



Student Progression Plan

2026-2027

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1 Legal Foundation of the Student Progression Plan

Student Progression Plan [s. 1008.25, F.S.](#) As a Charter School, Treasure Coast Classical Academy, Inc. (“TCCA”) must either adopt its Sponsor’s Student Progression Plan or adopt its own plan consistent with the requirements of [s. 1008.25 F.S.](#) TCCA has elected in s. (2)(C) of its Charter Contract with the Martin County School District (“MCSD”) dated April 18, 2024 (the “Charter Contract”) to establish its own Student Progression Plan, TCCA’s program must ensure that a student’s advancement from one grade to the next is based on the student’s mastery of the academic standards outlined in [s. 1003.41 F.S.](#), specifically in the areas of English Language Arts (“ELA”), mathematics, science, and social studies. Student progression must be based on an evaluation of each student’s satisfactory performance, including how well the student has mastered the state-approved academic standards. TCCA’s program for student progression must also align with local goals and objectives that are compatible with the state’s overall plan for education.

TCCA has elected to tailor the existing MCSD Student Progression Plan to support the school’s mission and operational needs, while maintaining alignment with state law and educational standards. However, TCCA reserves the right to depart from the MCSD Student Progression Plan for any reason, at any time, in its sole discretion pursuant to s. (2)(C) the Charter Contract.

1. **Intent.** The Legislature’s stated intent with regard to Student Progression is that each student’s progression from one grade to another must be determined, in part, upon proficiency in ELA, social studies, science, and mathematics; that School Board policies facilitate such proficiency; and that each student and his or her parent be informed of that student’s academic progress, and that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to [s. 1002.3105 F.S.](#)
2. **Student Progression Plan.** TCCA is required to establish a comprehensive program for student progression which must provide for a student’s progression from one grade to another based on the student’s mastery of the standards in [s. 1003.41](#), specifically ELA, mathematics, science, and social studies standards. The plan must:
 - a. Include criteria that emphasize student reading proficiency in kindergarten through grade 3 and provide targeted instructional support for students with identified deficiencies in ELA, mathematics, science, and social studies. High schools shall use all available assessment results, including the results of statewide, standardized ELA 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. The results of the evaluations used to monitor a student’s progress in grades K-12 must be provided to the student’s teacher in a timely manner and as otherwise required by law. Thereafter, evaluation results must be provided to the student’s parents in a timely manner. When available, instructional personnel must be

provided with information on student achievement of standards and benchmarks in order to improve instruction.

- b. List the student's eligibility and procedural requirements established by the school for whole-grade promotion, midyear promotion, and subject-matter acceleration, pursuant to [s. 1002.3105 \(2\)\(b\) F.S.](#)
- c. c. Notify parents and students of the school's process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration, pursuant to [s. 1002.3105\(4\)\(b\)2 F.S.](#)
- d. Advise parents and students that additional ACCEL options may be available at the student's school, pursuant to [s. 1002.3105 F.S.](#)
- e. Advise parents and students to contact the Head of School at the student's school for information related to student eligibility requirements for whole-grade promotion, midyear promotion, and subject matter acceleration when the promotion or acceleration occurs within the school; virtual instruction in higher grade level subjects; and other ACCEL options offered by the Head of School, pursuant to [s. 1002.3105\(2\)\(a\) F.S.](#)
- f. Advise parents and students to contact the Head of School at the student's school for information related to the school's 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 school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to [s. 1002.3105\(4\)\(b\)\(1\) F.S.](#)
- g. Advise parents and students of the early graduation options under [s. 1003.4281 F.S.](#)
- h. List, or incorporate by reference, all dual enrollment courses contained within the dual enrollment articulation agreement established pursuant to [s. 1007.271\(21\) F.S.](#)
- i. Provide instructional sequences by which students in kindergarten through high school may attain progressively higher levels of skill in the [use of digital tools and applications](#). The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards required pursuant to [s.s 1003.41 F.S.](#) and [1003.4203 F.S.](#) and other means of demonstrating credit requirements under [s.s 1002.3105 F.S.](#), [1003.4203 F.S.](#), [1003.4282 F.S.](#)
- j. Specify retention requirements for students in kindergarten through grade 2 based upon each student's performance in English Language Arts and mathematics. For students who are retained in kindergarten through grade 2, the plan must incorporate the parental notification requirements provided in [s. 1008.25 \(5\)-\(6\) F.S.](#), include an opportunity for parental input on the retention decision, and include information on the importance of students mastering early literacy and communication skills in order to be reading at or above grade level by the end of grade 3.

- k. As with all policy handbooks, periodic reviews and revisions are undertaken to retain guidelines consistent with the intent of the Board and legislative actions. 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 Head of School.

1.1 Introduction

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

1.2 Responsibilities Related to Student Progression

1.2.1 Head of School/Assistant Principal(s)

1. Administer the plan within the school.
2. Assist and supervise teachers in utilizing the state of Florida adopted curriculum standards, Hillsdale 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.
3. Make the final decision in regard to the assignment of specific scholars.
4. Inform parents/guardians of student progress and of the possible retention of their scholar as soon as possible.
5. Ensure that a copy of the Student Progression Plan is accessible to all parents/guardians and students on the school's website.

1.2.2 Teacher

Members of the instructional staff must teach the required instruction topics efficiently and faithfully, using materials that meet the highest standards of professionalism and historical accuracy.

1. Efficient and faithful teaching of the required topics must be consistent with the Florida State Academic Standards ("SAS").
2. 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 Americans, and Hispanic people to our country, as already provided in [s. 1003.42\(2\) F.S.](#) 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, 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.

3. Efficient and faithful teaching further means that any discussion is appropriate for the age and maturity level of the students, and teachers serve as facilitators for student discussion and do not share their personal views or attempt to indoctrinate or persuade students to a particular point of view that is inconsistent with the Florida SAS and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.
4. Use the State of Florida adopted curriculum standards, curriculum frameworks, and course standards.
5. Align student evaluation to Florida SAS and TCCA programs.
6. 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.
7. Encourage students and parents to monitor their grades by updating gradebooks frequently.
8. Advise the assistant principal regarding the grade level assignment of students.
9. Inform parents/guardians of student progress and seek their assistance in meeting student needs. Contact parents when students are failing a course.
10. Help students acquire study skills and self-discipline needed to complete coursework successfully.
11. Schedule conferences with parents if assessments, assignments, and other evidence of standard mastery indicate their child is having difficulty.
12. Shall use TCCA scope and sequence as adopted.

At the beginning of each semester, or when a transfer student is scheduled into a course class, it is the teacher's responsibility to provide the standard template course syllabus to inform the student of the following:

1. Course description
2. Course objectives

3. Course grading/evaluation procedures
4. Textbooks and supplementary materials

Pursuant to [s. 1000.05 F.S.](#), it shall constitute discrimination based on race, color, national origin, or sex under this statute to subject any student or employee to training or instruction that espouses, promotes, advances, inculcates, or compels such student or employee to believe any of the following concepts:

1. Members of one race, color, national origin, or sex are morally superior to members of another race, color, national origin, or sex.
2. A person, by virtue of his or her race, color, national origin, or sex is inherently racist, sexist, or oppressive, whether consciously or unconsciously.
3. A person's moral character or status as either privileged or oppressed is necessarily determined by his or her race, color, national origin, or sex.
4. Members of one race, color, national origin, or sex cannot and should not attempt to treat others without respect to race, color, national origin, or sex.
5. A person, by virtue of his or her race, color, national origin, or sex bears responsibility for, or should be discriminated against or receive adverse treatment because of actions committed in the past by other members of the same race, color, national origin, or sex.
6. A person, by virtue of his or her race, color, national origin, or sex should be discriminated against or receive adverse treatment to achieve diversity, equity, or inclusion.
7. A person, by virtue of his or her race, color, sex, or national origin, bears personal responsibility for and must feel guilt, anguish, or other forms of psychological distress because of actions, in which the person played no part, committed in the past by other members of the same race, color, national origin, or sex.
8. Such virtues as merit, excellence, hard work, fairness, neutrality, objectivity, and racial colorblindness are racist or sexist or were created by members of a particular race, color, national origin, or sex to oppress members of another race, color, national origin, or sex.

Notwithstanding the foregoing, the concepts listed herein may be discussed as part of a larger course of training or instruction, provided such training or instruction is given objectively and without the endorsement of the concepts.

1.2.3 Parent/Guardian

1. Require consistent school attendance by the student.
2. Assist their scholar(s) in developing good study and work habits, self-discipline and respect for school and school personnel.
3. Review official grade reports from the school and schedule conferences with teachers if such reports indicate that the student is having difficulty.
4. Honor requests for conferences from school officials whenever possible.
5. Respond promptly to all requests from the school for information.
6. Stay informed of their scholar's progress through scheduled parent-teacher conferences, interim-progress reports, report cards, progress reports and communications from the school.

1.2.4 Student

1. Make an effort to accomplish all objectives in each subject.
2. Maintain good attendance.
3. Take home to parents/guardians all graded work and other communications from the school.
4. Develop good study habits and self-discipline, as well as accept additional help from available educational personnel and parents if experiencing school-related problems.
5. Make his/her best effort in taking all assessments.
6. 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:
7. Using unauthorized materials and/or resources including artificial intelligence (AI), unless specifically authorized by the teacher
8. Copying work from another student, or the web
9. Using an unauthorized technological/communication tool and/or resource
10. Receiving assistance from other people in the room, online, or through text/chatting/social media
11. Using an app to solve or assist in answering the questions

TCCA holds academic integrity in high regard. There is no tolerance toward academic dishonesty, and any form of cheating/plagiarism may result in consequences on and beyond the scope of the task, assignment, or assessment.

2 Admission, Enrollment, and Transfers

2.1 Admission Requirements

Mandatory School Age Per Sponsoring District Policy #5112:

2.1.1 Enrollment Requirements

The Martin County School Board policy #5112, which TCCA has elected to follow, establishes entrance age requirements for students consistent with the statute and sound educational practice requiring the equitable treatment of all eligible children.

Pursuant to State law, all children who have attained the age of six (6) years or who will have attained the age of six (6) years by February 1st of any school year or who are older than six (6) years of age but who have not attained the age of sixteen (16) years, except as otherwise provided in Florida statute, are required to attend school regularly during the entire school term. Further, all children enrolling at TCCA shall meet the immunization requirements set forth in s. 1003.22 F.S., as well as provide evidence of a physical exam as required by State law.

The assistant principal may require evidence of the age of any child who seeks to enroll at TCCA or who the assistant principal believes to be within the limits of compulsory attendance as provided

by law; however, the assistant principal will not require evidence from any child who meets regular attendance requirements by attending any of the following schools or programs:

1. Parochial, religious, or denominational school;
2. Private school supported in whole or in part by tuition charges or by endowments or gifts;
3. Home education program that meets the requirements of [Chapter 1002 F.S.](#); or
4. Private tutoring program that meets the requirements of [Chapter 1002 F.S.](#)

Further, as required by [s. 1003.22 F.S.](#), Immunizations for all children enrolling in a school shall meet the immunization requirements set forth in State law, as well as provide evidence of a physical exam as required by State law.

2.1.2 Kindergarten

Children entering kindergarten for the first time must comply with [s. 1003.21 F.S.](#) regarding entry age. A child must be five (5) years old on or before September 1st, to meet the Florida age requirement for kindergarten. A child under age six (6) who is enrolled in kindergarten will be considered compulsory school age.

2.1.3 First Grade

Children entering first grade for the first time must comply with [s. 1003.21 F.S.](#). Any child who has attained the age of six (6) years on or before September 1st 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 1st and has satisfactorily completed the requirements for kindergarten in a non-public school, or who otherwise meets the criteria for admission or transfer in a similar manner 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 TCCA will need written verification of satisfactory completion of kindergarten from the public or non-public school attended. Home education is not an option (*A parent **cannot enroll their child directly into first grade at TCCA** based solely on completing kindergarten at home without formal documentation from a public or private school. The appropriate Student Services Coordinator or designee will assess the child's proficiency with Kindergarten standards to determine placement.*).

2.1.4 Initial Entry

Children entering TCCA for the first time must comply with [s. 1003.21 F.S.](#) and with TCCA's Student Progression Plan. Students must have an immunization record on file at the school. Any student who does not have the proper immunization shall be temporarily excluded from attendance until compliance has been documented.

Each child who is entitled to admittance to kindergarten or is entitled to any other initial entrance into TCCA must have a certification of a school-entry health examination performed within one (1) year before enrollment in school. Students transferring into the school from a school within the State of Florida who have completed a physical examination form as part of their school record

need not be reexamined. Examinations taken out-of-state may be accepted if performed within one (1) year of entry and include documentation and reported on the official forms of the physician. A student shall have up to thirty (30) school days to present a certification of a school-entry health examination. Children and youths who are experiencing homelessness and children who are known to the Department, as defined in [s. 39.0016 F.S.](#), shall be given a temporary exemption for thirty (30) school days. The school health services plan shall contain provisions to assist students in obtaining the health examinations.

A child may be exempt from the required health examination and/or immunization upon written request of the parent or guardian of such child objecting to examination and/or immunization on religious grounds or for medical reasons certified by a competent medical authority.

Any student and/or his/her parent(s)/legal guardian(s) who enters the school for the first time must disclose the following information at the time of enrollment:

- prior school expulsions;
- arrests resulting in a charge;
- juvenile justice actions; and
- any corresponding referral to mental health services by a school that the student previously attended.

Students enrolling with any of the matters above are subject to the provisions of the Code of Student Conduct relating to disciplinary placement and/or assignment.

2.1.5 Verification of Residence

Verification of a parent or guardian's residence shall be required at the time the child registers in a school. Verification of residence may also be required at the discretion of the Head of School or designee. A student whose parent is transferred or is pending transfer to a military installation within the State while on active military duty pursuant to an official military order shall be considered a resident of the school for purposes of enrollment when the order is submitted to the school.

2.1.6 Proof of Residency for Initial and Continuing Enrollment

The Head of School or his/her designee shall require proof of residency at the time of registration and may require proof of residency at any other time. Two (2) proofs of residency indicating the address at which the student resides with his/her parent(s) or legal guardian(s) are required to register a student. Examples of acceptable documents are as follows, and all sources of evidence must coincide:

- Current utility bill with service address indicated;
- Current year property tax bill;
- Deed of home;

- Lease agreement with name of tenant, landlord, and contact information for all parties; The lease agreement must contain an expiration date. A renewed lease must be provided to the School Registrar.
- Mortgage;
- Home purchase contract including closing date and a copy of property deed to be provided in thirty (30) days;
- Declaration of Domicile from the County Records Department;
- State of Florida driver's license;
- State of Florida identification card.

A student housing questionnaire form must be provided to parents, guardians, caregivers, and unaccompanied youth at least once annually and whenever there is evidence that a student may be experiencing homelessness throughout the school year. This student housing questionnaire must be included in the annual school enrollment packet, Form #1300.

A school may deem the documents provided are not sufficient for enrollment or verification if the Head of School/designee has reasonable suspicion of inaccurate document presentation as to the residence of a student or legal guardian or other relevant factors.

Any time a student's address changes, the parent is responsible to notify the school in writing.

The parent(s)/legal guardian(s) of siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. This request must be made no later than five (5) days before the first day of school each school year or upon enrollment. The school is not required to meet the request if there is factual evidence indicating a specific placement is better for the student than that requested by the parent or prohibited by class size legislation.

In the event a Head of School/designee has reasonable suspicion that a student's enrollment information is not accurate, the following verification procedures will be implemented:

1. The Homestead Exemption address of the parent/legal guardian will be verified and used to assist in determining the student's zone school.
2. Contact will be made with the parent/legal guardian requesting enrollment information to be updated.
3. An Affidavit of Residence may be required, as well as other proof of residency documentation. The affidavit shall be verified under penalties of perjury pursuant to [s. 92.525 F.S.](#)

The parent/legal guardian/emancipated student shall have ten (10) calendar days to provide sufficient documentation to validate their primary residence as outlined in this policy when additional proof of residency is requested.

2.1.7 Submission of False Information

[s. 837.06 F.S.](#) explains that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his/her official duty shall be guilty of a misdemeanor of the second degree. In addition, [s. 92.525 F.S.](#) states a person who knowingly makes a false declaration under penalties of perjury is guilty of a felony of the third degree.

2.1.8 Enrollment of Students Experiencing Homelessness

The McKinney-Vento Act defines homeless children as children who lack a fixed, regular, and adequate nighttime residence and includes children and youth who meet the following criteria:

1. Children and youth live in an emergency or transitional shelter;
2. Children and youth who are sharing housing with other persons due to the loss of housing, economic hardship, or similar reasons;
3. Children and youth who are living in cars, parks, trailer parks, public spaces, abandoned buildings, substandard housing, not designed for or ordinarily used as a regular sleeping accommodation;
4. Children and youth living in motels or hotels due to the lack of alternate adequate accommodations.

A new registration form should be completed by the homeless child's parent/legal guardian or caregiver. TCCA will work with MCSD and the McKinney-Vento designee/FIT Liaison to obtain necessary enrollment information and documents. A student housing questionnaire form must be provided to parents, guardians, caregivers, and unaccompanied youth at least once annually and whenever there is evidence that a student may be experiencing homelessness throughout the school year. This student housing questionnaire must be included in the annual school enrollment packet, Form #1300.

The rights of the McKinney-Vento Homeless Assistance Act include: staying in the school of origin, even if the youth lacks a permanent address, as long as it is in the student's best interest; enrolling immediately as not to be delayed due to the lack of proof of residency or other documents; receiving free school meals; and getting help with school supplies and other needs.

2.1.9 Notification of in Loco Parentis

In cases in which a student is temporarily not residing with his/her parents or legal guardian for a short period of time, the parent or legal guardian of the student shall designate in writing that adult person with whom the student resides who stands in loco parentis to the student in order for him/her to be admitted or continue in school. This statement shall be notarized and presented to the Head of School.

2.1.10 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 School Board. Public school students who have reached 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 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(s)/legal guardian(s). The school must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. The student's school 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 (See school Exit Interview Form #175) 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.

3 Attendance

3.1 General Attendance Policies and Procedures

The TCCA Student Code of Conduct outlines the attendance procedures. All school procedures conform to the following school-wide procedures.

3.1.1 Enrolled Students

Students are expected to be in school at least ninety (90) percent of the instructional time in an annual session. Per [s. 1011.62 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:

“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\(1\)\(c\) F.S.](#)

The school is responsible for the following activities per [s. 1003.26 F.S.](#):

1. The assistant 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.
2. If a student has five unexcused absences, by period or by day, or absences for which the reasons are unknown within a calendar month or ten unexcused absences, by period or by day, within a 90-calendar day period, the primary teacher must report to the assistant 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 assistant principal or designee shall then refer the case to the Multi-tiered System of Supports (MTSS) team, of which the parent is part.

3. 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.
4. The MTSS team must be diligent in facilitating services and only report the case to the appropriate Student Services Coordinator when all reasonable efforts to resolve the nonattendance are exhausted.
5. 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 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 superintendent may seek criminal prosecution.
6. If a child will not comply with efforts to enforce school attendance, the parent, guardian, or Head of school shall refer the case to the Board of Directors, and may file a truancy petition pursuant to Florida Statute.
7. Because Treasure Coast Classical Academy is a public charter school of choice and does not provide student transportation, parents/guardians are responsible for ensuring their child attends school regularly and on time. If, despite implementation of the interventions outlined above, a student is unable to maintain regular attendance, the school may determine, in consultation with the parent/guardian and in accordance with applicable law and school policy, that continued enrollment at TCCA is no longer feasible.

3.1.2 Parent/Guardian Responsibility

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

3.1.3 Transfer Students

Students who transfer and enroll in a TCCA class late without grades from the previous school attended shall be allowed to make up class work in order to receive full semester credit.

Any elementary or middle school transfer student having been enrolled for at least twenty-five (25) school days of a grading period must receive a grade for the quarter.

Any high school transfer student having been enrolled for a minimum of 120 hours of instruction, for the purpose of meeting a high school grade requirement, must receive a grade for the quarter.

Students will receive a grade of "I" (Incomplete) if a), b), and c) are not met and applicable work has not been completed.

3.1.4 School Activities

In administering the attendance policy, students attending academic experiences on or off campus, which are directly related to the instructional outcome of one or more courses, will be counted as excused but will be required to make up for missed work. Students attending an approved school program will be deemed excused from class attendance, but the student will be required to make up missed work.

3.1.5 Makeup Assignments and Assessments

Students who are absent from class, regardless of the reason, will be required to make up class work and/or tests. According to School Board Policy, the student shall have two days for each day of absence, to complete make-up work. Assistant principals may grant extensions to the make-up time limit for extenuating circumstances. Students assigned to in-school suspension will be counted as being present by the school and will be required to complete the class work.

Exemption from a required assessment based on a student's attendance is not permitted. 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.

3.1.6 Grade Placement

Grade placement/promotion will be determined by the Head of School/designee.

Grade placement must be formally reported to each student and his or her parent or legal guardian. 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 2.0 shall be notified, in writing, 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.

Students of compulsory school attendance age, who wish to enter or re-enter a public school from a home education program, will be screened by the appropriate Student Services Administrator or designee prior to enrollment to determine the most appropriate grade level placement. Criteria to be considered may include age, standardized achievement test results, state student assessment tests, previous records in public and private schools, and evidence from the student's portfolio of work, which must include a log, made contemporaneously with the instruction, which designates by title the reading materials used and samples of any writings, worksheets, workbooks and creative materials used or developed by the student. This portfolio must document mastery of performance standards as prescribed by the State of Florida's adopted curriculum standards. TCCA will be responsible for determining grade-level placement and promotion decisions. In no instance shall the placement be automatic, based solely on the recommendation of the home educator. This placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work. The final decision with regard to promotion and/or placement will be determined by the Head of School.

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 Head of School must consider student proficiency in reading, writing, science, and mathematics when making promotion decisions. The Head of School will determine the appropriate alternative placement for a student who has been retained for two or more years.

The course 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 Head of School/designee(s).

Retention is the assignment of a student to the same grade level for the next school year. If a student is retained, it must be in a program different from the previous year's program. Social promotion is prohibited.

If a student enrolled in Elementary or Middle school fails to complete grade level requirements, the Head of School/designee may determine that placement in the next grade level may be in the best interest of the student. A student may be promoted and remediated during the following year with more intensive intervention, credit recovery, and remediation strategies specified in a revised progress monitoring plan. The student's cumulative record and report card shall indicate promotion with remediation, the name of the school administrator who authorized the placement, and the reason for doing so. In the event of a school transfer, this information shall be specifically directed to the principal of the receiving school.

3.2 Student Monitoring, Remediation, and Student Progression

3.2.1 Early Warning System

In accordance with [s. 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 (ELA) and/or mathematics or for students in kindergarten through grade 3, a substantial reading deficiency under [s. 1008.25 \(5\) \(a\), F.S.](#) or, for students in kindergarten through grade 4, a substantial mathematics deficiency under [s. 1008.25\(6\)\(a\).](#)
4. A failing course grade in English Language Arts (ELA) or mathematics during any grading period.
5. For students in kindergarten through grade 3, a substantial reading deficiency under [s. 1008.25\(5\)\(a\)](#) or, for students in kindergarten through grade 4, a substantial mathematics deficiency under [s. 1008.25\(6\)\(a\).](#)

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, a description of all early warning indicators, 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. Parents/legal guardians are active participants in the MTSS problem-solving process and are encouraged to collaborate with school personnel during MTSS meetings, intervention planning, progress monitoring, and decisions regarding additional academic or behavioral supports. 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.

3.2.2 Annual Report

TCCA reports annually to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in English Language Arts (ELA), 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, school and state assessments, and other relevant information. Progress reporting is provided to

the parent in FOCUS. Parents can click on  to get instant access to their scholar's score reports.

Pursuant to [s. 1008.25\(9\), F.S.](#), as amended, each School Board must annually publish on the website and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

1. The provisions of this s. relating to public school student progression and the School Board's policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts (ELA) assessment.
3. By grade, the number and percentage of all students retained in Kindergarten through grade 10
4. Information on the total number of students who were promoted for good cause, by each category of good cause.
5. Any revisions to the School Board's policy on student retention and promotion from the prior year.

3.2.3 English Language Instruction for Limited English Proficient Students

In accordance with [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 ELL students 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 has an equal opportunity to access and master the general education curriculum as provided in [Rule 6A-6.0904](#). An ELL Committee may convene at any time to review the ELL plan and make recommendations for appropriate modifications in the student's ESOL programming.

The instruction shall be designed to develop the student's mastery of the four language domains, 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 students.

In accordance with the Consent Decree and SALA (Student Achievement through Language Instruction) we are required to ensure ELLs receive comprehensible instruction. TCCA teachers must provide evidence of the use of differentiated instruction based on the student's English language proficiency level. ELL students should receive appropriate accommodations and modifications in all classes, as defined in [Rule 6A-6.09091](#). The strategies of differentiation for ELL students which allow the student to demonstrate progress in the achievement of the benchmarks and grade level expectations shall be documented in lesson plans. ELLs must not be failed if appropriate instruction and assessment have not been provided to meet their needs. When grading, teachers must separate the content knowledge from English Language Proficiency.

TCCA students who are NES (Non-English Speaking) or LES (Limited English Speaking) that meet the criterion 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 current student needs.

Pursuant to [s. 1003.433\(3\), F.S.](#), ESOL students in U.S. schools for less than two years may meet the requirement to pass the statewide standardized grade 10 ELA assessment by demonstrating grade-level expectations on a formative assessment that has been approved by the Department of Education.

As provided in [Rule 6A-1.09422](#) Statewide, Standardized Assessment Program Requirements

1. All ELLs are required to take the statewide assessment.

2. The student's entry date to the ESOL program should be used in the calculation of the number of years an ELL is enrolled in the ESOL program.

3.2.4 Coordinated Screening and Progress Monitoring System

3.2.4.1 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 subs. (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.

Use of FAST Progress Monitoring in Promotional Decisions

Treasure Coast Classical Academy uses the Florida Assessment of Student Thinking (FAST) Progress Monitoring system to evaluate student growth and academic achievement throughout the school year. Students in applicable grade levels participate in Progress Monitoring 1 (PM1), Progress Monitoring 2 (PM2), and Progress Monitoring 3 (PM3), with each assessment providing valuable information about a student's progress toward meeting Florida's academic standards. Assessment results are reviewed alongside classroom performance, teacher observations, grades, progress monitoring data, and other available academic information to guide instructional decisions, identify students who may require additional interventions, and determine eligibility for academic supports. Promotion decisions are not based on a single assessment except where specifically required by Florida law, such as statutory Grade 3 reading promotion requirements. Rather, TCCA considers multiple sources of academic data to ensure that promotion and retention decisions are made in the best educational interest of each scholar while maintaining compliance with Florida law.

A student who is not meeting the school 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 Head of School; or
3. An individualized progress monitoring plan. A student who has a substantial reading deficiency or a substantial mathematics deficiency 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.
 - a. For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading that the student will receive.
 - b. Strategies, resources, and materials that will be provided to the student's parent to support the student in making reading or mathematics progress.
 - c. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

3.2.4.2 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, school administrators, and school district staff. This data is to be used by the school 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:

- Assess the achievement level and annual learning gains of each student in ELA and mathematics and the achievement level in all other subjects assessed.
- 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.
- 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
- Assess how well educational goals and curricular standards are met at the school, district, state, national, and international levels.
- Provide information to aid in the evaluation and development of educational programs and policies.
- When available, provide instructional personnel with information on student achievement of standards and benchmarks in order to improve instruction.

4 TCCA and State Assessments

4.1 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 ELA Grade 10 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. The statewide,

standardized Science assessment shall be administered annually 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. The end-of-year comprehensive progress monitoring assessment administered pursuant to [s. 1008.25\(9\)\(b\)\(3\)](#) is the statewide, standardized ELA assessment for students in grades 3 through 10 and the statewide, standardized Mathematics assessment for students in grades 3 through 8.

4.1.1 End-of-Course (“EOC”) Assessments

In accordance with Florida law and Florida Department of Education requirements, Treasure Coast Classical Academy ("TCCA") shall administer all statewide, standardized End-of-Course ("EOC") assessments required by the Florida Department of Education.

Students enrolled in courses with associated statewide, standardized EOC assessments must participate in the applicable assessment as specified in the Florida Course Code Directory. Statewide EOC assessments are currently administered for the following courses:

- Algebra 1
- Geometry
- Biology 1
- United States History
- Civics

Students enrolled in a course with an associated statewide, standardized EOC assessment shall take the applicable EOC assessment and may not take the corresponding subject- or grade-level statewide assessment in its place unless otherwise authorized by Florida law.

Performance on the Algebra 1, Geometry, Biology 1, United States History, and Civics EOC assessments shall constitute thirty percent (30%) of the student's final course grade, as required by Florida law.

To earn a standard Florida high school diploma, students must satisfy all applicable state graduation requirements, including:

1. Earning a passing score on the Grade 10 English Language Arts (ELA) assessment or an approved concordant score; and
2. Earning a passing score on the Algebra 1 EOC assessment or an approved comparative score.

Students are not required to earn a passing score on the Geometry, Biology 1, or United States History EOC assessments to receive course credit or earn a standard high school diploma; however, students must participate in the applicable assessment when enrolled in the course.

Students pursuing the Florida Scholar Diploma Designation shall meet all additional course and assessment requirements established by the Florida Department of Education, including applicable requirements related to Geometry, Biology 1, and United States History.

Students enrolled in Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or dual enrollment courses may satisfy state assessment requirements through approved assessment substitutions or exemptions, as authorized by Florida law and State Board of Education Rule.

A student transferring into TCCA with a final course grade and credit previously awarded in Algebra 1, Geometry, Biology 1, or United States History shall have the transferring grade and credit honored in accordance with Florida law. Such students remain responsible for satisfying all applicable statewide graduation assessment requirements.

All statewide, standardized EOC assessments shall be administered electronically unless otherwise provided through approved accommodations, including accommodations identified in a student's Individualized Education Program (IEP), Section 504 Plan, English Language Learner (ELL) Plan, or other applicable educational plan.

Treasure Coast Classical Academy shall comply with all current Florida statutes, State Board of Education rules, and Florida Department of Education guidance regarding statewide assessments, graduation requirements, and assessment accommodations. In the event of a conflict between this Student Progression Plan and changes to Florida law or rule, the requirements of Florida law shall prevail.

4.1.2 Students with Disabilities - Florida Alternate Assessment

Each school board must 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.

A student with a disability, as defined in [s. 1007.02, F.S.](#), for whom the IEP team determines that the statewide, standardized assessments under this s. 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.

The State Board of Education shall adopt rules, based upon recommendations of the commissioner, for the provision of assessment accommodations for students with disabilities and for students who have limited English proficiency.

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.

If a student is provided with instructional accommodations in the classroom that are not allowed as accommodations for statewide, standardized assessments, the district 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.

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.

For students with significant cognitive disabilities, the Department of Education shall provide for the implementation of the Florida Alternate Assessment to accurately measure the core curricular content established in the state academic standards.

Per [s. 1008.22, F.S.](#), students with the most significant cognitive disabilities who have met the eligibility criteria of [Rule 6A-1.0943\(5\), F.A.C.](#), may participate in the FAA if it is indicated on their individual educational plans. Students who have met the criteria in [Rule 6A-1.0943\(5\), F.A.C.](#), except for [Rule 6A-1.0943\(5\)\(c\)1., F.A.C.](#), which states the student must "be enrolled in the appropriate aligned courses using alternate achievement standards for two (2) consecutive full-time equivalent reporting periods prior to the assessment," must participate in the FAST progress monitoring assessment and not the FAA.

4.1.3 Civic Literacy Competency (Grade 12)

Students taking the United States Government course are required to take the assessment of civic literacy (i.e. FCLE) identified by the State Board of Education pursuant to [s. 1007.25\(4\), F.S.](#)

1. Students earning a passing score on the assessment are exempt from the postsecondary (college) civic literacy assessment required by [s. 1007.25\(4\), F.S.](#)
2. AP Government and Politics: United States (Standard Score = 3)
3. AP United States History (Standard Score = 4)
4. CLEP: American Government (Standard Score = 50)
5. U.S. Citizenship and Immigration Services Naturalization Test – Civics (U.S. History and U.S. Government) with supplemental questions (Passing Score = 60)

4.1.4 SAT, PSAT, ACT, and CLT Assessments

In the fall of each year, 10th grade students will take the PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) provided by the Florida Department of Education. 11th grade students will also take the PSAT/NMSQT to qualify for the National Merit

Scholarship and/or to meet the mathematics comparative score for the graduation assessment requirement. 9th grade students will participate in the PSAT/NMSQT as practice for future college readiness assessments.

In the spring of each year, all students in grades 9–11 will take the CLT. For 11th grade students, the CLT may be used to obtain a concordant or comparative score to satisfy the Grade 10 ELA and/or Algebra 1 graduation requirement, as approved by the Florida Department of Education. Additionally, the CLT may serve as a college entrance exam for admission to participating universities.

4.1.5 Implementation Schedule

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

4.1.6 Assessment Scores and Achievement Levels

All statewide, standardized EOC assessments and ELA, Math, 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 grade-level performance on an assessment.

The state board shall designate by rule a passing score, indicating grade-level performance, for each statewide, standardized assessment.

If the commissioner seeks to revise a statewide, standardized assessment and the revisions require the state board to modify performance level scores, including the passing score, the commissioner shall provide a copy of the proposed scores and implementation plan to the President of the Senate and the Speaker of the House of Representatives at least 90 days before submission to the state board for review. Until the state board adopts the modifications by rule, the commissioner shall use calculations for scoring the assessment that adjusts student scores on the revised assessment for statistical equivalence to student scores on the former assessment. The state board shall adopt by rule the passing score for the revised assessment that is statistically equivalent to the passing score on the discontinued assessment for a student who is required to attain a passing score on the discontinued assessment. The commissioner may, with state board approval, discontinue administration of the former assessment upon graduation, based on normal student progression, of students participating in the final regular administration of the former assessment. If the commissioner revises a statewide, standardized assessment and the revisions require the state board to modify the passing score, only students taking the assessment for the first time after the rule is adopted are affected.

4.1.7 Prohibited Activities

A TCCA will not suspend a regular program of curricula for purposes of administering practice assessments or engaging in other assessment-preparation activities for a statewide, standardized assessment. However, TCCA may 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 district, 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.

4.1.8 School Participation in the Statewide Standardized Assessment Program

Per [s. 1008.22 \(4\), F. S.](#), each public school 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. District school boards shall not establish school calendars that conflict with or jeopardize the implementation of the assessment program. All district school boards shall report assessment results using the state management information system. Performance data shall be analyzed and reported to parents, the community, and the state. Student performance data shall be used by TCCA 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, F.S.](#), and the development of remediation programs.

4.1.9 Required Analyses

The commissioner shall provide, at a minimum, statewide, standardized assessment data analysis showing student achievement levels and learning gains by teacher, school, and school district.

4.1.10 Local Assessment of Student Performance on State Standards

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 s. and the coordinated screening and progress monitoring system under [s.](#)

[1008.25\(8\)](#). When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction.

4.1.11 Assessment Schedules and Reporting of Results

The Commissioner of Education shall establish schedules for the administration of statewide, standardized assessments and the reporting of student assessment results. The commissioner shall consider the observance of religious and school holidays when developing the schedules. The assessment and reporting schedules must provide the earliest possible reporting of student assessment results to the school districts. 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. Assessment results for the statewide, standardized ELA and Mathematics assessment must be available no later than May 31. School districts shall administer statewide, standardized assessments in accordance with the schedule established by the commissioner.

By January of each year, the commissioner shall publish on the department's website a uniform calendar that includes the assessment and reporting schedules for, at a minimum, the next 2 school years. The uniform calendar must be provided to school districts in an electronic format that allows each school district and public school to populate the calendar with, at minimum, the following information for reporting the district assessment schedules under paragraph (d)

The spring administration of the statewide, standardized assessments in paragraphs (3)(a) and (b), excluding assessment retakes, must be in accordance with the following schedule:

1. The grade 3 statewide, standardized ELA assessment and the writing portion of the statewide, standardized ELA assessment for grades 4 through 10 must be administered no earlier than April 1 each year within an assessment window not to exceed 2 weeks.
2. With the exception of assessments identified in subparagraph 1., any statewide, standardized assessment that is delivered in a paper-based format must be administered no earlier than May 1 each year within an assessment window not to exceed two weeks.
3. With the exception of assessments identified in subparagraphs 1. and 2., any statewide, standardized assessment must be administered within a 4-week assessment window that opens no earlier than May 1 each year. Each school district shall administer the assessments identified under subparagraphs 2. and 3. no earlier than 4 weeks before the last day of school for the district.
4. Each school district shall establish schedules for the administration of any statewide, standardized assessments and district-required assessments and approve the schedules as an agenda item at a district school board meeting. Each school district 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 Department of Education by October 1 of each year. Each public school shall publish schedules for statewide, standardized assessments, and district-required assessments on its website using the uniform calendar, including all information required under paragraph (b). The uniform calendar must be included in the parent guide required by [s. 1002.23\(5\), F.S.](#)

5. A school district may not schedule more than 5 percent of a student's total school hours in a school year to administer statewide, standardized assessments, the coordinated screening and progress monitoring system under [s. 1008.25\(8\)\(b\)2](#), and district-required local assessments. The district must secure written consent from a student's parent before administering district-required local assessments that, after applicable statewide, standardized assessments and coordinated screening and progress monitoring are scheduled, exceed the 5 percent test administration limit for that student under this paragraph. The 5 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, F.S.](#) 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 s. and [s. 1007.27, F.S.](#), [s. 1008.30, F.S.](#) and [s. 1008.44, F.S.](#)
6. 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 school-required local assessment will be used as the final cumulative examination for its associated high-school level course in accordance with the school's policy.
7. A high school must provide a student's performance results on school-required local assessments to the student's teachers and parents within one week after administering such assessments unless the Head of School determines in writing that extenuating circumstances exist. Results will be made available through the school's student information system.
8. The results of statewide, standardized ELA and mathematics assessments, including assessment retakes, shall be reported in an easy-to-read and understandable format and delivered in time to provide useful, actionable information to students, parents, and each student's current teacher of record and teacher of record for the subsequent school year; however, in any case, the school shall provide the results pursuant to this paragraph within 1 week after receiving the results from the department. A report of student assessment results must, at a minimum, contain:
 - A clear explanation of the student's performance on the applicable statewide, standardized assessments.
 - Information identifying the student's areas of strength and areas in need of improvement.
 - Specific actions that may be taken, and the available resources that may be used by the student's parent to assist his or her child based on the student's areas of strength and areas in need of improvement.
 - Longitudinal information, if available, on the student's progress in each subject area based on previous statewide, standardized assessment data.
 - Comparative information showing the student's score compared to other students in the school, district, in the state, or, if available, in other states.
 - Predictive information, if available, showing the linkage between the scores attained by the student on the statewide, standardized assessments and the scores he or she may potentially attain on nationally recognized college entrance examinations.

The State Board of Education shall adopt rules for the development of the uniform calendar that, at minimum, define terms that must be used in the calendar to describe various assessments, including the terms “summative assessment,” “formative assessment,” and “interim assessment.”

The information included in the above paragraph relating to results from the statewide, standardized ELA assessments for grades 3 through 10 and Mathematics assessments for grades 3 through 8 must be included in individual student reports under [s. 1008.25\(8\)\(c\)](#).

4.1.12 Concordant Scores

The Commissioner of Education must identify scores on the SAT, ACT, and Classic Learning Test that if achieved satisfy the graduation requirement that a student pass the grade 10 statewide, standardized Reading assessment or, upon implementation, the grade 10 ELA assessment. The commissioner may identify concordant scores on assessments other than the SAT and ACT. If the content or scoring procedures change for the grade 10 Reading assessment or, upon implementation, the grade 10 ELA assessment, new concordant scores must be determined. If new concordant scores are not timely adopted, the last-adopted concordant scores remain in effect until such time as new scores are adopted. The state board shall adopt concordant scores in the rule.

In order to earn a standard high school diploma, a student who has not earned a passing score on the assessment retake must earn a passing score on the assessment retake or earn a concordant score as authorized under subs. (9). 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”) - score of 480. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

Classic Learning Test

Verbal Reasoning and Grammar/Writing -score of 36. The scores from the Verbal Reasoning and Grammar/Writing subject tests that are used to calculate the sum are not required to come from the same test administration.

4.1.13 Comparative Scores for EOC Assessment

The Commissioner of Education must identify one or more comparative scores for the Algebra I EOC assessment. If the content or scoring procedures change for the EOC assessment, new comparative scores must be determined. If new comparative scores are not timely adopted, the last-adopted comparative scores remain in effect until such time as new scores are adopted. The state board shall adopt comparative scores in the rule.

In order to earn a standard high school diploma, a student who has not earned a passing score on the assessment retake must earn a passing score on the assessment retake or earn a concordant score as authorized under subs. (9). Students may earn a comparative score on either the Geometry EOC, ACT, SAT, PSAT/NMSQT, or CLT as follows:

Geometry EOC Scoring level three or higher

- ACT Math - score of 16
- SAT Math - score of 420
- PSAT/NMSQT Math - score of 430
- CLT Quantitative Reasoning - score of 11

4.1.14 Children with Medical Complexities

In addition to the exemption option provided for under [s. 1008.212 F.S.](#), a child with a medical complexity may be exempt from participating in statewide, standardized assessments, including the FAA, pursuant to the provisions of [s. 1008.22 \(12\) F.S.](#)

1. 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.
2. 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.
3. One-year exemption approved by the district school superintendent. If the superintendent 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 superintendent may approve a one-year exemption from all statewide, standardized assessments, including the FAA. The superintendent shall report annually to the district 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.
4. 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 3 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 and the child's needs.

5. Permanent exemption approved by the Commissioner of Education. If the commissioner is provided written documentation of parental consent; district school superintendent 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 child's needs.
6. Reporting Requirements. The Commissioner of Education shall annually report to the Legislature data, by district, related to the implementation of this subs. at the same time as results are reported regarding student performance on statewide, standardized assessments.

4.1.15 Florida Academic Standards, ESSA, and Required Instruction

4.1.15.1 Florida Academic 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 approved by the Florida Department of Education. Standards are posted on www.cpalms.org.

Specific Requirements of the Florida Standards include:

1. Rigor and relevance.
2. Progression that is logical and sequential and incrementally increases students' core-content knowledge and skills over time.
3. 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.
4. 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 grade 8.
5. 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, and foreign language standards may be organized by grade clusters of more than one grade level for 6 - 12.
6. ELA Florida Standards must establish specific curricular content for reading, writing, speaking and listening, and language. B.E.S.T. standards will be used in K-12 ELA.
7. Science Florida Academic Standards must establish specific curricular content for the nature of science, earth and space science, physical science, life science, and technology.
8. Mathematics B.E.S.T. standards were implemented in the 2022-2023 school year.

9. Social Studies Florida Academic Standards must establish specific curricular content for geography, United States and world history, government, civics, humanities, and economics.
10. Visual and performing arts, physical education, health, and world language 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 been acquired by each individual grade level from kindergarten through grade 5. The standards from grades 6 through 12 may be organized by grade clusters.

4.1.15.2 Every Student Succeeds Act

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>.

4.1.15.3 Required Instruction

The following instruction is mandated per [s. 1003.42, F.S.](#)

Each school board shall provide 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.

Related Statutes

[s. 1003.41, F.S.,](#)

[s. 1006.29\(2\), F.S.,](#)

[s. 1003.4282, F.S.](#)

[s. 1003.453 F.S.](#)

[s. 1003.44 F.S.,](#)

[s. 683.1455 F.S.](#)

[s. 1003.421 F.S.](#)

[s. 1006.29\(2\), F.S.](#)

Required Instruction Details

All instructional materials, as defined in [s. 1006.29\(2\) F.S.](#), used to teach reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment, as part of the courses

referenced in subs. (3), must be annually approved by a district school board in an open, noticed public meeting.

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:

1. 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.
2. 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 s. [1003.4282 F.S.](#)
3. The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
4. Flag education, including proper flag display and flag salute.
5. 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.
6. 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.
7. 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.

8. 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.
9. 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.
10. The elementary principles of agriculture.
11. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
12. Kindness to animals.
13. The history of the state.
14. The conservation of natural resources.
15. 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 scholars 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 scholar sexual abuse, exploitation, and human trafficking and community resources available to victims of dating violence and abuse.
 - a. The health education curriculum for scholars 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.
 - b. Schools are required to provide basic training in first aid, including cardiopulmonary resuscitation (CPR), for all scholars in grade 9 and grade 11. Instruction in the use of CPR must be based on a one-hour, nationally recognized program.

- c. The health education curriculum for scholars 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.
1. 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.
 2. The study of Hispanic contributions to the United States.
 3. The study of women's contributions to the United States.
 4. The nature and importance of free enterprise to the United States economy.
 5. 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 [s. 101.151\(9\) F.S.](#)
 6. 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.
 - Recognizing our nation's founding fathers during "American Founders' Month" in September ([s.s 1003.44 F.S., 683.1455 F.S.](#))
 - Celebrating "Freedom Week" during the last full week in September ([s. 1003.421 F.S.](#))
 - Teaching about the U.S. Constitution on September 17 of each year (Pub. L. No. 108-447).
 - 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).

Any student whose parent makes a written request to the school Head of School/designee 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 scholar's parent to access and review the instructional materials as defined in [s. 1006.29\(2\) F.S.](#), used to teach the curriculum.

Additionally, TCCA coordinates, at all grade levels, instruction related to:

1. Recognizing our nation's Founding Fathers during "American Founders' Month" in September (s.s [1003.44 F.S.](#), [683.1455 F.S.](#)).
2. Celebrating "Freedom Week" during the last full week in September (s. [1003.421 F.S.](#)).
3. Teaching about the U.S. Constitution on September 17 of each year (Pub. L. 108– 447).
4. 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.
5. 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 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 be suitably observed by public exercise in the State Capitol and elsewhere as the Governor may designate. If September 11 falls on a day that is not a school 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 scholars enrolled in the civics education class or the United States Government class required by [s. 1003.4282\(3\)\(d\) F.S.](#), 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 the 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 F.S.](#) and the United States Government class required by [s. 1003.4282\(3\)\(d\) F.S.](#) which incorporate the requirements of this standard.

4.1.16 Mental Wellness

TCCA's Mental Wellness Plan focuses on a multi-tiered system of supports to deliver evidence-based mental wellness support. Strategies or programs are implemented to increase prosocial skills and decrease risk factors. Throughout the school year students can participate in activities and complete annual prevention programs, as they learn skills that enable them to become more resilient and self-motivated.

4.1.17 Physical Education and Interscholastic Extracurricular Eligibility

4.1.17.1 Physical Education

In accordance with [s. 1003.4282, F.S.](#) and [s. 1003.455, F.S.](#), TCCA provides a physical education program that stresses physical fitness and encourages healthy, active lifestyles, and encourages

all students in prekindergarten through grade 12 to participate in physical education. Physical education shall consist of physical activities of at least a moderate intensity level and for a 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.

TCCA offers physical education each week for students in kindergarten through grade 5 and at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in grades kindergarten through grade 5, so that at least 20 consecutive minutes of free play recess each day is provided.

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. 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 Head of School.

4.1.17.2 PE Waiver

The requirement of PE shall be waived for a student who 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.

4.1.18 Remediation Course

[Per s. 1003.455 F.S.](#), a middle school student who is enrolled or required to enroll in a remedial course is exempt from the PE credit requirement.

4.1.19 Interscholastic Extracurricular Eligibility

In accordance with [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. 1006.15, F.S.](#)

a. A student must fulfill the requirements of an academic performance contract between the student, the 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. 1006.15, 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.

b. 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. 1006.15, F.S., during his or her junior year.

c. The content and the format of the academic performance contract are determined by TCCA 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 School Board policy.

A home education student is eligible to participate in interscholastic extracurricular activities at TCCA provided the following conditions are met:

1. The student must meet the requirements of the home education program as defined in [s. 1002.41, F.S.](#)
2. During the period of participation, the home education student must demonstrate educational progress in all subjects taken in the home education program by a method of evaluation agreed upon by the parent and the Head of School/designee, which may include:
 - a. i. Review of the student's work by a certified teacher chosen by the parent.
 - b. ii. Grades earned through correspondence.
 - c. iii. Grades earned in courses taken at a community college, university, or trade school.
 - d. iv. Standardized test scores above the 35th percentile, or any other method in [s. 1002.41, F.S.](#)
3. The student must meet the same residency requirements as other students in the school at which he or she participates.
4. The student must meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities.
5. The student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for which the activity in which he or she wishes to participate. A home education student must be able to participate in curricular activities if that is a requirement for an extracurricular activity.
6. A student who transfers from a home education program to a public school 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.
7. Any public school or nonpublic school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate as a home education student until the student has successfully completed one grading period in home education, fulfilling the requirements for interscholastic extracurricular eligibility, [s. 1006.15\(3\)\(a\)2, F.S.](#), to become eligible to participate as a home education student.

5 Elementary Student Progression Plan

This document contains the TCCA implementation plan establishing student progression guidelines for grades K-5.

5.1 Comprehensive Program for Student Progression

TCCA incorporates the strands, performance standards, and benchmarks of the B.E.S.T., Next Generation Sunshine State Standards (“NGSSS”), and State Academic Standards 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 curriculum and instructional materials are tools provided for elementary school students to meet the benchmarks.

5.1.1 Reading Assessments in Grades K-3 and 4-5

In accordance with [s. 1002.20, F.S.](#), each elementary school shall regularly assess the reading ability of each K-5 student to determine mastery of the standards. The assessment calendar will be approved by the School Board annually.

5.1.2 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 B.E.S.T. ELA and Mathematics standards, State Academic 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 intensive instruction that remediates skills/benchmarks not yet mastered by utilizing: additional instructional time, additional resource personnel, tutorial programs, or other remediation options prescribed through the MTSS process. Students will be offered the highest possible level of instruction to meet proficiency and beyond. Remediation options vary from grade level to grade level.
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 lower school to upper school and may include:
 - i. Providing the student with an in-depth exploration of one or more of the standards;
 - ii. Offering a gifted program for eligible students;

5.1.3 Elementary School Grading System

At TCCA, students in kindergarten through fifth grade will have the following traditional grading system, as presented in Table 1.

Table 1

Elementary School Grading System		
A	90% - 100%	Outstanding progress
B	80% - 89%	Above average progress
C	70% - 79%	Average progress
D	60% - 69%	Lowest acceptable progress
F	0 - 59%	Failure to meet standards

5.1.4 TCCA Weighted Grading Percentages:

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

5.1.5 Academic Recognition

Treasure Coast Classical Academy recognizes scholars who demonstrate exceptional academic achievement through the following distinctions:

- **Laurel of Excellence** – Awarded to scholars earning a cumulative grade point average of 4.0.
- **Laurel of Scholarship** – Awarded to scholars earning a cumulative grade point average between 3.0 and 3.99.

Scholars receiving either distinction shall be recognized by the school and may receive a certificate or other form of recognition as determined by the administration.

5.1.6 Gradebooks

The required number of grades per quarter and per category entered into the grade book via the Student Information System:

*[Lower School Gradebook Record Sheet](#)

5.1.7 Elementary School Grading Policies

Each classroom teacher is assigned the initial and primary authority and responsibility to maintain attendance records and to assess the academic performance of each student enrolled in the teacher's class.

Grades are an indication of what students know and are able to do in relation to the standards.

Elementary grades are entered into the gradebook in percentages as indicated by the table above.

The Head of School or designee shall conduct periodic reviews of grade books to ensure equity in grading procedures.

When a student's grade drops below a C, the teacher shall communicate such information to the student and contact the student's parent(s)/legal guardian(s).

5.1.8 Report Cards

In accordance with [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.

Parents of students in grade three who have not met the requirements for promotion and are awaiting ELA statewide assessment scores to meet grade three promotion requirements will be notified. Notification will include the requirement to earn a passing ELA statewide assessment score or a good cause exemption as well as an expected date of the arrival of test results. No grade placement decision will be made until ELA statewide assessment scores are received.

At TCCA, progress reports are provided quarterly and a final report card is issued at the end of the year in accordance with the Treasure Coast Classical Academy Academic Calendar, which is posted on the school's website.

5.1.9 Guidelines - Grades K-5

TCCA offers a comprehensive program with instruction in ELA, writing, mathematics, social studies, science, health and physical education, music, Spanish, virtue education, and art. ELA, writing, and mathematics are considered essential skills and are emphasized.

Student progression from one grade to another is based on proficiency in ELA, mathematics, science, and social studies standards. If the student's reading deficiency is not remediated by the end of grade 3, as demonstrated by scoring a level 2 or higher on the statewide, standardized ELA assessment, the student must be retained, unless he or she is exempt from mandatory retention for good cause. Students transferring into TCCA should be assessed immediately for reading proficiency to determine if remediation is appropriate. If a student transfers after the administration of the statewide, standardized ELA assessment 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.

5.1.10 Reading Deficiency Plan

In accordance with [s. 1008.25 \(5\) F.S.](#), any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading or the characteristics of dyslexia 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 or the characteristics of dyslexia to address his or her specific deficiency or dyslexia.

1. Dyslexia-specific interventions, as defined in the [Rule 6A-6.053 F.A.C.](#), and of the State Board of Education, shall be provided to students who have the characteristics of dyslexia. The reading intervention programs must do all the following:
 - i. Provide explicit, direct instruction that is systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension as applicable.
 - ii. Provide daily targeted small group reading interventions based on student needs in phonological awareness, and phonics, including decoding and encoding, sight words, vocabulary, or comprehension.
 - iii. Be implemented during regular school hours.
2. A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan under paragraph (4)(b) is developed to identify the student as having a substantial reading deficiency and initiate intensive reading interventions.
3. A 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 TCCA, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment.

In addition, a school may not wait until an evaluation is conducted pursuant to s. 1003.57 F.S. is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.

A 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 school,

which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. 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.

1. A student with an individual education plan who has been retained and has demonstrated a substantial deficiency in early literacy skills must receive instruction in early literacy skills.
2. 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.
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. The parent of any student who exhibits a substantial deficiency in reading, as described in paragraph (a), must be immediately notified in writing of the following:
 - a. 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.
 - b. A description of the current services that are provided to the child.
 - c. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified areas of reading deficiency.
 - d. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
 - e. Strategies, including multisensory strategies and programming, through a [read-at-home plan](#) the parent can use in helping his or her child succeed in reading. The read-at-home plan must provide access to the resources compiled by the Department of Education.
 - f. 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 the parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
 - g. The school's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. TCCA 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 (typically, portfolio assessment begins to be collected in Quarter 3).
 - h. TCCA's specific criteria and policies for mid-year promotion: performing at or above grade level on the PM 1 or PM 2 reading and math assessments, portfolio assessments providing evidence that the student is proficient in the next grade level's standards taught during semester 1. Mid-year promotion means the promotion of a retained student at any time during the year of retention.
 - i. Information about the student's eligibility for the New Worlds Reading Initiative under [s. 1003.485, F.S.](#), the New Worlds Scholarship Accounts under [s. 1002.411, F.S.](#), and information on parent training modules and other reading engagement resources available through the initiative.

After initial notification, the school shall inform the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the intervention and support being implemented have not resulted in improvement. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or support and earlier implementation of the additional interventions or supports described in the initial notification.

Additionally, each school shall provide written notification to the parent of a student who is retained in grade 3 that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for good cause exemption. This notification must comply with the aforementioned notification for parents of a student with a substantial deficiency in reading or exhibits characteristics of dyslexia 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.

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 F.S.](#), 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 English Language Arts assessment required under [s. 1008.22 F.S.](#), for grade 3, the student must be retained. Students who score Level 1 on the grade 3 statewide standardized English Language Arts assessment during Progress Monitoring (PM) 3 will be provided an additional opportunity to test in the summer. A score of level 2 or above on the summer administration of the grade 3 statewide, standardized English Language Arts assessment can also be used for promotion purposes.

Elimination of Social Promotion

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Identification of Students with A Substantial Deficiency in Early Literacy Skills or a Substantial Deficiency in Reading

A kindergarten through grade 3 (K-3) student is identified as having a substantial deficiency in reading if any of the following criteria are met:

1. A student is identified as in need of Tier 3 interventions;
2. A student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension); and
 - a. For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the

- beginning, middle or end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#);
- b. For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- c. For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#) 3. A student in grade 3 scores Level 1 on the end of the year statewide, standardized English Language Arts (ELA) assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

5.1.11 Parental Notifications and Student Plans

The parent of any K-3 student who exhibits a substantial deficiency in reading or the characteristics of dyslexia pursuant to [s. 1008.25\(5\), F.S.](#), must be immediately notified of the student's deficiency and consulted in the development of a plan to address the deficiency, as described in [s. 1008.25\(4\)\(b\), F.S.](#) The required plan must be one of the following:

1. A federally required student plan, such as an Individual Educational Plan (IEP) or 504 Plan, if the IEP or 504 Plan addresses the student's reading deficiency;
2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the ELA and Mathematics assessments may be exempted from participation by the Head of School/designee; or
3. An individualized progress monitoring plan ("IPMP").

K-3 students identified with a substantial deficiency in reading must have an Individual Progress Monitoring Plan (IPMP) that is designed to address the student's specific reading deficiency. The IPMP must be developed within 45 days after the results of the coordinated screening and progress monitoring system become available. For reading, the IPMP shall include at a minimum:

1. The student's specific, identified reading deficiency.
2. Goals and benchmarks for student growth in reading.
3. A description of the specific measures that will be used to evaluate and monitor the student's reading progress.
4. 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 parents to support the student to make reading progress.
6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading development. K-3 students with qualifying disabilities covered by an IEP or 504 Plan are exempt from the requirement to have an IPMP, if the IEP or 504 Plan addresses the student's reading deficiency. If a student with a qualifying disability is covered by an IEP or 504 Plan ONLY, the above criteria should be documented in the IEP or 504 Plan along with all other required documentation.

5.1.12 Requirements for Promotion to Grade 4

Parents of third-grade students enrolled at TCCA receive a letter at the beginning of the year, outlining third-grade promotion criteria. Promotion decisions regarding third-grade students are made only after statewide, standardized PM 3 English Language Arts assessment scores are received.

The school board may only exempt students from mandatory retention for good cause.

Good Cause Exemptions are limited to the following:

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

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention grounded in the science of reading that include specialized diagnostic information and specific reading strategies to meet the needs of the student. The literacy coach 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. It is best practice for the school to update the parent at least monthly of the student's progress in response to the intensive reading instruction and intervention. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions and earlier implementation of the additional interventions or support described in the initial notification.

5.1.13 Alternative Assessments for Promotion to Grade 4

At TCCA, third-grade students who score Level 1 on the statewide FAST Reading Grade 3 assessment in PM 3, may still be promoted to fourth grade through a Good Cause Exemption. One path to promotion is by demonstrating an acceptable level of performance on a state-approved alternative standardized reading assessment.

Table 2

Approved Alternative Assessments Used by TCCA:		
Test	Qualifications for promotion	Administration Date
Stanford Achievement Test, 10th Edition (SAT 10 Form A) –	Students must score at or above the 45th percentile	May 17-21, 2027
Stanford Achievement Test, 10th Edition (SAT 10 Form H)	Students must score at or above the 45th percentile	Prior to August 6, 2027
Grade 3 FAST ELA Reading	Students must score a Level 2	July 15, 2025 (or sometime between July 13-24, 2026)

Students may take an approved alternative assessment **twice, with at least **30 days between test dates**, and each administration must use a **different test form**.*

5.1.14 Summer Reading Camp

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 grounded in the science of reading, in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school that places rigor and grade-level reading at the forefront. Third grade students participating in the school's summer reading camp must be provided with a highly effective teacher as determined by the teacher's performance evaluation under [s. 10012.34, F.S.](#), and the teacher must also be certified or endorsed in reading.

Services for Students Retained in Grade 3

Students retained in grade 3 must be provided with a highly effective teacher as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#), and the teacher must also be certified or endorsed in reading. These students must also be provided intensive interventions that are grounded in the science of reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions that are grounded in the science of reading must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction grounded in the science of reading, in phonemic awareness, phonics, fluency, vocabulary, and comprehension, and other strategies prescribed by the school;
2. Participation in the school's summer reading camp, which must incorporate the instructional and intervention strategies above that place rigor and grade-level learning at the forefront; and
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instruction and intervention strategies above. This instruction may include:
 - Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block;
 - Targeted small group instruction;
 - Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback;
 - More frequent progress monitoring of the reading skills of each student throughout the school year and the adjustment of instruction according to student need;
 - Tutoring or mentoring;
 - Extended school year; and
 - Before school or after school, or both, supplemental evidence-based reading interventions grounded in the science of reading delivered by a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under [s. 1012.34](#). The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instruction may include visual information and strategies that improve background knowledge and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.

5.1.15 Services for Students Promoted to Grade 4 with a Good Cause Exemption

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention grounded in the science of reading that includes 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 good cause exemption which research has shown to be successful in improving reading among students with reading difficulties. It is best practice for the school to update the parent at least monthly of

the student's progress in response to the intensive reading instruction and intervention (consider a simple [Intervention Progress Report](#) sent home every other week). Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions and earlier implementation of the additional interventions or support described in the initial notification.

5.1.16 Mathematics Deficiency

Under [Rule 6A-6.0533](#), a student is identified as having a substantial deficiency in mathematics if the following criteria are met for kindergarten through grade 4: If the student scores below the tenth (10th) percentile based upon screening, diagnostic assessments, progress monitoring, other classroom data, or statewide assessments pursuant to [s. 1008.25\(6\), F.S.](#) Any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments or teacher observation must:

1. Immediately following the identification of the mathematics deficiency, be provided systematic and explicit mathematics instruction to address his or her specific deficiencies through either:
 - a. Daily targeted small group mathematics intervention based on student needs; or
 - b. supplemental, evidence-based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or a trained tutor (if available).
2. The performance of a student receiving mathematics instruction under subparagraph 1. must be monitored and instruction must be adjusted based on the student's need.

The parent of a student who exhibits a substantial deficiency in mathematics must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in mathematics, 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 mathematics.
2. A description of the current services provided to the child
3. A description of the proposed interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency.
4. Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child succeed in mathematics, The [math home-based plan](#) must provide access to the resources identified.

After the initial notification, the school shall inform the parent at least monthly of the student's progress in response to the intensive interventions and support. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the intervention and supports already being implemented have not resulted in improvement (consider [intervention monthly progress report](#)).

5.1.17 Classwork Policy

At Treasure Coast Classical Academy ("TCCA"), classwork serves as an important measure of a scholar's independent understanding, application of skills, and mastery of instructional content. Classwork provides teachers with valuable information regarding a scholar's strengths, areas of need, work habits, and the effectiveness of instructional practices and interventions.

Classwork is intended to be completed during the instructional day under the guidance and supervision of the teacher. Unless otherwise approved by the teacher or administration due to an excused absence or extenuating circumstance, classwork shall not be sent home for completion.

The completion of classwork at school allows instructional staff to:

- Assess a scholar's independent performance;
- Monitor progress toward mastery of grade-level standards;
- Identify areas requiring remediation or enrichment;
- Determine the need for additional interventions or supports;
- Inform instructional planning and differentiation; and
- Provide timely feedback to scholars.

Parents and guardians play an important role in supporting their scholar's education; however, classwork is intended to reflect the scholar's own abilities and performance within the classroom setting. Completing classwork outside of the instructional environment may impede the school's ability to accurately assess a scholar's academic needs and determine appropriate instructional supports.

Teachers are encouraged to provide reasonable accommodations as required by a scholar's Individualized Education Program (IEP), Section 504 Plan, English Language Learner (ELL) Plan, or other applicable educational plan.

Exceptions to this policy may be made for excused absences, extended illnesses, approved educational activities, or other circumstances approved by the teacher or administration.

Treasure Coast Classical Academy is committed to maintaining high academic expectations while ensuring that instructional decisions are informed by accurate and meaningful measures of scholar performance.

5.1.18 Homework Policy

At Treasure Coast Classical Academy ("TCCA"), homework serves as an extension of classroom instruction and is an important component of a classical education. Homework provides scholars with opportunities to reinforce concepts learned during the instructional day while developing the virtues of diligence, perseverance, responsibility, self-discipline, and intellectual curiosity.

Homework is intended to:

- Reinforce and extend classroom learning;
- Promote mastery of foundational knowledge and skills;
- Develop organizational and study habits;
- Encourage independent learning and time management;
- Foster a love of reading and engagement with meaningful texts; and
- Prepare scholars for the increased rigor of advanced coursework.

Homework shall be purposeful, age-appropriate, and aligned to instructional objectives.

Homework shall not be assigned solely for the purpose of assigning work, nor shall it be used as punishment.

5.1.19 Teacher Responsibilities

Teachers are responsible for:

1. Assigning meaningful homework that supports classroom instruction.
2. Ensuring homework is appropriate in length, rigor, and frequency for the scholar's grade level.
3. Communicating homework expectations clearly to students and families.
4. Posting assignments in accordance with school expectations.
5. Providing reasonable timelines for long-term assignments and projects.
6. Reviewing homework for completion, understanding, and instructional relevance.
7. Collaborating with colleagues, when appropriate, to avoid overburdening scholars with excessive assignments.
8. Maintaining updated gradebooks and communicating concerns to parents in a timely manner.

5.1.20 Student Responsibilities

Students are responsible for:

1. Recording assignments accurately in their planner.
2. Completing homework to the best of their ability.
3. Submitting assignments by the established due date.
4. Bringing necessary materials home and returning completed work to school.
5. Seeking assistance from teachers when clarification or support is needed.
6. Developing effective study habits and practicing good time management.
7. Taking ownership of their learning and academic progress.

5.1.21 Parent/Guardian Responsibilities

Parents and guardians are encouraged to:

1. Provide a quiet and consistent environment for homework completion.
2. Establish routines that support successful study habits.
3. Review student planners and communications from the school.
4. Encourage independence while providing appropriate support.

5. Communicate with teachers if homework concerns arise.
6. Reinforce the importance of diligence, perseverance, and academic responsibility.

Parents are not expected to complete assignments on behalf of their scholar. Homework should reflect the student's independent understanding and effort.

5.1.22 Homework Expectations

Homework shall be assigned thoughtfully and intentionally to support mastery of content while maintaining an appropriate balance between academics, extracurricular activities, family commitments, and rest.

The following expectations are intended to serve as general guidelines:

Grade Level	Homework Expectations
Kindergarten-Grade 2	Limited homework focused primarily on reading and foundational skill practice. No more than two to three assignments per week, excluding nightly reading.
Grades 3-5	Homework may be assigned to reinforce instruction and should generally average three to four assignments per week, excluding long-term projects and reading assignments.
Grades 6-8	Homework may be assigned as needed to reinforce instruction. Students should not expect homework from every class each evening.
Grades 9-12	Homework may be assigned regularly, particularly in honors, Advanced Placement, and dual enrollment courses, as appropriate to course expectations.

The following approximate homework times are recommended:

Grade Level	Approximate Daily Homework Time
Kindergarten	Up to 10 minutes, plus family reading
Grade 1	10-20 minutes
Grade 2	20-30 minutes

Grade 3	30-40 minutes
Grade 4	40-50 minutes
Grade 5	50-60 minutes
Grades 6-8	60-90 minutes
Grades 9-12	90-120 minutes*

*Families should recognize that honors, Advanced Placement, and dual enrollment coursework may require additional time outside of the instructional day due to the increased rigor and expectations associated with these courses.

Independent reading is encouraged at all grade levels and may be assigned in addition to the expectations outlined above.

5.1.23 Homework Grading

Homework is intended to encourage practice, reinforce instruction, and cultivate positive study habits rather than serve as a primary indicator of academic achievement. Accordingly, homework shall constitute no more than ten percent (10%) of a scholar's overall course grade at any grade level.

Teachers shall utilize a variety of assessment methods, including classwork, quizzes, tests, projects, presentations, discussions, and other demonstrations of mastery when determining a student's overall grade.

5.1.24 Posting of Homework

Teachers shall communicate assignments in a timely manner and maintain updated gradebooks in accordance with school expectations. Long-term projects and major assignments should be communicated sufficiently in advance to allow scholars to plan appropriately.

5.1.25 Late Homework

Students are expected to submit homework assignments by the established due dates. Teachers may establish reasonable procedures for accepting late work consistent with school policy. Extenuating circumstances may be considered on a case-by-case basis by the teacher and administration.

5.1.26 Academic Integrity

All homework submitted must represent the scholar's own work. Academic dishonesty, including plagiarism, copying another student's work, or the unauthorized use of artificial intelligence or

other resources, is prohibited and may result in academic and disciplinary consequences in accordance with the TCCA Code of Conduct.

Treasure Coast Classical Academy is committed to maintaining high academic expectations while promoting the healthy development of the whole child. Homework practices shall reflect the school's mission to cultivate wisdom, virtue, and a lifelong love of learning.

6 Middle School Student Progression

Guidelines for Grades 6 to 8

6.1 Middle School Promotion Requirements

In accordance with [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:

1. Three (3) middle school or higher courses in English Language Arts (ELA), emphasizing literature, composition, and complex text.
2. 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.

To earn high school credit for Algebra 1, a middle school student must pass the course and take the Algebra 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. 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. All students must pass the Algebra 1 EOC or receive a comparative score on an approved assessment to graduate from high school (might be repealed). Students who take the Algebra 1 EOC are not required to take the corresponding grade-level mathematics statewide assessment.

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 statewide assessment.

3. Three (3) middle school courses in science.
4. Three (3) middle school or higher courses in social studies, one semester of which must include the study of State, Federal, and Civics education.
 - a. 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.
- b. 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.
 - c. 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.
1. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8 unless otherwise exempted through the waiver process.
 2. All students in Grades 6-8 must be scheduled for a full school day.
 3. For a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete, among other requirements, one course in career and education planning. The course assists students in determining educational and career options and goals.
 - a. In addition, the course 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; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report;
 - b. 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;
 - c. 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.
 4. Students will receive a letter grade for each quarter. For non-EOC courses, semester grades will be awarded by averaging the prior 2 quarters. EOC courses will award a full-year grade using the 35% Semester 1, 35% Semester 2, and 30% EOC format outlined in this plan.
 5. Students completing grade 8 will be promoted to grade 9 following successful completion of the above requirements. A student will be retained in grade 8 if the student has not completed the above requirements.

6.1.1 Promotion to Grade 7 and/or Grade 8

If a student fails one core course, the student must be promoted. The student must pass the failed course in a credit recovery program during the summer or the next school year.

If a student fails two core courses, the student may be promoted. The student must pass the failed courses in a recovery program during the summer or during the following school year. If the student qualifies for intensive reading or math class, the student may be retained.

If a student fails three core courses, the student will be retained at the same grade level or will be promoted and provided a feasible plan for the student to recover the failed courses in a credit recovery program during the summer and during the following school year (see [Credit Recovery Form](#)).

If a student fails more than three core courses, the student will be retained. A retained student should not repeat a course he/she has already passed. The student may enroll in the next sequential course.

Promotion in extraordinary circumstances: The Head of School may promote a student based upon an extraordinary circumstance that impacted the student's performance. The student is still required to recover failed courses. In addition, the following options may be used as alternate documentation of successful completion of required courses:

1. Student has completed the course through a summer or tutorial program.
2. Student is a transfer student demonstrating mastery as outlined in [Rule 6A-1.09941, F.A.C.](#) State Uniform Transfer of Students in Middle Grades and High School.
3. Student has documented mastery of course requirements by receiving a passing grade on a final exam, semester exam, or an end-of-course exit exam.
4. Student receives a level 3 on a statewide assessment.
5. With prior approval of the Head of School, mastery of course standards are substantiated by written documentation from a Florida-certified teacher (certified in the applicable subject area).

If a middle-grade student scores Level 1 or Level 2 on a statewide, standardized ELA statewide, standardized assessment, the student may enroll in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery. TCCA will provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students performing below grade level. TCCA will continue to make decisions that are in the best interest of each student with regard to course enrollment and instructional support.

[s. 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.

6.1.2 Grading and Promotion

In order to ensure middle school students are effectively prepared to successfully matriculate to high school with the additional rigor of maintaining a 2.0 GPA for graduation purposes, students in middle school must earn at minimum the letter grade of a D first semester and the letter grade of a D second semester for all non EOC courses. EOC courses will continue to be graded as follows:

Semester 1 – 35%, Semester 2 – 35%, and End-of-Course Exam – 30%. A minimum final score of 60% is required to earn credit.

6.1.3 Course Changes

Students in middle school wanting to change from a high school credit course to a non-high school credit course must make the change by the end of Quarter 1.

6.1.4 Middle School Grading

In accordance with [s. 1003.33, F.S.](#), each school board shall establish and publish policies requiring the content and regular issuance of student report cards for all elementary school, middle school, and high school students. These report cards must clearly depict and grade:

1. 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.
2. The student's conduct and behavior.
3. The student's attendance, including absences and tardiness.
4. 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.

Middle School Grading System		
A	90% - 100%	Outstanding progress
B	80% - 89%	Above average progress
C	70% - 79%	Average progress
D	60% - 69%	Lowest acceptable progress
F	0 - 59%	Failure to meet standards *Requires credit recovery for promotion

Progress reports and report cards, reflecting student performance in ELA, science, mathematics, and other subjects studied, can be retrieved through the FOCUS portal. These reports will be made available to students and parents following each 9-week grading period. The specific dates for

accessing the reports are listed on the school calendar. Writing proficiency is included as part of the ELA grade for students in grades 6–12.

6.1.5 Middle School Grading Policies

1. Each classroom teacher is assigned the initial and primary authority and responsibility to maintain attendance records and to assess the academic performance of each student enrolled in the teacher's class.
2. 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, and directly correlate to course standards.
3. Secondary grades are entered into the gradebook as a percentage out of 100; hence, final grades shall not be greater than 100%.
4. Daily grades will be based on current Florida grade-level and curriculum standards, with a minimum of one-two grades per week and grades should be balanced among the grading categories over the course of the nine weeks/semester.
5. The assistant principal(s) or designee shall conduct periodic reviews of grade books to ensure equity in grading procedures.
6. Students will be provided with an opportunity to improve grades by allowing resubmission of assignments, tests, projects, etc. using the highest grade earned (see Grade Repair and Remediation).
7. When a student's grade drops below a C, the teacher shall communicate such information to the student and contact the student's parent(s)/legal guardian(s). Student grades may be changed after the issuance of report cards under limited circumstances. The teacher can request a grade change and offer a justification for the change, or the assistant principal can change a student's grade without input from the teacher but only with written approval from the assistant principal. Report Cards/Progress Reports are issued quarterly in accordance with TCCA's Academic Calendar, which is made available to parents on the website.

6.1.6 TCCA Grade 6-8 Grading Template

1. Test and Major Assessments -40%
2. Quizzes and Other Assessments - 30%
3. Daily Activities - 20%
4. d) Homework - 10%

Grades are entered into the gradebook as a percentage out of 100%.

6.1.7 Gradebooks

The required [number of grades per quarter and per category](#) entered into the grade book via the Student Information System:

1. At least one-two grades per week in any category
2. At least one test grade and two quiz grades before interim progress reports
3. No fewer than two-three grades per category by the end of the quarter
4. Category grades should be equitably distributed across the grading period

6.1.8 Grade Repair and Remediation

Teachers will provide various opportunities for students to repair their grades accompanied by remediation. This process will enable students to show they have mastered the standards as prescribed. Students who are at risk for failing the course will be provided remediation and an opportunity to resubmit work without grade penalty until the end of the quarter (see [D/F Protocol](#) recommendations).

6.1.9 Classwork Policy

Classwork expectations for all scholars in grades K-12 are governed by the TCCA Classwork Policy contained within the Elementary School section of this Student Progression Plan. See the TCCA Classwork Policy for full details regarding classwork expectations, teacher, student, and parent responsibilities, independent demonstrations of mastery, accommodations, and exceptions to the policy.

6.1.10 Homework Policy

Homework expectations for all scholars in grades K-12 are governed by the TCCA Homework Policy contained within the Elementary School section of this Student Progression Plan. See the TCCA Homework Policy for full details regarding homework expectations, teacher, student, and parent responsibilities, approximate homework time guidelines, homework grading, posting of assignments, late work, and academic integrity. Families should recognize that honors, Advanced Placement, and dual enrollment coursework may require additional time outside of the instructional day due to the increased rigor and expectations associated with these courses.

6.1.11 Academic Recognition

Classical Academy recognizes scholars who demonstrate exceptional academic achievement through the following distinctions:

- Laurel of Excellence – Awarded to scholars earning a cumulative grade point average of 4.0.
- Laurel of Scholarship – Awarded to scholars earning a cumulative grade point average between 3.0 and 3.99.

Scholars receiving either distinction shall be recognized by the school and may receive a certificate or other form of recognition as determined by the administration.

6.1.12 No Academic Exemptions Based on Student Attendance

In accordance with [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.

6.1.13 Course Placement

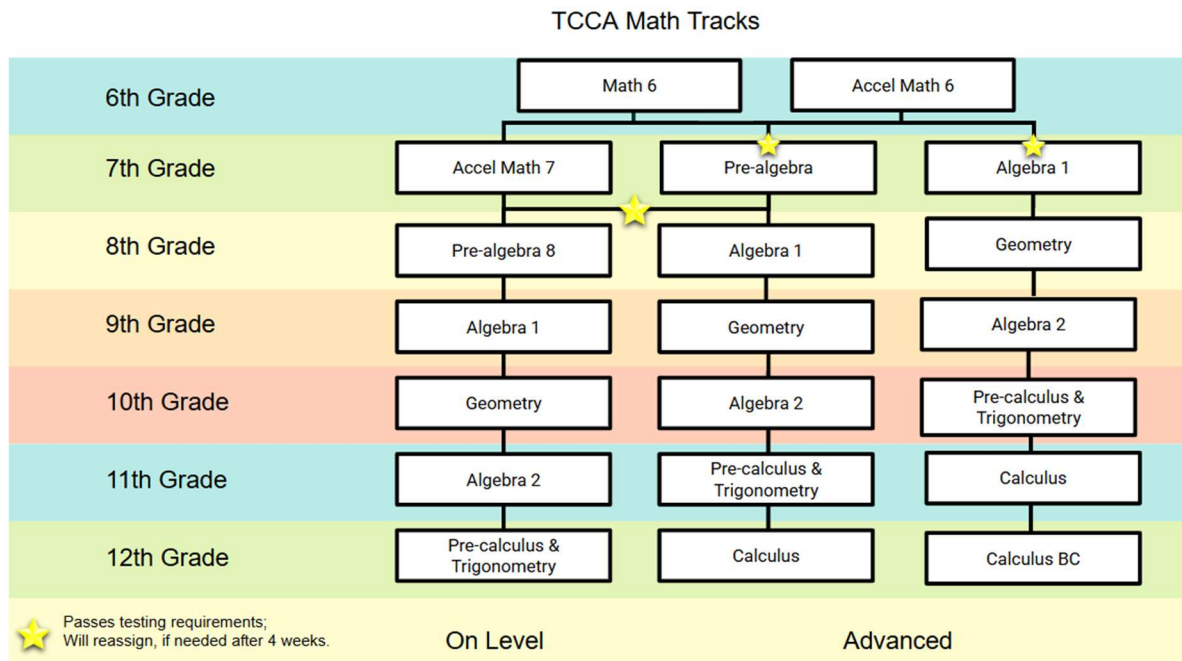
Requests for advanced courses will be considered based on a review by the Upper School academic team. This review includes, but is not limited to, teacher recommendations, assessment results, and the final grade in the relevant prerequisite course. Advanced placement options currently offered in Middle School include Algebra 1, Geometry, Latin 1, and Concert Choir.

Students who wish to complete four high school credits in 8th grade to qualify for Dual Enrollment in 9th grade—and are seeking options beyond the four courses offered at TCCA—may be approved to take additional courses through FLVS, pending review by the Upper School academic team.

Below are additional high school credit courses available for 8th-grade students, subject to approval by the Upper School academic team:

1. Digital Information Technology (DIT)
2. Earth Science (Honors or Regular)
3. Elective Options:
 - a. Critical Thinking and Study Skills
 - b. Peer Counseling 1
 - c. Creative Photography
 - d. Career Research and Decision Making (0.5 credit)
 - e. Personal and Family Finance (0.5 credit)

6.1.14 TCCA Math Placement Opportunities



Procedure for Identifying Math Placement
1. After the 5th Grade FAST PM 3 Math scores are available, the Math Coach and/or administration will identify scholars who have an above grade-level F.A.S.T. PM 3 Mathematics score, exemplary semester grades in the previous year's math course, and/or teacher recommendation. Scholars who meet those criteria will be placed in an accelerated 6th grade math course. 2. After the 6th/7th Grade FAST PM 3 Math scores are available, the Math Coach and/or administration will identify 6th/7th grade scholars who meet at least 2 of the 5 criteria for the advanced math track. The criteria are: a. Level 4 or 5 FAST Math b. Semester grades=A c. Math teacher recommendation d. Alternative assessment that proves algebra readiness
3. The Math coach will notify parents of the opportunity to take the Algebra readiness test during school hours.
4. The Math coach will schedule a date/time to administer the Algebra readiness test in the cafeteria.
5. 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.

6.1.15 Middle-School Courses for High-School Credit

Scholars who, while in middle school, successfully complete Algebra I, Geometry, Concert Choir, Latin 1, and/or Latin 2 may count that course as high-school credit.

TCCA Electronic Personal Education Plan

While the scholars are in eighth grade, the TCCA administration and/or designee will meet with scholars 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 scholars' academic course work. There will be multiple elective alternative selections in the event that the student's first preference is not available.

1. The initial four-year plan is developed in detail in the eighth grade.
2. Students will be given a copy of their plan so parents can review the plan and send comments, questions, and/or concerns to administration
3. The four-year plan will be updated every year through conferences scheduled by the guidance counselor throughout the high school years.

7 High School Student Progression Plan

7.1 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 that contains board-approved student performance standards. One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements.

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's Student Progression Plan. This clarification includes awarding credit for courses taken via alternate methods (e.g. online, credit recovery).

The State Board of Education shall determine the number of postsecondary credit hours and/or earned through dual enrollment that satisfies the requirements of the school's inter-institutional articulation agreement according to s. [1003.235, F.S.](#), and that equals one full credit of the equivalent high school course identified in [s. 1007.271\(6\), F.S.](#)

The hourly requirements for one-half credit are one-half of the requirements specified in [s. 1003.436\(1\)\(a\), 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 taking 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.](#)

7.1.1 State Uniform Transfer of Students in Middle Grades and High School

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. The procedures relating to the acceptance of transfer work and courses for students in middle grades 6, 7, and 8 from a private school, a home education program, a personalized education program, out of state or out of country shall be as follows:
2. 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 or personalized education program student, successful completion of courses shall be validated through performance during the first grading period as outlined in paragraph (1)(b) of this rule.

3. 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 paragraph (1)(c) of this rule.
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 student progression plan shall be used for validation purposes as determined by the teacher, assistant principal, Head of School, and parent:
 - a. Portfolio evaluation by the Head of School/designee 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 a statewide, standardized assessment, or
 - e. Written review of the criteria utilized for a given subject provided by the former school.

The procedures relating to the acceptance of transfer work and credits for students in high school from a private school, a home education program, a personalized education program, out of state or out of country shall be as follows:

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 or personalized education program student, credits shall be validated through performance during the first grading period. Assessment requirements for transfer students under [s. 1003.4282, F.S.](#), must be satisfied, except as provided in [s. 1003.433, F.S.](#)
2. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.
3. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, assistant principal, Head of School, and parent:
 - a. Portfolio evaluation by the Head of School or designee,
 - b. Written recommendation by a Florida certified teacher selected by the parent and approved by the Head of School,
 - c. Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools,
 - d. Satisfactory performance on nationally normed standardized subject area assessments,
 - e. Satisfactory performance on a statewide, standardized assessment, or
 - 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 the Alternate Validation Procedure assessments demonstrating proficiencies on nationally normed standardized subject area assessments or demonstrating proficiencies on a statewide, standardized assessment.

7.1.2 Additional Transfer of Credit Information

If a transfer 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 by the Florida Department of Education or passed an out-of-state Algebra assessment. If a student transfers into a Florida high school from out of the 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 pass the Algebra 1 EOC or have earned a comparative score.

If a transfer student's transcript shows a final course grade and course credit in Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade. Students seeking Scholar Designation must pass the applicable Florida EOCs in accordance with [s. 1003.4285 F.S.](#)

In order to receive a diploma from TCCA, a Home Education student transferring into TCCA must be enrolled during their last academic year prior to graduation and must have a course schedule containing all remaining graduation requirements. All graduation requirements must be met in order for the student to receive a diploma.

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 2 of a graduating class shall be permitted for a transferring Home Education student with less than a minimum of two years (14 credits) earned at TCCA.

Credits will be accepted from a virtual instruction program.

7.1.3 Responsibilities Related to Foreign Transcript Review and Credit Alignment

TCCA will follow the process for enrolling ELLs, which includes the home language survey, a records review process, and multiple indicators for identification, that must include an initial placement assessment (IPT) to determine appropriate placement. Therefore, a school site must follow the process of academic records review which may include credit transfers, credit equivalency, translations, appropriate grade placement, and program service identification.

High School Counselor - The Upper School Counselor is responsible for evaluating foreign transcripts and using the [International Curriculum Frameworks](#) with the current course requirements to determine credit reciprocity.

7.1.4 Credit Requirements

1. The requirements of the 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.
2. 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 statewide standardized assessment for ELA, required in [s. 1008.22\(3\), F.S.](#), or an alternate assessment as described in [s. 1008.22\(10\), F.S.](#)
3. In-county or out-of-county students must attend TCCA for the last two semesters to be placed in class rank. Transfer students not meeting the requirements for ranking may be given an approximate rank.
4. In awarding credit for high school graduation, TCCA maintains 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 EOC exam that require passing the exam to earn credit.
5. All students in Grades 9–12 must be scheduled for a full school day; this may include courses taken on campus, through dual enrollment, or through an approved virtual option. The only exception to full-day enrollment is for seniors who qualify for Senior Privilege.
6. Senior privilege is offered at the discretion of the Head of School/designee. To qualify for senior privilege, the following criteria must be met and maintained:
 - a. Must have a 3.0 GPA
 - b. Passed state graduation assessments
 - c. Earned college credit or be enrolled in related course

Each course offered for credit in grades 9-12 must be in the [TCCA Upper School Course Catalogue](#) and have a State-Adopted Curriculum Framework (course descriptors). Additionally, student performance standards that relate directly to the intended outcomes specified in the curriculum frameworks (course descriptions) must be adopted by the Board. Any credit awarded must be based upon mastery of the performance standards in accordance with the school's grading system, per Table 4.

Table 4

TCCA High School Grading System			
Letter Grade	Grade Point Percent	Grade Point Value (Quality Point Value)	Definition
A	90% - 100%	4	outstanding progress; credit earned in high school courses
B	80% - 89%	3	above average progress; credit earned in high school courses
C	70% - 79%	2	average progress; credit earned in high school courses
D	60% - 69%	1	lowest acceptable progress; credit earned in high school courses
F	0 - 59%	0	failure; no credit earned
I	incomplete	0	incomplete; no grade; no credit earned**
P	pass	0	pass; credit earned
W	withdraw	0	no grade; no credit earned

TCCA provides progress reports/report cards reflecting a student's performance in English Language Arts (ELA), science, and mathematics as well as other subjects studied and will be made available to students and parents following each 9-week grading period for students in grades 6 to 12. Writing proficiency is incorporated in the student grade for ELA in grades 6 to 12.

7.1.5 High School Withdrawal

7.1.5.1 *Withdrawal Prior to the Last Two Weeks of the Semester*

Except as provided by [s. 1003.4295\(3\), F.S.](#), students who leave school prior to the last two weeks of any semester will not be awarded credit unless they enroll in another school and complete the

course requirements including examinations, if applicable. Yet, pursuant to [s. 1003.4295\(3\), F.S.](#), students enrolled in courses with an EOC Assessment who meet satisfactory performance or earn a Level 3 or higher on the assessment may earn course credit through the Credit Acceleration Program (“CAP”). The Head of School or designees are authorized to make arrangements for the administration of any tests, as appropriate.

7.1.6 Intensive Reading and Foundational Skills in Mathematics Options

Each year a student scores Level 1 or Level 2 on the state PM 3 ELA and/or Mathematics assessment, the student may receive remediation the following year. TCCA will continue to make decisions that are in the best interest of each student with regard to course enrollment and instructional support.

7.1.7 High School Grading

Pursuant to [s. 1003.33, F.S.](#), each school shall establish and publish policies requiring the content and regular issuance of student report cards for all elementary school, middle school, and high school students. These report cards must clearly depict and grade:

1. 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.
2. The student’s conduct and behavior.
3. The student’s attendance, including absences and tardiness.
4. 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.

7.1.8 High School Grading Policies

1. Each classroom teacher is assigned the initial and primary authority and responsibility to maintain attendance records and to assess the academic performance of each student enrolled in the teacher’s class.
2. 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, and directly correlate to course standards.
3. Secondary grades are entered into the gradebook as a percentage out of 100
4. Daily grades will be based on current Florida grade-level standards, with a minimum of one-two grades per week and grades should be balanced among the grading categories over the course of the nine weeks/semester.
5. The assistant principal or designee shall conduct periodic reviews of grade books to ensure equity in grading procedures.
6. Students with a D or F will be provided with an opportunity to improve grades by allowing resubmission of assignments, tests, projects, etc. ([see D or F Procedure Chart](#))
7. When a student’s grade drops below a C, the teacher shall communicate such information to the student and contact the student’s parent(s)/guardian(s). Student grades may be changed after the issuance of report cards under limited circumstances. The teacher can

request a grade change and offer a justification for the change, or the assistant principal can change a student's grade without input from the teacher but only with written approval from the assistant principal. Report Cards/Progress Reports are issued quarterly in accordance with TCCA's Academic Calendar, which is made available to parents on the website.

7.1.9 TCCA Grade 9-12 Grading Template

1. Test and Major Assessments – 40%
2. Quizzes and Other Assessments – 30%
3. Daily Activities – 20%
4. Homework - 10%

**Grades are entered into the gradebook as a percentage out of 100%.*

7.1.10 Gradebooks

The required number of grades per quarter and per category are entered into the grade book via the Student Information System. See the [Upper School Gradebook Guidelines](#) for more information.

7.1.11 Grade Repair and Remediation

Teachers will provide various opportunities for students to repair their grades accompanied by remediation. This process will provide students the ability to show they have mastered the standards as prescribed. Students who are at risk for failing the course will be provided remediation and may be given an opportunity to resubmit work until the end of the quarter.

7.1.12 Classwork Policy

Classwork expectations for all scholars in grades K-12 are governed by the TCCA Classwork Policy contained within the Elementary School section of this Student Progression Plan. See the TCCA Classwork Policy for full details regarding classwork expectations, teacher, student, and parent responsibilities, independent demonstrations of mastery, accommodations, and exceptions to the policy.

7.1.13 Homework Policy

Homework expectations for all scholars in grades K-12 are governed by the TCCA Homework Policy contained within the Elementary School section of this Student Progression Plan. See the TCCA Homework Policy for full details regarding homework expectations, teacher, student, and parent responsibilities, approximate homework time guidelines, homework grading, posting of assignments, late work, and academic integrity. Families should recognize that honors, Advanced Placement, and dual enrollment coursework may require additional time outside of the instructional day due to the increased rigor and expectations associated with these courses.

7.1.14 Academic Recognition

Classical Academy recognizes scholars who demonstrate exceptional academic achievement through the following distinctions:

- Laurel of Excellence – Awarded to scholars earning a cumulative grade point average of 4.0.
- Laurel of Scholarship – Awarded to scholars earning a cumulative grade point average between 3.0 and 3.99.

Scholars receiving either distinction shall be recognized by the school and may receive a certificate or other form of recognition as determined by the administration.

7.1.15 No Academic Exemptions Based on Student Attendance

[Per 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.

7.1.16 Semester Assessments

Pursuant to [s. 1008.22, F.S.](#), 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. [Florida Statute 1008.22](#) requires that the EOC assessment results make up 30 percent of all students' final course grades for the following courses:

a) Algebra 1, Biology 1, Civics, Geometry, and U.S. History

Students must earn a passing grade in a course with the 30 percent calculation applied in order to earn high school credit. For courses with an EOC, the student grade shall be for the full credit and based on 35% of the first half of the course, 35% of the second half of the course, and 30% of the EOC. The final course grade shall be obtained by averaging using quality points at the weights previously mentioned. The EOC shall be factored in as Achievement Level 4 or 5 = 4.0 (Grade of A), Achievement Level 3 = 3.0 (Grade of B), and Achievement Level 1 or 2 = 1.0 (Grade of D). Should the student take the EOC in the future, the course grade shall be recalculated with the actual EOC score factored into the final grade. Assessments (e.g. project, traditional test) in these courses and all other high school courses may assess the last units of instruction to determine mastery of standards taught after the EOC.

7.1.17 Grade Forgiveness

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 a case, the school’s 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 a School Board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

7.1.18 Course Auditing

TCCA does not permit course audits. Only courses that qualify for grade forgiveness under state guidelines may be retaken for credit.

7.1.19 Grade Averaging

Pursuant to [s. 1003.436 \(2\), F.S.](#), in awarding credit for high school graduation, the school board shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive 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 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.

7.1.20 High School Courses Taken in High School

In accordance with [s. 1003.4282\(5\), F.S.](#), the following s. addresses when courses can be forgiven: Students may repeat a course taken in Grades 9-12 for forgiveness if a grade of “F” or “D” (“D” on a space-available basis) is earned in a course.

1. A course may be forgiven only if a student receives a grade of “C” or higher on a subsequent attempt. However, a subsequent transfer grade of “P” (passing) may be used to forgive a “D” or “F” earned previously in the same course.
2. A required course may be forgiven by the same or a comparable course taken subsequently. A regular level course may be used to forgive the same course at the honors,

- AP, or dual enrollment level, earning regular level weight. A lower level of the same course is considered comparable because the benchmarks and/or course objectives are similar.
3. A required course may be forgiven by a Dual Enrollment course of the same subject area and topic. This is considered a comparable course, with the Dual Enrollment weight.
 4. A non-specific course requirement may be forgiven by another course within the same subject area. For example, Physics may be forgiven by Astronomy.
 5. An elective course may be forgiven by another course taken subsequently. Any course that is not being used to fulfill a subject area requirement is considered an elective for forgiveness purposes. When using a different course to forgive an elective, that course does not have to be taken during the same semester. Examples: A second semester "F" in Latin may be forgiven by a subsequent first semester "C" in Art. An "F" in The Floridian (semester-long course) taken in the first semester may be forgiven by a "C" in Marine Biology (semester-long course) taken in the second semester. An "F" second semester in Intensive Reading (a yearlong course) may be forgiven by a "C" in Introduction to Moral Philosophy (a semester course) taken either semester.
 6. Students earning a grade of "D" on the repeat effort earn credit for that course; however, the initial failing grade is not forgiven.
 7. In all cases of grade forgiveness, only the new grade of "C" or higher, shall be used in the calculation of the student's grade point average. Any course grade not replaced, according to a school board forgiveness policy, shall be included in the calculation of the cumulative Grade Point Average (GPA) required for graduation.
 8. In all cases where courses are forgiven under the provisions above, the initial "F" or "D" grade(s) will remain as part of the academic history.

Students should be advised that many universities calculate GPAs based on all courses attempted. Seniors behind the cohort or in need of grade forgiveness may take Grade Forgiveness Courses through FLVS. These seniors can take courses for original credit. Grade Forgiveness courses should not be used for acceleration. If the student's final average, with the EOC Assessment as 30 percent, results in a course grade of "D" or "F", the options for the student include one of the following: taking a credit recovery version of the course (CR) or retaking the course through a virtual program. If taking a credit recovery version of the course or retaking the entire course through a virtual program, results in a final course average of "C" or above, then this grade will replace the "D" or "F". If it does not result in a "C" or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student's GPA. Any course not replaced according to a school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation per [S. 1003.4282\(4\), F.S.](#)

7.1.21 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.

The Senior Thesis serves as the culminating academic experience for Treasure Coast Classical Academy scholars and reflects the school's commitment to classical education, scholarly inquiry,

and effective communication. Successful completion of the Senior Thesis is an expectation for all graduating seniors unless otherwise provided through an approved educational plan or other applicable accommodation.

Each senior scholar is expected to:

- Complete a school-approved research project on an approved topic.
- Conduct scholarly research using credible primary and secondary sources.
- Produce a formal written thesis that demonstrates critical thinking, organization, and effective written communication.
- Adhere to all academic integrity expectations, including proper documentation and citation of sources.
- Present and defend the thesis before a faculty review panel or other school-designated audience.
- Demonstrate mastery of research, analysis, rhetoric, and oral presentation skills.

Evaluation of the Senior Thesis

The Senior Thesis shall be evaluated using a school-approved scoring rubric. Evaluation criteria may include, but are not limited to:

- Quality and depth of research
- Critical thinking and analysis
- Organization and development of ideas
- Written communication and grammar
- Proper documentation and citation of sources
- Oral presentation and professional demeanor
- Ability to respond thoughtfully to questions from the review panel
- Adherence to project timelines and submission requirements

Additional procedures, timelines, and scoring criteria may be established through administrative guidelines and the Senior Thesis Handbook.

Senior Capstone (Administrative Approval Required)

The Senior Thesis is the expected culminating academic experience for all Treasure Coast Classical Academy scholars. In limited circumstances, a scholar may be approved to complete a Senior Capstone Project in lieu of the Senior Thesis. Approval for a Capstone Project is granted on a case-by-case basis by school administration and is intended for scholars whose postsecondary goals, demonstrated talents, or individualized circumstances would be better served through an applied, project-based experience.

A Senior Capstone Project is a rigorous and comprehensive undertaking that allows scholars to demonstrate mastery of academic content, leadership, and practical application of skills acquired

throughout their educational experience. Capstone projects must maintain the same high standards of scholarship, professionalism, and presentation expected of the Senior Thesis.

Examples of approved Capstone Projects may include, but are not limited to:

- Scientific research or engineering projects;
- Robotics or technology design projects;
- Entrepreneurship or business development initiatives;
- Fine arts performances, exhibitions, or portfolios;
- Community service or civic engagement projects;
- Leadership or mentorship initiatives;
- Internships, apprenticeships, or career-focused experiences; or
- Development of original programs, curricula, or products.

All Capstone Projects must include:

- Administrative approval prior to initiation;
- Assignment of a faculty mentor;
- A written project proposal outlining objectives, timelines, and expected outcomes;
- Documentation of research and project development;
- A reflective component demonstrating personal growth and learning;
- A culminating portfolio or project artifact; and
- A formal presentation and oral defense before a review panel.

Completion of a Senior Capstone Project shall satisfy the Senior Thesis graduation requirement only upon successful fulfillment of all approved project components and final approval by school administration.

ACCEL Diploma Option

TCCA is committed to delivering a complete classical education rooted in the K-12 Classical Curriculum. While [s. 1003.4282 F.S.](#) provides students the option to earn a standard 18-credit ACCEL diploma, TCCA expects students to complete the full course of study outlined in the Hillsdale high school program, which exceeds the minimum ACCEL diploma requirements.

Therefore, students who express interest in the ACCEL diploma pathway must:

1. Submit a formal request and graduation plan to the school administration team;
2. Receive academic and college advising to ensure long-term postsecondary success;
3. Obtain approval from the Head of School or designee.

While Florida law provides pathways such as the Credit Acceleration Program (CAP) and the 18-credit ACCEL diploma for early graduation, Treasure Coast Classical Academy (TCCA) requires all students to complete the full course of study outlined in the K-12 Classical Curriculum.

Students may be permitted to graduate early only if they have completed all core and elective courses required by TCCA's classical program and demonstrated academic readiness. Approval for early graduation must be obtained from the Head of School and/or Upper School Assistant Principal and will be granted only in exceptional cases.

7.1.22 TCCA Graduation Requirements

Graduation is the completion of all the requirements to receive a high school diploma. [S. 1003.4282 F.S.](#) mandates the 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, credit recovery, and study hall classes. Identification of students in need of such assistance is the primary responsibility of TCCA's Upper School Counselor and Upper School Assistant Principal. Additionally, the school counselor has the responsibility for identifying students in grades 9-12 who will not obtain the unweighted 2.0 GPA.

TCCA will identify those students at each grade level in grades 9 through 12 who have attained a cumulative unweighted grade point average at or below 2.25. In such cases, appropriate interventions will be offered to these students.

In addition to satisfying all applicable state graduation requirements, TCCA scholars are expected to successfully complete the school's Senior Thesis capstone experience in accordance with school-established procedures and evaluation criteria.

7.1.23 TCCA Class Ranking

The purposes of class rank are:

1. To provide colleges and universities with the requested rank-in-class information.
2. To provide scholarship committees with the requested rank-in-class information.
3. To determine which students will be recognized as Summa Cum Laude; Magna Cum Laude; Cum Laude
 - a. 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.
 - b. 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.
 - c. 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.

Class rank is computed via a weighted quality point system. The points are generated based on both the grade earned and the instructional level difficulty of each completed course as indicated below. Class rank is determined by computing the weighted grade point average of all high school credit classes taken by a student (Table 5).

Table 5

Class Rank Computation					
Instructional Level	A	B	C	D	F
General	4.0	3.0	2.0	1.0	0.0
Honors	4.5	3.5	2.5	1.5	0.0
AP/Dual Enrollment	5.0	4.0	3.0	2.0	0.0

7.1.24 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 scholars 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.

7.1.25 Honors Weight

Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in the senior thesis.

Honors-weighted quality points are given in the areas of English Language Arts, mathematics, science, and social studies and apply to courses in which the word “Honors” appears in the title.

Foreign languages at years III and above receive “Honors” weight, as do Biology II, Chemistry II, Pre-Calculus, and Calculus (if offered).

1. Instructional level difficulty is determined via utilization of the Course Code Directory and Instructional Personnel Assignments publication adopted by the State Board of Education.
2. “Advanced Placement” weighted quality points are given for College Entrance Examination Board (CEEB) designated Advanced Placement (AP) courses and dual enrollment courses. Any upper division college course that has a college prerequisite of an AP course (or what that college/university in their published information indicates is the AP-equivalent courses at that college) shall be given AP weighting.
3. AP courses are designed to earn college credit as well as meet high school graduation requirements. As such, materials and discussions for this course may reflect topics not typically included in TCCA courses. Due to the dual credit nature of this course, the content and materials used in this course are not able to be modified to accommodate variations in student age and/or maturity.
4. Dual enrollment courses are typically offered at no cost to eligible high school students, including tuition, fees, and instructional materials. However, if a student chooses to retake a dual enrollment course—due to withdrawal, failure, or to improve a grade—the student will be responsible for all associated costs, including tuition, fees, and instructional materials (digital or print).
5. If a student withdraws from a dual enrollment class after the school’s permissible last day to drop with a W, the student’s transcript will reflect a W for the appropriate high school course.
6. If a student does not successfully complete a DE course (due to withdrawal or failure), the student will forfeit his/her eligibility for dual enrollment until s/he repeats the course successfully at his/her own expense. The student will be responsible for tuition, fees, and instructional materials including digital materials.
7. All courses not identified items 1 to 5 are given “General” weight.
8. All grades of “P” (pass) will not be used in the calculation of class rank.

The final class rank will be computed at the conclusion of the second semester of the senior year. Additionally, an aggregate list of rank in class, percentiles, or grade point averages shall not be disseminated at any time.

The school counselor and tools like Xello help endeavor to make students aware of the changing nature of college admission requirements pertaining to weighted status. The status should be reviewed as needed. The student should be apprised that grade point average weights are assigned on an individual basis by each university.

Graduation dates shall be adopted by the School Board and included in the school calendar. Consideration must be given to graduation-related expenses so that parents and students are not unduly burdened financially.

Diplomas

TCCA will notify parents on the website as to the standard diploma graduation requirements, as well as the diplomas of distinction requirements. The information will include:

1. Standard diploma requirements and diplomas of distinction requirements
2. Available designations
3. 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 and listed in the [TCCA Upper School Course Catalogue](#) which is posted on the school's website and available in the counselor's office.

Links are provided for the [FLDOE Academic Advisement flyers](#) regarding diploma options.

7.1.26 Florida Seal of Biliteracy Program

Pursuant to [s. 1003.432 F.S.](#), the Gold Seal of Biliteracy or the Silver Seal of Biliteracy shall be awarded to a high school student who has earned a standard high school diploma and who has satisfied one of the following criteria for eligibility. The seal shall be affixed to the student's standard high school diploma.

- 1) The student shall be awarded based on coursework:
 - a) Silver has earned four (4) foreign language course credits in the same foreign language - other than English - with a cumulative 3.0 GPA or higher on a 4.0 scale in those foreign language courses.
 - b) Gold has earned four (4) foreign language course credits in the same foreign language - other than English - with a cumulative 3.0 GPA or higher on a 4.0 scale in those foreign language courses and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Assessment of Student Thinking (FAST).
- 2) The student shall be awarded based upon earning a minimum score or performance level on one of the following examinations listed on the chart on the Requirements for the Florida Seal of Biliteracy Program in accordance with [Rule 6A-1.09951 F.A.C.](#)
- 3) If the high school student did not enroll in or complete foreign language courses, but met the performance levels of the examinations listed in the Requirements for the Florida Seal of Biliteracy Program as defined in, the student shall be awarded four (4) foreign language high school course credits, upon attaining at least the minimum score or performance level set forth for the Silver Seal of Biliteracy, once the criteria for the award of credit has been verified. Examination scores received directly from the testing entity—rather than a parent, guardian, or student—shall be relied upon to determine whether the examination score or performance level for the seal has been met.
- 4) The student shall be awarded based upon successfully developing a TCCA-specified portfolio. Although developing a portfolio is an option to earn the Florida Seal of Biliteracy, Florida statute does not allow course credit to be awarded.

7.1.27 Florida Seal of Fine Arts Program

Pursuant to [s. 1003.4321](#), Florida Statutes, beginning with the 2025-2026 school year, the Florida Seal of Fine Arts shall be awarded to a high school student who has earned a standard high school diploma; successfully completed at least three year-long courses in music, theatre, or the visual arts with a grade of "A" or higher in each course or earned three sequential course credits in such courses with a grade of "A" or higher in each course; and meets a minimum of two of the following requirements:

1. Successfully completes a fine arts advanced placement, dual enrollment or honors course in the subjects listed in the paragraph above with a grade of “B” or higher.
2. Participates in a district or statewide organization’s juried event as a selected student participant for 2 or more years.
3. Records at least 25 volunteer hours of arts-related community service in his or her community and presents a comprehensive presentation on his or her experiences.
4. Meets the requirements of a portfolio-based program identifying the student as an exemplary practitioner of the fine arts.
5. Receives district, state or national recognition for the creation and submission of an original work of art. The term “work of art” means a musical or theatrical composition, visual artwork, or choreographed routine or performance.

7.1.28 College and Career Readiness

In order to ensure students are able to transition successfully to higher education and/or the workforce students will be enrolled in courses to support their acquisition of skills and knowledge to matriculate into college and/or a career after graduation. Courses include but are not limited to AP, DE, and Honors (with subsequent certification test(s)). All acceleration options are subject to approval by the academic administration team.

Florida students entering grade nine may choose from one of five options to earn a standard diploma as outlined by the FLDOE graduation requirements, please review link for more information: [Graduation Requirements](#)

7.1.29 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	• must include at least two (2) credits in English Language Arts (ELA) with an emphasis on grammar and composition of the Senior Thesis or an approved Senior Capstone Project. • must include at least 2 credits in Literature
Math	4	• must include Algebra I and Geometry • must pass the Algebra I EOC or a FLDOE-sanctioned replacement test • respective EOCs will count as 30% of final grade for both Algebra I and Geometry per <u>Florida Statutes 1003.4282</u>
Science	3	• must include Biology • Biology EOC will count as 30% of final grade for Biology per <u>Florida Statutes 1003.4282</u>
History	3	• must include a semester of Economics, as semester of Government, World History, and U.S. History • U.S. History EOC will count as 30% of final grade for U.S. History per <u>Florida Statutes 1003.4282</u>
Physical Education & Health	1	• except for the health component, may be replaced with two full seasons of a varsity sport
Financial Literacy	0.5	
Fine or Performing Art	1	• may include Public Speaking or Debate or a course in a practical art
Electives	7.5	

Table 7

Standard Diploma Requirements - EOC Assessments			
Algebra 1 EOC	Biology 1 EOC	Geometry EOC	United States History EOC
Course required; assessment required; results constitute 30% of the final course grade; passing score (or approved comparative score) required for graduation.	Course required; assessment required; results constitute 30% of the final course grade.	Course required; assessment required; results constitute 30% of the final course grade.	Course required; assessment required; results constitute 30% of the final course grade.

Note: Students pursuing a standard Florida high school diploma must earn a passing score on the Grade 10 English Language Arts (ELA) assessment or an approved concordant score and a passing score on the Algebra 1 EOC assessment or an approved comparative score. Additional assessment requirements may apply for students pursuing the Florida Scholar Diploma Designation.

7.1.29.1 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 D's or F's for any course semester grade. Additionally, scholars must complete 100 documented hours of volunteer community service outside school hours.

Subject	Required Credits	Stipulations
English	5	- must include at least 2 credits in ELA focusing on grammar and writing - must include Senior Thesis - must include at least 2 credits in Literature
Math	4	- must include Algebra I and Geometry - must pass the Algebra I EOC or a FLDOE-sanctioned replacement test - respective EOCs will count as 30% of final grade for both Algebra I and Geometry per Florida Statutes 1003.4282

		• must include Algebra II
Science	3	• must include Biology with a lab • Biology EOC will count as 30% of final grade for Biology • must include Chemistry with a lab
Foreign Language	2	• must be two consecutive years in the same language
History	3.5	• must include a semester of Economics, two semesters of Government and Politics, World History, and U.S. History • Per Florida Statute 1003.4282, the U.S. History EOC must count as 30% of the final course grade. Students who complete AP U.S. History and earn a score of 3 or higher on the AP exam are exempt from taking the EOC.
Philosophy	1.5	
Financial Literacy	0.5	
Physical Education & Health	1	• except for the health component, may be replaced with two full seasons of a varsity sport
Fine or Performing Art	1	• may include Public Speaking or Debate or a course in a practical art
Electives	2.5	

7.1.29.2 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 D's or F's for any course semester grade. Additionally, scholars must complete 100 documented hours of volunteer community service outside school hours.

Subject	Required Credits	Stipulations
English	5	• must include at least 2 credits in ELA focusing on grammar and writing • must include Senior Thesis • must include at least 2 credits in Literature
Math	5	• must include Algebra I and Geometry • must pass the Algebra I EOC or a FLDOE-sanctioned replacement test • respective EOCs will count as 30% of final grade for both Algebra I and Geometry per Florida Statutes 1003.4282 • must include Algebra II and Pre-Calculus
Science	4	• must include Biology with a lab • Biology EOC will count as 30% of final grade for Biology • must include Chemistry with a lab
Foreign Language	2	• must be two consecutive years in the same language
History	3.5	• must include a semester of Economics, two semesters of Government and Politics, World History, and U.S. History • Per Florida Statute 1003.4282, the U.S. History EOC must count as 30% of the final course grade. Students who complete AP U.S. History and earn a score of 3 or higher on the AP exam are exempt from taking the EOC.
Philosophy	1.5	
Financial Literacy	0.5	
Physical Education & Health	1	• except for the health component, may be replaced with two full seasons of a varsity sport

Fine or Performing Art	1	• may include Public Speaking or Debate or a course in a practical art
Electives	1	

7.1.30 Advanced Placement and Dual Enrollment

TCCA offers a limited selection of AP courses, at the end of which enrolled scholars 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.

7.1.31 Florida Virtual School/Virtual Instruction Program

In accordance with [s. 1002.45, F.S.](#), the 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 after the normal school day and through summer school enrollment. Students enrolled at TCCA 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. This includes limiting enrollment in courses for which the student is not academically qualified.

Before enrolling in coursework at another accredited educational institution, including virtual school programs, a scholar must first seek and receive approval from TCCA administration. Courses taken without prior approval may not be accepted. Once approved, TCCA will honor the credits earned and include the grade points in the scholar's GPA calculation.

7.1.32 Communication and Scheduling

The Upper School Assistant Principal will coordinate with parents, students, and the school counselor to manage FLVS course requests and approvals. TCCA teachers assigned to FLVS Labs will monitor student engagement and progress, providing feedback to students, parents, and administration as needed. Final grades and earned credits will be documented in the school's student information system and shared with families for their records.

7.1.33 Dual Enrollment Program

In accordance with [s. 1007.271, F.S.](#), dual enrollment provides an opportunity for secondary students in a Florida public or private school or home education program to enroll in a postsecondary course(s) creditable toward high school completion and an Associate or Baccalaureate degree. A student who is enrolled in a postsecondary course(s) not creditable toward a high school diploma is not classified as a dual enrollment student. Eligible students may enroll in dual enrollment courses conducted after school hours and during the summer term(s). However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not enroll for the course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, fees, and cost for instructional materials if the student meets the admission requirements of the postsecondary institution.

Any student enrolled as a dual enrollment student is exempt from the payment of registration, tuition, laboratory fees and instructional material costs. Applied academics for adult education instruction, developmental education, and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Students at TCCA must register and complete all components of the registration process by the published deadline dates or they may forfeit their eligibility for that term.

Contact the Upper School Assistant Principal and/or the Guidance Counselor for registration dates for the 2025-2026 school year.

Students and Families can refer to the Dual Enrollment Articulation Agreement between TCCA and IRSC for all rules and procedures regarding dual enrollment.

All dual enrollment science courses with a lab shall be reported on the transcript as earning 1.0 credit for the course with 0.0 credit for the lab. The lab grade shall be recorded and not affect GPA. Should the student fail the lab, 0.5 credit shall be awarded in the course. Any prior year dual enrollment science labs not reported in this format shall be modified in course history to be consistent with this paragraph.

7.1.34 College Credit during High School Advanced Placement

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.

7.1.35 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.

7.1.36 Early Graduation

In accordance with [s. 1003.4281, F.S.](#), TCCA allows students to graduate early upon completion of all state and school-specific graduation requirements. Students intending to graduate early must notify school administration in writing and receive approval from the Head of School. Early graduates may participate in all senior activities, awards, and the graduation ceremony with their cohort, provided they meet all obligations and expectations set forth for graduating seniors.

TCCA does not currently offer an early admission program in which 12th grade is replaced by full-time college enrollment. All students are expected to complete the full high school program unless an early graduation plan is approved by the Academic Administration Team.

7.1.37 Academic Advancement Administrative Team

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

- the TCCA Head of School
- the TCCA Upper School Assistant Principal
- the TCCA Guidance Counselor
- and the TCCA Department Chair of the field under consideration.

Decisions will be based on a majority vote.

7.1.38 Commencement Exercises

Commencement exercises will include only those students who have successfully completed TCCA's graduation requirements. 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 warrants. Fifth-year seniors who complete graduation requirements and did not participate in commencement the prior year are permitted to participate in commencement.

7.1.39 Extracurricular Scholastic Requirements – Current School Year

To be eligible to participate in interscholastic extracurricular student activities, a student entering grade 9 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.

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 Head of School.

7.1.40 Extracurricular Grade Point Average Requirement

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

7.1.41 Tuition Grant Programs through the State of Florida

The State of Florida offers four 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, farmers, and particular ethnic groups. Visit the Florida Student Scholarship and Grant Program website to find more information.

7.1.42 Florida's Bright Futures Scholarship Program and Florida Gold Seal Programs

The Bright Futures Scholarship Program is the umbrella program for four state-funded scholarships: the Florida Academic Scholars, the Florida Medallion Scholars, Gold Seal CAPE and Gold Seal Vocational Scholars Awards. See The Florida Department of Education's Bright Futures page for each of the program's details. These awards are based on academic achievement and volunteer/paid service earned in grades 9-12. Students should see their counselor or visit <http://www.floridastudentfinancialaidsg.org>.

7.1.43 Volunteer Service Guidelines for Bright Futures

The student may 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. The student must, through papers or other presentations, evaluate and reflect upon his or her experience. Such volunteer or paid work may include but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer services or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

1. Florida Academic Scholars: 100 hours of volunteer service or 100 hours of paid work or 100 hours of volunteer service and hours of paid work combined approved by the school board, the administrators of a non-public school, or the Department of Education for home education program students

2. Florida Medallion Scholars: 75 hours of volunteer service or 100 hours of paid work or 100 hours of volunteer service and hours of paid work combined approved by the school board, the administrators of a nonpublic school, or the Department of Education for home education program students

Articulated Acceleration Mechanisms

In accordance with [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, dual enrollment and the College Board 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.](#)

Early admission shall be in the form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students enrolled are exempt from the payment of registration, matriculation, and lab fees. Students retaking courses must do so at their own expense.

Enrollment of an eligible secondary student in a course offered by the AP Program administered by the College Board or a course that prepares students for assessments developed by the department or its partners. Postsecondary credit for an advanced course or AP course shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding advanced placement exam or at least the minimum score on an assessment identified by the department. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination.

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.

7.1.44 Acceleration Courses

In accordance with [s. 1003.4295, F.S.](#), TCCA shall advise each student and parent of programs through which a high school student can earn college credit, including but not limited to Advanced Placement (AP) and dual enrollment courses.

7.1.45 Credit Acceleration Program (CAP)

In accordance with [s. 1003.4295 F.S.](#), the Credit Acceleration Program (“CAP”) is created for the purpose of allowing a student to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment administered under [s. 1008.22, F.S.](#),

an Advanced Placement Examination, or a College Level Examination Program (“CLEP”). Notwithstanding [s. 1003.436, F.S.](#), 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 passing score on the corresponding end-of-course assessment, Advanced Placement Examination, or CLEP. The school shall permit a student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment or examination.

All students may participate in CAP during the regular administration of the statewide 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.

7.1.46 Multi-tiered System of Supports (“MTSS”)

MTSS is the practice of providing high-quality instruction and interventions matched to student needs. 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 with 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.

8 Exceptional Student Education Progression Plan

8.1 General Information Grade placement - Progression/promotion decisions

The primary responsibility of the IEP team is to determine each student’s level of performance and ability to function academically, socially, and emotionally. School personnel should use all resources to achieve parental understanding and support regarding a student’s grade placement. However, the final decision must not violate the promotion requirements outlined in Florida Statutes or the School Board of Martin County Bylaws & Policies.

Students with Disabilities working on Florida Standards including B.E.S.T. are expected to meet the same promotion requirements as their non-disabled peers at the appropriate grade levels.

1. Grades K-5. Refer to the Elementary Student Progression Plan.

2. Grades 6-8. Refer to the Middle School Student Progression Plan.
3. Grades 9-12. Refer to the Senior High Student Progression Plan.

In addition to school-based criteria, an ESE student's progression may include the following: progress toward meeting IEP goals and objectives, daily performance, previous performance, progress reports, student's work habits, progress on state assessments, mental and physical health, chronological age in relation to peer group, retention history, student's sense of responsibility, maturity and other evidence available to the IEP team indicating the student would be successful at the next grade level.

Students working on the Florida Standards Access Points to B.E.S.T. and participating in the Florida Alternate Assessment:

In grades 3-12, all students must participate in either the State Assessment and/or EOC assessments, as applicable, or the Florida Alternate Assessment ("FAA") and FAA EOCs. Based upon state statute and documented on the IEP prior to testing, IEP teams determine on which standards students with disabilities will receive instruction and how they will participate in the statewide assessment system.

Students with disabilities receiving modified instruction as determined by the IEP team, must master/make progress toward the appropriate [Florida Standards Access Points](#). The Access Points are alternate academic achievement standards built to target the salient content of the Florida Standards. They are designed to provide a fully-aligned system of content, instruction and assessment while providing students with significant cognitive disabilities access to the general education system.

The FAA provides students with significant cognitive disabilities an opportunity to participate in the state's accountability system, including those for whom participation in the general statewide assessment is not appropriate, even with appropriate accommodations. The FAA is fully aligned to the access points and allows students to participate via one of two methods: (I) FAA Performance Task or (II) FAA Datafolio. Written parent consent must be provided and addressed annually or at any IEP meeting where access points curriculum and administration of the Florida Alternate Assessment are being proposed.

8.1.1 Graduation Requirements Standard Diploma High School Graduation Options

Reference: Standard Diploma Requirements for Students with Disabilities Participating in the Florida Alternate Assessment and Access Courses

*In addition to the standard diploma options available for all students listed in the High School Student Progression Plan, [Rule 6A-1.09963 F.A.C.](#), High School Graduation Requirements for Students with Disabilities, outlines two additional options that students with disabilities may complete within the 24-credit program. These include:

a) specific requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills.

b) specific requirements for students with disabilities for whom the individual education plan (IEP) has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills and instruction in the access points is the most appropriate means of providing the student access to the general curriculum.

8.1.2 Deferment of Standard High School Diploma

[s. 1003.4282, F.S.](#) allows a student to defer the receipt of a standard high school diploma if they have an IEP that prescribes special education, transition planning, transition services, or related services through age 21 and are enrolled in an accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program. The decision to accept or defer the standard high school diploma must be made by May 15 of the school year in which the student is expected to meet all requirements for a standard high school diploma.

Diplomas should be printed with the date the student met graduation requirements and maintained in a file at the ESE District Office until the completion of their program or they choose to terminate the deferred program.

Waiver of State Assessment/FAA ELA Graduation Requirement for Students with Disabilities [s. 1008.22 F.S.](#) provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments, taking into consideration allowable accommodations, for the purpose of receiving a course grade and a standard high school diploma.

To be considered for a waiver from the State Assessment/FSAA graduation requirement, the student must:

1. Be identified as having a disability as defined in [s. 1007.02\(2\), F.S.](#);
2. Have an Individual Educational Plan (IEP);
3. Have demonstrated, as determined by the IEP Team, achievement of the course standards/access points (as applicable).
4. Have taken the grade 10 State Assessment/FSAA English Language Arts (ELA) assessment with appropriate, allowable accommodations at least once.

Pursuant to s. 1004.4282 F.S. any waiver of the statewide, standardized assessment requirements by the individual education plan team, pursuant to [s. 1008.22\(3\)\(d\)](#), must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in [s. 1003.572](#).

Pursuant to [s. 1008.22 F.S.](#), a student with a disability, as defined in [s. 1007.02](#), for whom the IEP team determines that the statewide, standardized assessments under this s. 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.

As defined in [s. 1007.02, F.S.](#), students with disabilities means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.

To be considered for an EOC assessment waiver, the student must meet all the following criteria:

1. Be identified as a student with a disability, as defined in [s. 1007.02, F.S.](#)
2. Have an active individual educational plan
3. Have taken the EOC assessment with appropriate allowable accommodations at least once
4. Have demonstrated, as determined by the IEP team, achievement of the course standards/access points (as applicable).

IEP teams must make a determination that the EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations. IEP teams are encouraged to maintain documentation regarding the team's analysis of the student's course performance data used to make the decision to grant or deny an EOC assessment waiver.

IEP teams may meet at any time after the student has taken the assessment at least once and it has been determined that the student has failed to earn a passing score on an EOC assessment.

Students who are eligible for ESE services solely on the basis of criteria found in [Rule 6A-6.03020, F.A.C.](#), Specially Designed Instruction for Students Who Are Homebound or Hospitalized, do not meet the definition of a student with a disability found in [s. 1007.02, F.S.](#)

IEP Teams, which must include the parent, may consider exemptions for statewide standardized assessments under the regulatory requirements for Extraordinary Exceptions or Medical Complexity [per 1008.212, F.S.](#)

8.1.3 Transition Planning

Specific requirements for transition planning are intended to make sure the IEP process prepares students with disabilities to achieve their postsecondary education and career goals. IEP teams must carefully consider the high school diploma when they determine what services are needed to assist the student in reaching postsecondary education and career goals.

The requirements for transition planning for students with disabilities will vary based upon the student's age, but, beginning by age 12 or entering 7th grade whichever occurs first, will include:

1. Student involvement to ensure the student's strengths, preferences, and interests were taken into account.
2. Consideration of the student's need for instruction or the provision of information in the area of self-determination and self-advocacy.
3. Information provided to the parent and student regarding transition services and educational programs available from the school, district, and outside agencies, including how the information was provided.

The requirements for transition planning for students with disabilities beginning by age 14 or entering high school, whichever occurs first, will include:

1. The preparation needed to graduate with a standard high school diploma which may include such things as counseling on post-secondary education provided as a pre-employment transition service (Pre-ETS) accessed through the Division of Vocational Rehabilitation.
2. A statement of intent to receive a standard high school diploma and scholar or merit designation as determined by the parent, if appropriate.
3. A statement of the outcomes and additional benefits expected by the parent and the IEP team at the time of the student's graduation.
4. Appropriate measurable postsecondary education, employment/career, and independent living (if appropriate) goals and transition services (Pre-ETS) based on age-appropriate transition assessments.
5. Description of the student's course of study designed to assist the student in reaching postsecondary goals.

8.1.4 Course Accommodation or Modification for Exceptional Students

Course accommodations or modifications via access points authorized for use with exceptional education students include:

1. For all students with disabilities, the educational environment will be accommodated or modified via access points, as stated in the student's IEP, to accommodate the student's disability.
2. For students participating in Access Courses, the coursework may be modified using access points aligned to Florida Standards/Benchmarks for Excellent Student Thinking as stated in the student's IEP.
3. State and school test procedures and other evaluation procedures may be accommodated as specified in Rule 6A-1.0943, F.A.C., to accommodate the student's disability. Accommodations for assessment shall be consistent with the accommodations utilized in the classroom setting. Accommodations may not be utilized for the assessment setting when it is inconsistent with classroom implementation.

8.1.5 Extended School Year Services

Extended School Year (“ESY”) means specially designed instruction and related services that are provided to a student with a disability beyond the normal school year of the school, in accordance with the student’s IEP, at no cost to the parent.

TCCA ensures that ESY services are available as necessary to provide a free appropriate public education (FAPE). ESY services will not be limited to particular categories of disability, type, amount or duration of those services. The decision to recommend ESY must be based on data and made on an individual basis through the IEP process. ESY services will be available to students with disabilities whose IEP specifies the need for “extended school year” services.

Physical/Occupational Therapy, Speech/Language Therapy, Hearing Services, Vision Services, and Hospitalized/Homebound Services will be available to eligible students with disabilities based on data and as documented on the IEP. The Exceptional Student Education (ESE) department will coordinate the provision of these services.

8.1.6 Eligibility Requirements for the Florida Alternate Assessment

A “most significant cognitive disability” is defined as a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired, or traumatic brain injury or syndrome and is verified by either:

1. A statistically significant below-average global cognitive score that falls within the first percentile rank (i.e., a standard, full-scale score of 67 or under); or
2. In the extraordinary circumstance when a global, full-scale intelligence quotient score is unattainable, a school district-determined procedure has been approved by the Florida Department of Education.

In order for a student to participate in the Statewide, Standardized Alternate Assessment, all of the following criteria must be met:

1. The student must receive exceptional student education (ESE) services as identified through a current IEP and be enrolled in the appropriate and aligned courses using alternate achievement standards for two consecutive full-time equivalent reporting periods prior to the assessment; Per [s. 1008.22, F.S.](#), students with the most significant cognitive disabilities who have met the eligibility criteria of Rule 6A-1.0943(5), F.A.C., may participate in the FAA if it is indicated on their individual educational plans. Students who have met the criteria in Rule 6A-1.0943(5), F.A.C., except for Rule 6A-1.0943(5)(c)1., F.A.C., which states the student must “be enrolled in the appropriate aligned courses using alternate achievement standards for two (2) consecutive full-time equivalent reporting periods prior to the assessment,” must participate in the FAST progress monitoring assessment and not the FAA.
2. The student must be receiving specially designed instruction, which provides unique instruction and intervention supports that is determined, designed, and delivered through a team approach, ensuring access to core instruction through the adaptation of content, methodology, or delivery of instruction and exhibits very limited to no progress in the general education curriculum standards;

3. The student must be receiving support through systematic, explicit, and interactive small group instruction focused on foundational skills in addition to instruction in the general education curriculum standards;
4. Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, the student requires modifications to the general education curriculum standards;
5. Even after documented evidence of accessing a variety of supplementary instructional materials, the student requires modifications to the general education curriculum standards;
6. Even with documented evidence of the provision and use of assistive technology, the student requires modifications to the general education curriculum standards;
7. Even with direct instruction in all core academic areas (i.e., English Language Arts, mathematics, social studies, and science), the student exhibits limited or no progress on the general education curriculum standards and requires modifications;
8. Unless the student is a transfer student, the student must have been available and present for grade-level general education curriculum standards instruction for at least 70% of the school year prior to the assessment;
9. Unless the student is a transfer student, the student must have been instructed by a certified teacher for at least 80 percent of the school year prior to the assessment;
10. The assessment instrument used to measure the student's global level of cognitive functioning was selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities, and distractibility); and
11. The student has a most significant cognitive disability

A student is not eligible to participate in the Statewide, Standardized Alternate Assessment if any of the following apply:

1. The student is identified as a student with a specific learning disability or as gifted;
2. The student is identified only as a student eligible for services as a student who is deaf or hard of hearing or has a visual impairment, a dual sensory impairment, an emotional or behavioral disability, a language impairment, a speech impairment, or an orthopedic impairment; or
3. The student scored a level 2 or above on a previous statewide, general education curriculum standardized assessment administered pursuant to [s. 1008.22\(3\)\(a\) and \(b\), F.S.](#) unless there is medical documentation that the student experienced a traumatic brain injury or other health-related complication subsequent to the administration of that assessment that led to the student having the most significantly below-average global cognitive impairment.