
Step 3	<ul style="list-style-type: none"> Students with disabilities who Individual Educational Plan (IEP) indicates that participation in the statewide, standardized assessment program is not appropriate, consistent with the requirements of State Board of Education 	Promote these students with Good Cause Exemption Code #2
Step 4	<ul style="list-style-type: none"> Students who demonstrate grade level reading proficiency on an alternative standardized reading assessment approved by the State Board of Education To promote a student using the SAT-10 as an alternative assessment Good Cause Exemption, the grade 3 student scoring below proficiency on the statewide, standardized reading assessment must score at or above the 45th percentile on the SAT-10. To promote using iReady diagnostic (end-of-year) student must score at or above the 50th percentile. 	Promote these students with Good Cause Exemption Code #3
Step 5	<ul style="list-style-type: none"> Students who demonstrate grade level proficiency through a student portfolio as evidenced by demonstration of proficiency of the State Standards in reading equal to at least a Level 2 on the statewide, standardized English Language Arts assessment. (The student has met the passing criteria on all of the portfolio items.) 	Promote these students with Good Cause Exemption Code #4
Step 6	<ul style="list-style-type: none"> Students with disabilities who participate in the statewide, standardized assessment and who have an Individual Educational Plan (IEP) or a Section 504 plan that reflects that ht student has received intensive remediation in reading for more than 2 years, but still demonstrates a deficiency in reading and was previously retained in grade K, 1, 2, or 3. 	Promote these students with Good Cause Exemption Code #5
Step 7	<ul style="list-style-type: none"> Students who have received intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in grade K, 1, 2, or 3 for a total of 2 years. A student may not be retained more than once in grade 3. 	Promote these students with Good Cause Exemption Code #6
Step 8	Remaining students scoring inadequate on the statewide, standardized English Language Arts assessment, file portfolio's matrix and assessment results in cumulative folder.	Retain these students

Appendix E3

**Student Progression Letter to Parent
Grades K-5 (Letter #1)**

Date:

Dear Parent/Guardian of _____,

This letter is to inform you that _____ is not showing adequate progress toward meeting NCA expectations (state standards) to be eligible for promotion. It is likely that your child may be retained in the same grade or promoted with remediation 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 NCA expectations in language arts or mathematics.

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,

Head of School
Naples Classical Academy

Parent Signature _____ Date _____
Appendix E4

Student Progression Letter to Parents Grades K-5 (Letter #2-Promotion)

Date:

Dear Parent/Guardian of _____,

We are pleased to inform you that _____ has shown substantial improvement since our last letter, and with continued improvement, will be eligible for promotion.

Approximately one month remains in the school year. Please review your child’s progress and encourage efforts toward further improvement during the remainder of the year.

If you have questions concerning this matter, please contact your child’s teacher.

In order to ensure that communication is completed, we request that you sign below and return this letter to the school.

Sincerely,

Head of School
Naples Classical Academy

Parent Signature _____ Date _____

Appendix E5

**Student Progression Letter to Parents
Grades K-5 (Letter #3-Promotion with Remediation)**

Date:

Dear Parent/Guardian of _____,

This letter is to inform you that _____ will be promoted with remediation to the next grade level. Even though your child has not met the expectation of the present grade level, evidence indicates that they are not likely to benefit from retention in the present grade.

Approximately one month remains in the school year. Please review your child's progress and encourage efforts toward further improvement during the remainder of the school year.

If you have any questions concerning this matter, please contact your child's teacher.

In order to ensure that communication is completed, we request that you sign below and return this letter to the school.

Sincerely,

Head of School
Naples Classical Academy

Parent Signature _____ Date _____

Appendix E6

Student Retention Letter to Parents Grades K-5

Date:

Dear Parent/Guardian of _____,

This letter is to inform you that _____ has not met NCA or State expectations for promotion. At this time, your child will be retained in the present grade level as there is evidence he/she will benefit educationally from repeating 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 and do not meet criteria for a Good Cause Exemption. Third grade students can also be retained when they have not met NCA expectations in language arts or mathematics.

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,

Head of School
Naples Classical Academy

Parent Signature _____ Date _____

Appendix E7

Third Grade Promotion/Retention Requirements

This third grade student is eligible for the following Good Cause Exemption from retention for the following reason (circle):

Student ID# _____ Student Name: _____

Note: the numbers below (1-5 and 7) correspond to the data code numbers.

1.	ELL	English Language Learners (ELL) with an initial date of enrollment in a U.S. school less than 2 years. The entry date is less than 2 years from the last day of school.
----	-----	---

2.	ESE	Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide, standardized assessment program is not appropriate, consistent with the requirements of the State Board of Education rule.
3.	Alternative Assessment	Students who demonstrate grade level proficiency on an alternative standardized reading assessment approved by the State Board of Education. Use 45th percentile rank or above on SAT-10 or the 50th percentile or above on current year iReady.
4.	Portfolio	Students who demonstrate grade level proficiency through a student portfolio.
5.	ESE Retained Once	Students with disabilities who participate in the statewide, standardized assessment and who have an IEP or a Section 504 plan that reflects that the student has received the intensive remediation in reading, as required by Florida law, for more than 2 years but still demonstrates a deficiency in reading and was previously retained in grades K, 1, 2, or 3.
7.	Previously Retained in Grade 3	Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in grades K, 1, 2, or 3 for a total of 2 years. A student may not be retained more than once in grade 3 (F.S. 1008.25(6)(b)6).

- Conference between teacher and Head of School with supporting documentation held.

Documentation shall be submitted from the student’s teacher to the Head of School that indicates that the promotion of the student is appropriate and is based upon the student’s academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing Student Success Plan (SSP), Progress Individual Educational Plan (IEP), English Language Learners (ELL) Plan, Elementary Progress Report, or student portfolio.

Teacher signature: _____ Date: _____

Head of School signature: _____ Date: _____

Completed form placed in student’s cumulative records and documented in student scheduling program by the last day of school.

Appendix E8

Collier County Public Schools Third Grade District Portfolio Guidelines

The Third Grade Assessment Portfolio to be used is provided by Collier County Public Schools. The benchmarks assessed by the statewide, standardized English Language Arts Assessment are passed through this portfolio which includes passages with multiple choice items and multi select items. For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all the items assessed per benchmark. Students must complete 50% literary texts and 50% informational texts with an average of 500 words required per benchmark. The Collier County Public Schools matrix is to be used to keep track and record the assessments that have

been taken by the students. The matrix will be placed in the students' cumulative folders upon completion.

Benchmarks Assessed:

Reading Prose and Poetry

ELA.3.R.1.1

ELA.3.R.1.2

ELA.3.R.1.3

ELA.3.R.1.4

Reading Informational Text

ELA.3.R.2.1

ELA.3.R.2.2

ELA.3.R.2.3

ELA.3.R.2.4

Reading Across Genres

ELA.3.R.3.1

ELA.3.R.3.2

ELA.3.R.3.3

Finding Meaning

ELA.3.V.1.2

ELA.3.V.1.3

Appendix E9

Student Promotion Letter to Parent Grade 3 - Good Cause

Date:

Dear Parent/Guardian of _____,

Students are retained when they score Level 1 on the statewide, standardized assessment for Reading, unless they meet the Good Cause exemption criteria. This letter is to inform you that _____ meets the following Good Cause criteria and will be promoted to fourth grade:

- **ELL** - Limited English Proficient students who have had less than 2 years of instruction in an English Language Learners program. The entry date is less than 2 years from the last day of school.
- **ESE** - 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.
- **Alternative Assessment** - Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
- **Portfolio** - Students who demonstrate through a student portfolio that they are performing at least a Level 2 on the statewide, standardized English Language Arts assessment.
- **ESE/504 with Previous Retention** - 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 the intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in grades K, 1, 2, or 3.
- **Previously Retained in 3rd Grade** - Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in grades K, 1, 2, or 3 for a total of 3 years. A student may not be retained more than once in grade 3.

If you have any questions about the process, please contact the school to arrange a conference with the teacher.

Sincerely,

Head of School
Naples Classical Academy

Parent Signature _____ Date _____

Middle School Student Progression

Program of Study for Grades 6-8

Students in middle school must complete the following 12 core courses in the order listed below, not concurrently, and the career component that is included in the 8th grade course M/J US History and Career Planning.

	Grade 6	Grade 7	Grade 8
English/Language Arts	M/J Language Arts 1 Adv	M/J Language Arts 2 Adv	M/J Language Arts 3 Adv

Mathematics	M/J Accel Math Grade 6	M/J Accel Math Grade 7	M/J Grade 8 Pre- Algebra OR Algebra 1 H
Science	M/J Comprehensive Science 1 Adv	M/J Comprehensive Science 2 Adv	M/J Comprehensive Science 3 Adv
Social Studies	M/J World History Adv	M/J Civics Adv	M/J US History & C/P
Career Component			Included in M/J US History & C/P

Academic Supports

Middle school students who have a most recent FAST ELA Reading or Mathematics score of Level 1 or 2 are required by Florida Statute to receive academic support the following year to improve the student's performance (F.S. 1008.25 (4a)). Students who score Level 1 or Level 2, in the Lowest 25%, on statewide standardized assessments will be enrolled in a remedial course or content area course in which remediation strategies are incorporated into course content. Parent(s) wishing to waive this scheduling method must complete Appendix M5.

Enrollment and Assignment of Transfer Students

Upon enrolling a transfer student, the school must request official school records. A transfer student who meets all criteria for enrollment, and who has previously attended any other public or private school, shall be admitted to the Naples Classical Academy (NCA). The grade level placement of the student shall correspond to that made by the previous school or pursuant to Student Progression Plan if the student is over-age for the previous grade placement. Subsequent to enrollment, a transfer student shall be assigned pursuant to Student Progression Plan (SPP). A transfer student's earned grade shall be verified and then calculated as if earned at NCA.

In some limited cases, there may be doubt concerning the appropriate grade placement of a transfer student new to NCA. When a decision involves a potential change from middle school to high school, the Head of School should confer with the College Advisor, to reach a joint decision as to grade placement.

When a student enters from a private school, home school, or out-of-state school and has been promoted to Grade 7, he/she shall be considered to have successfully completed one (1) English Language Arts course, one (1) Mathematics course, one (1) Social Studies course, and one (1) Science course in order to satisfy the General Requirements for Middle Grades promotion pursuant to F.S. 1003.4156.

When a student enters from a private school, home school, or out-of-state school, and has been promoted to Grade 8, he/she shall be considered to have successfully completed two (2) English Language Arts courses, two (2) Mathematics courses, two (2) Social Studies courses, and two (2) Science courses in order to satisfy the General Requirements for Middle Grades promotion pursuant to F.S. 1003.4156.

When a student enters from a private school, home school, or out-of-state school and has been promoted to Grade 9, he/she shall be considered to have successfully completed three (3) English Language Arts courses, three (3) Mathematics courses, three (3) Social Studies courses, and three (3) Science courses in order to satisfy the General Requirements for Middle Grades promotion pursuant to F.S. 1003.4156.

New Students - A new student entering NCA with no previous school, or a lack of records, is to be placed in the grade with peers no more than one grade level below. Any deviation from this policy must have the approval of the Head of School.

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

A middle grades student who transfers into the state's public school system from out-of-country, out-of-state, a private school, or a Home Education Program after the beginning of the second term of eighth grade, is not required to meet the Civics education requirement for promotion if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of Civics education. If this is not the case, the student must be immediately enrolled in Civics and participate in the Civics End-of-Course (EOC) assessment. The results of the EOC assessment must constitute 30% of the course grade, F.S. 1003.4156.

Retention Procedures

Classroom teachers shall be responsible for identifying those students who do not meet grade level expectations. The teachers or College Advisor will identify those students at risk of failing a course or courses to the Head of School by the first school day after February 1 of each school year.

The Head of School shall establish a procedure for review of each case and for following the progress of students at risk of failing a course or courses as the Head of School deems necessary and appropriate.

School personnel will work to establish parent understanding and cooperation regarding a student's grade placement. The decision as to grade placement, however, is the responsibility of the Head of School. Parent(s) are to be notified of the fact that retention is being considered through the quarterly report card, the interim progress report, and/or through the use of a letter to parent(s). A final review of the progress of each student being considered for retention shall be completed, and the Head of School shall make a decision regarding placement. This decision shall be communicated to the parent(s) utilizing the final report card of the year.

Due process, the right of review of the decision of the Head of School regarding placement, shall be available to the parent(s) of all students. A translator must be made available to facilitate communication, as necessary. The review shall be in the form of a conference between the parent(s), teachers, school counselor, Head of School, and College Advisor. After consideration of the facts presented at the conference, the College Advisor shall render a final decision. The decision shall be communicated, in writing, to the parent(s) and the Head of School.

A student who is identified as an English Language Learner (ELL) can be promoted for Good Cause Exemption if the initial date of enrollment in a U.S. school is less than 2 years; the student must receive a Student Success Plan (SSP). ELL Committee members must convene to make the decision. All other students who are English Language Learners are to be promoted or retained on the same basis as any other student. This is not applicable for eighth grade.

Decisions as to promotion of a student are to be made prior to the beginning of the school year and should not be changed after the first week of school each year.

High School Credit Course Options

Middle school students may not earn high school credit for any courses other than those identified in this document as available to middle school students. This requirement applies to all students and all courses, regardless of whether the course is taken in the traditional setting or through Florida Virtual School (FLVS).

A student who takes any of these courses shall be considered a ninth grader for that portion of the middle school instructional program in which they are enrolled in any high school courses. High school courses will impact high school Grade Point Average (GPA).

Such credit is applicable to meeting state scholarship requirements in all cases permitted by law. Grade 6 students are not eligible to take high school courses, including first year world languages.

Grade 7 students may take Algebra 1 Honors and any first year world language course. Must be approved through acceleration application and/or recommendation by the Math Coach.

Grade 8 students may take Algebra 1 Honors, Geometry Honors, any first or second year world language course*, Health Options through Physical Education (HOPE). Grade 8 students taking a second year world language course may not accelerate into a third year course.

Students may enroll only in the following online elective courses (FLVS) the first day after completing eighth grade. Approved courses include: Fitness Lifestyle Design, Health Opportunities in Physical Education (H.O.P.E.), Drivers Education (age requirement – 14.5), and first or second year world languages.

Educational Opportunity for Military Children (F.S. 1000.36)

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

The intent of this compact is to minimize the potential challenges to educational success for children of military families because of frequent moves and deployment of their parent(s) by:

- facilitating the timely enrollment and placement of children of military families in educational and other school programs and activities;
- facilitating the on-time graduation of children of military families; and
- providing for the uniform collection and sharing of information between and among schools and military families.

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

English for Speakers of Other Languages (ESOL) Program

As soon as possible following the initial enrollment, a NCA tester will administer an initial listening, speaking, reading, and writing assessment using the WIDA Screener for Grades 1-12 for students in Grade 6-8. The assessment should be completed within four weeks or 20 school days following the student’s initial enrollment at NCA.

Eligibility for ESOL Program			
Grade	Subtest	Eligible	Ineligible
6-8	1. Listening 2. Speaking 3. Reading 4. Writing	Composite 1.0-3.9 OR Listening score 1.0-3.9	Composite score = 4.0+ AND Listening score = 4.0+
Enter by ELL Committee	ELL Committee Recommendation		
Enter by IEP/ELL Committee	IEP/ELL Recommendation		

If 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.

Programmatic assessment is required prior to placement in the ESOL program. The student’s ELL Plan must be completed by certificate holding personnel with the parents/guardians at the time of the initial registration in NCA. The indicators used are the following: (1) academic records (2) transcripts (3) parent interview, student interview, bilingual interpreter interview (4) any other evidence of educational experience. Students who do not have documentation of education 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 Head of School to determine proper grade placement through programmatic and academic 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. All ELLs will be tested on the F.A.S.T. ELA in each year they are enrolled in a tested grade level. Test accommodations are provided as indicated in the Test Administration manuals.

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.

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	Grade	Exit Indicator
Exit by Test Scores	6-8	ACCESS for ELLs 2.0 Assessment Passing score of 3 on the grade level ELA F.A.S.T AND Scoring a level 4.0 or higher on the reading ACCESS 2.0 AND Overall composite proficiency score of 4.0 or higher OR Alternate ACCESS for ELLs 2.0 Composite proficiency level score of P1 or greater
Exit by ELL Committee	ELL Committee Recommendation	
Exit by IEP/ELL Committee	IEP/ELL Recommendation	

The ELL or IEP/ELL Committee will consider the follow criteria to override the statewide English language proficiency assessment of 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 of skills in English and home language, according to appropriate local, state, and national criterion referenced standards, grades from the current or previous year (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 parents. Also, the monitoring section, ELL Plan Part C must be completed at the appropriate reporting periods.

Secondary Report Cards and Interim Progress Reports

Report Cards and Interim Progress Reports shall be issued to all students and are used to inform parent(s) of their child's progress and to inform parent(s) of students being considered for retention. Report Cards and Interim Progress Reports are issued in designated marking periods.

Student Success Plan (SSP)

Schools that serve any students in grades 6 through 8 are required to identify students who need additional support to improve academic performance and stay engaged in school. Students are considered at-risk by meeting the criteria for two or more of the following required indicators:

- Attendance below 90 percent (does not differentiate between excused or unexcused absences)
- One or more suspensions, whether in-school or out-of-school

- Course failure in English Language Arts (ELA) or Mathematics
- A Level 1 score on the statewide, standardized assessments in ELA or Mathematics

These indicators enable educators to identify students based on a number of at-risk characteristics for providing early intervention and preventative supports. Schools are required to develop and implement a Student Success Plan (SSP) for each student who fails to meet certain performance expectations. An SSP is intended to provide flexibility for NCA in meeting the academic and/or behavioral needs of the students. The school, in consultation with the student’s parent, determines appropriate intervention strategies to be implemented by the school to improve the academic performance of identified students. A student who is not meeting NCA or State requirements in English Language Arts and/or Mathematics or as defined through Early Warning System criteria, F.S. 1001.42, shall receive one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- a school-wide system of progress monitoring for all students;
- an individual Student Success Plan (SSP); or
- a federally required student plan such as an Individual Educational Plan (IEP).

Indicators of current educational progress are used as initial criteria for consideration of a student for possible retention in each grade. The use of progress monitoring assessments such as the FAST to determine the area of need shall be used to guide instruction as outlined in the Student Success Plan (SSP).

If the student has a deficiency in English Language Arts, the SSP shall identify the areas of deficiency in phonemic awareness, phonics, fluency, comprehension, vocabulary, oral language, and/or writing. The plan chosen must be designed to assist the student or the school in meeting the State and District expectations. When a student has an IEP that addresses the areas of deficiency, an additional Student Success Plan is not needed.

Grading System

Section F.S. 1003.437 creates a uniform grading system for public schools in grades 6-12. The state grading system applies to all public school students in grades 6-12.

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

Middle School Progression

The grade level progression of a middle school student will be determined by passing at least 3 out of 4 core courses (English Language Arts, Mathematics, Science, or Social Studies).

- Only core courses not passed at the lower level will be repeated. These lower grade level courses will be taken concurrently with current grade level courses unless unable to fit into the student's schedule.
- A middle school student, with the exception of a retained 8th grader, should never repeat a course in which the student has already earned a passing grade.

A student may not be promoted to eighth grade unless the student is able to take all remaining courses that need to be completed in order to move to ninth grade the following year (3 English Language Arts, 3 Mathematics, 3 Science and 3 Social Studies). If a seventh grade student cannot complete all middle school credits by the end of the eighth grade year, the student should be considered for retention. Students who are promoted with remediation or who are retained are required to have a Student Success Plan (SSP), an Individual Educational Plan (IEP), or an English Language Learners (ELL) Plan.

Acceleration Options for Middle School Students

Single Subject Area Acceleration

Students in middle school who wish to accelerate in a single subject area must demonstrate significantly high achievement as evidenced by scores at or above the 98th percentile in the content area based on a standardized assessment and must complete the application (Appendix M1). The College Advisor or Math Coach has the responsibility for recommending such acceleration. Approval will be determined by the Head of School. Requests for acceleration that do not meet eligibility requirements will be considered on a case by case basis. Acceleration must follow NCA-developed course sequences and are limited to those listed as high school credit options. Students in grade 8 may take Health Opportunities through Physical Education (HOPE), without seeking acceleration approval through Florida Virtual School (FLVS), beginning any time after the completion of the 7th grade year to earn high school credit.

Virtual Course Options

F.S. 1002.455. Student eligibility for K-12 virtual instruction. All students are eligible to participate in the following virtual instruction option:

- Florida Virtual School instructional (FLVS) services authorized under Statute 1002.37

It is important for school staff to articulate to parent(s) that Florida Virtual School (FLVS) is independent of NCA and Collier County Public Schools (CCPS). The Head of School, school counselor, classroom teacher, College Advisor, and NCA staff do not have influence or control over the FLVS teacher, curriculum, or procedures. Assignment to an FLVS course and teacher may take several weeks.

- Parent(s) may also request FLVS as a possible acceleration option for their child by contacting the College Advisor.
- The College Advisor will confirm the student meets the criteria as outlined above and discuss the additional criteria and process with parent(s). (Reference Appendix M6)
- It is recommended that students enroll in only one FLVS course at a time.
- Students requesting an FLVS math course for the single subject acceleration must complete the Acceleration Application (Appendix M1), meet eligibility criteria, and be recommended and approved.

Florida Virtual School (FLVS) for students who are currently enrolled full-time may use FLVS to supplement their school coursework. The Virtual Options Agreement (reference Appendix M5) must be completed and returned to the College Advisor.

NCA will not deny access to a course offered by FLVS, assuming the desired online course is an appropriate placement based on the student's academic history, grade level, age, and the NCA Student Progression Plan. In assessing whether a course is an appropriate placement, the College Advisor will use the placement parameters and prerequisite/grade level requirements set forth in the High School Course Information Book.

NCA middle school students may only earn high school credit for courses identified in the Student Progression Plan as available to seventh and eighth grade students, regardless of whether the course is taken in a traditional setting or through FLVS.

Notes:

- NCA middle school students may not enroll full-time in FLVS
- It is recommended that students enroll in only one FLVS course at a time. Requests for more than one course per school year must be reviewed by the College Advisor.
- After the completion of 7th grade, middle school students may enroll in HOPE through, FLVS. For high school planning and the HOPE requirement, please reference Appendix H6-7.

Appendix M1

Acceleration Application for NCA Middle School Students

Student Name: _____ Student ID: _____

Parent Name: _____

Parent Contact Phone: _____

Parent Contact Email: _____

Single Subject Course: _____

Supporting Documentation Required:

- Letter from parent
- Letter from student
- Assessment scores & recommendation

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Head of School Signature: _____ Date: _____
_____ Recommended _____ Not Recommended

If math course:

Math Coach Signature: _____ Date: _____
_____ Recommended _____ Not Recommended

College Advisor Signature: _____ Date: _____
_____ Approved _____ Not Approved

Appendix M2

Student Progression Letter to Parents Sixth Grade

Date:

Dear Parent/Guardian of _____,

This letter is to inform you that your child is at risk of being retained in the sixth grade. To be promoted from sixth to seventh grade, students must earn a grade of D or higher in at least three of the following sixth grade courses: English Language Arts, Mathematics, Science, or Social Studies.

Currently, your child may be at risk for being retained based upon the following:

Received at least two F grades on quarterly report cards and may be at risk of failing the following courses.

_____ English Language Arts _____ Mathematics _____ Science _____ Social Studies

Florida’s goal is that every student demonstrates achievement at or above grade level in all subject areas required for promotion to the next grade. If your student is not performing at grade level and you are concerned that an academic problem exists, please contact the ESE Director.

If you have any questions about the process or would like to discuss your child’s progress, 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,

Head of School
Naples Classical Academy

Parent Signature _____ Date _____

Appendix M3

Student Progression Letter to Parents Seventh Grade

Date:

Dear Parent/Guardian of _____,

This letter is to inform you that your child is at risk of being retained in the seventh grade. To be promoted from seventh to eighth grade, students must earn a grade of D or higher in at least three of the following sixth grade courses: English Language Arts, Mathematics, Science, or Social Studies.

Currently, your child may be at risk for being retained based upon the following checked items:

Grade 6- Failed the following sixth grade courses:

_____ English Language Arts _____ Mathematics _____ Science _____ Social Studies

Grade 7- Received at least one F grade on quarterly report cards and may be at risk of failing the following courses:

_____ English Language Arts _____ Mathematics _____ Science _____ Social Studies

Florida’s goal is that every student demonstrates achievement at or above grade level in all subject areas required for promotion to the next grade. If your student is not performing at grade level and you are concerned that an academic problem exists, please contact the ESE Director.

If you have any questions about the process or would like to discuss your child’s progress, 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,

Head of School
Naples Classical Academy

Parent Signature _____ Date _____

Appendix M4

Student Progression Letter to Parents Eighth Grade

Date:

Dear Parent/Guardian of _____,

This letter is to inform you that your child is at risk of being retained in the eighth grade. To be promoted from eighth to ninth grade, students must pass all English Language Arts, Mathematics, Science, and Social Studies courses and the career course requirement, embedded in the 8th grade M/J US History and Career Planning.

Currently, your child may be at risk for being retained based upon the following checked items:

Grade 6- Failed the following sixth grade courses:

_____ English Language Arts _____ Mathematics _____ Science _____ Social Studies

Grade 7- Failed the following seventh grade courses:

_____ English Language Arts _____ Mathematics _____ Science _____ Social Studies

Grade 8- Received at least one F grade on quarterly report cards and may be at risk of failing the following courses:

_____ English Language Arts _____ Mathematics _____ Science _____ Social Studies

Florida’s goal is that every student demonstrates achievement at or above grade level in all subject areas required for promotion to the next grade. If your student is not performing at grade level and you are concerned that an academic problem exists, please contact the ESE Director.

If you have any questions about the process or would like to discuss your child’s progress, 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,

Head of School
Naples Classical Academy

Parent Signature _____ Date _____
Appendix M5

Intensive/Remediation Course Waiver

I request that my child, _____ (Student ID# _____) not be scheduled in:

Course name: _____ and/or _____

*****Please review the following before signing this request for a change in your child’s course placement.*****

1. Administrators, in consultation with other staff members, consider placement parameters when placing students in courses. Specific parameters considered include performance in previous courses, standardized statewide assessment scores, and other relevant information.
2. This request form can be used only to override placements in intensive/remediation courses based on placement parameters rather than to override prerequisite courses, grade level requirements, or other requirements.

3. Your child may experience academic difficulty if the option is exercised to waive intensive/remediation course(s). While classroom teachers are available to provide assistance, it remains the responsibility of the student to maintain the pace that comes with a more challenging curriculum. You are encouraged to closely monitor your child's progress in all courses.
4. Graduation requirements still require a passing score on the Grade 10 English Language Arts (ELA Florida Assessment of Student Thinking (FAST) and Algebra 1 End-of-Course assessments.

I am waiving intensive/remediation course(s) after having reviewed the preceding statements.

Parent rationale:

Parent Name: _____ Date: _____

Parent Signature: _____

Appendix M6

Date:

Dear _____,

Your scholar, _____, has been identified as eligible for an advanced placement course, Algebra 1, in middle school based on the following criteria:

- An Algebra 1 screening assessment with a score of 80% or higher.
- PM 3 FAST Math score Level 3 or higher.
- Exemplary Math grades, and work ethic in the previous year's Math course.
- 7th grade Math teacher recommendation.

If you choose to accept having your child enrolled in Algebra 1 in middle school, please understand that advanced courses require perseverance and responsibility for extended academic responsibilities and expectations. It is important to stress the importance of academic diligence and focus. **Since Algebra 1**



is a high school course, the final course grade is used for your scholar's high school grade point average (GPA) and calculated in his/her cumulative GPA, along with the EOC (End-of-Course) standardized assessment score.

The course requires a significant amount of curriculum to be covered in one year, and assignments can be lengthy and are typically assigned daily. A commitment to the course, along with good time management and study skills, is essential to your child's success. **Once committed to this high school course, schedule changes should not be expected.**

If you choose **NOT** to accept Algebra 1 placement, your scholar will be enrolled in the next grade level math course. Your child will be receiving this form today, please sign and return to my attention, indicating your decision. If you have any questions, please feel free to contact me.

Sincerely,

Math Coach

____ I am requesting my child be enrolled in Algebra 1 for the 2024-2025 school year.

____ I am declining the opportunity to enroll my child in Algebra 1 for the 2024-2025 school year.

Parent/Guardian Signature / Date

Scholar Signature / Date

Appendix M7

Naples Classical Academy Virtual Options Agreement - Middle School

Name: _____ Grade: _____ Student ID #: _____

Courses requested on FLVS: _____

Please read this information carefully and thoroughly. Submission to your college advisor is required for Florida Virtual School (FLVS) enrollment during this school year. The student must initial each line as acknowledgement of the information within that line.

- I understand that it is my responsibility to monitor the completion of all course work and the selection of classes. The school counselor is not responsible to monitor academic progress.
- I understand that I will take the appropriate End-of-Course (EOC) assessment at my school if I take the applicable FLVS courses. The final full-year grade will be calculated by my school and will include the EOC as the final exam grade. I understand that I will take the EOC at my school during the scheduled exam time.



- I understand that FLVS seats and periods in on-campus labs are limited. I may not be able to complete my FLVS coursework during a preferred period.
- I understand that if I drop a CCPS course to take an FLVS course, the FLVS course must be started within the first ten days of the semester in order to be in compliance with the CCPS Course Information Book and to be able to withdraw from the CCPS course without penalty.
- I understand that if I must enroll in an on-campus course as a result of dropping an FLVS course, I may not receive the on-campus course during a preferred period. This may result in a schedule change that will impact other on-campus courses.
- I understand that if I withdraw from an FLVS course mid-semester and request a CCPS course in its place, I may not earn credit due to lack of seat time.
- I understand that if I am withdrawn from a year-long FLVS course by FLVS in first semester, my school will attempt to schedule me into an on-campus course; this may not be feasible until second semester.
- Additionally, the on-campus course may not match the FLVS course depending on availability and course offerings.
- I understand that I must pay attention to FLVS requirements, some classes are 18-36 weeks in length. Classes that are 36 weeks in length will take me the entire year to complete.
- I understand that FLVS is designed to be implemented 100% online and I understand that support for questions, challenges and discussions regarding my progression through the course and final grading outcome rest with the staff and leadership at FLVS.
- I understand that all final grades are added to my academic history and will have an impact on grade point average.

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

Parent Signature _____ Date _____
 Student Signature _____ Date _____
 College Advisor Signature _____ Date _____

High School Student Progression

Program of Study for Grades 9-12

Year	English	Math	History	Science	Elective	Elective	Elective
9th	Ancient Literature H	Algebra 1 H or Geometry H	Ancient History H	Biology 1 H	Logic & Rhetoric H	Latin 1 or Latin 2	2D Art and Music: Chorus
10th	British Literature	Geometry H or Algebra 2 H	World History H	Chemistry 1 H	Intro to Moral Philosophy & Economics H	Scholar's Choice	Scholar's Choice
11th	American Literature H	Algebra 2 H or PreCalculus H	U.S. History H	Physics 1 H	Moral Philosophy	Scholar's Choice	Scholar's Choice
12th	Modern Literature	PreCalculus H or Calculus H	Modern History	Astronomy H or Anatomy & Physiology H	U.S. Government & Politics	Senior Thesis	Scholar's Choice

Elective Options*: Latin 2, Latin 3 & 4 H, Spanish 1, Spanish 2 & 3, Greek 1 & 2, 2D Art 2 & 3, Dance, Journalism (Newspaper), Statistics, World Religions & Ethics, Art History, Psychology, Medieval Philosophy, Marine Science, Personal Financial Literacy & Money Management, Creative Writing, Dante: Classical Origins, Constitutional Law Honors

*Subject to change

Earning of Credits and Required Assessment Scores

The progression of high school students is based on meeting requirements for diplomas or certificates of completion. A high school diploma is awarded for earning the specified number of academic credits, including required and elective course credits, earning a minimum 2.0 unweighted Grade Point Average (GPA), and earning a passing score (as determined by the Florida Department of Education) on the statewide, standardized grade 10 English Language Arts assessment and Algebra 1 End-of-Course (EOC) assessment.

A student who has earned 24 credits for graduation, but is unable to successfully complete the assessment requirements, will be awarded a certificate of completion in place of a high school diploma. Students with disabilities may be eligible for a statewide, standardized assessment and/or EOC assessment waiver. Students who have not met all graduation requirements and are receiving a certificate of completion will not be permitted to participate in commencement exercises.

F.S. Section 1008.22(10) allows for the use of concordant or comparative scores for the standardized statewide assessments in meeting high school graduation requirements. The concordant or comparative scores serve as the required scores on the approved alternative assessments. Students may satisfy the passing score requirements using various combinations of assessments.

In the regular high school program, one credit is earned for successful participation in classes consisting of at least 120 hours on a block schedule or 135 hours on a traditional schedule, or its equivalent. Credit may also be earned at schools accredited by Cognia or its regional equivalent from which a student is transferring. All work, for which CCPS awards academic credit and all academic credit accepted as transfer credit, may be applied toward meeting elective credit requirements for graduation. However, graduation is also contingent upon completion of certain specifically required course credits.

Academic Supports

High school students who have a most recent FAST ELA Reading or Mathematics/Algebra 1 EOC score of Level 1 or 2 are required by Florida Statute to receive academic support the following year to improve the student's performance (F.S. 1008.25 (4(a))). Students who score Level 1 or Level 2, in the Lowest 25%, on statewide standardized assessments will be enrolled in a remedial course or content area course in which remediation strategies are incorporated into course content. Parent(s) wishing to waive this scheduling method must complete Appendix H5.

Graduation Requirements for Certain Students in an English for Speakers of Other Languages (ESOL) Program

Beginning with the 2022-2023 school year, students who have been enrolled in an English Speakers of Other Languages program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of the grade 10 English Language Arts (ELA) assessment

requirement, may meet the grade 10 ELA assessment graduation requirement by satisfactorily demonstrating grade-level expectations on an alternate formative assessments, in accordance with State Board Rule 1003.4282 or F.S. 1008.22.

Civic Literacy Requirement

Students taking United States Government will be required to take the assessment of civic literacy pursuant to F.S. 1007.25(4). Students who earn a passing score on the civic literacy assessment in the high school course will be exempt from the postsecondary civic literacy assessment as required by F.S. 1007.25(4).

Financial Literacy Requirement

Beginning with students entering grade 9 in the 2023-2024 school year, students must earn one-half credit in personal financial literacy and money management in order to receive a standard high school diploma per F.S. 1003.4282.

Secondary Report Cards and Interim Progress Reports

Report Cards and Interim Progress Reports shall be issued to all students and are used to inform parent(s) of their child's progress and to inform parent(s) of students being considered for retention. Report Cards and Interim Progress Reports are issued in designated marking periods.

Use of Performance Based Alternatives, Concordant Scores, and Comparative Scores

High schools shall use all available assessment results, including the results of standardized statewide assessments, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before graduation. Students may be administered a state approved alternative assessment to further advise of any deficiencies, be used as a comparative score for the Algebra 1 End of Course (EOC) assessment, or as a concordant score in place of a passing score on the statewide, standardized assessment in English Language Arts (ELA). See table on next page.

EOC assessments, Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP) test will qualify for high school course credit. All public or home education students, even if not enrolled in the corresponding course, are permitted to take an EOC assessment, an AP exam, or CLEP test during the regular administration of each exam.

Standard Diploma Concordant and Comparative Passing Scores for Grade 10 FAST ELA and Algebra 1 EOC assessments	
Ninth-grade cohort:	Concordant and Comparative Scores
Students who enter grade 9 in the 2020-2021 and beyond	Statewide standardized ELA Assessment <ul style="list-style-type: none"> ● 480 on SAT Evidence-Based Reading & Writing (EBRW) or ● An average of 18 on ACT English and Reading subtests or ● A sum of 36 on CLT Verbal Reasoning and Grammar sections

	Algebra 1 EOC <ul style="list-style-type: none"> ● 420 on SAT Math or ● 16 on ACT Math or ● 430 on PSAT/NMSQT Math or ● Level 3 on the Geometry EOC or ● 11 on CLT Quantitative Reasoning section
--	--

Awarding of Credit and Level of Courses

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

Receiving a High School Diploma or Certificate of Completion

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

- Parent(s) of students who do not meet these requirements shall be notified of the possibility that their student will not receive a High School Diploma but may be eligible to receive a Certificate of Completion. (Appendix H8: Junior Letter) (Appendix H9: Senior Letter)
- The Head of School shall be responsible for informing the student and the parent(s), in writing, that the student has failed to meet the assessment requirements.
 - The standard report to parent(s) regarding statewide, standardized assessment results shall be used for this purpose.
 - A student failing to complete the cohort-specific statewide, standardized assessment requirements may not receive a standard high school diploma. Students may receive specific guidance from the College Advisor regarding educational plans.
 - The Head of School shall inform the student as soon as possible, but no later than the end of the first semester of the student's eleventh grade year and again by November 1 of the student's final year in school, that he/she has failed to meet the statewide, standardized assessment requirements for graduation.
- A student who receives, or is eligible to receive, a Certificate of Completion may not participate in commencement ceremonies.
- After the initial graduation year and upon successful completion of statewide, standardized assessment requirements, the student is to be issued a diploma from NCA, where academic credit requirements for graduation were met.

- Students may not participate in commencement exercises after initial acceptance of a Certificate of Completion.

Student Progression

A student's progression from one grade and/or within a course sequence will be based on the student's mastery of course specific standards, specifically in English Language Arts, Mathematics, Science and Social Studies. A minimum of 17.0 credits and a 1.9 GPA is required to progress to grade 12. Mid-year promotion to grade 12 requires, at minimum, 20.5 credits and a 2.0 GPA. The minimum unweighted state GPA required for graduation is 2.0.

Transfer Students

A transfer student who meets all criteria for enrollment and who has attended any other public or private school shall be admitted to Naples Classical Academy (NCA) and placed at the high school level if the grade placement established by the previous school has been grade nine, ten, eleven, or twelve.

- When a student enters from a private school, home school, or out-of-state school and who has been promoted to Grade 9, he/she shall be considered to have successfully completed three (3) English Language Arts courses, three (3) Mathematics courses, three (3) Social Studies courses (one of which includes Civics Education), and three (3) Science courses in order to satisfy the General Requirements for Middle Grades promotion pursuant to F.S. 1003.4156. An official transcript is required.
- Placement within the high school program and subsequent completion of the high school program shall be determined in compliance with F.S. 6A.1.09941, Transfer of Credits, and with School Board rules as provided in this section. A school must accept transfer credits subject to validation if required by the receiving school's accreditation.

The following procedures shall apply to transfer students to be graduated with less than standard graduation requirements when transferring from outside the Collier County Public Schools (CCPS):

- A transfer student may, in no case, graduate with less than standard requirements earlier than would have been the case at the school previously attended.
- At the time of transfer, students are to be classified (freshman, sophomore, junior, senior) based on the first year they entered grade 9. This will allow for an appropriate determination as to whether the student will be able to earn sufficient credits during the school year he/she will turn 19 years old. In order to graduate with less than the normal requirements, the student must take all courses normally required, for which he/she can be scheduled between the time of transfer and the graduation of his/her class. Failure of any NCA course will require that the student retake and pass that course, if a required course, or another course, if it was not a required course, in order to graduate. Such failed courses must be taken in addition to the number of courses regularly scheduled.
- As soon as possible after entry, the transfer student's parent(s) is to be provided a written copy of the graduation requirements established for the student under the above procedures. A copy is to be filed in the student's cumulative record.

Every reasonable effort shall be made to provide a transfer student with a full schedule of courses.

- A transfer student is to be scheduled for courses that are as similar to those being taken in the previous school as possible.
- The Head of School shall make the determination when there is a question regarding sufficiently similar courses being available to provide the student with a full schedule.

- Course matches are not to be made outside broad subject matter areas. At a minimum, matches are to be made within the broad subject matter areas of English Language Arts, mathematics, science, social studies, art, music, etc.

The Florida Department of Education (FDOE) rule specifically requires transfer credits to be accepted at face value, establishes limited exceptions where validation can be used; and provides procedures for validation.

- If a transfer student's transcript shows a final course grade and credit in Algebra 1, Geometry, Biology, or U.S. History, the transferring final grade and credit must be honored without the student taking the requisite End-of-Course (EOC) assessment and without the results constituting 30% of the student's course grade (F.S. 1003.4282).
- All high school transfer students must have an official transcript from the last school that they attended. An official transcript is a document that is sent directly from the administrator of the school where the credit is earned to the receiving school administrator. An official transcript shall be sent by mail or electronically signed by a school administrator, and be on school letterhead, and/or be embossed with the school's seal. An official transcript should clearly identify the school, the student, course number, date the course was taken, credit earned and grade in each course. An unofficial transcript is one that is hand delivered by the student or parent, or is delivered to the designated school administrator in an open envelope, or on plain paper.

For transfer students ages 16 or older, every effort must be made to receive an official transcript from the last school attended prior to enrollment. Evaluation of whether a student will be able to earn sufficient credits will be based upon transcript review whether the transcript is in-country or out of country.

For transfer students age 16 or older without a gap of a semester or more in their high school enrollment history, an official transcript from the last school attended must be received no later than the end of the first complete term after the enrollment of the student.

- If it is not received, the student may be withdrawn and referred to CCPS Adult Education subject to legal review.
- Students must be able to meet the graduation requirements by the school year of their 19th birthday.
- Students who cannot meet the graduation requirements or who have significant gaps in their high school enrollment history may be referred to CCPS Adult Education.

A student between the ages of sixteen (16) and twenty-two (22) may not enroll or withdraw themselves from general education without parental permission or guidance unless they are an emancipated minor (as evidenced by legal documents), or student is eighteen (18) and identified as an unaccompanied youth by the District Homeless Liaison.

Validation of Credits for Home Education and Private School Students

If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school, or the student is a home education student, credits, not grades, shall be validated through performance during the first complete grading period from the time in which the student enrolled. A student transferring into a school should be placed at the appropriate sequential course level, and to

receive credit, should have a minimum 2.0 Grade Point Average (GPA), per course, at the end of the first full grading period after the student enrolled. If the student's performance in the classroom during the first grading period does not indicate that the student has the necessary educational foundation to be successful in the class, the school, parent, and teacher may reconsider whether the student was placed at the sequential appropriate level.

High school transfer courses taken in eighth grade may receive credit based on satisfactory performance in the next sequential course. For example, a transfer student who has taken Algebra 1 in the eighth grade at a private school will be placed in Geometry. If the student subsequently earns a grade of 2.0 or higher, then the student will earn credit for Algebra 1. However, the student must take and pass the Algebra 1 EOC to meet graduation requirements.

Alternative Validation Procedures are used when the student does not meet the scholastic performance standard of at minimum a 2.0 GPA at the end of the first grading period. The procedures specified in the FDOE Rules are as follows:

- portfolio evaluation by the Head of School or designee;
- written recommendation by a Florida certified teacher selected by the parent and approved by the Head of School;
- demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- demonstrated proficiencies on nationally normed standardized subject area assessments;
- demonstrated proficiencies on the statewide, standardized assessment;
- written review of the criteria utilized for a given subject provided by the former school; or demonstrated proficiency on the course final exam.

Florida students who receive instruction at home and are registered appropriately with their District office as Home Education Program students are eligible to participate in statewide, standardized assessments. If parent(s) have identified an EOC assessment as a selected measure of their child's annual progress, Home Education Program students may participate in the EOC assessment administration.

Age Policy

In order to provide reasonable consistency of maturity levels among students in the regular high school program, no person shall be permitted to attend the regular high school program beyond the school year during which they attain the age of nineteen (19), per CCPS School Board policy 5112.01 (reference Appendix H2). The College Advisor will review the academic standing of students 18 years old and older prior to and at the conclusion of fall semester, as well as, students without official transcripts.

Validity of Earned Credit

There shall be no time limit imposed on the validity of previously earned or accepted academic credit as it applies to meeting graduation requirements in the future. However, restrictions regarding maximum age for participation in the regular high school program, as expressed in CCPS School Board Policy 5112.01 (reference Appendix H2) shall apply.

Transfer of Credit to Receive a Diploma

To receive a Naples Classical Academy (NCA) high school diploma, and participate in the

commencement ceremonies, the student must be enrolled for the full term of the last semester of their senior year and earn a minimum of three credits.

Educational Opportunity for Military Children

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

The intent of this compact is to minimize the potential challenges to educational success for children of military families because of frequent moves and deployment of their parent(s) by:

- facilitating the timely enrollment and placement of children of military families in educational and other school programs and activities;
- facilitating the on-time graduation of children of military families; and
- providing for the uniform collection and sharing of information between and among schools and military families.

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

English for Speakers of Other Languages (ESOL) Program

As soon as possible following the initial enrollment, a NCA tester will administer an initial listening, speaking, reading, and writing assessment using the WIDA Screener for Grades 1-12 for students in Grade 6-8. The assessment should be completed within four weeks or 20 school days following the student’s initial enrollment at NCA.

Eligibility for ESOL Program			
Grade	Subtest	Eligible	Ineligible
9-12	<ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Reading 4. Writing 	Composite 1.0-3.9 OR Listening score 1.0-3.9	Composite score = 4.0+ AND Listening score = 4.0+
Enter by ELL Committee	ELL Committee Recommendation		
Enter by IEP/ELL Committee	IEP/ELL Recommendation		

If 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.

Programmatic assessment is required prior to placement in the ESOL program. The student’s ELL Plan must be completed by certificate holding personnel with the parents/guardians at the time of the initial

registration in NCA. The indicators used are the following: (1) academic records (2) transcripts (3) parent interview, student interview, bilingual interpreter interview (4) any other evidence of educational experience. Students who do not have documentation of education 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 Head of School to determine proper grade placement through programmatic and academic 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. All ELLs will be tested on the F.A.S.T. ELA in each year they are enrolled in a tested grade level. Test accommodations are provided as indicated in the Test Administration manuals.

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.

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	Grade	Exit Indicator
Exit by Test Scores	9-12	ACCESS for ELLs 2.0 Assessment Passing score of 3 on the grade level ELA F.A.S.T AND Scoring a level 4.0 or higher on the reading ACCESS 2.0 AND Overall composite proficiency score of 4.0 or higher OR Alternate ACCESS for ELLs 2.0 Composite proficiency level score of P1 or greater
Exit by ELL Committee	ELL Committee Recommendation	
Exit by IEP/ELL Committee	IEP/ELL Recommendation	

The ELL or IEP/ELL Committee will consider the follow criteria to override the statewide English language proficiency assessment of 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 of skills in English and home language, according to appropriate local, state, and national criterion referenced standards, grades from the current or previous year (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 parents. Also, the monitoring section, ELL Plan Part C must be completed at the appropriate reporting periods.

Secondary Report Cards and Interim Progress Reports

Report Cards and Interim Progress Reports shall be issued to all students and are used to inform parent(s) of their child's progress and to inform parent(s) of students being considered for retention. Report Cards and Interim Progress Reports are issued in designated marking periods.

Grade Point Average (GPA) and Graduation Requirements

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

- Cumulative grade point averages of less than 2.0 may not be rounded to 2.0.
- Grades in all courses taken for high school credit are included in this GPA calculation.

At the beginning of the sophomore, junior, and senior years, all students with a cumulative grade point average of 2.0 or below are to be provided an individual counseling session in which their program of study is reviewed and appropriate assistance offered in helping them improve their grade point averages. When a percentage system is used for determination of grades in high school courses, the following scale shall apply (F.S. 1003.437):

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

Weighted Grade Point Average (WGPA)

The weighted grade point average (WGPA) is determined by calculating the unweighted grade point average (GPA) and then adding bonus points for each weighted course in which a grade of C or better is earned. A student receives .02 bonus points for each half credit of an Honors Level 3 course (as designated by the Florida Department of Education’s Course Code Directory) in which a grade of C or better is earned.

	Grades				
After an unweighted GPA is calculated, bonus points are added for each half-credit in which a C or better is earned	A	B	C	D	F
Honors	.02	.02	.02	0	0

WGPA is calculated based on grades for courses completed by the end of the most recent term or semester.

- WGPA can be calculated on any date, but it is always based on the grades for courses completed by the end of the most recent term or semester.
- The last day before the first term/semester is considered to be the end of the summer term for graduation.

When a student completes only the first half credit of a full credit course during the first term or semester, the grade is included in WGPA calculations. Each WGPA is calculated to four places beyond the decimal point.

Except for situations described in this document, grades earned in all subjects for which credit is given are included in computing GPA and WGPA. This includes course work taken through Florida Virtual School (FLVS).

Grade Forgiveness and Weighted Grade Point Average (WGPA)

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

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

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

Weighting of Transfer Grades

Transfer students who took high school courses that are eligible for weighting outside the District prior to, or during high school, may receive equivalent weighting for the courses as long as CCPS students in the same graduating class also had the opportunity to take the weighted course prior to or during high school. The weighting of courses must correspond to the state Course Code Directory (CCD).

Grade Point Average and Honors (Class Rank, Valedictorian, Salutatorian)

The Unweighted GPA (UGPA) calculated at the end of the twelfth grade will be used to determine class rank for recognition of Latin Honors and designation of the valedictorian and salutatorian, as well as other purposes. The student or students with the highest UGPA will be designated as the valedictorian and the student with the second highest UGPA will be designated as the salutatorian. In the event of 2 or more students with the same UGPA, valedictorian and salutatorian will be determined by the Weighted GPA (WPGA) of courses taken at NCA in the junior and senior years.

- Students who earn a UGPA of 3.9000 or higher will be recognized at graduation as summa cum laude graduates. (Denoted by gold cords during commencement)
- Students who earn a UGPA between 3.7000 and 3.8999 will be recognized as magna cum laude graduates. (Denoted by braided red, blue, and white cords during commencement)
- Students who earn a UGPA between 3.5000 and 3.6999 shall be recognized as cum laude graduates. (Denoted by blue, single color cords school during commencement)

Commencement Exercises

In order to receive a diploma, graduate, and participate in commencement exercises at the school of assignment, a student shall have:

- completed the required courses and units of credit for grades 9-12;
- met grade point average requirements for graduation; and
- met appropriate statewide, standardized assessment requirements, or concordant/comparative scores.

NOTE: Students who earn a Certificate of Completion will not participate in commencement, but must have:

- completed the required courses and units of credit for grades 9-12; and
- met the 2.0 grade point average requirement.

NOTE: Students who are eligible to participate in commencement exercises who receive a suspension during the final days of the school year may forfeit senior privileges, including the privilege of participating in commencement exercises.

Dual Enrollment

Dual enrollment (DE) is the part-time enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. College/career credit earned may be applied toward either elective or required courses for high school graduation. Naples Classical Academy (NCA) does not offer dual enrollment. Dual enrollment does not meet the mission of NCA. Students seeking DE will need to discuss with the College Advisor to ensure the opportunity is best for their education plan before transferring to a CCPS high school. Any student seeking DE will be advised of the admissions requirements set by CCPS for Dual enrollment.

Waiver Options

Current Waiver Options available for Physical Education:

- Interscholastic Sports: 2 seasons of successful completion/participation in Varsity or JV interscholastic sports may waive participation in 1.0 Physical Education credit.

School Counselors have Waiver Notifications and Waiver Forms. Please arrange a meeting to see if student coursework and participation will qualify for any of the above waiver options.

Exit Interviews/Dropout Prevention

The student's school counselor, College Advisor, or other school personnel is required to conduct an exit interview with the student to determine the reasons for the student's decision to drop out of school and what actions could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, Adult Education and General Educational Development (GED) test preparation. Additionally, the student must complete a survey in the format prescribed by the FDOE to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled (Appendix H3). Once the interview form is completed answers should be documented in FOCUS (DOP section) and the original sent to DocVault.

Virtual Course Options

Florida Virtual School (FLVS) offers more than 150 courses to high school students. A student may complete all graduation requirements and earn a diploma from FLVS.

Students who are currently enrolled full-time in a district high school may use FLVS to supplement their school course work with no more than 3 courses per school year. The Virtual Options Agreement must be completed and returned to the College Advisor (Appendix H4).

Naples Classical Academy (NCA) will not deny access to a course offered by FLVS assuming the desired online course is an appropriate placement based on the student's academic history, grade level, and age. In assessing whether a course is an appropriate placement, the College Advisor will use the placement parameters and prerequisite/grade level requirements set forth in the CCPS High School Course Information Booklet on the District website.

- It is recommended that core academic courses required for graduation be taken on campus.
- Students may not withdraw from a NCA course to take a FLVS course or other online course.
- Students must meet with the College Advisor regarding all FLVS requests.
- A student must be assigned to a FLVS teacher either before the school year begins or semester begins or within the first ten days of either semester to be able to withdraw from a CCPS face-to-face course.

It is important for school staff to articulate to parent(s) that FLVS is independent of NCA. The NCA Head of School, school counselor, college advisor, classroom teacher, and other staff do not have influence or control over the FLVS teacher, curriculum or procedures. The assignment to an FLVS course and teacher may take several weeks.

Appendix H1a



Academic Advisement Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] [1003.4282](#), Florida Statutes [F.S.]

What are the state assessment requirements?

Students must pass the following statewide assessments:

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

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

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

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

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

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. [1008.22](#), F.S.)

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

- 2.5 elective credits instead of 7.5
- Physical Education is not required

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

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
 - 2 credits in CTE courses, must result in a program completion and industry certification
 - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

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

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

**[Industry certifications](#) for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

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

****This requirement was added for students entering grade nine 2023-2024 and thereafter.

Academic Advisement
Students Entering Grade 9 in 2023-2024 and Thereafter
What Students and Parents Need to Know



Scholar Diploma Designation

In addition to the requirements of s. 1003.4282, F.S., a student must satisfy the following requirements:

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

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

Industry Scholar Diploma Designation

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

What is CAP?

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

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

What are the additional graduation options for students with disabilities?

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

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

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

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

Florida College System

The 28 colleges of the [Florida College System](#) serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or earned college credit.

Career and Technical Colleges and Centers

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

[Career, Adult and Technical Education District Postsecondary Institutions](#)

Where is information on financial aid located?

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

[Office of Student Financial Assistance](#)

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.



**Academic Advisement
Students Entering Grade 9 Prior to 2023-2024**

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

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

(See section [s.] [1003.4282](#), Florida Statutes [F.S.])

What are the state assessment requirements?

Students must pass the following statewide assessments:

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

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

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

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

- Algebra 1
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*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. [1008.22](#), F.S.)

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

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

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

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in a program completion and industry certification
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<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
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<ul style="list-style-type: none"> • To include the integration of health
8 Elective Credits
Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

*Eligible courses are specified in the Florida Course Code Directory.
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Academic Advisement
Students Entering Grade 9 Prior to 2023-2024
What Students and Parents Need to Know



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- Earn 1 credit in a course equally rigorous to Chemistry or Physics
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- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

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

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- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

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- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and higher)
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Where is information on financial aid located?

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[Office of Student Financial Assistance](#)

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.

The School Board of Collier County Bylaws & Policies

5112.01 - Maximum Age for Participation in the Regular High School Program

In order to provide reasonable consistency of maturity levels among students in the regular high school program, no person shall be permitted to attend the regular high school program after attaining the age of nineteen (19). Those who attain the age of nineteen (19) during a school year may complete that school year. Persons who are seventeen (17) years old or older and who, upon transcript review, or other course records review, are unable to earn sufficient credits, meet the minimum grade point average (GPA), and pass State required examinations to meet graduation requirements, prior to the end of the school year during which they attain the age of nineteen (19), shall not be permitted to attend the regular high school program beyond the end of the academic year in which they attain the age of seventeen (17). Such persons shall be referred to Adult Education to pursue a high school diploma through General Educational Development (GED) programs in the District. Objections to any such referral shall follow the procedures set forth in AP 5112.01. The provisions of this paragraph limiting enrollment of students in a regular high school program by the end of his/her nineteenth (19th) year shall not apply to students served by the District's Exceptional Student Education Programs for students with disabilities. The provisions of this paragraph may, however, serve as guidelines for Staffing/IEP Committees as the educational needs of students with disabilities are individually considered.

In order to protect the safety and welfare of younger students, Principals may refuse enrollment in the regular high school program of those persons who have had a history of disruptive behavior in the school setting, who have attained the age of sixteen (16) years, and have filed a formal declaration of intent to terminate enrollment with the District School Board, in accordance with statute, and are seeking to reenroll in school. Such persons shall be afforded the opportunity to pursue a high school diploma through Adult Education through the General Educational Development (GED) programs in the District. The provisions of this paragraph shall not apply to students who are classified as exceptional students.

Revised 2/12/13

Revised 10/1/19

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Florida Department of Education Exit Interview Student Survey

Student Name: _____ Student ID#: _____
 Student DOB: _____ Grade Level: _____ Date: _____

Directions: Please circle the response that best describes your experience or provide a description of your experience in the space provided.

1. Which of the following best describes your primary reason for terminating school enrollment?

- A. Classes were not interesting / bored
- B. Missed too many days and could not catch up
- C. Did not like school
- D. Failing classes/couldn't keep up with school work
- E. Illness
- F. Became a parent
- G. Getting married
- H. Felt like I did not belong
- I. Suspended from school often
- J. Expelled from school
- K. Student-teacher conflict
- L. Employment/have to work full-time
- M. Friends dropped out
- N. Failed to pass required assessments
- O. Intimidated/Threatened/Bullied
- P. Migrant
- Q. Homeless
- R. Family Problems
- S. Other

2. Which of the following best describes your secondary reason for terminating school enrollment?

- A. Classes were not interesting / bored
- B. Missed too many days and could not catch up
- C. Did not like school
- D. Failing classes/couldn't keep up with school work
- E. Illness
- F. Became a parent
- G. Getting married
- H. Felt like I did not belong
- I. Suspended from school often
- J. Expelled from school
- K. Student-teacher conflict
- L. Employment/have to work full-time
- M. Friends dropped out
- N. Failed to pass required assessments
- O. Intimidated/Threatened/Bullied

- P. Migrant
- Q. Homeless
- R. Family Problems
- S. Other

3. What would have improved your chances of staying in school? (Circle all that apply.)

- A. Opportunities for real-world learning (internships, service learning)
- B. Better teachers
- C. Smaller classes
- D. More individualized instruction
- E. Better communication with your teachers
- F. Better communication with your parents
- G. Increased parental involvement
- H. Less freedom and more supervision from parents
- I. Less freedom and more supervision from school officials
- J. Other

4. What actions did your school personnel take to keep you enrolled in school? (Circle all that apply.)

- A. Provided student counseling
- B. Scheduled a conference with parent(s), guardian(s), student, and school staff
- C. Discussed and offered options for tutoring
- D. Discussed the consequences of dropping out
- E. Discussed and offered options for continuing education in a different environment (e.g., Adult Education, home school, virtual school, hospital homebound)
- F. Discussed and offered alternative options for graduation (e.g., diploma options, GED Exit Option or GED Testing)
- G. Conducted home visits
- H. Referred student to agencies programs to address problems interfering with school success (e.g., substance abuse counseling, psychological counseling, family counselor)
- I. Discussed and offered participation in a credit recovery course/program

- J. Discussed and offered access to Dropout Prevention Program(s) (e.g., alternative education, disciplinary, teenage parent)
- K. Tracked student progress (by teacher, counselor, social worker, graduation coach, etc.)
- L. Changed or revised course schedule
- M. Implemented intervention contracts (e.g., attendance or behavior)
- N. Student reported that school staff took no action
- O. Other

Please check and sign below to certify that each of the following statements was addressed by school personnel.

I am at least 16 years of age and it is my intent to terminate my school enrollment. I received counseling from a guidance counselor or other school personnel that addressed the following:

- Terminating school enrollment prior to graduation will likely reduce my potential earnings and negatively affect my career options.
- Termination of school enrollment will result in the revocation/denial of my driving privileges until age 18.
- My reasons for leaving school prior to graduation.
- Possible actions that could keep me from leaving school prior to graduation.
- Options for continuing my education in a different environment, e.g., Adult Education or GED testing.
- For Bright Futures eligibility, GED students must complete credit requirements before taking GED exam.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

(If student is under 18 years of age)

Head of School Signature: _____ Date: _____

Optional:

1. What is the highest level of education completed by your maternal parent/guardian? (Circle one)
 Elementary Middle School High School College Graduate School Unknown
2. What is the highest level of education completed by your paternal parent/guardian? (Circle one)
 Elementary Middle School High School College Graduate School Unknown

Naples Classical Academy Virtual Options Agreement - High School

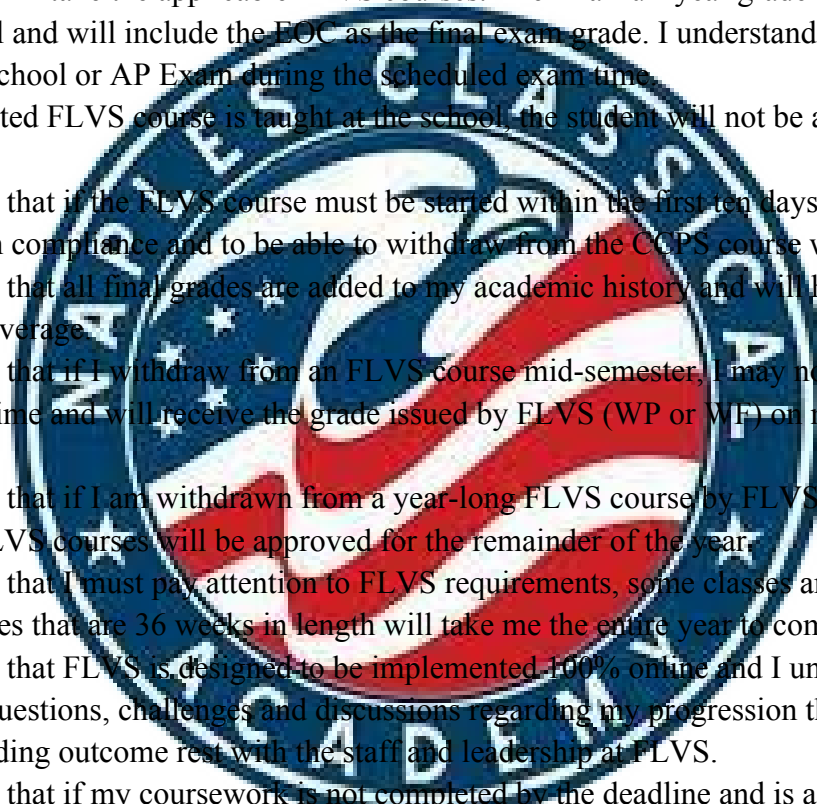
Name: _____ Grade: _____ Student ID #: _____

Courses requested on

FLVS: _____

Please read this information carefully and thoroughly. Submission to your college advisor is required for Florida Virtual School (FLVS) enrollment during this school year. The student must initial each line as acknowledgement of the information within that line.

- I understand that it is my responsibility to monitor the completion of all course work and the selection of classes. The school counselor is not responsible to monitor academic progress.
- I understand that I will take the appropriate End-of-Course (EOC) assessment or AP Examination if I take the applicable FLVS courses. The final full-year grade will be calculated by my school and will include the EOC as the final exam grade. I understand that I will take the EOC at my school or AP Exam during the scheduled exam time.
- If the requested FLVS course is taught at the school, the student will not be approved for the course.
- I understand that if the FLVS course must be started within the first ten days of the semester in order to be in compliance and to be able to withdraw from the CCPS course without penalty..
- I understand that all final grades are added to my academic history and will have an impact on grade point average.
- I understand that if I withdraw from an FLVS course mid-semester, I may not earn credit due to lack of seat time and will receive the grade issued by FLVS (WP or WF) on my high school transcript
- I understand that if I am withdrawn from a year-long FLVS course by FLVS in first semester, no further FLVS courses will be approved for the remainder of the year.
- I understand that I must pay attention to FLVS requirements, some classes are 18-36 weeks in length. Classes that are 36 weeks in length will take me the entire year to complete.
- I understand that FLVS is designed to be implemented 100% online and I understand that support for questions, challenges and discussions regarding my progression through the course and final grading outcome rest with the staff and leadership at FLVS.
- I understand that if my coursework is not completed by the deadline and is a graduation requirement, I may not participate in the graduation ceremony.



- I understand if I am a senior that all work must be completed and a final grade received no later than 7 days prior to graduation to participate in commencement exercises.
- I have read this document and agree to abide by the statements.

Parent Signature _____ Date _____

Student Signature _____ Date _____

College Advisor Signature _____ Date _____

Appendix H5

Intensive/Remediation Course Waiver

I request that my child, _____ (Student ID# _____) not be scheduled in:

Course name: _____ and/or _____

*****Please review the following before signing this request for a change in your child’s course placement.*****

1. Administrators, in consultation with other staff members, consider placement parameters when placing students in courses. Specific parameters considered include performance in previous courses, standardized statewide assessment scores, and other relevant information.
2. This request form can be used only to override placemats in intensive/remediation courses based on placement parameters rather than to override prerequisite courses, grade level requirements, or other requirements.
3. Your child may experience academic difficulty if the option is exercised to waive intensive/remediation course(s). While classroom teachers are available to provide assistance, it remains the responsibility of the student to maintain the pace that comes with a more challenging curriculum. You are encouraged to closely monitor your child’s progress in all courses.
4. Graduation requirements still require a passing score on the Grade 10 English Language Arts (ELA Florida Assessment of Student Thinking (FAST) and Algebra 1 End-of-Course assessments.

I am waiving intensive/remediation course(s) after having reviewed the preceding statements.

Parent rationale:

Parent Name: _____

Date: _____

Parent Signature: _____

Appendix H6

HOPE and HOPE/Personal Fitness/Physical Education

Activity Waiver Options

Students may meet the physical education and/or fine arts graduation requirement through the following waiver options or taking the 1.0 Health Opportunities through Physical Education (HOPE) course.

Personal Fitness/Physical Education Activity Elective	Health Opportunities Through Physical Education (HOPE)
Two seasons of an interscholastic sport at the junior varsity or varsity level (Season 1 waiver #1500410, Season 2 waiver #1500420) waives the .5 credit in Personal Fitness and the .5 credit requirement in physical education activity elective.	Two seasons of an interscholastic sport at the junior varsity or varsity level (Season 1 waiver #1500410, Season 2 waiver #1500420) waives the full one credit physical education requirement.

Course Code # for Waiver	Description of Waiver	Option Applied to:
1500410	INTERSCH SSN 1 – COM (completion of interscholastic sport season 1)	Personal Fitness/Physical Education Activity Elective AND HOPE
1500420	INTERSCH SSN 2 – COM (completion of interscholastic sport season 2)	Personal Fitness/Physical Education Activity Elective AND HOPE

Please Note: The capitalized portion in the “Description of Waiver” is identical to the language in the actual course code directory. The portion in parenthesis is for clarification of what the requirements are for the waiver. For example, course code #1500410 is for the completion of one season of interscholastic sports. It would not be entered or placed on a student’s transcripts until the student had actually completed both seasons entirely. Students who complete waiver requirements do not earn credits required for graduation and the waiver requirements (like a students’ grade on the personal Fitness competency test) do not factor into a students’ GPA.

Physical Education High School Waiver Options The purpose of this chart is to assist district physical education specialists and all staff that participate in the scheduling/graduation check process (e.g., college advisor, misc staff) to have a more clear understanding of what waivers are available with regard to waiving physical education requirement. It does not factor credits required for graduation.

Appendix H7



District School Board of Collier County Notification and Instructions for Physical Education Waiver – Interscholastic Sports (Revised 10/5/2017)

Please read the following information to see if you qualify for a waiver, prior to completing the waiver form.

Interscholastic High School Extracurricular Sports:

This waiver can only be used by performing student athletes who have participated in an interscholastic sport at the junior varsity or varsity level for two full seasons and shall satisfy the one credit requirement in physical education. No other extracurricular activities can be used for this waiver.

Interscholastic extracurricular sports are interpreted as those sanctioned by the School Board of Collier County and/or approved by the Florida High School Activities Association (FHSAA).

Full Season:

A full season (in the FHSAA sport) is defined as attendance and participation in both the practices and competitive events from the allowable first day of practice as designated by the FHSAA to the elimination of a team from the FHSAA tournament competition. A minimum of 95% attendance at both practices and events will be required to meet this requirement. The high school coach must verify that the student has met these guidelines through the Activities Director. The waiver form must be signed by the Activities Director.

Steps Student Needs to Take In Completing the Waiver Process:

Secure forms from the school counseling department.

1. Read instructions carefully to see if you qualify.
2. Complete Sections I and II.
3. Have parent/guardian complete and sign Section III.
4. Have Activities Director complete Section IV. Please note that the Activities Director cannot complete his/her section unless the first two sections are completed in its entirety.
5. Return the completed waiver form to your school counselor for review and to input waiver codes into academic transcripts.

Attention Parents:

Collier County Public Schools does not endorse the absence of Integrated Comprehensive Health Education or Physical Education for student athletes and encourages all students to participate in electives that build a well-rounded Comprehensive Health and Physical Education experience. Legislation removes the graduation requirement for athletes as described above. By executing this waiver you are acknowledging that your child will have little to no exposure to the statutory requirements of Comprehensive Health Education including concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse without enrolling in a Health-integrated Physical Education Course or through other sources outside of school.

*Students and Parents may still elect to enroll in an Integrated Comprehensive Health Education or Physical Education course at any time regardless of this waiver option.

Interscholastic Sports Physical Education High School Waiver Request Form

(Revised 10/05/2017)

Directions: Read all notifications carefully. Complete the form after the sport seasons have been successfully completed.

Section I

Student Name: _____ Student Number: _____ School: _____

School Counselor at time of submission of form: _____

Junior Varsity or Varsity Sports Completed:

Full Season 1 Sport: _____ Dates of Completed Season: _____

Full Season 2 Sport: _____ Dates of Completed Season: _____

Student Statement of Understanding

Section II

- o I understand that because I have participated for two full seasons in an interscholastic sport at the junior varsity or varsity level that I will not be required to take the one credit of physical education.
- o I understand that sports participation does not prevent me from taking physical education, and that I may elect to take any physical education course, including HOPE or Personal Fitness and any approved Physical Education Elective for credit that will be applied to my GPA.
- o I understand that I will not receive a grade or credit for the sport in which I participated. I will simply be granted a waiver for the physical education graduation requirement. I understand the waiver of the physical education course does not affect the number of credits required for graduation and I may need to replace this course with an elective to meet the credits required for high school graduation.

(Student's Name) (Please Print)

(Student's Signature)

(Date)

Parent Permission to Waive Health Integrated Physical Education Elective

Section III

- o As a parent/legal guardian of the above named student, I understand and permit the school to waive the required one credit in Physical Education by participating in the 2 qualified full seasons of high school FHSAA sport.
- o As a result of this waiver, I acknowledge my child will have little to no exposure to the statutory requirements of Comprehensive Health Education including concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse without enrolling in a Health Integrated Physical Education Course or through other sources outside of school.

(Parent/legal guardian's name) (Please print)

(Parent/legal guardian's signature)

(Date)

Coach/Administrator Verification

Section IV

- o I confirm above student has completed active participation as defined on previous page of 2 full seasons of junior varsity or varsity seasons of the approved interscholastic sports listed in section I and verify the dates of completion are accurate.

(Activities Director Signature)

(Date)

School Counseling Office Use Only:

Waiver # 1500410 INTERSCH SSN 1 –COM (completion of interscholastic sport season 1)

Waiver # 1500420 INTERSCH SSN 2–COM (completion of interscholastic sport season 2)

Date entered: ____ / ____ / ____ Initial by: _____ *PE Exemption added to student academic history file for no credit.

Sample Junior Letter (Customized in FOCUS)



DATE: _____

Student Name:		Student ID #:	
Credits Earned:		GPA:	
Assessment	Minimum Passing	Student Highest Score	
Grade 10 ELA Assessment	350		
ACT - (Reading and English) (*average score Reading AND English Subtests)	18	ACT Reading	
		ACT English	
		Average Score	
SAT - (*Evidence Based Reading/Writing-EBRW)	480		
Algebra I EOC	497		
Geometry EOC	499		
ACT Math	16		
SAT Math	420		
PSAT/NMSQT Math	430		

Dear Parent or Guardian,

Those students who earn their high school diploma are traditionally recognized at the end of their senior year through a formal commencement ceremony. The State of Florida does offer a Certificate of Completion to students who have met the credit and grade point average requirements, but who have **not** met the state assessment requirements. This is **NOT** a standard diploma.

Students who do not meet the requirements for a standard diploma will not participate in Commencement Exercises.

A number of remediation efforts are being offered to assist your child in passing the Grade 10 ELA Assessment retake or to achieve a current concordant score on the ACT (18) or SAT (480) including, but not limited to, intensive remedial courses. Likewise, if your child still needs to pass the Algebra I EOC Assessment requirement, multiple efforts are being made to support your child with passing the Algebra I EOC or to achieve the comparative score by either passing the Geometry EOC (499) or on the math subsets of the following assessments: ACT (16), SAT (420) or PSAT/NMSQT (430). Again, if your child meets the credit and grade point average requirements for graduation, without meeting the ELA and Algebra I requirement, your child will **only** receive a Certificate of Completion and **will not** participate in Commencement Exercises. Further, in addition to school specific requirements, participation in specific activities, such as Prom, may be contingent upon participation in assessment opportunities.

Test dates for the upcoming school year:

- SAT:
- ACT:
- **FOR JUNIORS ONLY:** SAT during the school day

Once a passing or concordant score is earned, your child will no longer need to take additional assessments to meet the requirement for a Standard Diploma. Our shared goal is for your child to earn a Standard Diploma. Please ensure that your child takes part in all opportunities to earn the passing scores needed for graduation.

Sincerely,

Student Signature _____ Date: _____

Parent Signature _____ Date: _____

Sample Senior Letter (Customized in FOCUS)



DATE: _____

Dear Parent or Guardian,

If you are in receipt of this letter, your child has not met the Grade 10 ELA and/or Algebra 1 EOC assessment requirement for graduation.

Student Name:		Student ID #:	
Credits Earned:		GPA:	
Assessment	Minimum Passing	Student Highest Score	
Grade 10 ELA Assessment	350	FSA	
		FAST	
ACT - (Reading and English) (* average score Reading AND English Subtests)	18	ACT Reading	
		ACT English	
		Average Score	
SAT - (*Evidence Based Reading/Writing-EBRW)	480		
Algebra 1 EOC	497		
Geometry EOC	499		
ACT Math	16		
SAT Math	420		
PSAT/NMSQT Math	430		

Those students who earn their high school diploma are traditionally recognized at the end of their senior year through a formal commencement ceremony. The State of Florida does offer a Certificate of Completion to students who have met the credit and grade point average requirements, but who have **not** met the state assessment requirements. This is **NOT** a standard diploma.

Students who do not meet the requirements for a standard diploma will not participate in Commencement Exercises.

A number of remediation efforts are being offered to assist your child in passing the Grade 10 ELA Assessment retake or to achieve a current concordant score on the ACT (18) or SAT (480) including, but not limited to, intensive remedial courses. Likewise, if your child still needs to pass the Algebra 1 EOC Assessment requirement, multiple efforts are being made to support your child with passing the Algebra 1 EOC or to achieve the comparative score by either passing the Geometry EOC (499) or on the math subsets of the following assessments: ACT (16), SAT (420) or PSAT/NMSQT (430). Again, if your child meets the credit and grade point average requirements for graduation, without meeting the ELA and Algebra 1 requirement, your child will **only** receive a Certificate of Completion and **will not** participate in Commencement Exercises. Further, in addition to school specific requirements, participation in specific activities, such as Prom, may be contingent upon participation in assessment opportunities.

Test dates for the upcoming school year:

- **SAT:**
- **ACT:**
- **FOR SENIORS ONLY:** SAT during the school day
- **FOR SENIORS ONLY:** ACT during the school day

Once a passing or concordant score is earned, your child will no longer need to take additional assessments to meet the requirement for a Standard Diploma. Our shared goal is for your child to earn a Standard Diploma. Please ensure that your takes part in all opportunities to earn the passing scores needed for graduation.

Sincerely,

Student Signature _____ Date: _____

Parent Signature _____ Date: _____

Naples Classical Academy Change of Course Request Form (SY 24-25)

Student Name/ID: _____ **Grade:** _____ **Date:** _____

STEP 1: SCHOLAR/PARENT AGREEMENT

We understand that the scholar may be responsible for making up all work in the new class if enrollment is permitted.

Scholar signature _____ **Date:** _____ **Parent signature** _____ **Date:** _____

Write your current course and period in column 1-2. Write the requested course change in column 3.

Pd.	Current Course / Teacher / Room (Section)	Requested Course / Teacher / Room (Section)

Reason for request _____

___ Change recomme _____
Date _____

Comments: _____

___ Change recomme _____ Date _____

Comments: _____

Comments: _____

___ Request approved ___ Request de _____ Date _____



Change of course procedure and deadline:

- Course change requests will only be considered for specific reasons and within the first seven (7) days of each quarter
- Course change request forms must be completed in their entirety (including signatures) and submitted by the designated deadline

May be granted if request entails a/an:

- incorrect course sequence
- prerequisite not met
- previously earned credit for course
- previously failed course with same teacher
- course needed for graduation requirement

- desire for different teacher
- failure to meet deadline
- failure to meet graduation requirements

Will not be considered if request entails a:

EXCEPTIONAL STUDENT EDUCATION (ESE)

Placement Decisions for Students with Disabilities

The general education setting should be the first consideration when determining placement for students with disabilities. To the maximum extent appropriate, core instruction should be delivered in the general education classroom to students with disabilities. Placement decisions must be made individually based on each student's abilities and needs. These decisions should not be based on factors such as disabling condition or eligibility category, degree of a disabling condition, availability of services or space, configuration of the service delivery system, or administrative convenience. NCA must provide evidence that the regular classroom placement is not appropriate for the student, rather than other individuals (parent(s), teachers) having to prove that the regular classroom is appropriate. The information in the Individual Educational Plan (IEP) for each student should form the basis for the team's placement decision.

Instructional Time

Students with disabilities must be provided the required instructional time for all subject areas and interventions, as provided to their non-disabled peers.

K-12 Progression of Students with Disabilities

Students with disabilities instructed in Florida Standards are promoted along with their non-disabled peers in accordance with the promotion process for each grade.

Statewide, Standardized Assessment Program

All students with disabilities will participate in the statewide, standardized assessment program based on Florida Standards, without accommodations, unless the Individual Educational Plan (IEP) team, or the team that develops the plan required under Section 504 of the Rehabilitation Act, determines and documents that:

- the student requires allowable accommodations during instruction and for participation in a statewide, standardized assessment; or
- the student with a significant cognitive disability meets the criteria for participation in the Florida Alternate Assessment, either the Performance Task or Datafolio as determined by the IEP team.

Accommodations

In many instances, students with disabilities will require accommodations and support to demonstrate achievement on state or district assessments. Appropriate and allowable accommodations for Florida's statewide, standardized assessment program are prescribed in current standardized assessment test administration manuals published by the Florida Department of Education (FDOE) Bureau of Assessment and School Performance and the Bureau of Exceptional Student Services Education.

Accommodations for students with disabilities:

- facilitate an accurate demonstration of what the student knows or can do;
- do not provide the student with an unfair advantage or interfere with the validity of the test;
- are regularly used during classroom instruction and for classroom assessment;
- are necessary for enabling the student to demonstrate knowledge, ability, skill or mastery;
- are permitted by the protocol for each specific district and/or state assessment; and
- are documented on the Individual Educational Plan (IEP).

State regulations mandate that parent(s) must be informed when their child is being provided with accommodations in the classroom that are not permitted on state assessments, sign consent for their child to receive accommodations in the classroom that are not permitted on state assessments, acknowledge in writing that they understand the implications of their child receiving accommodations in the classroom that would not be permitted on state assessments, and be informed of the potential impact on their child's ability to meet expected performance levels in reading, writing, and math when students are provided with accommodations in the classroom that are not permitted on state assessments. These regulations must be addressed at every IEP meeting.

Participation in the Florida Alternate Assessment (FAA) Based on Access Points - Alternate Academic Achievement Standards (AP-AAAS)

The decision that a student with a most significant cognitive disability will participate in the statewide alternate assessment is made by the Individual Educational Plan (IEP) team and documented on the plan. A "most significant cognitive disability" is defined as a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired or traumatic brain injury or syndrome and is verified by either:

- a statistically significant below average global cognitive score that falls within the first percentile rank (i.e., a standard, full-scale score of 67 or under); or
- in the extraordinary circumstance when a global, full-scale intelligence quotient score is unattainable, a school district-determined procedure that has been approved by the Florida Department of Education as part of the district's Special Programs and Procedures (SPP) manual.

To participate in the FAA the following criteria must be met:

- the student is unable to master the grade-level general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials;
- the student requires direct instruction in academic areas of English language arts, math, social studies, and science based on access points; and
- the student requires direct instruction in academics based on Access Points-Alternate Academic Achievement Standards (AP-AAAS) aligned to the B.E.S.T. Standards and the NGSSS in order to acquire, generalize, and transfer skills across settings.

Students with a primary exceptionality of a specific learning disability (SLD) cannot include students with learning problems that are primarily the result of an intellectual disability and only students with the most significant cognitive disabilities are eligible to participate in the FAA program. Consequently,

students with a primary disability category of SLD must not participate in the FAA program and should not be enrolled in access courses aligning to it.

If the decision of the IEP team is to assess the student through alternate assessment, the parent(s) of the student must be informed that their child's achievement will be based on the course of study identified in the IEP and the implications of this decision. The school district, through the IEP process, must obtain written parental consent to administer the student an alternate assessment and provide instruction in FS-AP. The District may proceed if it documents reasonable efforts to obtain the parent's consent and the student's parent has failed to respond. If the parent(s) does not agree with the IEP recommendation for instruction in FS-AP and participation in the FAA, the IEP team may not act on this proposal. This decision must be made at every annual IEP meeting.

Waiver of End-of-Course (EOC) Assessment

F.S.1008.22(3)(c)2 states that students with disabilities can be eligible for waivers of statewide, standardized assessment results to receive a course grade and a standard high school diploma. This includes the Civics EOC, Grade 10 ELA assessment, Algebra 1 EOC assessment, Geometry EOC assessment, Biology EOC assessment, and the United States History EOC assessment.

Students with disabilities may be found eligible for more than one statewide, standardized assessment results waiver if the Individual Educational Plan (IEP) team determines the student meets the criteria for waiving the results of the statewide, standardized assessment. More than one statewide, standardized assessment can be considered during an IEP team meeting; however, each waiver of assessment result must be considered individually and documented separately.

To determine a student's course grade and credit, the IEP team may consider having the EOC assessment results waived. The IEP team must determine and document when an EOC assessment cannot accurately measure the student's abilities, even after considering all allowable accommodations.

To be considered for the EOC assessment results waiver:

- the student must be identified as having a disability and have a current IEP;
- the IEP team must consider course/classroom performance, academic history, course grades, performance in remediation activities, and work samples to determine if the student demonstrates mastery of required course standards; and
- the student must have taken the EOC assessment with appropriate allowable accommodations at least once.

The IEP team may convene at any time after the student has taken the assessment and it has been determined that the student failed to earn a passing score on an EOC assessment.

Waiver of Statewide, Standardized Assessment Results

Students with disabilities working toward a standard high school diploma are expected to participate in statewide, standardized assessments. If the Individual Educational Plan (IEP) determines and documents that the student has met the established criteria and that the statewide, standardized assessment cannot accurately measure the student's abilities, the IEP team may grant a results waiver.

To be considered for the statewide, standardized assessment results waiver:

- the student must be identified as having a disability and have a current IEP; and
- the student must have taken the statewide, standardized assessment with appropriate allowable accommodations, at least once.

In accordance with F.S. 1008.22(3)(c)2 the IEP team must determine whether a statewide, standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations as documented on the student's IEP.

A student who has solely been determined eligible for specially designed instruction through the homebound or hospitalized program is not eligible for a waiver of statewide, standardized assessment results. The statewide, standardized assessment results waiver may only be considered for eligible students with disabilities as defined in F.S. 1007.02.

A student who transfers to Florida from another state or another country in twelfth grade must meet the assessment requirements, earn a 2.0 GPA, and meet all requirements of the school district, state, or country from which the student is transferring to earn a standard diploma. A transfer student may be considered for a waiver for statewide, standardized assessment results.

The IEP team may meet at any time to:

- verify that the criteria have been met; and
- document the team's determination and information analyzed in making the decision.

Section 1003.4282(10)(e) requires parental approval (or student at age of maturity) of the waiver of statewide, standardized assessment results. If the parent(s) do/does approve the waiver of the statewide, standardized assessment results, the IEP team should document this in the IEP. If the IEP team believes that the waiver of results should be provided to the student, regardless of the parent's lack of approval, then the school is advised to provide a notice of refusal to the parent(s) with a copy of the Procedural Safeguards.

Students with disabilities who do not pass a required statewide, standardized assessment and are not found eligible to receive a results waiver have the following options:

- return to the high school to continue working toward passing the assessment or meeting the criteria for a waiver of the results until reaching the age of 22;
- receive a comparative or concordant score (as determined by the FDOE) to the passing score for the required statewide, standardized assessment ;
- receive assessment remediation through adult education;
- prepare for the high school equivalency test through adult education; or
- receive a certificate of completion.

High School Graduation Requirements for Students with Disabilities

Students with disabilities can earn a standard high school diploma using any high school graduation option available to all students.

The Individual Educational Plan (IEP) team, including the parent(s) and student, determines which high school graduation option is most appropriate, using the student's postsecondary education and career goals to guide the decision. Students who work toward a standard diploma.