

# Treasure Coast Classical Academy Student Progression Plan



**2023-2024**

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## **Legal Foundation of the Student Progression Plan**

### **Student Progression s. 1008.25, F.S.**

Treasure Coast Classical Academy's (TCCA) charter requires it to create and abide by a Student Progression Plan. TCCA has elected to tailor the Martin County School District Student Progression Plan to support the school's operation.

Current law requires that each charter school board to establish a comprehensive program for student progression, which shall be based upon an evaluation of each student's performance, including how well the student masters the performance standards approved by the state board. The school program for student progression shall be based upon local goals and objectives, which are compatible with the state's plan for education.

It is the intent of the legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that charter school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

TCCA shall establish a comprehensive program for student progression which will include:

- Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the state board of education.
- Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments, as defined by the commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style.
- Appropriate alternative placement for a student who has been retained two or more years.

The TCCA Student Progression Plan gives consideration to the best interest of individual students and complies with state statutes and state board of education directives. It is intended that the plan provides to school personnel, parents, students and interested citizens written information with regard to student advancement through the TCCA school system. Satisfactory progress through the system depends on the combined efforts of students, parents, professional educators, and the TCCA Board.

As with all policy handbooks, periodic review and revision is undertaken in order to retain guidelines that are consistent with the intent of the TCCA Board and legislative actions.

School procedures will ensure the placement of each student in subjects, in the grade level, or in the special program best suited to meet the student's academic needs. Consideration will be given to the student's social, emotional, and physical development. Recommendations regarding student promotion, retention and special placement will be made based on the combined efforts of students, parents, and professional educators. Decisions, however, are primarily determined by the school's professional staff. The final decision regarding grade placement is the responsibility of the principal.

## **Introduction**

The Student Progression Plan for TCCA has been developed and revised to provide an instructional program in which each student can progress academically, emotionally, socially, and physically. This plan outlines provisions for promotion, retention, good-cause exemptions from mandatory retention, acceleration, enrichment, or alternative assignments for all TCCA students.

### **Responsibilities Related to Student Progression**

1. Principal
  - a. Administer the plan within the school.
  - b. Assist and supervise teachers in utilizing the state of Florida adopted curriculum standards, curriculum guides, scope and sequence charts, Florida Assessment of Student Thinking (F.A.S.T) item specifications, management systems, curriculum frameworks, course student performance standards, and to assist and supervise teacher preparation of additional subject goals and objectives.
  - c. Make the final decision in regard to the assignment of specific students.
  - d. Inform parents/guardians of student progress and of the possible retention of their child as soon as possible.
  - e. Make available to all parents/guardians and students a copy of the Student Progression Plan.
2. Teacher
  - a. Use the state of Florida adopted curriculum standards, curriculum frameworks, and course student performance standards.
  - b. Align student evaluation to Florida Standards, F.A.S.T. item specifications, and Hillsdale programs.
  - c. Utilize all available data including achievement and assessment test results, progress tests, daily assignments, teacher observations, portfolios, past performance and other available information to plan instruction and evaluate student performance.
  - d. Determine a student's grades and follow established school procedures for reporting and recording them.
  - e. Advise the principal in regard to grade-level assignment of students.
  - f. Inform parents/guardians of student progress and seek their assistance in meeting student needs.
  - g. Help students acquire study skills and self-discipline needed to complete coursework successfully.
  - h. Schedule conferences with parents if progress reports indicate their child is having difficulty.
  - i. Follow the plan as it pertains to grade-level assignment.
3. Parent/Guardian
  - a. Require consistent school attendance by the student.
  - b. Assist their child in developing good study and work habits, self-discipline and respect for school and school personnel.

- c. Review official grade reports from the school and schedule conferences with teachers if such reports indicate that the student is having difficulty.
  - d. Honor requests for conferences from school officials whenever possible.
  - e. Respond promptly to all requests from the school for information.
  - f. Stay informed of their child(ren)'s progress through scheduled parent-teacher conferences, interim-progress reports, report cards, progress reports and communications from the schools.
4. Student
- a. Make an effort to accomplish all objectives in each subject.
  - b. Maintain good attendance.
  - c. Take home to parents/guardians all interim-progress reports, report cards and other communications from the school.
  - d. Develop good study habits and self-discipline, as well as accept additional help from available educational personnel and parents if experiencing school-related problems.
  - e. Make his/her best effort in taking all assessments.
  - f. Inform the teacher, counselor, administrator, or a trusted adult if you have reasonable belief, evidence, or both that academic dishonesty has occurred. Some examples of academic dishonesty are, but not limited to:
    - Using unauthorized materials and/or resources including AI
    - Copying work from another student, or the web
 There is no tolerance toward academic dishonesty, and any form of cheating/plagiarism may lead to a zero on assignments or assessments.

## **General Information**

### **Entrance Requirements**

1. **Mandatory School Age**  
 Florida Law (s. 1003.21, F.S.) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term. A student who attains the age of 16 years during the school year is not subject to compulsory attendance beyond the date of which the student attains that age if he/she files a formal declaration of intent to terminate school enrollment with the school district.
  
2. **Kindergarten Admission**  
 s. 1003.21(1)(a)2, F.S. specifies that children who have attained the age of five years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year based on rules prescribed by the TCCA School Board. Students are eligible for kindergarten attendance provided they meet the age requirement.

There is no early entry into kindergarten. Florida Statutes or state board of education rules do not include any provision to waive the age requirement for kindergarten enrollment.

3. Proof of Residency

Verification of a parent or guardian's residence shall be required at the time the child registers for school. Verification of residence may also be required at any other time at the discretion of the superintendent or designee.

4. Requirements to Enroll a Student in a Florida School

- a. Proof of age. A certified birth certificate for U.S. citizens may be requested online at: <http://www.cdc.gov/nchs/howto/w2w/w2welcom.htm>. If a birth certificate is not available refer to 1003.21, F.S. for other acceptable documentation.

A Florida Certificate of Immunization, Form 680, completed by a Florida physician or by a Florida county health department. Parents should obtain a copy of their scholar's complete immunization history before leaving their current residence, as this form is not available to the general public. Information on Florida school immunization requirements is available at:

[http://www.doh.state.fl.us/Family/school/parent/parent\\_info.html](http://www.doh.state.fl.us/Family/school/parent/parent_info.html).

- b. For initial entry into a Florida school, evidence of a medical exam completed no less than 12 months prior to the scholar's school entry date. As long as the medical exam meets this 12-month requirement, parents may submit this information on the School-Entry Health Exam Form (DH 3040) or provide a copy of the exam obtained from their current physician before moving to Florida. This form and the accompanying guide are available online at: <http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/enrollment.html>
- c. Official documentation that the parent(s) or guardian(s) is a legal resident(s) of the state of Florida.

5. First Grade Admission

Per 1003.21 F.S., any child who has attained the age of six (6) years on or before September 1<sup>st</sup> of the school year and who has been enrolled in a public school or who has attained the age of six (6) years on or before September 1<sup>st</sup> and has satisfactorily completed the requirements for kindergarten in a nonpublic school, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the school's Student Progression Plan.

Students transferring to first grade from a kindergarten program other than the one offered by the district will need written verification of satisfactory completion of kindergarten from the public or nonpublic school attended.

6. Underage Transfers from Out-of-State Kindergarten to First Grade

Per Rule 6A-1.0985, Florida Administrative Code (F.A.C.), entry into kindergarten and first grade by out-of-state transfer students, kindergarten and first grade students transferring from another state who do not meet the Florida age requirements must comply with rules established by the Florida Department of Education. TCCA requirements are:

- a. Any student who transfers from an out-of-state public school and who does

not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection (c).

- b. Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (c).
- c. In order to be admitted to Florida schools, a student transferring from an out-of- state school must provide the following data:
  - Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school; An official letter or transcript from the proper school authority which shows record of attendance, academic information, and grade placement of the student;
  - i. Evidence of immunization against communicable diseases as required in s. 1003.22, F.S.;
  - ii. Evidence of date of birth in accordance with s. 1003.21, F.S.; and
  - iii. Evidence of a medical examination completed within the last twelve (12) months in accordance with s. 1003.22, F.S.

#### 7. Initial Entry to Grades K to 8

Students transferring into TCCA in Grades K through 8 will be eligible for the previous district school's recommended grade placement if the school criteria for transfer are met.

- a. The principal shall require that any student entering a Florida school for the first time present a certificate of immunization that shall include: diphtheria, pertussis, tetanus (DPT), poliomyelitis, rubella, and mumps. However, any child shall be exempt from the requirement upon written request of the parent or guardian of such child stating objections on religious grounds, or if a competent medical authority certifies in writing that the child should be exempt for medical reasons.
- b. The principal shall require that any student entering a Florida school for the first time present a certification of a school entry medical examination performed within the 12 months prior to enrollment in school. This medical examination shall be on Florida form DH 3080. A medical examination is acceptable based on a school record or out-of-state doctor's record, but must be kept separate for review and certification by the school nurse.
- c. A child may be exempt from the required physical examination and/or immunization upon written request of the parent or guardian of such child stating objection to examination and/or immunization on religious grounds or for medical reasons certified by a competent medical authority.
- d. Children entering the school shall comply with s. 1003.21 F.S. and s. 1003.22 F.S.

#### 8. Evidence of Birth

All students entering the school (K-12) for the first time will be required to submit



evidence confirming date of birth. If the first prescribed evidence is not available, the next evidence in the order set forth below shall be accepted:

- a. Duly attested transcript of the scholar's birth record filed according to law (birth certificate). A duly attested transcript of a certificate of baptism must show the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent.
- b. An insurance policy on the scholar's life which has been in force for at least two (2) years.
- c. A bona fide contemporary religious record of the scholar's birth accompanied by an affidavit sworn to by the parent.
- d. A passport or certificate of arrival in the United States showing the age of the child.
- e. A transcript of record of age shown in the scholar's school record of at least four years prior to application, stating date of birth.

If none of these evidences can be produced, an affidavit of age, sworn to by the parent, accompanied by a certificate of age signed by a public-health officer or a licensed physician or county-health official which shall state that the physician has examined the child and believes that the age as stated in the affidavit is substantially correct.

#### 9. Enrollment Termination

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board.

The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The school district must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. The student's guidance counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED-test preparation. Additionally, the student must complete a survey in a format prescribed by the department of education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

### **Attendance**

#### 1. Enrolled Students

Students are encouraged to be in school at least ninety (90) percent of the instructional time in an annual session. Per s. 1011.61, F.S., a "full-time equivalent student" in each program of the school is defined in terms of full-time students and part-time students as follows:

- a. A “full-time student” is one student on the membership roll of one school program or a combination of school programs listed in s. 1011.62(1)(c) for the school year or the equivalent for:
  - i. Instruction in a standard school, comprising not less than 900 net hours for a student in or at the grade level of 4 through 12, or not less than 720 net hours for a student in or at the grade level of kindergarten through third grade or in an authorized prekindergarten exceptional program

TCCA is responsible for the following activities per s. 1003.26 F.S.:

- a. The principal or designee must contact the parent or guardian to determine the reason for each unexcused absence or absence for which the reason is unknown. If the absence is excused, the student must be allowed to make up assigned work.
 

If a student has five unexcused absences or absences for which the reasons are unknown within a calendar month or ten unexcused absences within a 90- calendar day period, the primary teacher must report to the principal or designee that the child may be exhibiting a pattern of nonattendance. Unless there is clear evidence that there is no pattern of nonattendance, the principal shall then refer the case to the Multi-tiered Student Support (MTSS) team, of which the parent is part.
- b. If the meeting does not resolve the problem, the team shall implement interventions that best address the problem, including frequent communication with the teacher and family; changes in the learning environment; mentoring; student counseling; tutoring, including peer tutoring; placement into different classes; evaluation for alternative education programs; attendance contracts; referral to other agencies for family services; or other interventions.
- c. The MTSS team must be diligent in facilitating services and only report the case to the principal when all reasonable efforts to resolve the nonattendance are exhausted.
- d. If the parent or guardian refuses to participate in the remedial strategies because s/he believes they are unnecessary or inappropriate, the parent or guardian may appeal to the TCCA School Board. A hearing officer will make a recommendation for final action to the board. If the board determines the strategies are appropriate and the parent or guardian still refuses to participate or cooperate, the principal may seek criminal prosecution.
- e. If a child will not comply with efforts to enforce school attendance, the parent, guardian, or principal shall refer the case to the case-staffing committee, and the principal may file a truancy petition pursuant to Florida Statute.

### **Parent/Guardian Responsibility**

Each parent and guardian of a child within compulsory attendance age is responsible for the scholar's attendance as required by law (F.S. 1003.24).

#### **1. Transfer Students**

- a. Students who transfer and enroll in TCCA late without grades from the

previous school attended shall be allowed to make-up class work in order to receive full semester credit.

- b. Any elementary or middle school transfer student having been enrolled in TCCA for at least twenty-five (25) school days of a grading period must receive a grade for quarter-grade reporting.
- c. Any high school transfer student having been enrolled in TCCA for a minimum of 120 hours of instruction for the purpose of meeting a high school grade requirement must receive a grade for quarter-grade reporting.

## 2. School Activities

- a. In administering the attendance policy, students attending academic or vocational activities, on campus or off, which are directly related to the instructional outcome of one or more courses, will be counted excused but will be required to make up work missed. This will not negatively impact the student's grade.
- b. Students attending an approved-school program will be deemed excused from class attendance, but the student will be required to make up missed work.

## 3. Class Work

- a. Students who are absent from class, regardless of the reason, will be required to make up class work and/or tests.
- b. Students in Grades 6-12 are responsible to arrange for the make up of all appropriate class work or tests immediately upon their return to school for all absences. The teacher in grades K-5 is responsible to arrange for the make up of all appropriate class work or tests within three (3) days of the student's return to school. Students have one school day for each day absent to make up class work.
- c. Students assigned to in-school suspension will be counted as being present by the school and will be required to complete the class work.
- d. Students are not allowed to be exempt from exams or any other required assessments based on attendance. If a student is absent on the day of the exam or required testing, it is at the discretion of the teacher and the administration to schedule a time for the student to make up the exam or test.

## 4. Absences

Examples of excused absences are:

- Personal illness of the student (medical evidence may be required by the principal or designee for absences exceeding five (5) consecutive days).
- Court appearance of the student.
- Medical appointment of the student.
- An approved school activity.
- Insurmountable conditions. Insurmountable conditions are extreme weather conditions, communicable disease outbreaks, and local conditions determined by the school which, after taking into account the materials circumstances, would render impracticable a student's attendance at school. (F.A.C. 6A-1.09513)
- Other absences with prior approval of the principal or designee.
- Attendance at a center under Children and Families Services supervision.
- Significant community events with prior permission of the principal.

- Religious instruction or religious holiday.
- Death in the immediate family. Immediate family shall be defined as father, mother, son, daughter, sister, brother, aunt, uncle, first cousin, niece, nephew, husband, wife, father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, stepfather, stepmother, stepbrother, stepsister, stepson, stepdaughter, half-brother, or half-sister.
- An accident resulting in bodily injury to the student;
- Extenuating circumstances determined by the principal or designee in accordance with state laws and school board rules.

Absences not included in excused absences listed above shall be unexcused. Students may not be given excused absences to remain out of school for the purpose of working, unless the job is an integral part of the student's instructional program. When a student fails to meet minimum school attendance requirements, the nature of the absences and the student's overall attendance pattern will be considered by an attendance review committee.

5. Attendance Review Committee

- a. The attendance review committee will be comprised of at least three (3) voting and/or members; including representatives from faculty, student services, and administration.
- b. Applications and procedures for petitioning the attendance review committee will be made available in a designated location in each school. It is the responsibility of the students and parents to meet all deadline dates established by the school. It is expected that petitions will be completed at the conclusion of the semester in question. No petition will be considered once a full year has elapsed since the conclusion of the semester in question.
- c. The committee will render one of the following decisions for each case:
  - i. Favorable: The student's general attendance pattern is good and appropriate documentation of reasons for absences is submitted. Additionally:
    - (Grades K-8) Promotion criteria as specified in the Student Progression Plan must be met.
    - (Grades 9-12) Demonstration of course mastery must be accomplished via assessment by teacher observation, classroom assignment, examinations, passing grades, and other commonly accepted methods of assessing student performance.
  - ii. Qualified: The student's general attendance pattern is questionable and/or inappropriate and acceptable documentation or reasons for absences are not submitted. In such cases:
    - (Grades K-8): The attendance review committee will consult with the principal for determination of whether promotion criteria have been met as specified in the Student Progression Plan.
    - (Grades 9-12): Demonstration of course mastery must be accomplished via:
      - Assessment by teacher observation, classroom assignment, examinations, passing grades, and other

commonly accepted methods of assessing student performance; and

- A score of no less than 70% on a school-developed examination based upon the performance objectives of the curriculum framework.

The committee decision shall be forwarded to the principal for further action.

#### 6. Reporting an Absence

- a. It shall be the responsibility of each student's parent/guardian to explain the student's absence to the attendance office or school by a written note, or by personal visitation to the school no later than on the first day of the student's return to school. Excessive absences will be reviewed by the attendance review committee.
- b. School attendance personnel will make an effort to contact the parent/guardian whenever a student's absence has not been verified.

### **Grade Placement**

Grade placement/promotion will be determined by the principal/designee.

Possible alternatives and credit checks should be reported to the parent by the end of the third quarter of the school year. At the end of each semester, the parent or guardian of each student in Grades 9-12 who has a cumulative grade point average of less than 0.5 above the cumulative grade point average required for graduation shall be notified that the student is at risk of not meeting the requirements for graduation.

All grade placement decisions must be formally posted on the student's transcript. Copies of letters concerning grade placement must be placed in the cumulative folder.

Grade placement of all students who appear to be having difficulty meeting promotion requirements shall be carefully evaluated by the professional staff regarding eligibility for exceptional, alternative, or other student education services. The principal must consider student proficiency in reading, writing, science, and mathematics when making promotion decisions. The principal will determine the appropriate alternative placement for a student who has been retained for two or more years.

The course and/or grade evaluation procedure for student grades shall be explained to the student at the beginning of each year or semester. The procedures must be developed and administered on a school-wide basis by the principal.

### **Grading**

Per s. 1003.33, F. S., report cards must clearly depict and grade the student's academic performance in each class or course, which in Grades 1 through 12 must be based upon examinations as well as written papers, class participation, and other academic performance criteria, and must include the student's performance or nonperformance at his or her grade level, the student's conduct and behavior, as well as the student's attendance, including absences and tardiness.

Grades are an indication of what students know and are able to do in relation to the standards, grades should be balanced among the grading categories over the course of the nine weeks/semester. It is recommended that each student receive at least two grades per week and grades should be balanced among the grading categories over the course of the nine weeks/semester.

As per statute, a student's final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

The TCCA school board does not allow the school to exempt students from academic performance requirements based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

Report cards/progress reports issued quarterly in accordance with the TCCA School Calendar, which is distributed to school staff and community prior to the start of the school year. Students must be in attendance at least 25 days per quarter to receive a report card/progress report.

Any student who receives all As and/or Bs on their report card will be considered to be on the Honor Roll and the student will receive a certificate.

## **Florida Standards**

The standards that establish the core content of the curricula to be taught and the core content knowledge and skills that K-12 public school students are expected to acquire are the Florida Standards, as approved by the Florida Department of Education. Standards are posted on [www.cpalms.org](http://www.cpalms.org).

Specific requirements of the Florida Standards include:

- Rigor and relevance.
- Progression that is logical and sequential and incrementally increases students' core-content knowledge and skills over time.
- For all subjects, integration, critical thinking; problem-solving and workforce literacy skills; communication, reading and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media- literacy skills; and civic-engagement skills.
- Distinct grade-level expectations for the core content-content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through eighth grade.
- Standards for Grades 9 through 12 which may be organized by grade clusters for

more than one grade. Visual and performing arts, physical education, health, foreign language standards may be organized by grade clusters of more than one grade level for Grades 6 through 12.

- English Language Arts Florida Standards must establish specific curricular content for reading, writing, speaking and listening, and language. The Benchmarks for Excellent Student Thinking (B.E.S.T.) standards will be used in K-12 ELA courses beginning with ELA in the 2021-2022 school year.
- Science Florida Standards must establish specific curricular content for the nature of science, earth and space science, physical science, and life science.
- Mathematics Florida Standards must establish specific curricular content for algebra, geometry, statistics and probability, number and quantity functions, and modeling. Mathematics B.E.S.T. standards will be implemented in the 2022-2023 school year.
- Social studies Florida Standards must establish specific curricular content for geography, United States and world history, government, civics, humanities, and economics, including financial literacy. Students who take AP Economics will receive financial literacy as part of the course. (Per 1003.433, F.S. a Grade 11 or 12 student transferring into the school does not need the financial literacy component of economics if the student met the graduation requirement of the student's previous school district.)
- Visual and performing arts, physical education, health, and foreign language Florida Standards must establish specific curricular content and include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through fifth grade. The standards from Grades 6 through 12 may be organized by grade clusters.

#### Required Instruction - 1003.42, F.S.

1. The TCCA School Board provides all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet state board of education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts (arts, etc.). The state board must remove a middle grades course in the Course Code Directory that does not fully integrate all appropriate curricular content required by s. 1003.41 and may approve a new course only if it meets the required curricular content.
  - All instructional materials, as defined in s. 1006.29(2), used to teach reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment, as part of the courses referenced in subsection (3), must be annually approved by a district school board in an open, noticed public meeting.
2. Members of the instructional staff, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy, following the prescribed courses of study, and employing

approved methods of instruction, the following:

- a. Instruction on the required topics must be factual and objective, and may not suppress or distort significant historical events, such as the Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement and the contributions of women, African American and Hispanic people to our country. Examples of theories that distort historical events and are inconsistent with State Board approved standards include the denial or minimization of the Holocaust, and the teaching of Critical Race Theory, meaning the theory that racism is not merely the product of prejudice, but that racism is embedded in American society and its legal systems in order to uphold the supremacy of white persons. Instruction may not utilize material from the 1619 Project and may not define American history as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence. Instruction must include the U.S. Constitution, the Bill of Rights and subsequent amendments. The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
- b. The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government. The high school United States Government course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States (1003.4282 F.S.).
- c. The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
- d. Flag education, including proper flag display and flag salute.
- e. The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
- f. The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.
- g. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging



tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s.1000.05 (8), and the prevention of anti-Semitism. The Department of Education shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's Task Force on Holocaust Education or from any state or nationally recognized Holocaust educational organizations. The second week in November shall be designated as "Holocaust Education Week" in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

- h. The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
- i. The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American Society.
- j. The elementary principles of agriculture.
- k. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
- l. Kindness to animals.
- m. The history of the state.
- n. The conservation of natural resources.
- o. Comprehensive age-appropriate and developmentally appropriate K-12 health education that addresses 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. The health education curriculum for students in Grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, prevention of child sexual abuse, exploitation, and human trafficking and community resources available to victims of dating violence and abuse.
  - 1. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent

- and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.
2. Schools are required to provide basic training in first aid, including cardiopulmonary resuscitation (CPR), for all students in grade 9 and grade 11. Instruction in the use of CPR must be based on a one-hour, nationally recognized program.
  3. The health education curriculum for students in grades 6 to 12 shall include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.
- p. Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the state board of education and the district school board in fulfilling the requirements of law.
  - q. The study of Hispanic contributions to the United States.
  - r. The study of women's contributions to the United States.
  - s. The nature and importance of free enterprise to the United States economy.
  - t. Civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation, and for grades 11 and 12 voting using the uniform primary and general election ballot described in 101.151(9).
  - u. In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.
    1. Recognizing our nation's founding fathers during "American Founders' Month" in September (1003.44 F.S., 683.1455 F.S.)
    2. Celebrating "Freedom Week" during the last full week in September (1003.421 F.S.)
    3. Teaching about the U.S. Constitution on September 17 of each year (Pub. L. No. 108-447).
    4. A character development program that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other schoolwide character building and veteran awareness initiative meets the requirements of paragraphs (s) and (t).
3. Any student whose parent makes a written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption. The homepage must include a link for a student's parent to access and review the instructional materials as defined in
    - s. 1006.29(2), used to teach the curriculum.

4. Additionally, TCCA coordinates, at all grade levels, instruction related to:
  - a. Recognizing our nation’s Founding Fathers during “American Founders’ Month” in September (1003.44 F.S., 683.1455 F.S.).
  - b. Celebrating “Freedom Week” during the last full week in September (1003.421 F.S.).
  - c. Teaching about the U.S. Constitution on September 17 of each year (Pub. L. 108– 447).
  - d. November 7 of each year shall be suitably observed in schools as a day honoring the 100 million people who have fallen victim to communist regimes across the world.
  - e. The Governor shall proclaim September 11 of each year as "9/11 Heroes' Day," which shall be suitably observed in the public schools of the state as a day honoring those who perished in the September 11, 2001, attacks, including 2,763 people at 190 the World Trade Center, 189 people at the Pentagon, and 44 people on United Airlines Flight 93, and the 25,000 people maimed or fatally injured on or after that date, and which shall 193 be suitably observed by public exercise in the State Capitol and 194 elsewhere as the Governor may designate. If September 11 falls on a day that is not a school 196 day, "9/11 Heroes' Day" shall be observed in the public schools in the state on the preceding school day or on such school day as may be designated by local school authorities. Beginning in the 2023-2024 school year, middle school and high school students enrolled in the civics education class or the United States Government class required by s. 1003.4282(3)(d), respectively, must receive at least 45 minutes of instruction on "9/11 Heroes' Day" topics involving the history and significance of September 11, 2001, including remembering the sacrifice of military personnel, government employees, civilians, and emergency responders who were killed, wounded, or suffered sickness due to the terrorist attacks on or after that date, including, but not limited to: (a) The historical context of global terrorism. (b) A timeline of events on September 11, 2001, including the attacks on the World Trade Center, the Pentagon, and United Airlines Flight 93. (c) The selfless heroism of police officers, firefighters, paramedics, other first responders, and civilians involved in the rescue and recovery of victims and the heroic actions taken by the passengers of United Airlines Flight 93. (d) The unprecedented outpouring of humanitarian, charitable, and volunteer aid occurring after the events of September 11, 2001. (e) The global response to terrorism and importance of respecting civil liberties while ensuring safety and security. The State Board of Education must adopt revised social studies standards for inclusion in the civics education course required by s. 1003.4156 and the United States Government class required by s. 1003.4282(3)(d) which incorporate the requirements of this section.

### **Social Emotional Learning**

The TCCA Mental Health Allocation Plan (1011.62 F.S.) focuses on a multitiered system of supports to deliver evidence-based mental health intervention. Strategies and/or programs are implemented to reduce the likelihood of students developing social, emotional, or behavioral health problems, depression, anxiety disorders, suicidal tendencies, or substance use disorders. Throughout the school year, students participate in lessons that engage in Social Emotional Learning activities.

## **Homework Guidelines**

Homework plays a significant and integral role in the learning process. It is an extension of classroom instruction that reinforces concepts and learning goals. Overall, homework enhances the student's academic growth. Homework may be assigned to prepare the student for upcoming lessons, practice skills recently taught, and/or provide opportunities for enrichment. Homework assignments are purposeful and relevant to achieving state standards within school instructional frameworks. It is used for a valid learning purpose and should never be used as a punitive measure. The assigned work should support inquiry, problem solving, application and analysis of essential concepts. The amount of time that is needed to complete homework assignments will vary and depend on the individual student's academic skills and rigor of courses.

### Responsibilities

Student:

- Record assignments in student planner.
- Ask teacher to clarify any questions so it is clear what is expected.
- Make time for completing homework and studying.
- Complete assignments in a timely manner.
- Make up work missed when absent.

Teacher:

- Assign meaningful, purposeful and relevant work that reinforces classroom learning.
- Give clear and understandable instructions.
- Provide feedback on assignment(s) in a timely fashion.
- Set a clear homework policy, including any conditions regarding acceptance of late work in the course syllabus.

Parent(s):

- Monitor assigned homework and finished products.
- Stay in communication with the **scholar's** teachers to remain well informed of progress.

### Approximate Time Guidelines

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

### Late Homework

One of the responsibilities of homework is to teach students responsibility and accountability. In order to accomplish this, and to ensure students do not fall behind on their school work, it is essential that students complete their work on time. If homework is turned in late the grade the student receives shall be reduced by one letter grade (10%). Students who have an excused absence will have the number of days equal to the number of days absent to make up

class and homework without penalty up to seven (7) days.

### Posting of Homework

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

### **No Academic Exemptions Based on Student Attendance- s. 1003.33, F. S.**

There are no academic exemptions based on student attendance. A student may not be exempt from academic performance requirements based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

### **School Grading System**

The grading scale is utilized for all students. Incompletes will only be given under special circumstances as determined by the principal. Parents and students should always be informed of the student's progress. To be in good academic standing, a high school student must maintain a 2.0 GPA.

Per s. 1003.437, students in Grades K to 12 will have the traditional state grading system, as presented in Table 1.

**Table 1: State Standard Grading System** What about honors, AP and Dual Enrollment credits and weighting?

<b>Letter Grade</b>	<b>Grade Point Percent</b>	<b>Grade Point Value</b>	<b>Definition</b>
A	90-100	4	Outstanding progress; credit earned in school courses
B	80-89	3	Above-average progress; credit earned in school courses
C	70-79	2	Average progress; credit earned in school courses
D	60-69	1	Lowest acceptable progress; credit earned in school courses
F	0-59	0	Failure; no credit earned
I	0	0	Incomplete; no grade; no credit earned
P	N/A	0	Pass; credit earned

W	N/A	0	No grade; no credit earned
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**ADD ADVANCED COURSE GPA AND QUALITY POINT CHART HERE**

TCCA provides interim progress reports/report cards reflecting a student’s performance in reading, writing, science, and mathematics as well as other subjects studied will be distributed following each nine-week grading period for students in Grades K to 12. Writing proficiency is incorporated in the student grade for ELA Grades K to 12.

Parents/guardians must be informed, through the school’s student handbook, of the methods, procedures and dates for reporting student progress.

**Grade Forgiveness**

Pursuant to section 1003.4282 (5), high school students who earn a “D” in a single class may retake that class with the approval of the principal. A “D” in a single class may be a passing grade and may be awarded credit at the discretion of the teacher and principal. The student may be required to retake that class based on the recommendation of the teacher and principal. Failing a core course will require the student to retake the class. A student who fails an elective course may retake that course with the approval of the principal. **(What about failing grades?)**

Students in Grades 7 and 8, who take any high school course for high school credit and earn a grade of “C,” “D,” or “F” are allowed to take the same or a comparable course to replace the grade with a grade of “C” or higher.

**Grade Level Retention**

The purpose of promotions and retentions is to provide maximum consideration for the long-range welfare of the student and to provide an opportunity for each student to progress through school according to his/her own needs and abilities.

It is expected that most students will be promoted annually from one grade level to another upon completion of satisfactory work, however, a student may be retained when his/her standards of achievement or social, emotional, mental, or physical development would not allow satisfactory progress in the next higher grade. Retention normally occurs before the student leaves the primary grades.

Further, pursuant to F.S. 1008.25(7)(b)2, **a student who has been retained in third grade, due to a reading deficiency, shall be promoted mid-year if the student has demonstrated mastery of the state-mandated requirements in reading.**

**A student in grades nine through twelve must have an annual review of the electronic personal education plan created pursuant to Florida statute.**

Parents/guardians who wish to appeal the decision for retention must first contact the

principal. If parents/guardians do not accept the decision of the principal, an appeal may be made in writing to the board. All appeals must be requested within two (2) weeks after the close of school.

## **Annual Report**

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

TCCA will annually publish on the school website, and report in writing to the district by September 1 of each year, the following information on the prior school year:

- The provisions of this section relating to public school student progression and the TCCA School Board's policies and procedures on student retention and promotion.
- By grade, the number and percentage of all students retained in Grades 3 through 10.
- Information on the total number of students who were promoted for good cause, by each category of good cause.
- Any revisions to the TCCA School Board's policy on student retention and promotion from the prior year.

## **Assessment and Remediation**

Each student must participate in the statewide, standardized assessment program required under s. 1008.22 and the coordinated screening and progress monitoring system required under subsection (9). Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment; the statewide, standardized Mathematics assessment; or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:

1. A federally required student plan such as an individual education plan;
2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and Mathematics assessments may be exempted from participation by the principal; or
3. An individualized progress monitoring plan.

(a) A student who has a substantial reading deficiency as determined in paragraph (5)(a) or a substantial mathematics deficiency as determined in paragraph (6)(a) must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. The individualized progress monitoring plan shall include, at a minimum:

1. The student's specific, identified reading or mathematics skill deficiency.
2. Goals and benchmarks for student growth in reading or mathematics.
3. A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress.
4. For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.
5. Strategies, resources, and materials that will be provided to the student's parent to support the student to make reading or mathematics progress.
6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

### **Assessment and Student Progression**

According to s. 1008.22, F.S., the primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, and school administrators. This data is to be used by school administration to improve instruction; by students, parents and teachers to guide learning objectives; by education researchers to assess national and international education comparison data; and by the public to assess the cost benefit of the expenditure of taxpayer dollars. The program must be designed to:

1. Assess the achievement level and annual learning gains of each student in English Language Arts and mathematics and the achievement level in all other subjects assessed.
2. Provide data for making decisions regarding school accountability, recognition, and improvement of operations and management, including schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs.
3. Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school.
4. Assess how well educational goals and curricular standards are met at the school, district, state, national, and international levels.
5. Provide information to aid in the evaluation and development of educational programs and policies.
6. When available, provide instructional personnel with information on student achievement of standards and benchmarks in order to improve instruction.



## Statewide, Standardized Assessment Program

According to s. 1008.22(3), F. S., the statewide, standardized ELA assessment shall be administered annually in Grades 3 through 10. Retake opportunities for the Grade 10 ELA assessment must be provided. Reading passages and writing prompts for ELA assessments shall incorporate grade-level core curricula content from social studies. The statewide, standardized mathematics assessments shall be administered annually in Grades 3 through 8. Students taking a revised mathematics assessment shall not take the discontinued assessment. The statewide, standardized science assessment shall be administered annually at least once at the elementary and middle grades levels. In order to earn a standard high school diploma, a student who has not earned a passing score on the Grade 10 ELA assessment must earn a passing score on the assessment retake or earn a concordant score. Students may earn a concordant score on either the ACT, SAT, or CLT as follows:

ACT: English and Reading subtests - score of 18\*.

\*The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

SAT: SAT Evidence-Based Reading and Writing (EBRW)\*.

\*The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

Classical Learning Test – score to be established by rule

<https://www.fldoe.org/core/fileparse.php/7764/urlt/gradrequirefsa.pdf>

### End-of-course (EOC) Assessments

EOC assessments must be statewide, standardized, and developed or approved by the Department of Education as follows:

1. EOC assessments for Algebra I, Geometry, Biology I, United States History, and Civics shall be administered to students enrolled in such courses as specified in the course code directory.
2. Students enrolled in a course, as specified in the course code directory, with an associated statewide, standardized EOC assessment must take the EOC assessment for such course and may not take the corresponding subject or grade-level statewide, standardized assessment pursuant to paragraph (a). Sections 1003.4156 and 1003.4282 govern the use of statewide, standardized EOC assessment results for students.
3. All statewide, standardized EOC assessments must be administered online except as otherwise provided for in “Students with disabilities; Florida Alternate Assessment” below.
4. A student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) course who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit, as identified in s.1007.27(2), meets the requirements of this paragraph and does not have to take the EOC assessment for the corresponding course.

### Students with Disabilities; Florida Alternate Assessment

1. TCCA will provide instruction to prepare students with disabilities in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation.

2. A student with a disability, as defined in s. 1007.02, for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript. The statement of waiver shall be limited to a statement that performance on an assessment was waived for the purpose of receiving a course grade or a standard high school diploma, as applicable.
3. The state board of education has adopted rules for the provision of assessment accommodations for students with disabilities and for students who have limited English proficiency.
  - a. Accommodations that negate the validity of a statewide, standardized assessment are not allowed during the administration of the assessment. However, instructional accommodations are allowed in the classroom if identified in a student's IEP. Students using instructional accommodations in the classroom that are not allowed on a statewide, standardized assessment may have assessment results waived if the IEP team determines that the assessment cannot accurately measure the student's abilities.
  - b. If a student is provided with instructional accommodations in the classroom that are not allowed as accommodations for statewide, standardized assessments, TCCA must inform the parent in writing and provide the parent with information regarding the impact on the student's ability to meet expected performance levels. A parent must provide signed consent for a student to receive classroom instructional accommodations that would not be available or permitted on a statewide, standardized assessment and acknowledge in writing that he or she understands the implications of such instructional accommodations.
  - c. If a student's IEP states that online administration of a statewide, standardized assessment will significantly impair the student's ability to perform, the assessment shall be administered in hard copy.
4. For students with significant cognitive disabilities, the Department of Education has provided for implementation of the Florida Alternate Assessment to accurately measure the core curricular content established in the state academic standards.

### Implementation Schedule

All such assessments must be delivered through the methods provided by the Florida Department of Education.

### Assessment Scores and Achievement Levels

1. All statewide, standardized EOC assessments and ELA, mathematics, and science assessments shall use scaled scores and achievement levels. Achievement levels shall range from 1 through 5, with Level 1 being the lowest achievement level, Level 5 being the highest achievement level, and Level 3 indicating satisfactory performance on an assessment.
2. The state board has designated by rule a passing score for each statewide, standardized assessment.

### Prohibited Activities

The TCCA Board shall prohibit each school staff from suspending a regular program of curricula for purposes of administering practice assessments or engaging in other assessment-preparation activities for a statewide, standardized assessment. However, the TCCA School Board may authorize school staff to engage in the following assessment-preparation activities:

1. Distributing to students, sample assessment books and answer keys published by the Department of

Education.

2. Providing individualized instruction in assessment-taking strategies, without suspending the school's regular program of curricula, for a student who scores Level 1 or Level 2 on a prior administration of an assessment.
3. Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular program of curricula, for a student who scores Level 1 or Level 2 on a prior administration of an assessment or a student who, through a diagnostic assessment administered by the school, is identified as having a deficiency in the content knowledge and skills assessed.
4. Administering a practice assessment or engaging in other assessment-preparation activities that are determined necessary to familiarize students with the organization of the assessment, the format of assessment items, and the assessment directions or that are otherwise necessary for the valid and reliable administration of the assessment, as set forth in rules adopted by the state board of education with specific reference to this paragraph.

School Participation in the Statewide, Standardized Assessment Program s. 1008.22 (4), F. S.

4. TCCA shall participate in the statewide, standardized assessment program in accordance with the assessment and reporting schedules and the minimum and recommended technology requirements published by the Commissioner of Education. TCCA Board shall not establish a school calendar that conflicts with or jeopardizes implementation of the assessment program. The TCCA Board shall report assessment results to the district. Performance data shall be analyzed and reported to parents, the community, and the district. Student performance data shall be used by TCCA Board in developing objectives for the school improvement plan, evaluating instructional personnel and administrative personnel, assigning staff, allocating resources, acquiring instructional materials and technology, implementing performance-based budgeting, and promoting and assigning students to educational programs. The analysis of student performance data must also identify strengths and needs in the educational program and trends over time. The analysis must be used in conjunction with the budgetary planning processes developed pursuant to s. 1008.385 and the development of remediation programs.
5. Local Assessment of Student Performance on State Standards
  - a. Measurement of student performance is the responsibility of school districts except in those subjects and grade levels measured under the statewide, standardized assessment program described in this section. When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction.
6. Assessment Schedules and Reporting of Results
  - a. Assessment results for the statewide, standardized ELA and mathematics assessments and all statewide, standardized EOC assessments must be made available no later than June 30, except for results for the Grade 3 statewide, standardized ELA assessment, which must be made available no later than May 31. Schools shall administer statewide, standardized assessments in accordance (Need to double check these dates) with the schedule established by the commissioner.
  - b. TCCA will populate the state provided uniform calendar with, at minimum, the following information for reporting the school assessment schedule:
    - i. Whether the assessment is a school-required assessment or a state-required assessment.
    - ii. The specific date or dates that each assessment will be administered.
    - iii. The time allotted to administer each assessment.

- iv. Whether the assessment is a computer-based assessment or a paper-based assessment.
  - v. The grade level or subject area associated with the assessment.
  - vi. The date that the assessment results are expected to be available to teachers and parents.
  - vii. The type of assessment, the purpose of the assessment, and the use of the assessment results.
  - viii. A glossary of assessment terminology.
  - ix. Estimates of average time for administering state-required and district- required assessments, by grade level.
- c. TCCA shall establish schedules for the administration of any statewide, standardized assessments and school-required assessments and approve the schedules as an agenda item at a TCCA school board meeting. TCCA shall publish the testing schedules on its website using the uniform calendar, including all information required under paragraph (b), and submit the schedules to the district by October 1 of each year. Each public school shall publish schedules for statewide, standardized assessments and school-required assessments on its website using the uniform calendar, including all information required under paragraph (b).
  - d. TCCA may not schedule more than five percent of a student's total school hours in a school year to administer statewide, standardized assessments and district- required local assessments. The school must secure written consent from a student's parent before administering district-required local assessments that, after applicable statewide, standardized assessments are scheduled, exceed the five percent test administration limit for that student under this paragraph. The five percent test administration limit for a student under this paragraph may be exceeded as needed to provide test accommodations that are required by an IEP or are appropriate for an English language learner who is currently receiving services in a program operated in accordance with an approved English language learner district plan pursuant to s. 1003.56. Notwithstanding this paragraph, a student may choose within a school year to take an examination or assessment adopted by State Board of Education rule pursuant to this section and ss. 1007.27, 1008.30, and 1008.44.
  - e. A statewide, standardized EOC assessment must be used as the final cumulative examination for its associated course. No additional final assessment may be administered in a course with a statewide, standardized EOC assessment. A district-required local assessment may be used as the final cumulative examination for its associated course in accordance with the school district's policy.
  - f. TCCA must provide a student's performance results on school-required local assessments to the student's teachers within one week and to the student's parents no later than 30 days after administering such assessments, unless the principal determines in writing that extenuating circumstances exist and reports the extenuating circumstances to the school board.

7. Child with Medical Complexity

In addition to the exemption option provided for under s. 1008.212, effective July 1, 2014, a child with a medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida Alternate Assessment (FAA), pursuant to the provisions of this subsection.

a. Definition of Child with Medical Complexity

A child with a medical complexity means a child who, based upon medical documentation from a physician licensed under chapter 458 or chapter 459 is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living; and lacks the capacity to take or perform

on an assessment.

b. Exemption Options

If the parent consents in writing, and the IEP team determines that the child should not be assessed based upon medical documentation that the child meets the definition of a child with medical complexity, then the parent may choose one of the following three assessment exemption options.

- i. One-year exemption approved by the principal. If the principal is provided written documentation of parental consent and appropriate medical documentation to support the IEP team's determination that the child is a child with medical complexity, then the principal may approve a one-year exemption from all statewide, standardized assessments, including the FAA. The principal shall report annually to the TCCA School Board and the Commissioner of Education the number of students who are identified as a child with medical complexity who are not participating in the assessment program.
- ii. One- to three-year exemption approved by the Commissioner of Education. If the commissioner is provided written documentation of parental consent; district school superintendent approval; the IEP team's determination that the child is a child with medical complexity based upon appropriate medical documentation; and all medical documentation, then the commissioner may exempt the child from all statewide, standardized assessments, including the FAA, for up to three years. The State Board of Education shall adopt rules to administer this subparagraph which must expedite the process by which exemptions are reviewed and approved and which demonstrate the utmost compassion and consideration for meeting the parent's and scholar's needs.
- iii. Permanent exemption approved by the Commissioner of Education. If the commissioner is provided written documentation of parental consent; principal approval of a permanent exemption; the IEP team's determination that the child is a child with medical complexity based upon appropriate medical documentation and that a permanent exemption is appropriate; and all medical documentation, then the commissioner may  
approve a permanent exemption from all statewide, standardized assessments, including the FAA. The State Board of Education shall adopt rules to administer this subparagraph which must expedite the process by which exemptions are reviewed and approved and which demonstrate the utmost compassion and consideration for meeting the parent's and scholar's needs.

**Florida Virtual School/Virtual Instruction Program - s. 1002.45, F.S.**

The TCCA School Board shall provide students with access to courses available through a virtual instruction program option, including the Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during and after the normal school day and through summer school enrollment. All virtual school courses must be approved by the principal.

Students enrolled in the school are subject to TCCA policies relating to student progression. If the student would be academically eligible to enroll in the same courses in a brick-and-mortar setting within the school, TCCA shall have the authority and responsibility to provide academic guidance to their students. This includes limiting enrollment in courses for which the student is not academically qualified.

## **Physical Education Assessment – 1003.455, F.S.**

TCCA provides a physical education program that stresses physical fitness and encourages healthy, active lifestyles and encourages all students in pre-kindergarten through Grade 12 to participate in physical education. Physical education shall consist of physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students. All physical education programs and curricula are reviewed by a certified physical education instructor.

In compliance with Florida Statute 1003.455, TCCA offers 150 minutes of physical education each week for students in kindergarten through Grade 5.

The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in Grades 6 through 8. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to s. 1010.305, F.S. Such instruction may be provided by any instructional personnel as defined in s. 1012.01(2), F.S. regardless of certification, who are designated by the school principal.

The requirement shall be waived for a student who meets one of the following criteria: TCCA physical education waiver options:

### **Elementary**

1. The student is enrolled or required to enroll in a remedial course.
2. The student's parent has a note from the doctor stating that the student should not participate in P.E. for health reasons. The doctor should include the date that the student can resume participation in P.E.

### **Middle**

1. The student is enrolled or required to enroll in a remedial course.
2. The student's parent has a note from the doctor stating that the student should not participate in P.E. for health reasons. The doctor should include the date that the student can resume participation in P.E.

## **Interscholastic Extracurricular Eligibility – s. 1006.15, F.S.**

Extracurricular means any school-authorized or education-related activity occurring during or outside the regular instructional school day.

In order to participate in interscholastic, extracurricular student activities, a student must maintain a cumulative GPA of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by statute for high school graduation per s. 1003.43(1), F.S.

A student must fulfill the requirements of an academic performance contract between the student, the TCCA School Board, the appropriate governing association, and the student's parents. If the student's cumulative GPA falls below 2.0, or its equivalent, on a 4.0 scale in courses required for high school graduation specified in s. 1003.43(1), F.S., the contract shall require the student to attend summer school—or its equivalent—between Grades 9 and 10, or Grades 10 and 11, as necessary.

A student must have a cumulative GPA of 2.0 or above on a 4.0 scale, or its equivalent, in the courses

required for high school graduation, specified in s. 1003.43(1), F.S., during his or her junior year.

The content and the format of the academic performance contract are determined by the school district and the appropriate governing association. The student must maintain satisfactory conduct, and if a student is convicted or is found to have committed a felony or delinquent act, which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon TCCA School Board policy.

Any student who is exempt from attending a full school day based on rules adopted by the TCCA School Board for double sessions or programs, experimental schools, or schools operating under emergency conditions, must maintain a 2.0 GPA, or its equivalent, on a 4.0 scale and pass each class.

A student who transfers from a home education program to TCCA before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous year.

### **Every Student Succeeds Act (ESSA)**

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015, amending the Elementary and Secondary Education Act of 1965. ESSA increases state authority on standards, assessments and interventions, and adds specific restrictions to the United States Secretary of Education involvement in state decisions. Florida is currently making decisions and exercising flexibility accordingly. For more information on ESSA, please visit <http://www.fldoe.org/academics/essa.stml>.

## **Elementary Student Performance Standards**

This document contains the TCCA School Board implementation plan establishing student progression guidelines in math, reading, writing, science, and social studies proficiency for Grades K-5.

### **Comprehensive Program for Student Progression**

TCCA incorporates the strands, performance standards and benchmarks of the Florida Department of Education Sunshine State Standards (SSS), Next Generation Sunshine State Standards (NGSSS), and Florida Standards (FS) in the curriculum. s.1003.41, F.S. and Rule 6A- 1.09401, F.A.C.

These benchmarks delineate the academic achievement for which the state will hold schools accountable. TCCA-adopted and/or TCCA-developed instructional materials are tools provided for elementary school students to meet the benchmarks.

The Florida Standards are a collection of concepts that students are expected to know, understand and put into practice as they progress through school. State standards for language arts, mathematics, science, social studies, the arts, health and physical education, and foreign languages were developed in consultation with teachers, administrators and parents. The standards serve as a guide to inform teachers and parents what students are expected to know and must be able to do.

### **Reading Assessments K-3 - s. 1002.20, F.S.**

Each elementary school shall regularly assess the reading ability of each K-3 student to determine mastery of the standards.

### **Standards and Acceleration**

TCCA provides unique learning opportunities for students on various levels of learning. All students will receive a world-class, rigorous curriculum that meets the requirements of the Benchmark for Excellent Students (B.E.S.T.) English Language Arts standards, Next Generation Sunshine State Standards or Florida Standards.

1. Students who are on grade level will receive the highest possible level of instruction to meet proficiency and beyond.
2. Students performing below grade level will receive an intensive instructional curriculum that remediates skills/benchmarks not yet mastered by utilizing: additional instructional time, additional resource personnel, tutorial programs, and other remediation options. Students will be offered the highest possible level of instruction to meet proficiency and beyond. Remediation options vary from school to school.
3. Students performing above grade level will receive a differentiated curriculum that may include enrichment of skills/standards or acceleration of curriculum for students who show mastery. Students will be offered the highest possible level of instruction to meet proficiency and beyond. Accelerated and enrichment options vary from school to school and may include:
  - a. Providing the student with an in-depth exploration of one or more of the standards;
  - b. Offering a gifted program for eligible students;
  - c. Placing the student in the next grade for one or more subjects.

### **Statewide Assessment Program**

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

### **Elementary Report Cards – s. 1003.33, F.S.**

Report cards must clearly depict and grade:

1. The student's academic performance in each class or course, in which Grades 1 through 12 must be based upon examinations as well as written papers, class participation, and other academic performance criteria, and must include the student's performance or non-performance at his or her grade level.
2. The student's conduct and behavior.
3. The student's attendance, including absence and tardiness.

A student's final report card for a school year shall contain a statement indicating end of the year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

At TCCA, progress reports are provided quarterly and a final report card is issued at the end of the year in accordance with the TCCA school calendar, which is distributed to staff and community prior to the start of the school year via the school website.



## **Guidelines – Grades K-5**

TCCA offers a comprehensive program with instruction in English and language arts (ELA), writing, mathematics, social studies, science, computer literacy, music, character education, and art. Reading, language arts, writing and mathematics are considered essential skills and are emphasized.

Student progression from one grade to another is based on proficiency in English Language Arts, mathematics, science, and social studies standards.

If the student's reading deficiency is not remediated by the end of grade 3, then the student must be retained. Students transferring into the school should be assessed immediately for reading proficiency to determine if remediation is appropriate. If a student transfers after the administration of the F.A.S.T. in Grade 3, it is up to the school to assess the student's reading proficiency at the end of the year to determine if the student needs to repeat the third grade.

### **Reading Deficiency and Elimination of Social Promotion- 1008.25 (5) F.S.**

5.
  - a. Any student in kindergarten through Grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. TCCA will not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. The student's reading proficiency must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. According to 1008.25, F. S. schools are required to communicate at least monthly regarding the progress of K-3 students identified with a substantial deficiency in reading. The state board of education shall identify by rule guidelines for determining whether a student in kindergarten through Grade 3 has a substantial deficiency in reading.
  - b. To be promoted to Grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. 1008.22 for Grade 3. If a student's reading deficiency is not remedied by the end of Grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under s. 1008.22 for Grade 3, the student must be retained.
  - c. The parent of any student who exhibits a substantial deficiency in reading, as described in paragraph (a), must be notified in writing of the following:
    - i. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
    - ii. A description of the current services that are provided to the child.
    - iii. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
    - iv. That if the scholar's reading deficiency is not remediated by the end of Grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.

- v. Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
- vi. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
- vii. The school's specific criteria and policies for a portfolio as provided in subparagraph (6)(b)4. and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in Grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
- viii. The school's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

6. Elimination of Social Promotion

- a. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
- b. The TCCA School Board may only exempt students from mandatory retention, as provided in paragraph (5)(b), for good cause. A student who is promoted to Grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school shall assist teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. Good cause exemptions are limited to the following:
  - i. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
  - ii. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212.
  - iii. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the state board of education.
  - iv. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
  - v. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan or a section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in kindergarten, Grade 1, Grade 2, or Grade 3.
  - vi. Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, Grade 1, Grade 2, or Grade 3 for a total of two years. A student may not

- be retained more than once in Grade 3.
- c. Requests for good cause exemptions for students from the mandatory retention requirement as described in subparagraphs (b)3. and 4. shall be made consistent with the following:
    - i. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress monitoring plan, individual educational plan, if applicable, report card, or student portfolio.
    - ii. The school principal shall review and discuss such recommendations with the teacher and make the determination as to whether the student should be promoted or retained.

### **Successful Progression for Retained Third Grade Students- 1008.25 (7) F.S.**

1. Students retained under paragraph (5)(b) must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:
  - a. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.
  - b. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies under subparagraph 1.
  - c. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies under subparagraph 1. This instruction may include:
    - i. Integration of content-rich texts in science and social studies within the 90- minute block.
    - ii. Small group instruction.
    - iii. Reduced teacher-student ratios.
    - iv. More frequent progress monitoring.
    - v. Tutoring or mentoring.
    - vi. Transition classes containing 3rd and 4th grade students.
    - vii. Extended school day, week, or year.
2. TCCA shall:
  - a. Provide written notification to the parent of a student who is retained under paragraph (5)(b) that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in paragraph (6)(b). The notification must comply with paragraph (5)(c) and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.
  - b. Implement a policy for the midyear promotion of a student retained under paragraph (5)(b) who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading or, upon implementation of English Language Arts assessments, performing at or above grade level in English Language Arts. Tools that schools may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the state board of education. Students promoted during the school year after November 1 must demonstrate proficiency

- levels in reading equivalent to the level necessary for the beginning of Grade 4. The rules adopted by the state board of education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate Grade 4 level reading skills.
- c. Provide students who are retained under paragraph (5)(b), including students participating in the school district's summer reading camp under subparagraph (a)2., with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, and, beginning July 1, 2020, the teacher must also be certified or endorsed in reading.
  - d. Establish, when applicable, an intensive reading acceleration course for any student retained in Grade 3 who was previously retained in kindergarten, Grade 1, or Grade 2. The intensive reading acceleration course must provide the following:
    - i. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the Grade 4 Next Generation Sunshine State Standards in other core subject areas through content-rich texts.
    - ii. Small group instruction.
    - iii. Reduced teacher-student ratios.
    - iv. The use of explicit, systematic, and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year.
    - v. A read-at-home plan.

Rule 6A-1.094221(1)(a), F.A.C., authorizes the use of the following nationally norm-referenced tests in the determination of a good cause exemption for promotion to fourth grade: Stanford Achievement Test, Tenth Edition (SAT 10). The rule also provides that a district may request to use a different standardized reading assessment following the procedures outlined in the Technical Assistance Paper SBE 6A-1.094221, F.A.C.: Alternative Standardized Reading Assessment and Use of Student Portfolio for Good Cause Promotion (See Student portfolios for promotion to Grade 4 for details).

Additional standardized alternative assessments have been approved by the Florida Department of Education; therefore, could be used by the school:

- Iowa Test of Basic Skills (ITBS) Complete Battery, Forms A and C, Level 9, Reading Comprehension
- ITBS Core Battery Form A or C, Level 9, Reading Comprehension
- Terranova, Third Edition (Complete Battery, Level 13, Reading)
- i-Ready Scale Score

#### Student portfolios for promotion to Grade 4

To promote a student using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the B.E.S.T. English Language Arts Standards in reading Language Arts Florida Standards in reading equal to at least a Level 2 performance on the grade 3 statewide, standardized English Language Arts assessment. Such evidence shall be an organized collection of the student's mastery of the B.E.S.T. English Language Arts Standards Language Arts standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first. To be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student

portfolio contents must:

- a. Be selected by the student's teacher;
- b. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- c. Include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment have been met. Evidence is to include:
  - grade-level passages that are approximately fifty (50) percent literary text and fifty (50) percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. English Language Arts Standards; Be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 reading statewide standardized assessment. For each benchmark, there must be at least three examples of mastery as demonstrated by a grade of seventy (70) percent or above.
- d. Be an organized collection of evidence of the student's mastery of the B.E.S.T. English Language Arts Standards that are assessed by the grade 3 statewide, standardized English 67 Language Arts assessment. For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark;
- e. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

To request a good cause exemption, documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student's work is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist of only the existing progress monitoring plan, individual education plan, if applicable, report card or student portfolio. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. It is the responsibility of the principal to make the final decision regarding promotion.

### Summer Reading Camps

Retained third grade students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include participation in the school's summer reading camp, which must incorporate evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension that place rigor and grade-level reading at the forefront. Third grade students participating in the school district's summer reading camp must be provided with a highly effective teacher as determined by the teacher's performance evaluation under 10012.34, F.S., and the teacher must also be certified or endorsed in reading.

### **Third Grade Good Cause Exemption Documentation**

Requests for good cause exemptions for students from the mandatory retention requirement must include the following:

1. Documentation submitted from the student's teacher to the principal indicating the promotion of the student is appropriate and is based on the student's academic record. Documentation shall only consist of the existing PMP; IEP, if applicable; report card; or student portfolio.
2. Discussion between the teacher and the school principal to review the recommendation and make the determination if the student should be promoted or retained. If the school teacher determines that the student should be promoted, the teacher must submit the recommendation in writing to the principal.

- The principal shall accept or reject the school teacher's recommendation in writing.
3. The classroom teacher must provide the principal with documentation that the student should be promoted based on one of the good cause exemption criteria listed above. This documentation should consist only of the existing IEP, 504 Accommodation Plan and/or PMP, the report card, or the student portfolio. Documentation for exemptions shall be consistent with s.1008.25 (6)(c), F.S.
  4. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.
  5. To promote a student during-the-school-year using a locally selected standardized assessment there must be evidence that the student scored at or above grade level.

### **English Language Instruction for Limited English Proficient Students- s. 1003.56 F. S.**

Students whose English language proficiency in the listening, speaking, reading and writing skill areas is limited will be identified as English Language Learners (ELLs), assessed and placed as provided in Rule 6A-6.0902, F.A.C. All ELLs must be given equal access to the general curriculum. The general education standards and benchmarks should be the basis of their curriculum in addition to the domains of language acquisition. ELL students are placed in courses based on need and eligibility, regardless of their English language proficiency. The individual student's ELL plan documents the instructional strategies required based on data, to ensure the student an equal opportunity to access and master the general education curriculum. The instruction shall be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. In addition, instruction in basic subject areas must be understandable to the ELL student given his or her level of English language proficiency and equal and comparable in amount, scope, sequence and quality to that provided to English proficient student.

TCCA teachers must provide evidence of the use of differentiated instruction based on the student's English language proficiency level. These strategies of differentiation for ELLs shall be documented in lesson plans.

TCCA students who are NES (Non-English Speaking) or LES (Limited English Speaking) are required to use the computer assisted Language Acquisition Program daily. This program will be used to progress monitor students throughout the year, allowing for instructional strategies that fit the students current need to be addressed.

## **Middle School Student Progression Plan**

### **Course Placement**

Requests for advanced courses will be contingent upon school staff data review. This data will include, but is not limited to, teacher recommendations, assessment results, and the final grade in previous comparative course.

### **Guidelines for Grades 6 to 8**

1. Middle School Promotion Requirements s. 1003.4156, F.S.  
Promotion from a school composed of middle Grades 6, 7, and 8 requires that the student must successfully complete academic courses as follows:
  - a. Three (3) middle school or higher courses in English Language Arts (ELA), emphasizing literature, composition, and complex text.

- b. Three (3) middle school or higher courses in mathematics. Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.
  - i. To earn high school credit for Algebra 1, a middle school student must pass the course and take and earn a passing score on the Algebra 1 EOC Assessment. The results of the EOC constitute 30% of the student's final course grade. If the middle school student does not pass the EOC in middle school, the student will have opportunities in high school to retake the EOC to meet high school graduation requirements. All students must pass the Algebra 1 EOC or receive a concordant score on an approved assessment to graduate from high school. Students who take the Algebra 1 EOC are not required to take the corresponding grade-level mathematics F.A.S.T.
  - ii. To earn high school credit for geometry, a middle school student must pass the course and take the Geometry EOC Assessment. The results of the EOC constitute 30% of the student's final course grade. Students must pass the course but are not required to pass the EOC to earn high school credit. Students who take geometry are not required to take the corresponding grade-level mathematics F.A.S.T.
- c. Three (3) middle school or higher courses in science. To earn high school credit for Biology 1, a middle school student must take the Biology 1 EOC Assessment. The results of the EOC constitute 30% of the student's final course grade. Students must pass the course but are not required to pass the EOC to earn high school credit. Students who take biology are not required to take the corresponding grade-level statewide science test.
- d. Three (3) middle school or higher courses in social studies, one semester of which must include the study of state, federal and civics education.
  - i. Students must complete a one-semester civics education course in accordance with s. 1008.22(3)(c), F.S. that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
  - ii. To earn middle school credit for civics, a middle school student must take the Civics EOC Assessment and pass the course. The results of the EOC constitute 30% of the student's final course grade. Students must pass the course but are not required to pass the EOC to earn middle school credit.
  - iii. 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 Grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that includes coverage of civics education.
- e. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in Grades 6 through 8, unless otherwise exempted through the waiver process.
- f. For a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must complete, among other requirements, one course in career and education planning. The course includes research-based assessments to assist students in determining educational and career

options and goals. In addition, the course:

- a) must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school;
- b) must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report.
- c) The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma;
- d) the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System admission requirements' available opportunities to earn college credit in high school including AP courses, IB and AICE; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship program, and course sequences that lead to industry certification.

Students will receive a letter grade for each quarter. For non-EOC courses, semester grades will be awarded by averaging the prior 2 quarters on the quality points. EOC courses will award a full year grade using the 35% Semester 1, 35% Semester 2 and 30% EOC format outlined in this plan.

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.

At TCCA, grades are averaged using the traditional four point (quality point) scale: A=4, B=3, C=2, D=1, F=0 and transcripts reflect the passing grade and full credit.

Students who complete one of the required courses with a passing grade have met the successful completion requirements. In addition, the following options may be used as alternate documentation of successful completion of required courses:

- Student has completed the course through a virtual school program or comparable computer-based program.
- Mastery of course standards is documented through a student portfolio.
- Student has scored an acceptable level on subject related F.A.S.T.
- Student has completed the course through a summer or tutorial program.
- Student is a transfer student demonstrating mastery as outlined in Rule 6A-1.09942,
- F.A.C. State Uniform Transfer of Students in Middle Grades.
- Student has documented mastery of course requirements by receiving a passing grade on a final exam, semester exams, or an end-of-course exit exam.
- With prior approval of the school principal, mastery of course standards are substantiated by written documentation from a Florida certified teacher (certified in the applicable subject area).



1008.25(6)(a), F.S. prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion or administrative placement at the next grade level without regard for mastery of the Florida Standards.

#### TCCA Grade 6-8 Grading Template

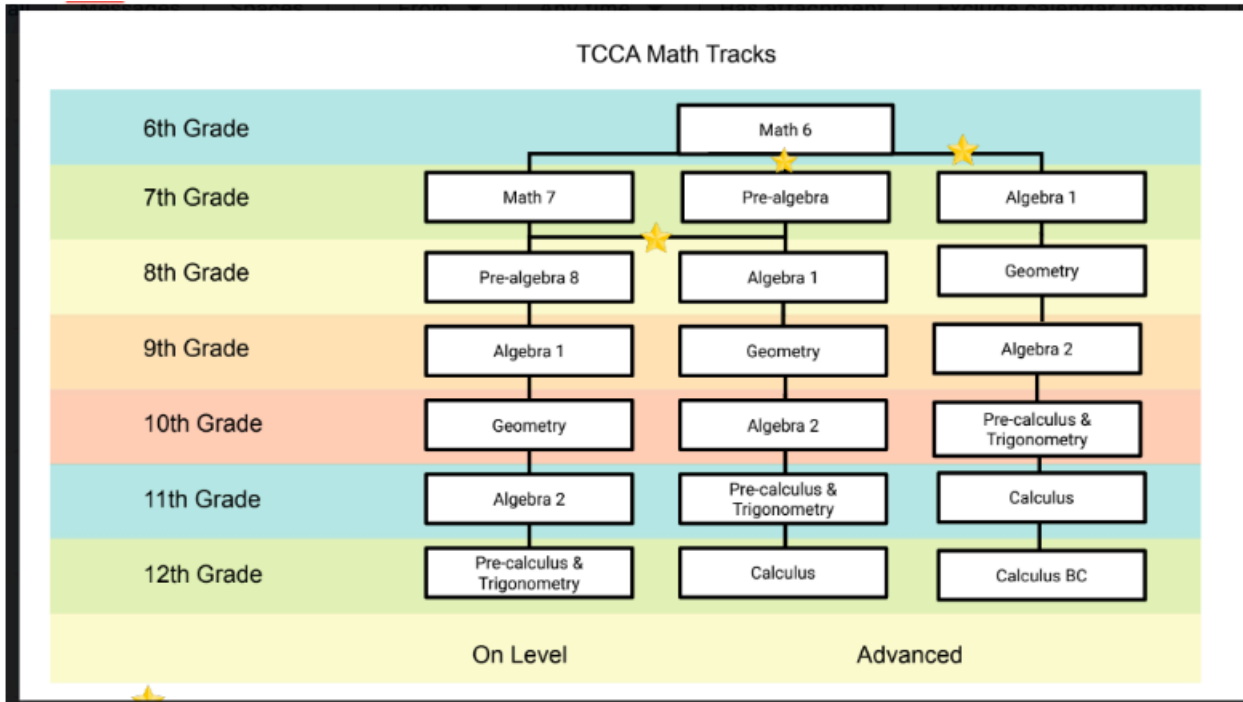
- Tests – 40%
- Quizzes – 30%
- Classwork – 20%
- Homework – 10%

Per s. 1008.22 (7)(f), F.S., Student Assessment Program for Public Schools, a course that administers a statewide EOC assessment may not administer an additional final exam. The EOC will be used as the final cumulative exam for the course and will count as 30% of the grade. Secondary courses that currently administer an EOC are Civics, Algebra I, Geometry, Biology, and United States History. In an attempt to limit student testing, TCCA has expanded the statewide EOC definition to include courses that administer the F.A.S.T. and AP exams; no additional cumulative final exam will be administered in these courses. Exams may assess the last semester of instruction or teachers may choose to assign a project, unit or chapter test to assess mastery of standards taught after the EOC, F.A.S.T. and AP exam.

Students in TCCA will remain in the class for the entire scheduled exam time. Failure to take a final exam will result in a grade of “zero” for the final exam and that grade will be used to calculate the course semester grade. **No early exams will be given.** Late examinations may be given only when unavoidable circumstances are documented and approved by a school administrator. All approved late final examinations must be scheduled with the assistant principal in charge of testing.

Electives and related arts may administer a cumulative final exam. The final exam counts for 20% of the final grade in high school credit courses.

## TCCA Math Placement Opportunities



### Procedure for Identifying Math Placement

- After the 6th Grade FAST PM 3 Math scores are available, the Math Coach and/or DCI will identify 6th grade scholars that meet at least 2 of the 4 criteria for the advanced math track. The criteria are:  
 Level 4 or 5 FAST Math  
 Semester grades=A  
 Math teacher recommendation  
 Alternative assessment that proves algebra readiness
- The Math coach and/or DCI will notify parents of the opportunity to take the Algebra readiness test during school hours.
- The Math coach will schedule a date/time to administer the Algebra readiness test in the cafeteria.
- Scholars that pass the test will be placed on the pre-algebra track (which is a combination of 7th grade Singapore and specific algebra skills) or the Algebra 1 track.

### State Uniform Transfer of Students in the Middle Grades - Rule 6A-1.09942, F.A.C.

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle Grades 6, 7, and 8 from out of state or out of country. The procedures shall be as follows:

- Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through

performance during the first grading period as outlined in subsection (2) of this rule.

2. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.
3. In the case of high school course credits (such as Algebra I) that are earned in middle school and transferred into an AdvancED/SACS CASI accredited high school for high school credit, such credits must be from a recognized accredited middle school or must be validated by the receiving AdvancED/SACS CASI high school.
4. Alternative Validation Procedure: If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the school's Student Progression Plan shall be used for validation purposes as determined by the principal:
  - a. Portfolio evaluation by the superintendent or designee;
  - b. Demonstrated performance in courses taken at other public or private accredited schools;
  - c. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
  - d. Demonstrated proficiencies on the EOC assessment(s) for courses that require a passing score on an EOC assessment; or
  - e. Written review of the criteria utilized for a given subject provided by the former school.
  - f. Review of transcripts of sending school's curriculum.
5. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(c) and (d) of this rule if required. (Specific Authority 1003.4156(3), 1003.25(3), F.S. Law Implemented 1003.25 (3) F.S. History-New 10-20-08).

TCCA may accept credits or grade placement from non-accredited school when validated by one or more of the following procedures referenced in Paragraph 4 above.

### **Early Warning System - 1001.42 (18)(b) F.S.**

A school that serves any student in kindergarten through Grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The Early Warning System must include the following early warning indicators:

1. Attendance (excused and/or unexcused and including out of school suspension days) below 90%,
2. One or more suspensions (in-school and/or out of school),
3. A Level 1 on the statewide assessments in English Language Arts and/or mathematics or for students in kindergarten through Grade 3, a substantial reading deficiency under s. 1008.25 (5) (a), F.S. and
4. A failing course grade in English Language Arts or mathematics during any grading period.

The system must include data on the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level who exhibit each early warning indicator, and a description of all early warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

A school-based team responsible for implementing the requirement of the above paragraph shall monitor the data from the early warning system. The team may include a school psychologist. When a student exhibits

two or more early warning indicators, the team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program at the direction of a school-based multidisciplinary team. Data and information relating to a student's early warning indicators must be used to inform any intervention strategies provided to the student.

## **High School Student Progression Plan**

### **High School (Grades 9 – 12) Definition of Credit and Transfer of Credit Guidelines**

For the purposes of requirements for high school graduation, one full credit represents a minimum of 135 hours of instruction in a designated course of study which contains board approved student performance standards.

TCCA may offer courses of more than 135 hours for credit. TCCA may determine the hours of attendance by students to receive a credit or half credit.

A student may be awarded credit for less than 135 hours of instruction if he or she has demonstrated mastery of the course requirements and Florida Standards as provided by the school TCCA's Student Progression Plan. This clarification includes awarding credit for courses taken via alternate methods (e.g. online, credit recovery).

The hourly requirements for one-half credit are one half of the requirements specified in (1)(a). of s. 1003.436(1)(2), F.S.

TCCA maintains a one-half credit earned system that includes courses provided on a full-year basis. One-half credit shall be awarded if the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half of the course. This does not include courses with EOCs that require passing the exam to earn credit. In order to earn course credit toward graduation, a student must demonstrate mastery of the board-adopted student performance standards as outlined in s. 1003.436 (2), F.S.

### **Intensive Reading Option**

Each year a student scores Level 1 or Level 2 on the statewide Grade 9 or Grade 10, the student may be enrolled in an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.

### **Intensive Math Option**

Each year a student scores Level 1 or Level 2 on the statewide mathematics F.A.S.T., the student may receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by Department of Education for inclusion in the Course Code Directory.

### **State Uniform Transfer of High School Credits - Rule 6A-1.09941, F.A.C.**

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools.

1. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (3) of this rule.
2. If a student's transcript shows a credit in high school reading or ELA, the student must successfully earn a proficiency score on the ELA F.A.S.T. or earn concordant scores on the SAT, ACT, or CLT.
3. If a student's transcript shows an Algebra 1 credit (requiring a passing state assessment), then the student must pass the assessment, unless the student earned a comparative score on an approved comparative assessment determined from the Florida Department of Education or passed an out-of-state algebra assessment.
4. If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and that student's transcript shows credit received in Algebra 1, or an equivalent course, the student must take the Algebra 1 EOC at least one time.
5. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.
6. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
  - a. Portfolio evaluation by the principal or designee;
  - b. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
  - c. Demonstrated mastery in courses taken through dual enrollment or at other public or private accredited schools;
  - d. Demonstrated mastery on nationally-normed standardized subject area assessments;
  - e. Demonstrated mastery on the ELA F.A.S.T. and/or EOCs for the courses;
  - f. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in subsection of this rule if required.

A school may accept credits or grade placement from a non-accredited school when validated by one or more of the following procedures:

1. a review of the student's academic record;
2. an analysis of a sending school's curriculum;
3. a review of a portfolio of student work; or
4. an assessment of scholastic performance. The receiving school must maintain policy and procedures to govern the acceptance of credit or grade placement from a non-accredited source.

The Honors designation will only be provided if a student earns an A, B, or C on a school-based exam in an Honors course. The final course grade will be determined by 80% for portfolio work and 20% for final

exam. The Advanced Placement designation will only be provided if the student has taken the relevant Advanced Placement examination and had earned a score of 3 or higher on that exam.

Home education students transferring into TCCA must be full-time enrolled students during their last academic year prior to graduation and must earn a minimum of seven credits during their TCCA high school enrollment in order to receive a diploma from the school. These seven credits must include one credit for ELA, one credit for math, and one credit for science.

Students with credit awarded for home education programs shall be eligible to be ranked in their graduating class only if they have been enrolled in TCCA for a minimum of one year earning seven credits. No ranking in the Top-10 students of a graduating class shall be permitted for a transferring home education student with less than a minimum of two years (14 credits) earned in TCCA.

Credits will be accepted from a virtual instruction program.

High school credit will be awarded to middle school students who successfully complete high school courses and pass the End of Course (EOC) exam where applicable.

### **Credit Requirements**

The requirements of the TCCA Board shall not be retroactive for a transfer student provided the student has met all requirements of the district or state from which he/she is transferring.

Students who enter a Florida public school in the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English may receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 GPA and pass the Grade 10 Florida Assessment for ELA, required in s. 1008.22(3), F.S., or an alternate assessment as described in s. 1008.22(10), F.S.

Students may transfer credit for classes that met two or three times a week in compliance with the time requirements as determined by the principal of the school.

In-county or out-of-county students must attend TCCA for the last two semesters or eight credits to be placed in class rank. A transfer student has the option to be unranked without prejudice at the written request of the parent if his/her transfer grades are numerical. Transfer students not meeting the requirements for ranking may be given an approximate rank.

In awarding credit for high school graduation, TCCA shall maintain a one-half credit earned system which 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. This excludes courses with an End of Course (EOC) exam that require passing the exam to earn credit. Additional requirements such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

Each course offered for credit in Grades 9-12 must be in the Course Code Directory and have a

State-Adopted Curriculum Framework (course descriptors). Additionally, student performance standards which relate directly to the intended outcomes specified in the curriculum frameworks (course descriptions) must be adopted by the TCCA Board.

### **Final Exams**

Per s. 1008.22, F.S., Student Assessment Program for Public Schools, a course that administers a statewide EOC assessment may not administer an additional final exam. The EOC will be used as the final cumulative exam for the course and will count as 30% of the grade. Secondary courses that currently administer an EOC are Civics, Algebra I, Geometry, Biology, and United States History. In an attempt to limit student testing, TCCA has expanded the statewide EOC definition to include courses that administer the F.A.S.T. and AP exams; no additional cumulative final exam will be administered in these courses. Exams may assess the last semester of instruction or teachers may choose to assign a project, unit or chapter test to assess mastery of standards taught after the EOC, F.A.S.T. or AP exam.

Electives and related arts may administer a cumulative final exam. The final exam counts for 20% of the final grade in high school credit courses.

Any addition to the performance standards of a course must be approved by the principal.

### **Grade Forgiveness- 1003.4282 (5), F.S.**

Forgiveness policies for required courses shall be limited to replacing a 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.

Forgiveness policies for elective courses shall be limited to replacing a 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.

The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of “C”, “D”, or “F” or the equivalent of a grade of “C”, “D”, or “F”. In such case, the school forgiveness policy must allow the replacement of the grade 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.

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced according to the TCCA Board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

TCCA shall make an effort to schedule sections of 1.0 credit courses that are spiral in structure for the second semester based upon student need and availability of certified personnel.

### **Course Auditing**

Only courses meeting criteria for grade forgiveness may be retaken. The auditing of courses is highly discouraged and any course audited will not appear on the student’s transcript or award credit or be factored into the GPA.

### **Grade Averaging- 1003.436 (2), F.S.**

In awarding credit for high school graduation, the TCCA 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.

In TCCA, grades are averaged using the traditional four-point scale: A=4, B=3, C=2, D=1, F=0 and transcripts reflect the passing grade and full credit.

### **TCCA Grade Placement Requirements**

Grade placement will correspond with the scholar's number of years in high school until the end of the scholar's fourth year. Scholars begin high school as freshmen, continue the second year as sophomores, progress into the third year as juniors, and finish the fourth year of high school as seniors.

### **TCCA Graduation Requirements**

#### TCCA High-School Academic Plan

TCCA is a full-time, on-campus program of enrollment and attendance.

TCCA administration will meet with each rising freshman scholar to develop an individual, tentative, four-year high-school academic plan. This will include required courses and desired electives. Parents of the scholar then review the academic plan along with the recommendations of teachers and the guidance counselor, sign it, and return it to the guidance office. Each scholar will meet yearly with the guidance counselor to update his or her academic plan. The guidance office and TCCA administration will yearly assess each scholar's progress toward graduation and will address any existing deficiencies.

#### Middle-School Courses for High-School Credit

Scholars who, while in middle school, successfully completed Algebra I, Geometry, Biology, or any first-year or second-year world language course, or the Honors version of one of these courses, at an accredited educational institution may count that course as high-school credit, and the grade for those courses will be included in the GPA calculation.

#### TCCA High-School Credits

TCCA uses a half-credit system. Each semester of a successfully completed course earns one-half high-school credit. Thus, a course over a full academic year earns one full credit. Scholars who pass a course's first semester but not the second semester, or vice versa, will earn one-half credit.

One full credit represents a minimum of 135 hours of instruction in a designated course of study which is subject to standards of student performance as defined in the Florida Department of Education Course Guide. TCCA may offer courses of more than 135 hours of instruction, and TCCA administration



determines the attendance hours required by scholars to receive credit for a course.

TCCA transcripts reflect credits attempted and earned along with grades by semester. Only earned credits, i.e., passing grades, constitute a scholar's credits toward graduation.

### GPA calculations

A scholar's Grade Point Average (GPA) is the sum of the scholar's earned grade points divided by the number of attempted credits. The grade points associated with a course are based on the code of the course as defined in the Florida Department of Education Course Guide.

TCCA awards grade points as follows for on-level courses:

A = 4.0 points, credit earned toward graduation

B = 3.0 points, credit earned toward graduation

C = 2.0 points, credit earned toward graduation

D = 1.0 points, credit earned toward graduation  
F = 0 points, no credit earned toward graduation

GPA's are weighted to grant more grade points for credits earned in more rigorous classes. Honors courses add half of a grade point per credit, while AP and Dual Enrollment courses add a full grade point per credit:

Honors A = 4.5 points, credit earned

Honors B = 3.5 points, credit earned

Honors C = 2.5 points, credit earned

Honors D = 1.5 points, credit earned

Honors F = 0 points, no credit earned

AP A = 5.0 points, credit earned

AP B = 4.0 points, credit earned

AP C = 3.0 points, credit earned

AP D = 2.0 points, credit earned

AP F = 0.0 points, no credit earned

### TCCA Graduation Requirements

As a school accredited by the State of Florida, TCCA abides by the requirements set forth in the [Florida Statutes 1003.4282](#). TCCA will adjust its graduation requirements in accordance with any relevant legislative changes. To graduate, scholars must complete all of the requirements to receive a high-school diploma, must have a minimum weighted cumulative 2.0 GPA on a 4.0 scale, and must successfully complete 24 credits. Please see additional graduation requirements in the charts below.

TCCA confers one diploma with three distinctions: standard, magna cum laude, and summa cum laude. The requirements for each distinction are described in the charts below.

### Electives

TCCA scholars may choose from the electives offered at TCCA subject to course availability and TCCA administrative approval. The TCCA curriculum is based on a strong foundation in the liberal arts, and most, if not all, of the TCCA electives reflect that focus.

### Transfer Credits

In the event that a scholar has completed coursework at another accredited educational institution, including virtual school programs, TCCA will honor the credits earned, and TCCA will include the grade points in the scholar's GPA calculation for TCCA.

### ACCEL

TCCA offers ACCEL options, pursuant to Florida Statute Title XLVIII Chapter 1002.3105, which provide for academic advancement. These options include Advanced Placement courses, the Credit Acceleration Program, potential approval for Dual Enrollment or virtual courses taken outside TCCA, and possible grade promotion. Please see the descriptions below regarding those academic options.

### Credit Acceleration Program (CAP)

Eligible scholars who are not enrolled in an EOC course (U.S. History, Biology, Algebra I, or Geometry) may take the EOC when it is offered to enrolled scholars. A passing score on a course's EOC earns high-school credit for that course without enrollment in the course. To be eligible for this Credit Acceleration (CAP) in Algebra I or Geometry, a scholar must score at the highest level of proficiency on the statewide assessment in mathematics. Similarly, to be eligible for Credit Acceleration in Biology, a scholar must score at the highest level of the FSA science exam. A scholar's credit earned through CAP will count as a credit toward graduation but will not count in TCCA's GPA calculation because there is no grade point associated with the credit.

### Enrollment in Online Courses

TCCA administration will approve scholars' enrollment in a concurrent virtual program on an individual basis only. Typically, scholars must exhibit the highest behavioral standards and extraordinary academic talent to obtain approval for courses aimed at academic advancement, and the desired course must not be available in-person at TCCA.

### Advanced Placement (AP) and Dual Enrollment (DE)

TCCA offers a limited selection of AP courses, at the end of which enrolled students are encouraged to take the AP exam. When TCCA does not offer an AP-designated course, TCCA may still encourage scholars to take the corresponding AP exam at the end of the school year. The AP exam scores do not affect a scholar's earned credit, course grade, or GPA at TCCA.

When a scholar has earned DE credit at an accredited educational institution, TCCA will honor the credits based on the State of Florida's High-School Equivalency List, and TCCA will include the grade points in the scholar's GPA calculation for TCCA. TCCA administration will approve dual enrollment for courses aimed at academic advancement for scholars on an individual basis only. Typically, scholars must exhibit the highest behavioral standards and extraordinary academic talent to obtain approval.

### Academic Advancement Administrative Team

TCCA will consider scholar applications for approval of courses outside TCCA through an administrative team consisting of:

- the TCCA Principal
- the TCCA Dean of Upper School
- the TCCA College Guidance Counselor
- the TCCA Dean of Curriculum
- and the TCCA Department Chair of the field under consideration.

Decisions will be based on a majority vote.

### Volunteer Service

Scholars can find the qualifications for volunteer service and the documentation form on the TCCA website and in the College Guidance Office.

### Senior Thesis at TCCA

Throughout senior year, TCCA scholars write a senior thesis on a given topic and under the advisement of a faculty member. At the end of the year, each senior defends his or her thesis to a panel of advisors. Scholars must earn a passing score on this project to graduate.

Standard Diploma from Treasure Coast Classical Academy

Graduates complete at least twenty-four total credits with at minimum unweighted 2.0 GPA.

Subject	Required Credits	Stipulations
English	4	<ul style="list-style-type: none"><li>• must include at least 2 credits in ELA focusing on grammar and writing</li><li>• must include at least ½ credit in Rhetoric</li><li>• must include at least 1½ credits in Literature</li></ul>
Math	4	<ul style="list-style-type: none"><li>• must include Algebra I and Geometry</li><li>• must pass the Algebra I EOC or a FLDOE-sanctioned replacement test</li><li>• respective EOCs will count as 30% of final grade for both Algebra I and Geometry per <a href="#">Florida Statutes 1003.4282</a></li></ul>
Science	3	<ul style="list-style-type: none"><li>• must include Biology</li><li>• Biology EOC will count as 30% of final grade for Biology per <a href="#">Florida Statutes 1003.4282</a></li></ul>
U.S. History	1	<ul style="list-style-type: none"><li>• U.S. History EOC will count as 30% of final grade for U.S. History</li></ul>
U.S. Government	½	
Economics	½	
World History	1	
Physical Education & Health	1	<ul style="list-style-type: none"><li>• except for the health component, may be replaced with two full seasons of a varsity sport</li></ul>
Financial Literacy	½	
Fine or Performing Art	1	<ul style="list-style-type: none"><li>• may include Public Speaking or Debate or a course in a practical art</li></ul>
Electives	7½	

Diploma with Magna Cum Laude Distinction from Treasure Coast Classical Academy Graduates complete at least twenty-four total credits with at least 3.3 weighted cumulative GPA and no Ds or Fs for any course semester grade. Additionally, scholar must complete 100 documented hours of volunteer community service outside school hours.

Subject	Required Credits	Stipulations
English	5	<ul style="list-style-type: none"> <li>• must include at least 2 credits in ELA focusing on grammar and writing</li> <li>• must include at least ½ credit in Rhetoric</li> <li>• must include at least 2 credits in Literature</li> </ul>
Math	4	<ul style="list-style-type: none"> <li>• must include Algebra I and Geometry</li> <li>• must pass the Algebra I EOC or a FLDOE-sanctioned replacement test</li> <li>• respective EOCs will count as 30% of final grade for both Algebra I and Geometry per <a href="#">Florida Statutes 1003.4282</a></li> <li>• must include Algebra II</li> </ul>
Science	3	<ul style="list-style-type: none"> <li>• must include Biology</li> <li>• Biology EOC will count as 30% of final grade for Biology</li> <li>• must include Chemistry</li> </ul>
Foreign Language	2	<ul style="list-style-type: none"> <li>• must be two consecutive years in the same language</li> </ul>
U.S. History	1	<ul style="list-style-type: none"> <li>• U.S. History EOC will count as 30% of final grade for U.S. History per <a href="#">Florida Statutes 1003.4282</a></li> <li>• must score at least a 4 on the U.S. History EOC or score at least 3 on the AP USH test</li> </ul>
U.S. Government	½	
Economics	½	
World History or Western History	1	<ul style="list-style-type: none"> <li>• must pass the AP European History or AP World History test</li> </ul>
Classical History	1	<ul style="list-style-type: none"> <li>• may be replaced with an elective for scholars who enter TCCA after freshman year</li> </ul>
Philosophy	1½	
Financial Literacy	½	
Physical Education & Health	1	<ul style="list-style-type: none"> <li>• except for the health component, may be replaced with two full seasons of a varsity sport</li> </ul>
Fine or Performing Art	1	<ul style="list-style-type: none"> <li>• may include Public Speaking or Debate or a course in a practical art</li> </ul>
Electives	2	

Diploma with Summa Cum Laude Distinction from Treasure Coast Classical Academy Graduates complete at least twenty-four total credits with at least 3.8 weighted cumulative GPA and no Ds or Fs for any course semester grade. Additionally, scholar must complete 100 documented hours of volunteer community service outside school hours.

Subject	Required Credits	Stipulations
English	5	<ul style="list-style-type: none"> <li>• must include at least 2 credits in ELA focusing on grammar and writing</li> <li>• must include at least ½ credit in Rhetoric</li> <li>• must include at least 2 credits in Literature</li> </ul>
Math	5	<ul style="list-style-type: none"> <li>• must include Algebra I and Geometry</li> <li>• must pass the Algebra I EOC or a FLDOE-sanctioned replacement test</li> <li>• respective EOCs will count as 30% of final grade for both Algebra I and Geometry per <a href="#">Florida Statutes 1003.4282</a></li> <li>• must include Algebra II and Pre-Calculus</li> </ul>
Science	3	<ul style="list-style-type: none"> <li>• must include Biology</li> <li>• Biology EOC will count as 30% of final grade for Biology</li> <li>• must include Chemistry</li> </ul>
Foreign Language	2	<ul style="list-style-type: none"> <li>• must be two consecutive years in the same language</li> </ul>
U.S. History	1	<ul style="list-style-type: none"> <li>• U.S. History EOC will count as 30% of final grade for U.S. History per <a href="#">Florida Statutes 1003.4282</a></li> <li>• must score a 5 on the U.S. History EOC or score at least 3 on the AP USH test</li> </ul>
U.S. Government	½	<ul style="list-style-type: none"> <li>• must pass at least one of the AP Microeconomics test, the AP Macroeconomics test, or the AP U.S. Government test</li> </ul>
Economics	½	
World History or Western History	1	<ul style="list-style-type: none"> <li>• must pass the AP European History or AP World History test</li> </ul>
Classical History	1	<ul style="list-style-type: none"> <li>• may be replaced with an elective for scholars who enter TCCA after freshman year</li> </ul>
Philosophy	1½	
Financial Literacy	½	
Physical Education & Health	1	<ul style="list-style-type: none"> <li>• except for the health component, may be replaced with two full seasons of a varsity sport</li> </ul>
Fine or Performing Art	1	<ul style="list-style-type: none"> <li>• may include Public Speaking or Debate or a course in a practical art</li> </ul>
Electives	1	

### Commencement Exercises

TCCA Commencement will include only scholars who have successfully completed all of the requirements for a TCCA diploma. No scholars who have completed the requirements for graduation shall be denied a diploma as a disciplinary measure, but TCCA administration may deny a scholar's participation in the commencement exercises when that scholar's personal conduct so warrants.

### Valedictorian

The scholar with the highest weighted GPA at the end of the first semester of senior year will be honored with the title of Valedictorian. To be eligible for consideration as the Valedictorian, a scholar must have qualified for either the Magna Cum Laude or the Summa Cum Laude distinction.

### Salutarian

The scholar with the second-highest weighted GPA at the end of the first semester of senior year will be honored with the title of Salutarian. To be eligible for consideration as the Salutarian, a scholar must have qualified for either the Magna Cum Laude or the Summa Cum Laude distinction.

### Tuition Grant Programs through the State of Florida Bright Futures

The State of Florida offers three levels of tuition grants through the [Bright Futures](#) program. Families must complete the Florida Financial Aid [Application](#) on their own in order for the scholar to be considered by Bright Futures. TCCA cannot do this for the families.

TCCA endeavors to offer courses that support a scholar's attainment of Bright Futures tuition grants. TCCA reports scholar transcripts to the state program, however TCCA's calculation of a scholar's GPA may or may not be the same as the calculation derived by Bright Futures. The administration of Bright Futures is solely in the hands of the State of Florida.

Other Florida Grant Programs exist for first-generation college applicants, veterans, veterans' children, farmers, and particular ethnic groups. Visit the Florida Student Scholarship and Grant Program [website](#) to find more information.

### College Credit during High School Advanced Placement (AP)

All colleges accrue college credit for AP-test scores of 3, 4, or 5. Each college arranges its own transfer credits; please visit college websites to find the credits granted at each institution of higher learning.

### Dual Enrollment (DE)

Many colleges accept college credit for DE courses successfully completed. Each college determines its own transfer credits, transfer of grades, and restrictions of transfer. Please visit college websites to find the credits granted at each institution of higher learning.

**1002.3105 Academically Challenging Curriculum to Enhance Learning (ACCEL) options.—****(1) ACCEL OPTIONS.—**

(a) Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.

(b) At a minimum, each school must offer the following ACCEL options: whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under s. 1003.4295. Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; rigorous industry certifications that are articulated to college credit and approved pursuant to ss. 1003.492 and 1008.44; work-related internships or apprenticeships; curriculum compacting; advanced-content instruction; and telescoping curriculum.

**(2) ELIGIBILITY AND PROCEDURAL REQUIREMENTS.—****(a) *Principal determined eligibility requirements.*—**

1. Each principal must establish student eligibility requirements for virtual instruction in higher grade level subjects. Each principal must also establish student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school.

2. If a school offers enriched STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, advanced-content instruction, telescoping curriculum, or an alternative ACCEL option established by the principal, the principal must establish student eligibility requirements.

(b) *School district determined eligibility and procedural requirements.*—A school district must establish student eligibility requirements and procedural requirements for any whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school. Student eligibility requirements and procedural requirements established by the school district must be included in the school district's comprehensive student progression plan under s. 1008.25.

**(3) STUDENT ELIGIBILITY CONSIDERATIONS.—**When establishing student eligibility requirements, principals and school districts must consider, at a minimum:

(a) The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to s. 1008.22.

(b) The student's grade point average.



(c) The student's attendance and conduct record.

(d) Recommendations from one or more of the student's teachers in core-curricula courses as defined in s.

1003.01(5)(a)-(e).

(e) A recommendation from a certified school counselor if one is assigned to the school in which the student is enrolled.

(4) ACCEL REQUIREMENTS.—

(a) Each principal must inform parents and students of the ACCEL options available at the school and the student eligibility requirements for the ACCEL options established pursuant to paragraph (2)(a).

(b) 1. Each principal must establish a process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; or an alternative ACCEL option established by the principal. If the parent selects one of these ACCEL options and the student meets the eligibility requirements established by the principal pursuant to paragraph (2)(a), the student must be provided the opportunity to participate in the ACCEL option.

2. Each school district must establish a process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school. If the parent selects one of these ACCEL options and the student meets the eligibility and procedural requirements set forth in the district's comprehensive student progression plan, as required under paragraph (2)(b), the student must be provided the opportunity to participate in the ACCEL option.

(c) If a student participates in an ACCEL option pursuant to the parental request under subparagraph (b)1., a performance contract must be executed by the student, the parent, and the principal. At a minimum, the performance contract must require compliance with:

1. Minimum student attendance requirements.
2. Minimum student conduct requirements.
3. ACCEL option requirements established by the principal, which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.

(d) If a principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract, pursuant to paragraph (c), is not required when a principal initiates participation but may be used at the discretion of the principal.

(5) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who meets the following grade 9 cohort graduation requirements shall be awarded a standard high school diploma in a form prescribed by the State Board of Education:

- (a) The applicable grade 9 cohort graduation requirements of s. [1003.4282\(3\)\(a\)-\(e\)](#);
- (b) 1. For a student who enters grade 9 before the 2023-2024 school year, earn three credits in electives; or  
2. For a student who enters grade 9 in the 2023-2024 school year and thereafter, earn two and one-half credits in electives and one-half credit in financial literacy; and
- (c) Earn a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

Graduation is the completion of all the requirements to receive a high school diploma. The graduation state law mandates achievement of a cumulative unweighted grade point average of 2.0 for required graduation courses. To assist students in meeting this requirement, specific programs have been implemented. These include, but are not limited to: forgiveness policies, special counseling, volunteer counseling, volunteer and/or credit recovery, peer tutoring, adult education programs, school-sponsored assistance programs, study hall classes, dropout prevention programs and skill classes. Identification of students in need of such assistance is the primary responsibility of the school's guidance department. Additionally, the school's guidance department has the responsibility for identifying students in grades 9-12 who will not obtain the un-weighted 2.0 GPA.

A student may not enroll in Level I courses unless assessment of the student indicates that a more rigorous course of study would be inappropriate in which case a written assessment of the need must be included in the student's individual educational plan or in a student performance plan signed by the principal, the guidance counselor, and the parent or guardian (or the student if

he/she is an independent 18 year old or older student). TCCA shall to identify those students at each grade level in Grades 9 through 12 who have attained a cumulative unweighted grade point average at or below 2.5. In such cases, appropriate educational assessment will be offered to these students.

The guidance counselor will be responsible for ensuring graduation requirements are met for each student. Because Florida graduation requirements change regularly, TCCA will revisit the graduation requirements for each school year. Florida requirements, [FS 1003.4282](#) requires successful completion of a minimum of 24 academic credits in Grades 9 through 12.

TCCA requires the completion of the following for earning a TCCA diploma:

- 24 credits
- Cumulative GPA of 2.0 on a 4.0 scale
- Must pass the Grade 10 ELA assessment or ACT/SAT concordant score.
- Must pass Algebra 1 EOC
- A 20-page senior thesis is required for graduation
- One year of Latin

The core courses in the table below (Honors or advanced courses may satisfy this requirement):

Table 3: TCCA Required Courses

<b>Subject</b>	<b>Florida Required Credits</b>	<b>TCCA Required Credits</b>
English Language Arts 1. Literature (4) 2. Composition (1) 3. Senior Thesis (.5)	4	5.5
Mathematics	4	4
Science* *Two must have lab components	3	4
Social Studies 1. History (4) 2. Economics (.5) 3. Government (.5) 4. Ethics/Moral Philosophy (.5)	3	5.5
World Language 1. Latin (1) 2. Two other World Language courses	0	3
Performing Fine Arts 1. Music (1) 2. Art (1)	1	1
PE (1)	1	1
Electives	8	0
<b>Subject</b>	<b>Florida Required Credits</b>	<b>TCCA Required Credits</b>
<b>Total</b>	<b>24</b>	<b>24</b>

The High School Academic Plan

How the Plan Is Developed

While the students are in eighth grade, the TCCA administration will meet with each student to discuss their high school course requests and to develop a proposed course request for ninth grade and a tentative four-year high school academic plan. Courses that are required each year are listed on the planning sheet. Electives are chosen to supplement the students' academic course work. There will be multiple elective alternative selections for the event that their first preference is not available.

- The initial four-year plan is developed in detail in the eighth grade.

- The four-year plan will be updated every year through conferences scheduled by the guidance counselor throughout the high school years.

High School Courses Taken in Middle School

Middle school students may earn high school credit for courses that are identified in the Student Progression Plan as open to middle school students.

- Middle school students in Grade 8 may take Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Biology and any first or second-year foreign language course to earn high school credit.
- Middle school students in Grade 7 may also take the courses identified above but must have the permission of the school principal.

Middle school students may not earn high school credit for any other courses.

**Diplomas**

TCCA will notify students and their parents in writing as to the standard diploma graduation requirements. The letter must include:

- Standard diploma requirements
- Available designations
- State scholarship programs and postsecondary admissions eligibility requirements

Credits may be earned through successful completion of courses approved by the Department of Education as specified in the course code directory.

Table 4 identifies the types of diplomas and their respective requirements, and Table 5 identifies the EOCs associated with student cohorts.

Table 4: Types of Diplomas

<b>Diploma</b>	<b>Requirements</b>
Florida Standard Diploma	<ul style="list-style-type: none"> <li>• 24 credits<sup>1</sup></li> <li>• State student performance standards</li> <li>• Attainment of state determined score on Florida State Assessments</li> <li>• Cumulative Grade Point Average (GPA) 2.0</li> </ul>

Florida Standard Diploma with Scholar Designation	<ul style="list-style-type: none"> <li>• Same as Florida standard diploma</li> <li>• One credit in Algebra 2</li> <li>• One credit in Statistics or equally rigorous course (9<sup>th</sup> grade in 2014-15)</li> <li>• One credit in Chemistry or Physics</li> <li>• One credit in a course equally rigorous to Chemistry or Physics</li> <li>• Two credits in the same World Language<sup>3</sup></li> <li>• One credit in AP, AICE, IB, or dual enrollment (any subject area)</li> <li>• Pass Biology 1 EOC</li> <li>• Pass the U.S. History EOC</li> </ul>
TCCA Diploma	<ul style="list-style-type: none"> <li>• Same as Florida standard diploma</li> <li>• Courses in Table 3</li> </ul>
TCCA Scholar Diploma	<ul style="list-style-type: none"> <li>• Same as TCCA Diploma</li> <li>• Cumulative Grade Point Average (GPA) 3.5</li> <li>• 28 credits<sup>1</sup></li> </ul>

<sup>1</sup>See Exceptional Student Education (ESE) section for ESE diplomas

**Table 5: Standard Diploma Requirements – EOC Assessments**

<b>Algebra 1 EOC Assessment</b>	<b>Geometry EOC Assessment</b>	<b>US History EOC Assessment</b>	<b>Biology I Assessment</b>
Course required and results are 30% of the final course grade.	Results are 30% of the final course grade.	Course required and results are 30% of the final course grade.	Course required and results are 30% of course grade.

### **High School Deficiencies**

TCCA uses all available assessment results, including the results of statewide, standardized English Language Arts assessments and end-of-course assessments for Algebra I and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation.

### **Awarding of Credit**

In compliance with s1003.436 F.S., TCCA will award one half credit to a student who successfully completes only the first or second half of a full credit course and receives a failing grade for the entire course. One full credit will be granted to a student who successfully completes only the first or second half of a full credit course and receives a

passing grade for the entire course.

### **Explanations of Required Classes for Credit**

1. Biology 1 or a series of courses equivalent to Biology 1 as approved by Department of Education.
2. Chemistry or physics or a series of courses equivalent to chemistry or physics as approved by the Department of Education.
3. Requirements for graduation:
  - a. One-credit in music or art.
  - b. One-credit in physical education to include integration of health. TCCA may not require that the one credit in physical education be taken during the ninth-grade year. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an Individual Education Plan (IEP) or 504 Plan.
  - c. one credit in electives.

### Notes

1. Required instruction as defined in Florida Statutes will be included in the above.
2. No student shall be granted credit toward high school graduation for enrollment in the following courses or programs:
  - a. More than a total of nine elective credits in remedial and compensatory program.
  - b. More than one-half credit in exploratory vocational courses.
  - c. Any Level I course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the  
need must be included in the student's individual educational plan or in a student performance plan, signed by the principal, the guidance counselor, and the parent or guardian of the student, or the student if the student is 18 years of age or older.
3. The principal/designee may approve an adjustment to course placement.

### **Commencement Exercises - TCCA**

Commencement exercises will include only those students who have successfully completed requirements for a standard high school diploma, or a certificate of completion for graduation as certified by the high school principal. No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure. A student may be denied participation in the ceremony of graduation when personal conduct so warrants.

### **Valedictorian, Salutatorian**

The selection of valedictorian and salutatorian will be based upon final weighted grade point averages (measured to four decimal places) and upon good standing in terms of character. Students found guilty of academic dishonesty or similar offenses cannot be salutatorian or valedictorian. In line with the process detailed above, both the valedictorian and the

salutatorian must have attended the school full time for two complete years upon graduation.

The final class rank for salutatorian or valedictorian will be determined after the first semester of the senior year. It is important to make the cutoff at that point since the valedictorian and salutatorian should be afforded the opportunity of including their honors on their graduation invitations. All students must nonetheless complete all graduation requirements in the last semester in order to graduate.

In the unlikely event of a tie for valedictorian or salutatorian, two or more people may hold the same position.

Students who attain a 3.5 grade-point average or above will graduate with high honors. The categories for distinction under the "Cum Laude with Honors" graduation recognition program are as follows:

Summa Cum Laude – meaning “with the highest praise” is the highest recognition awarded at graduation. To graduate summa cum laude, a student must achieve a 3.90 or higher grade- point average on a 4.00 scale.

Magna Cum Laude – meaning “with great praise” is the second highest recognition awarded at graduation. To qualify for magna cum laude, a student must achieve a 3.70 – 3.89 grade- point average on a 4.00 scale.

Cum Laude – meaning “with praise” is the third recognition awarded at graduation. To qualify for cum laude, a student must achieve a 3.50 – 3.69 grade-point average on a 4.00 scale.

### **Specific Requirements for Secondary Students in Addition to Requirements of TCCA-Administrative Guidelines Regarding Program or Attendance**

Maximum Age:

1. Students who have reached their twentieth birthday on or before August 31 shall be considered ineligible for attendance in the regular high school, and shall be referred to the adult high school. Any full-time special education student may be exempt from this policy. They are to be regulated by the existing state statute.
2. Provision shall be made for considering extenuating circumstances. A committee composed of the principal, guidance counselor and two teachers shall evaluate the evidence relating to the extenuating circumstances and determine if special consideration is warranted.
3. The principal is authorized to make an exception on the basis of a recommendation by the committee that an exception would be in the best interest of the student and school.

### **Extracurricular Scholastic Requirements – Current School Year**

To be eligible to participate in interscholastic extracurricular student activities, a student entering Grade 9 must be regularly promoted and thereafter must maintain a cumulative

unweighted grade point average of 2.0 or above on a 4.0 scale after one year of academic progress. Students in Grades 9 and 10 may participate without having a cumulative 2.0 grade point average, if they agree to an Academic Performance Contract as prescribed by state statute. Middle school students must be regularly promoted in order to be eligible and meet the 2.0 grade point average as noted below for extracurricular participation.

Additionally, a student must maintain satisfactory conduct and, if a student is convicted of, or is found to have committed, a felony or a delinquent act which would have been a felony if committed by any adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities may be denied by the principal.

### **Extracurricular Grade Point Average Requirement**

In order to participate in any extracurricular activity, middle school students must maintain a minimum unweighted grade point average of 2.0 for the semester immediately preceding participation.

### **Florida's Bright Futures Scholarship Program and Florida Gold Seal Programs**

The Bright Futures Scholarship Program is the umbrella program for three state-funded scholarships: the Florida Academic Scholars, the Florida Medallion Scholars, and the Florida Gold Seal Vocational Scholars Awards. These awards are based on academic achievement and community service earned in Grades 9-12. Students should see their counselors or visit the Bright Futures website. Students completing the three-year graduation options are eligible for a Bright Futures Scholarship if they meet all the requirements.

<http://www.floridastudentfinancialaid.org/SSFAD/home/uamain.htm>

### **Community Service Guidelines**

The student must identify a social or civic issue or a professional area that interests him or her, develop a plan for his or her personal involvement in addressing the issue or learning about the area, and, through papers or other presentations, evaluate and reflect upon his or her experience.

Community service that will meet the Florida Bright Futures Award criteria is referred to as identifying a social or civic issue or a professional area in the community and developing a plan for the student's personal involvement in addressing the issue or learning about the area of interest. Examples of appropriate community service work include, but are not limited to, business/government internships and activity on behalf of a nonprofit community service organization or candidate for public office. Protests, work that earns pay or reward, work for family members, court-ordered community service would not be acceptable examples of community service.

- Florida Academic Scholars - 100 hours of community service
- Florida Medallion Scholars - 75 hours of community service
- Florida Gold Seal Vocational - 30 hours of community service



### **Articulated Acceleration Mechanisms – s. 1007.27, F.S.**

Articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. This shall include, but not be limited to Advanced Placement (AP). Credit earned through the virtual instruction programs shall provide additional opportunities for early graduation and acceleration as outlined in s. 1003.4281, F.S. and s. 1003.429, F.S.

AP is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam.

Credit by examination is the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations without completing the course. The state board of education states minimum scores required for an award of credit in the statewide articulation agreement.

### **Acceleration Courses – s. 1003.4295, F.S.**

TCCA staff shall advise each student and parent of programs through which a high school student can earn college credit through Advanced Placement (AP), as well as the availability of course offerings through virtual instruction.

Credit Acceleration Program (CAP) purpose is to allow a secondary student to earn high school credit in a course that requires a statewide, standardized EOC assessment if the student attains a specified score on the assessment. Notwithstanding s. 1003.436, F.S., definition of "credit", a school shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, on the corresponding statewide, standardized EOC assessment. The school shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized EOC assessment during the regular administration of the assessment.

### **ACCEL Opportunities for Advanced Students – s. 1002.3105, F.S.**

Students who are ready for advanced academic challenges will find opportunities available at TCCA through Academically Challenging Curriculum to Enhance Learning (ACCEL). Academically challenging curriculum or accelerated instruction will be available for eligible students in Grades K-12. TCCA will offer:

- whole grade and midyear promotion;
- subject matter acceleration; virtual instruction in higher grade level subjects; and
- Credit Acceleration Program (CAP) under s. 1003.4295, F. S.

Eligibility Options: The Eligibility Requirements for ACCEL Options include:

- demonstrate exceptionally high achievement in grades and daily performance;

- score the highest level of proficiency on the F.A.S.T. in ELA and mathematics for students in Grades 3-6 or exhibit a similar score on an approved equivalent test or
- score in the upper 10% of a district approved standards-based test or placement test;
- consideration of a student's grade point average (GPA);
- attendance at school for 90% of the time for the previous year;
- satisfactory conduct record;
- recommendation by at least one core curricular teacher;
- recommendation from the student's guidance counselor;
- kindergarten and first grade students must meet age requirements set forth in s. 1003.21, F.S.

Parent Request for Participation in ACCEL Options:

1. Requests by parents for ACCEL Options shall be referred to the school principal, who will confer with the school-based Problem Solving/Intervention Team. The team, with input from the parent, will determine appropriate interventions to accelerate learning using resources available through the school's Multi-tiered System of Supports (MTSS). This process will include a review of information from appropriate school personnel who instruct the student, including but not limited to: the student's teacher(s), school administrator(s), and the guidance counselor. If a student participates in an ACCEL Option by parent request, a performance contract must be executed and monitored using the progress monitoring method determined appropriate by the problem solving/ intervention team.
2. If the ACCEL Option chosen is the assignment of a student to a higher grade which results in the student skipping a grade or part of a grade, the student's cumulative record should include the problem solving/intervention development paperwork, which includes the major reasons for the assignment, the name of the principal who has the responsibility for final grade placement decisions and the accelerated placement in the higher grade. If the movement to a higher-grade level results in a student attending another school, the student and parent will meet with a counselor or administrator from the new school to discuss the social/behavioral maturity and work ethic required of the new grade placement and to assist with the transition.

**Credit Acceleration Program (CAP)**

All students may participate in CAP during the regular administration of the statewide, End of Course (EOC) assessment in Algebra 1, Geometry, Biology 1, and US History. Students who are not enrolled in courses with EOC assessments may take the EOC assessment. If the student passes the EOC assessment, he/she will earn high school credit for the course, but is not required to take the course. A student must score at the highest level of proficiency on the statewide assessment in mathematics to be eligible to take the Algebra 1 EOC or Geometry EOC for the CAP. A student must have score at the highest level on the FCAT 2.0 science exam to be eligible to take the Biology 1 EOC. Any student who requests to take an EOC for CAP must make that request to the principal by the end of the first semester.

**High School Membership Requirements**

The TCCA high school program is a program of full-time enrollment and attendance. High school students, while enrolled in the school, shall be enrolled and in attendance on a full-time, seven- period basis throughout the academic year.

The following are examples, but not limited to situations exempt from the above requirements:

- Senior student enrolled beyond four years in a high school program.
- Senior student who is dual enrolled full-time, a minimum of 12 college credits per semester.

### **Multi-tiered System of Supports (MTSS)**

MTSS is the practice of providing high quality instruction and interventions matched to student need. The MTSS problem solving process will be applied to decisions in general, remedial and exceptional student education to create a well-integrated system of instruction and intervention guided by student outcome data. By implementing a comprehensive MTSS process, the school will ensure that all students are provided appropriate interventions in the general education environment prior to determining that the student has a disability.

A comprehensive MTSS process includes the following essential components:

1. High quality instruction;
2. Interventions matched to student needs;
3. Learning rate and level of performance measured over time;
4. Multiple tiers of evidence-based instruction service delivery;
5. Problem-solving method designed to inform the development of interventions;
6. An integrated data collection/assessment system to inform decisions at each tier of service delivery.

### **Virtual Instruction Program**

Virtual instruction is defined as instruction provided in an online interactive learning environment. Students enrolled at TCCA are subject to school policies relating to student progression.

All statewide assessments must be taken within the school district in which the student resides.

In order to be eligible for part-time instruction, students must meet at least one of the eligibility criteria in s. 1002.455, F.S. TCCA shall provide students with access to enroll in courses available through virtual instruction programs on a case-by-case basis and award credit for successful completion of such courses.