

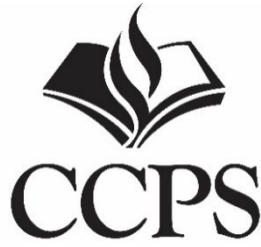


THE DISTRICT SCHOOL BOARD OF COLLIER COUNTY

STUDENT PROGRESSION PLAN



2026-2027



Collier County Public Schools

www.collierschools.com

Dr. Leslie C. Ricciardelli
Superintendent of Schools

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Title IX: For all Title IX related matters, whether involving employees and/or students, contact Ms. Valerie Wenrich, the District's Title IX Coordinator and Chief Human Resources Officer, at (239) 377-0351, or at 5775 Osceola Trail, Naples, Florida 34109.

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INTRODUCTION

The purpose of this document, Student Progression Plan (SPP) for the Collier County Public Schools (CCPS), is to present to school personnel, parents, students, and community members the School Board policies and administrative procedures adopted to implement state legislative and local School Board student progression requirements.

Per Florida Statute, it is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in English Language Arts, Science, Social Studies and Mathematics; that District School Board policies facilitate student achievement; that each student and his or her parent be informed of that student's academic progress; and that students have access to educational options that provide academically challenging coursework or accelerated instruction (F.S. 1008.25; F.S. 1002.3105).

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

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

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

ELEMENTARY SCHOOL STUDENT PROGRESSION

Pre-Kindergarten and Kindergarten Enrollment

Pre-Kindergarten (Pre-K) programs are for students who do not meet the age requirement for kindergarten. State law establishes September 1 as the date on or before which students must be five years old to be eligible to enter kindergarten. A child must be six years old on or before September 1, and have successfully completed kindergarten, to be enrolled in first grade. See Enrollment and Assignment of Transfer Students for an exception regarding transfer students from outside Florida.

An eligible child, who has attended a non-public kindergarten and has met the age criteria above, shall be admitted to first grade upon presentation of a letter from the director of the non-public kindergarten verifying that the child has satisfactorily completed a kindergarten skill development program and, in the opinion of the director, is prepared for first grade entrance.

A child who has not previously attended school and who is seven years of age or older at the time of initial enrollment may be placed at a grade level at the discretion of the principal pursuant to Student Progression Plan procedures regarding the grade placement of over-age students.

Enrollment and Assignment of Transfer Students

A student meeting entrance age and all other criteria as specified in statute and Board policy, and who has previously attended any other public or private school, shall be enrolled in Collier County Public Schools, with initial placement corresponding to that made by the previous school, or pursuant to Student Progression Plan (SPP) procedures if over-age for the previous grade placement. However, a student transferring from public or private schools outside the State of Florida shall be enrolled in kindergarten or first grade, regardless of age criteria, if such enrollment continues the grade level placement already established by the out-of-state school and the student meets the entrance age requirements of the public schools of the state from which the student is transferring. Such enrollment shall apply only if the parent(s) or guardian(s) has/have been a resident of the state in which the child was previously enrolled in school. Documentation of residency must be provided upon enrollment. An official letter or transcript from a proper school authority which shows record of attendance, academic information, and grade placement of student will be provided upon enrollment. The transfer student shall be assigned pursuant to Student Progression Plan (SPP) procedures.

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

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

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

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

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

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

The intent of this Compact is to minimize the potential challenges to educational success for children of military families because of frequent moves and deployment of their parents by:

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

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

Elementary Report Cards and Interim Progress Report

An Elementary Report Card and Interim Progress Reports shall be issued to all students in grades K-5 and used to inform parents of their child's progress and to inform parents of students being considered for retention. Report Cards and Interim Progress Reports are issued in designated marking periods.

Student Success Plan (SSP)

Schools that serve any students in VPK through grade 5 are required to identify students in such grades who need additional support to improve academic performance and stay engaged in school. Students are considered at-risk by meeting the criteria for two or more of the following required indicators:

- Attendance below 90 percent (does not differentiate excused or unexcused absences);
- One or more suspensions, whether in-school or out-of-school;
- Course failure in English Language Arts (ELA) or Mathematics during any grading period; and/or
- A Level 1 score on the statewide, standardized assessments in ELA or Mathematics, or for students in VPK through grade 3 with a substantial reading deficiency and/or for students in VPK through grade 4 with a substantial mathematics deficiency under s. 1008.25(5)(a).

These indicators enable educators to identify students based on a number of at-risk characteristics for the purpose of providing early intervention and preventive supports. Schools are required to develop and implement a Student Success Plan (SSP) for each student who fails to meet certain performance expectations.

A SSP is intended to provide a systematic method for the District and the school in meeting the academic and/or behavioral needs of the student. The school, in consultation with the student's parent, determines appropriate intervention strategies for the student to be employed by the school to improve the educational performance of students identified. A student who is not meeting the District or state requirements in English Language Arts, Mathematics, or Science shall be covered by one of the following plans to target instruction and identify ways to improve his or her educational achievement:

- a school-wide system of progress monitoring for all students;
- an individual Student Success Plan (SSP); or
- a federally required student plan such as an Individual Educational Plan (IEP) or a Section 504 plan.

The plan chosen must be designed to assist the student in meeting State and District expectations. When the student has an IEP that addresses the areas of educational need, an additional SSP is not needed.

When using the Elementary Report Card, the following reporting scale is used to notify parents and students of the progress and mastery of the grade level academic standards:

Grades K, 1	Grades 2, 3, 4, 5
O=Outstanding (90-100%)	A = 90 - 100%
S=Satisfactory (75-89%)	B = 80 - 89%
N=Needs Improvement (60-74%)	C = 70 - 79%
U=Unsatisfactory (0-59%)	D = 60 - 69%
	F = 0 - 59%

District Criteria for Promotion in Elementary Grades

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

- the student will benefit from repeating the grade level;
- the student is more than one year below grade level;
- the student is not meeting District expectations in multiple subjects;
- the student is in need of the entire grade level curricula again;
- the student has been in the English Language Learners (ELL) Program more than two years and does not meet the District expectations (retention is an option); and/or
- the student has not been previously retained.

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

Promotion: A student may be promoted when they have mastered grade level standards in ELA or mathematics, and science. (Progress Report Code = P)

Promotion with Remediation: A student may be promoted with remediation when they have mastered the majority of the grade level standards in ELA or mathematics and science with support. (Progress Report Code = A).

Retention: A student may be considered for retention when he or she is not progressing toward grade level standards even with support and the above criteria for retention indicate this is in the best interest of the student. (Progress Report Code = R)

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

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

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

The District communicates to parents:

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

Retention Procedures

The classroom teacher is responsible for identifying students who are not meeting grade level expectations. The teacher will identify those students to be considered for retention to the principal by the first school day after February 1 of each school year.

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

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

- Due process, the right of review of the decision of the principal regarding placement, shall be available to the parents of all students. A translator must be made available to facilitate communication, as necessary. The review shall be in the form of an informal conference between the parents, teacher, school counselor, principal and the Superintendent or his/her designee. After consideration of the facts presented at the conference, the Superintendent, or his/her designee, shall render a final decision. The decision shall be communicated, in writing, to the parents and the principal.
- Retention in a grade should not occur if such placement would result in the elementary student being placed with students more than two years younger (except for Grade 3 per legislation). Any deviation from this procedure must have the approval of the Executive Director, Elementary Programs
- Any child in elementary school who has been retained one year and fails to meet criteria for promotion a second time is to be referred to the Multi-Tiered System of Supports (MTSS) problem-solving team for evaluation, have a Student Success Plan (SSP) developed, or have a review and revision of an existing SSP.
- Grade 3 students who are English Language Learners (ELL) can be promoted for Good Cause Exemption when their initial date of enrollment in a U.S. school is less than 2 years. All other students who are ELL are to be promoted or retained on the same basis as any other student.
- In accordance with Senate Bill 290, a parent of a student with a disability, who is enrolled in Pre-Kindergarten at the age of four and is fully funded through the Florida Education Finance Program is allowed to retain his or her child in consultation with the Individualized Education Plan (IEP) team.

Third Grade Students Who Are Retained

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

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

Good Cause Exemptions for Grade 3

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

- Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
- Students with disabilities whose individual educational plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212, F.S.
- Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
- A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.

- Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual educational plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in Pre-Kindergarten, kindergarten, grade 1, grade 2 or grade 3.
- Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years. A student may not be retained more than once in grade 3.

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

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

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

Mid-Year Promotion Criteria for Third Grade Students who are Retained

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

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

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

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

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

The criteria for students promoted after November 1 must provide reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills equivalent to the level necessary for the month in which the transition to grade four occurs.

A retained third grade student is eligible for mid-year promotion if the student scores Level 2 or above on PM1 of the Grade 3 FAST ELA Reading and there is evidence the student is progressing sufficiently to master appropriate fourth grade reading skills. If students are successful on one of the two opportunities listed above, students have met the reading criteria for mid-year promotion to fourth grade. These students should also demonstrate satisfactory performance in mathematics and writing and a readiness to handle the rigor of these subjects in fourth grade.

Students demonstrating beginning fourth grade reading level are promoted to fourth grade. Parents of these students are notified that each student's progress is sufficient to master appropriate grade four level reading skills, and, therefore, be promoted to fourth grade effective immediately or no later than January 1. This notification is to occur prior to winter break and must include the assignment of the student's teacher.

A Student Success Plan (SSP) for any third grade student who is retained and who has been promoted mid-year to fourth grade continues to be implemented for the entire academic year. Any student being promoted mid-year is to be reported to the Executive Director, Elementary Programs, using the form in [Appendix E11](#). This form is to be signed by the teacher and the principal.

Parental Notification of Reading and/or Mathematics Deficiencies (F.S. 51002.20, 1008.25)

Students are identified as having a substantial deficiency in reading or math based on screening and progress monitoring assessments. Parents of students in VPK through grade 3 with a substantial reading deficiency and or students in VPK through grade 4 with substantial mathematics deficiency will be:

- immediately notified of the student's deficiency with a description, understandable to the parents, of the exact nature of the difficulty;
- provided with formal letters that outline deficiency and supports available both in and outside of school;
- updated monthly on their child's progress;
- consulted in the development of a detailed Student Success Plan (SSP) or other plan as appropriate including Individualized Education Plan or EL Plan; and
- informed that the student will be given intensive reading or mathematics instruction until the deficiency is corrected.

Immediate Intensive Intervention (iii) for Struggling Readers

All students not meeting grade level standards in reading will receive a minimum of an additional 30 minutes

of immediate intensive intervention in areas needing support. This additional instruction is delivered by a high performing reading certified/endorsed teacher using a variety of research-based materials, as identified by the Florida Center for Reading Research. Each school has developed a plan for providing intensive intervention that has been reviewed and approved by District instructional support staff. Each school implements the intensive interventions designed to meet the needs of the students. Teachers receive additional support in implementing research-based reading activities through the Office of Teaching and Learning. Students receiving additional intensive instruction in reading continue to be provided a curriculum in core academic subjects (F.S. 1008.25).

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

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

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

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

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

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

- iReady
- Wilson Foundations
- S.P.I.R.E

The District offers an extended year opportunity for third grade students who are retained (Summer Reading Camp) and supports parents and students through the implementation of family literacy programs in all schools.

Acceleration Options for Elementary Students

Acceleration - The assignment of a student to a higher grade, which results in the student advancing a grade or part of a grade, is to be made on the basis of significantly high achievement by the student as evidenced by scores at or above the 98th percentile in all core content areas based on PM3 FAST assessment and evidence the student will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effects on the student should be strongly considered in any acceleration decision.

Whole or Mid-Year Promotion

Parents may formally request whole-grade acceleration, mid-year promotion, or single subject acceleration ([Appendix E13](#)) by completing an official request and submitting all required documentation. The principal has the responsibility for making such assignments with approval by Executive Director, Elementary Programs. The student's cumulative record will reflect the accelerated

grade placement, major reason(s) for the assignment, and the name of the principal who has made the placement. Parents shall be notified formally, in writing, that their child is receiving an accelerated grade placement to the next higher grade. A copy of this notification shall be placed in the cumulative record.

Single Subject Area Acceleration

Students in elementary school who wish to accelerate in a single subject area must demonstrate significantly high achievement as evidenced by scores at or above the 98th percentile in the content area based on PM3 FAST assessment and must complete the application (Appendix E13). The principal has the responsibility for recommending such acceleration to the Executive Director, Elementary Programs. Approval will be determined by the Executive Director, Elementary Programs.

Possible Elementary Advanced Options

- Differentiated reading instruction
- Flexible grouping in mathematics
- Elementary Gifted/Advanced Extensions
- Elementary Math Challenge
- Advanced Math and/or Advanced English Language Arts (ELA) core instruction
- Identified virtual courses

Parents of students who qualify for virtual acceleration options will sign an agreement stating the student is waiving Instructional Resource (IR), music and/or art, for a portion of the year. Students may not waive physical education, as this course is required for students by state statute.

Advanced Academics

Collier County Public Schools is committed to meeting the needs of all students identified as gifted or advanced through quality programming and differentiated instruction. Advanced Academics in English Language Arts (ELA) and Mathematics will provide multiple entry points for students in specific areas of need and allow for clustering of students with similar academic strengths and needs.

Advanced ELA/Mathematics Criteria for Rising Third, Fourth, and Fifth Grade Students:

- Student identified as gifted
- Student scoring at or above 115 on the Cognitive Abilities Test (CogAT)
- Student scoring Level 4 or 5 on the Florida Assessment of Student Thinking (FAST) Progress Monitoring (PM) 3
- Criteria for placement in Advanced ELA and Advanced Mathematics are considered independently from one another

All students have the opportunity to think critically, reason and problem solve through the use of curriculum that is differentiated in depth and complexity of content. Classroom teachers may adjust instruction for students in these areas by providing different assignments and resources and grouping students by their strengths, interests, and readiness for advanced academic content.

Virtual Options

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

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

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

- Parents may also request FLVS as a possible acceleration option for their child by contacting the

school principal.

- The school principal will confirm the student meets the criteria as outlined above and discuss the additional criteria and process with parents. (Reference [Appendix E14](#).)
- Parents may submit FLVS requests to the school counselor with eligibility to be determined based on course sequence. Core courses may not be taken concurrently.
- Students may only enroll in one FLVS course at a time.
- Requests for more than one course per school year must be reviewed by the Executive Director of Elementary Programs
- Students requesting an FLVS math course for the single subject acceleration must complete the Acceleration Application ([Appendix E13](#)), meet eligibility criteria, and be recommended and approved at the school and District level.

Appendix E1

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

Before starting this process, check if the student has been retained once and ensure the following are gathered:

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

STEP 1	All Grades K-2 and 4-5 students who meet state or District expectations should be promoted.	Promote these students
STEP 2	For students not meeting District expectations in reading or two of the following three subjects – math, writing, and/or science– consider the following criteria: If the students have been previously retained; and • If the students are close to meeting District expectations and do not need the entire grade level curricula again; • If the students are receiving ELL services and the primary reason for not meeting District expectations is the second language; • If the students have been in ELL less than two years and do not meet District expectation*; or • If the students are receiving ESE services and are making progress; For students who scored a Level 2 on the statewide, standardized assessment but do not meet District expectations based on grades and District assessments.	Promote these students with Intensive Remediation
STEP 3	For students not meeting District expectations in reading or two of the following three subjects: math, writing, and/or science, consider the following criteria: • If the students would benefit from repeating the grade level; • If the students are more than one year below grade level; • If the students are not meeting District expectations in multiple subjects- including receiving an N/U or D/F in graded core content areas; • If the students are in need of the entire grade level curricula again; • If the students have been in ELL more than two years and do not meet District expectations (retention is an option)*; • If the students have not been previously retained.	Retain these students

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

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

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

Appendix E2

Process for Determining Promotion/Retention of Students in Grade 3

STEP 1	Grade 3 students who meet state or District expectations should be promoted.	Promote these students
STEP 2	Document Good Cause Exemption in student scheduling program for students scoring below proficiency on the statewide, standardized English Language Arts assessment who meet the following: English Language Learners (ELL) who have an initial entry date in a US school that is less than 2 years. The entry date must be less than 2 years from the last day of school.	Promote these students with Good Cause Exemption Code #1
STEP 3	Document Good Cause Exemption in student scheduling program for students scoring below proficiency on the statewide, standardized English Language Arts assessment who meet the following: Students with disabilities whose Individual Educational Plan (IEP) indicates that participation in the statewide, standardized assessment program is not appropriate, consistent with Florida Statute 1008.212.	Promote these students with Good Cause Exemption Code #2
STEP 4	Document Good Cause Exemption in student scheduling program for students scoring below proficiency on the statewide, standardized English Language Arts assessment who meet the following: - Students who demonstrate grade level reading proficiency on an alternative standardized reading assessment approved by the State Board of Education. - To promote a student using the SAT-10 as an alternative assessment Good Cause Exemption, the grade 3 student scoring below proficiency on the statewide, standardized reading assessment must score at or above the 45th percentile on the SAT-10. To promote using iReady diagnostic (end-of-year) student must score at or above the 50th percentile.	Promote these students with Good Cause Exemption Code #3
STEP 5	Document Good Cause Exemption in student scheduling program for students scoring below proficiency on the statewide, standardized English Language Arts assessment who meet the following: Students who demonstrate grade level proficiency through a student portfolio as evidenced by demonstration of proficiency of the State Standards in reading equal to at least a Level 2 on the statewide, standardized English Language Arts assessment. (The student has met the passing criteria on all of the portfolio items.)	Promote these students with Good Cause Exemption Code #4
STEP 6	Document Good Cause Exemption in student scheduling program for students scoring below proficiency on the statewide, standardized English Language Arts assessment who meet the following: Students with disabilities who participate in the statewide, standardized assessment and who have an Individual Educational Plan (IEP) or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than 2 years, but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.	Promote these students with Good Cause Exemption Code #5
STEP 7	Document Good Cause Exemption in student scheduling program for students scoring below proficiency on the statewide, standardized English Language Arts assessment who meet the following: - Students who have received the intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in Pre-Kindergarten, kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. - A student may not be retained more than once in grade 3.	Promote these students with Good Cause Exemption Code #7
STEP 8	Remaining students scoring inadequate on the statewide, standardized English Language Arts assessment, file portfolio's matrix and assessment results in cumulative folder.	Retain these students

Appendix E3

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

Date _____

Dear Parent of (student name),

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

_____ **Possibility of Retention in the current grade**

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

_____ **Promotion with Remediation to the next grade**

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

_____ **Retention in Grade 3 only**

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

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

Sincerely,

Principal (insert principal's name)

Parent Signature _____ Date _____

Apéndice E3

Carta a Los Padres Sobre El Progreso Del Estudiante Grados K-5 (Carta #1)

Fecha _____

Estimado padre de (student name)

Esta carta es para informarle que (student name) no ha mostrado suficiente progreso para satisfacer las expectativas del distrito escolar en (State Standards). Es muy probable que su hijo/a sea retenido en el mismo grado o sea promovido al siguiente grado. En este momento su hijo/a se encuentra en la siguiente categoría:

_____ **Posibilidad de retención en el grado actual**

Los estudiantes son retenidos cuando ellos no han realizado las expectativas para el presente nivel de grado y las evidencias indican que probablemente se beneficien educativamente repitiendo el grado.

_____ **Pasando al próximo grado con ayuda de recuperación**

Los estudiantes serán ubicados en el próximo grado, aun cuando ellos no han alcanzado las expectativas del nivel de grado, pero las evidencias indican que es probable que no obtengan beneficio al ser retenidos en el grado actual.

_____ **Únicamente retención en grado 3**

Los estudiantes son retenidos cuando sus puntuaciones en la prueba de idioma inglés de la Florida están por debajo del Nivel 2, a no ser que cualifiquen por una exención bajo los criterios de motivo considerable. Los estudiantes de tercer grado también pueden ser retenidos cuando no alcanzan las expectativas del distrito escolar en escritura, matemáticas o ciencia.

Si usted tiene alguna pregunta acerca de este proceso, favor de comunicarse con la escuela para programar una conferencia con el maestro. Para asegurarnos que usted ha recibido toda esta información, favor de firmar abajo y devolver esta carta a la escuela.

Atentamente,

Director/a (insert principal's name)

Firma del padre _____ Fecha _____

**Lèt Pou Paran Sou Pwogresyon Elèv Yo
Klas K-5 (Lèt #1)**

Dat

Chè Paran (student name)

Nou ekri ou lèt sa a nan bi pou nou enfòmè ou ke (insert child's name) pa fè pwogrè ase pou li rive reponn a ekzijans Distri a fè pou li pase nivo klas li ye a (State Standards). Li posib pou ke pitit ou a rete nan menm klas li ye koulye a oswa pou yo kite li pase klas la, men avèk remediasyon. Nan moman nou ap ekri lèt sa-a pitit ou sanble li nan kategori ki tcheke pi ba yo:

_____ **Posibilite pou li Double klas li ye koulye a**

Yo ap fè elèv yo double klas yo lè yo pa rive atenn nivo atant pou nivo klas yo ye koulye a epi evidans endike ke yo gen chans pou benefisye yon fason edikasyonèl si yo rive refè klas ke yo ye koulye a.

_____ **Pase avèk Remediasyon pou ale nan lòt klas ki pi wo a**

Yo dwe plase elèv yo nan klas ki pi wo a lè yo pa fè nòt distri a ekzije yo fè pou nivo klas kote yo ye a, men evidans ki kolekte endike ke yo pap tire okenn benefis si yo double klas kote yo ye koulye a.

_____ **Refè Klas 3èm sèlman**

Elèv yo ap double klas la lè yo fè nòt ki pi ba pase nivo 2 nan ekzamen ofisyèl langaj yo bay sou tout eta a, amwens ke yo gen kritè ase ki ka fè yo kalifye pou ekzanpsyon Bon Kòz. Yo kapab fè elèv twazyèm ane yo double tou lè yo pa reponn a atant Distri a nan ekriti, matematik ak/oubyen syans.

Si ou gen nenpòt kesyon ki konsène pwosesis sa a, ou kapab kontakte lekòl la pou ou pran yon randevou pou fè yon chita tandè avèk pwofesè a. Yon fason pou asire nou ke ou resevwa lèt sa a, nou ap mande ou siyen anba li epi voye li retounen ba nou nan lekòl la.

Sensèman,

Principal (insert principal's name)

Siyati Paran _____ Dat _____

Appendix E4

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

Date _____

Dear Parent of (student name),

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

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

If you have questions concerning this matter, please call the school.

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

Sincerely,

Principal (insert principal's name)

Parent Signature _____

Date _____

Apéndice E4

Carta A Los Padres Sobre El Progreso Del Estudiante Grados K-5 (Carta #2- Promotion)

Fecha:

Estimado/a:

Nos complace informarle que _____ (student name) ha mostrado una mejora sustancial después de nuestra última carta y, con un mejoramiento continuado, estará elegible para promoción.

Queda aproximadamente un mes en el año escolar. Favor de repasar o examinar el progreso de su hijo/a y estimule sus esfuerzos para seguir mejorando durante el tiempo que queda en el año escolar.

Si usted tiene alguna pregunta relacionado a este asunto, favor de llamar a la escuela.

A fin de asegurar que esta comunicación ha sido completada, favor de firmar más abajo y retorne esta carta a la escuela.

Sinceramente,

Principal (insert principal's name)

Firma de Padres _____

Fecha _____

Apandis E4

Lèt Pou Paran Yo Sou Pwogresyon Elèv Yo Klas K-5 (Lèt #2- Promotion)

Dat:

Chè Paran

Nou kontan pou enfòmè ou ke pitit ou akòmanse fè anpil _____ (student name) amelyorasyon depi dènye lèt nou te voye ba ou a e, si li kontinye ap amelyore konsa, li ap kapab pase klas la.

Nou rete anviwon yon mwa pou ane lekòl la fini. Nou ap mande ou revize pwogrè pitit ou a ap fè epi ankouraje efò li ap fè pou li ka pase klas la avan ane lekòl la rive nan bout li.

Si ou gen kesyon konsènen sijè sa a, souple telefòn lekòl la.

Pou nou ka asire nou ke ou resevwa kominikasyon sa a tout bon, nou ap rekòmande ke ou siyen pi ba lèt sa a epi voye li retounen nan lekòl la.

Sensèman,

Direktè/tris (insert principal's name)

Siyati Paran-an _____

Dat _____

Appendix E5

Student Progression Letter to Parents Grades K-2 and 4-5 (Letter #3 – Promoted with Remediation)

Date _____

Dear Parent of (student name)

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

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

If you have questions concerning this matter, please call the school.

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

Sincerely,

Principal (insert principal's name)

Parent Signature _____

Date _____

Apéndice E5

Carta A Los Padres Sobre El Progreso Del Estudiante Grados K-2 and 4-5 (Carta #3 – Promoted with Remediation)

Fecha:

Estimado/a:

Esta carta es para informarle que _____ será promovido con remediación al siguiente nivel de grado. A pesar de que su hijo no ha cumplido con las expectativas del nivel de grado actual, la evidencia indica que no es probable que se beneficie de la retención en el grado actual.

Queda aproximadamente un mes en el año escolar. Favor de repasar o examinar el progreso de su hijo/a y estimule sus esfuerzos para seguir mejorando durante el tiempo que queda en el año escolar.

Si usted tiene alguna pregunta relacionado a este asunto, favor de llamar a la escuela.

A fin de asegurar que esta comunicación ha sido completada, favor de firmar más abajo y retorne esta carta a la escuela.

Sinceramente,

Principal (insert principal's name)

Firma de Padres _____

Fecha _____

Apandis E5

Lèt Pou Paran Yo Sou Pwogresyon Elèv Yo Klas K-2 and 4-5 (Lèt #3– Promoted with Remediation)

Dat:

Chè Paran

Lèt sa a enfòmè ou ke yo pral remedye _____ pou yo pwomote li nan pwochen nivo klas la. Malgre pitit ou a pa satisfè atant pou nivo klas li ladan li an, evidans endike ke li genyen anpil chans pou li benefisye si li double klas li ladan aktyèlman an.

Nou rete anviwon yon mwa pou ane lekòl la fini. Nou ap mande ou revize pwogrè pitit ou a ap fè epi ankouraje efò li ap fè pou li ka pase klas la avan ane lekòl la rive nan bout li.

Si ou gen kesyon konsènen sijè sa a, souple telefone lekòl la.

Pou nou ka asire nou ke ou resevwa komunikasyon sa a tout bon, nou ap rekòmande ke ou siyen pi ba lèt sa a epi voye li retounen nan lekòl la.

Sensèman,

Direktè/tris (insert principal's name)

Siyati Paran-an _____

Dat _____

Appendix E6

Student Retention Letter to Parent Grades K-5

Date _____

Dear Parent of (student name)

This letter is to inform you that _____ (student name) has not met (District or State) expectations for promotion. At this time, your child will be retained in the present grade level as there is evidence he/she will benefit educationally from repeating the present grade.

Retention in Grade 3 only -

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

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

Sincerely,

Principal

Parent Signature _____

Date _____

Completed form submitted to school Principal, placed in student's cumulative records and documented in student scheduling program.

Apéndice E6

Carta de Retención del Estudiante para Padres de los grados K-5

Fecha

Estimados Padres/Encargados de (student name)

Esta carta sirve para informarle que (student name) no ha cumplido con las expectativas de promoción de (District or State). En este momento, su hijo será retenido en el nivel de grado actual ya que hay evidencia de que se beneficiará educativamente al repetir el grado actual.

Retención solo en el 3er grado –

Los estudiantes son retenidos cuando obtienen un puntaje por debajo del Nivel 2 en la evaluación estandarizada de Inglés a nivel estatal y no cumplen con los criterios para una Exención por Buena Causa. Los estudiantes de tercer grado también pueden ser retenidos cuando no hayan cumplido con las expectativas del Distrito en escritura, matemáticas y/o ciencias.

Si tiene alguna pregunta relacionada con el proceso, por favor, póngase en contacto con la escuela para concertar una cita con el maestro. Para asegurarse de que la comunicación esté completa, por favor firme abajo y devuelva esta carta a la escuela.

Atentamente,

El Director(a)

Firma de los Padres _____

Fecha _____

Completed form submitted to school Principal, placed in student's cumulative records and documented in student scheduling program.

Apandis E6

Lèt pou Anonse Paran ke Pitit yo ap Double Klas K-5

Dat

Chè Paran Elèv (student name)

Nou ekri w lèt sa a se pou fè w konnen ke (student name) pat rive konble atant (Distri a oubyen Eta a) pou li te ka rive pase klas li. Nan moman nou ye la a, pitit ou a pral double klas li a paske nou gen evidans ke li pral benefisye plis sou plan edikasyon si li rete nan klas ke li ap frekante koulye a.

Pou double Klas 3èm Ane sèlman -

Elèv sa yo ap double klas la lè yo fè yon nòt ki pi ba pase Nivo 2 nan egzamen ofisyèl Anglè ke yo administre sou tout eta a ak lè yo pa reponn a kritè pou jwenn Ekzanpsyon pou Bon Kòz. Elèv klas twazyèm ane yo kapab double lè yo pa rive reponn avèk atant Distri a nan lekti, matematik ak/oubyen syans.

Si ou genyen nenpòt kesyon sou jan pwosesis la mache, pa ezite kontakte lekòl la pou aranje yon konferans avèk pwofesè a. Pou nou ka asire nou ke komunikasyon sa a rive jwenn ou, tanpri siyen pi ba lèt sa a epi voye li retounen nan lekòl la.

Sensèman,

Direktris Lekòl la

Siyati Paran an _____

Dat _____

Completed form submitted to school Principal, placed in student's cumulative records and documented in student scheduling program.

Appendix E7

Third Grade Good Cause Exemption Form

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

Student # _____ Student Name _____

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

1.	ELL	English Language Learners (ELL) with an initial date of enrollment in a U.S. school less than 2 years. The entry date is less than 2 years from the last day of school.
2.	ESE	Students with disabilities whose Individual Educational Plan (IEP) indicates that participation in the statewide, standardized assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
3.	Alternative Assessment	Students who demonstrate grade level reading proficiency on an alternative standardized reading assessment approved by the State Board of Education. Use 45 th percentile rank or above on SAT10 or the 50 th percentile or above on current year iReady, Table 6.
4.	Portfolio	Students who demonstrate grade level reading proficiency through a student portfolio.
5.	ESE Retained once	Students with disabilities who participate in the statewide, standardized assessment and who have an IEP or a Section 504 plan that reflects that the student has received the intensive remediation in reading, as required by Florida law, for more than 2 years but still demonstrates a deficiency in reading and was previously retained in Pre-Kindergarten, kindergarten, grade 1, grade 2, or grade 3.
7.	Previously Retained in Grade 3	Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in 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. [(Section 1008.25(6)(b)6)]

☐ Conference between teacher and principal with supporting documentation held

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

Teacher Signature _____ Date _____

Principal Signature _____ Date _____

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

Apéndice E7

Formulario de exención por causa justificada de tercer grado

Este estudiante de tercer grado es elegible bajo el siguiente motivo considerable de exención a raíz de (*check*):

Nº Estudiantil _____ Nombre del estudiante _____

Nota: los números del (1 al 5 y 7) corresponden a los del código de datos

1.	ELL	Aprendices del Idioma Inglés (ELL) de matriculación inicial en una escuela de EE.UU. hace menos de 2 años. Su fecha de entrada fue menos de 2 años antes del último día de clase.
2.	ESE	Un estudiante con discapacidad cuyo Plan Educativo Individual (IEP) indica que no es apropiado que participe en el programa de exámenes del Estado de la Florida, conforme los requisitos de las reglas de la Junta de Educación de la Florida.
3.	Pruebas alternas	Un alumno que muestra ser competente en la lectura de su nivel del grado a través de una prueba de lectura estandarizada alterna aprobada por la Junta de Educación de la Florida. Itilize klasifikasyon pousantil 45 oswa pi wo nan SAT10 la oubyen klasifikasyon pousantil 50 oswa pi wo nan iReady pou ane ki an kou a, Tab 6.
4.	Portafolio	Un alumno que muestra ser competente en la lectura de su nivel de grado por medio de un catálogo de su trabajo.
5.	ESE y Retenido una vez	Un estudiante con discapacidad con un IEP que participa en el programa de exámenes del Estado de la Florida o plan de Sección 504 plan que comprueba que ha recibido remediación intensiva en lectura, conforme las leyes de la Florida, durante al menos 2 años pero que aún muestra una deficiencia en lectura y ya ha sido retenido en Pre-Kindergarten, kindergarten o en el grado 1º, 2º o 3º.
7.	Retenido previamente en el Grado 3º	Un alumno que ha recibido remediación intensiva en Lectura por al menos 2 años, pero que todavía muestra una deficiencia en Lectura que ya ha sido retenido en kindergarten o en el grado 1º, 2º o 3º durante 2 años. No se permite que un estudiante sea retenido más de un año en el Grado 3º [(Sección 1008.25(6)(b)6)]

☐ El maestro tuvo una conferencia para presentarle los documentos comprobantes al director de la escuela

El maestro del estudiante le presentará los documentos comprobatorios al director de la escuela cuando estos indican que la promoción del alumno es apropiada en base a los logros académicos del estudiante. A fin de reducir el papeleo requerido, tales comprobantes únicamente consistirán del Plan de Éxito Estudiantil (SSP), Plan de Educativo Individual (IEP), Plan de Aprendices del Idioma Inglés (ELL), Informe de Progreso de Escuela Elemental o un portafolio estudiantil.

Firma del maestro _____ Fecha _____

Firma del director _____ Fecha _____

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

Apandis E7

Fòm Ekzanpsyon pou Motif Valab pou Klas Twazyèm Ane

Elèv klas twazyèm Ane sa a kalifye pou Egzanpsyon Bòn Koz sou retansyon nan sezon sa a (tcheke) :

Elèv la _____ Non Elèv la _____

Note: chif anba yo (1-5 epi 7) koresponn avèk chif sou kòd done yo

1.	ELL	Moun ki ap Aprann Anglè (ELL) avèk yon dat inisyal sou anwolman nan yon lekòl nan Zetazini pou mwenske 2 ane. Dat li rantrè a mwenske 2 zan de dènye jou lekòl la.
2.	ESE	Elèv ki genyen yon andikap ke Plan Edikasyonèl Endividyèl (IEP) endike ki pa apwopriye pou patisipe nan evalyasyon eta jeneral la, ki konsistan avèk règleman sou egzijans Konsèy Administratif Eta a.
3.	Evalyasyon Altènatif	Elèv ki demontre konpetans nan lekti nan nivo klas li sou yon evaliyasyon lekti estandadize altènativ ki apwouve pa Konsèy Administratif Lekòl sou Edikasyon. Use la clasificación de percentil 45 o superior en el SAT10 o la clasificación de percentil 50 o superior en el iReady del año actual, Tabla 6.
4.	Pòtfèy	Elèv ki montre konpetans lekti nan nivo klas yo atravè yon pòtfèy elèv.
5.	ESE Double yon Fwa	Elèv andikape ki ap patisipe nan egzamen ofisyèl eta a, ki baze sou pwogram ansèyman yo e ki genyen yon IEP oubyen yon plan Seksyon 504 ki reflete ke elèv la te resevwa remediasyon entansif nan lekti, jan ke lwa eta Florida egzije sa, pou plis pase 2 ane men ki toujou demontre yon defisyan nan lekti e ki avan sa te double klas Pre-Kindergarten, kindergarten, klas 1 ane, klas 2 ane, oubyen klas 3 ane.
7.	Te Deja Double Klas 3yèm Ane	Elèv ki resevwa entèkansyon sou lekti entansif pou 2 zan oubyen plis men ki toujou demontre yon defisyan nan lekti e ki te double klas matènèl, klas premye ane, klas 2yèm ane, oswa klas 3yèm ane pou yon total 2 zan. Yon elèv pakapab double klas 3yèm ane pliske yon fwa. [(Seksyon 1008.25(6)(b)6)]

☐ konferans ant pwofesè e direktè ki sipòte pa dokimantasyon ke yo resevwa

Se pwofesè elèv la ki dwe soumèt Dokimantasyon sayo bay direktè lekòl la ki endike ke pwomosyon elèv la apwopriye e li baze sou dosye akademik elèv la. Pou minimize egzijans papyè, dokiman sayo dwe genyen sèlman Plan Sikse Elèv la (SSP), ki deja la, Plan Edikasyonèl Endividyèl (IEP), Plan Moun ki ap Aprann Anglè (ELL), Rapò sou Pwogrè Elemantè, oswa pòtfèy elèv la.

Siyati Pwofesè a _____ Dat _____

Siyati Direktè a _____ Dat _____

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

Appendix E8

Collier County Public Schools Third Grade District Portfolio Guidelines

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

Benchmarks Assessed:

Reading Prose and Poetry

ELA.3.R.1.1
ELA.3.R.1.2
ELA.3.R.1.3
ELA.3.R.1.4

Reading Informational Text

ELA.3.R.2.1
ELA.3.R.2.2
ELA.3.R.2.3
ELA.3.R.2.4

Reading Across Genres

ELA.3.R.3.1
ELA.3.R.3.2
ELA.3.R.3.3

Finding Meaning

ELA.3.V.1.2
ELA.3.V.1.3

Appendix E9

Student Promotion Letter to Parent Grade 3 – Good Cause

Date _____

Dear Parent/Guardian of (student name) _____

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

- ☐ **ELL** – Limited English Proficient students who have had less than 2 years of instruction in an English Languages Learners program. The entry date is less than 2 years from the last day of school.
- ☐ **ESE** – Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
- ☐ **Alternative Assessment** – Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
- ☐ **Portfolio** – Students who demonstrate through a student portfolio that they are performing at least a Level 2 on the statewide, standardized English Language Arts assessment.
- ☐ **ESE/504 with Previous Retention** – Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received the intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in Pre-Kindergarten, kindergarten, grade 1, grade 2 or grade 3.
- ☐ **Previously Retained in 3rd Grade** – Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in 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.

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

Sincerely,

Principal

Parent Signature: _____

Completed form placed in student's cumulative records and documented in student scheduling program.

Apéndice E9

Carta A Los Padres Sobre La Promoción De Grado Del Estudiante Grado 3 – Motivo Considerable

Fecha

Estimados padres de (student name)

Los estudiantes son retenidos en el mismo grado cuando sus puntuaciones en las pruebas estandarizadas del Estado de la Florida no son suficientes, a no ser que cualifiquen por una exención bajo los criterios de motivo considerable. Esta carta sirve para informarle que (student name) satisface los criterios de motivo considerable y será promovido al cuarto grado:

- ☐ **ELL** – Los estudiantes de capacidad limitada en ingles con una fecha de matriculación en una escuela de EE.UU. de menos de 2 años de antigüedad. La fecha de entrada fue a menos de 2 años antes del último día de clases.
- ☐ **ESE** – Los estudiantes con discapacidades cuyos planes de IEP indican que su participación en el programa de pruebas estandarizadas del Estado de la Florida no es apropiado, conforme la regla de los requisitos de la Junta Directiva de Educación de la Florida.
- ☐ **Evaluaciones alternas** – Los estudiantes que al tomar una prueba estandarizada alterna aprobada por la Junta Directiva de Educación de la Florida, muestran la capacidad de leer a su nivel de grado.
- ☐ **Portafolio** – Un alumno que muestra ser competente en la lectura de su nivel de grado por medio de un catálogo de su trabajo.
- ☐ **ESE y Retenido una vez** – Un estudiante con discapacidad con un IEP que participa en el programa de exámenes del Estado de la Florida o plan de Sección 504 plan que comprueba que ha recibido remediación intensiva en lectura, conforme las leyes de la Florida, durante al menos 2 años pero que aún muestra una deficiencia en lectura y ya ha sido retenido en Pre-Kindergarten, kindergarten o en el grado 1º, 2º o 3º.
- ☐ **Retenido previamente en el Grado 3º** - Un alumno que ha recibido remediación intensiva en Lectura por al menos 2 años, pero que todavía muestra una deficiencia en Lectura que ya ha sido retenido en kindergarten o en el grado 1º, 2º o 3º durante 2 años. No se permite que un estudiante sea retenido más de un año en el Grado 3º.

Si tiene alguna pregunta sobre este proceso, favor de comunicarse con la escuela para programar una conferencia con el maestro de su hijo/a.

Atentamente,

Director/a

Firma del padre(s) _____

Completed form placed in student's cumulative records and documented in student scheduling program.

Apandis E9

Lèt Pou Paran Konsènan Pwomosyon Elèv Yo Klas 3èm – Bòn Koz

Dat _____

Chè Paran (student name) _____

Elèv double klas lè ke yo fè nòt ki pi ba pase nivo konpetans yo ta dwe akèri nan evaliyasyon sou pwogram ansèyman sou tout eta a, amwens ke yo satisfè kritè ekzanpsyon Bòn Koz la (Good Cause Exemption). Lèt sa a se pou enfòmè w ke (student name) satisfè kritè Bòn Koz ki pi ba yo epi li pral pase pou klas katriyèm ane:

- ☐ **ELL** – Elèv ki Limite nan Lang Anglè a ki genyen mwens pase 2 ane depi yo antre nan yon lekòl nan peyi Etazini. Dat yo antre a montre key o gen mwens ke 2 zan pou rive nan dènye jou lekòl la.
- ☐ **ESE** – Elèv ki genyen yon andikap e ke IEP yo endike ke patisipasyon yo nan pwogram evaliyasyon sou pwogram ansèyman eta yo pa apwopriye, konsistan avèk ekzijans règleman Konsèy Administrasyon Edikasyon Leta a.
Evaliyasyon Altènatif – Elèv ki demontre key o kapab li kouraman nan nivo klas yo nan yon evaliyasyon lekti lekti altènatif ki baze sou nòm ansèyman ke Konsèy Administrasyon Edikasyon Leta a apwouve kòm.
- ☐ **Pòtfèy** – Elèv ki montre konpetans lekti nan nivo klas yo atravè yon pòtfèy elèv.
- ☐ **ESE Double yon Fwa** – Elèv andikape ki ap patisipe nan egzamen ofisyèl eta a, ki baze sou pwogram ansèyman yo e ki genyen yon IEP oubyen yon plan Seksyon 504 ki reflete ke elèv la te resevwa remediasyon entansif nan lekti, jan ke lwa eta Florida egzije sa, pou plis pase 2 ane men ki toujou demontre yon defisyan nan lekti e ki avan sa te double klas Pre-Kindergarten, kindergarten, klas 1 ane, klas 2 ane, oubyen klas 3 ane.
- ☐ **Te Deja Double Klas 3yèm Ane** – Elèv ki resevwa entèvensyon sou lekti entansif pou 2 zan oubyen plis men ki toujou demontre yon defisyan nan lekti e ki te double klas matènèl, klas premye ane, klas 2yèm ane, oswa klas 3yèm ane pou yon total 2 zan. Yon elèv pakapab double klas 3yèm ane pliske yon fwa.

Si ou genyen nenpòt kesyon konsènan pwosesis la, tanpri kontakte lekòl la pou ranje yon konferans avèk pwofesè a.

Sensèman,

Direktè (tris) la _____

Chè Paran _____

Completed form placed in student's cumulative records and documented in student scheduling program.

Appendix E10

SCHOOL SUMMARY REPORT TO SUPERINTENDENT THIRD GRADE PROMOTION/RETENTION

Good Cause Exemptions from the Third Grade Promotion Requirements

School: _____ **Principal:** _____

These third grade students are eligible for the following Good Cause Exemptions from retention for the following reasons (list student ID# and names.)

1. **ELL** – English Language Learners who have had less than 2 years of instruction in an English Language Learners (ELL) program based on the initial date of entry into a school in the United States.
Student # Name
2. **ESE** – Students with disabilities whose Individual Educational Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of Section 1008.212.
Student # Name
3. **Alternative Assessment** – Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education. Student scored 50th percentile or above on current year iReady, Table 6.
Student # Name
4. **Portfolio** – A student who demonstrates through a student portfolio that he or she is performing at least a Level 2 on the statewide standardized English Language Arts assessment. Must meet specific guidelines for portfolio review. (see CCPS guidelines for portfolio review)
Student # Name
5. **ESE Retained once** – Students with disabilities who participate in the statewide, standardized English Language Arts assessment and who have an (IEP) or a Section 504 plan that reflects that the student has received the intensive instruction in reading or English Language Arts, for more than 2 years but still demonstrates a deficiency and was previously retained in Pre-Kindergarten, kindergarten, grade 1, grade 2 or grade 3.
Student # Name
6. **Previously Retained in Grade 3** – Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, and/or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.
[Section F.S. 1008.25(6)(b)6.]
Student # Name

Principal Signature

Date

Superintendent Signature

Date

Submit form to Executive Director, Elementary Programs

Appendix E11

Collier County Public Schools Third Grade Mid-Year Promotion

Student # _____ Teacher Name _____ School _____

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

This student has met one of the criteria indicated below:

☐	State Reading Assessment	Students who demonstrate grade-level reading proficiency on a standardized State reading assessment approved by the State Board of Education. Evidence: Level 2 or above on Grade 3 FAST ELA Reading PM1
☐	Alternative Reading Assessment	Students who demonstrate grade level reading proficiency on an alternative standardized reading assessment approved by the State Board of Education. Evidence: 45 th Percentile or higher on the SAT10 Assessment
☐	Mid-Year Reading Portfolio	Students who demonstrate grade level reading proficiency through a student portfolio.

☐ Conference between teacher and principal with supporting documentation held

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

Teacher Signature _____ Date _____

Parent Signature _____ Date _____

Principal Signature _____ Date _____

Completed form placed in student's cumulative records and documented in student scheduling program by the last day before winter recess.

Apéndice E11

Escuelas Públicas Del Condado De Collier Promoción Desde El Tercer Grado A Mitad Del Año

Nº Estudiantil _____ Maestro _____ Escuela _____

Conforme las normas del Estado de la Florida: (Sección 1008.25) referentes a los estudiantes retenidos en el tercer grado, este alumno de tercer grado es elegible para ser promovido del tercer al cuarto grado a la mitad del año escolar.

El alumno ha cumplido con uno de los siguientes criterios:

☐	Prueba de Lectura	Un alumno que muestra ser competente en la lectura de su nivel del grado a través de una prueba de lectura estandarizada alterna aprobada por la Junta de Educación de la Florida. Evidencia: Nivel 2 o superior en la Prueba de Lectura ELA de Grado 3, PM1
☐	Evaluaciones alternas	Estudiantes que demuestren competencia en lectura a nivel de grado en una evaluación estandarizada alternativa de lectura aprobada por la Junta Estatal de Educación. Evidencia: Percentil 45 o superior en la evaluación SAT10
☐	Portafolio (de mediados del año) de Lectura del Estudiante	Un alumno que muestra ser competente en la lectura de su nivel de grado por medio de un catálogo de su trabajo.

☐ El maestro tuvo una conferencia para presentarle los comprobantes al director de la escuela

El maestro del estudiante le presentará los documentos comprobatorios al director de la escuela cuando estos indican que la promoción del alumno es apropiada en base a los logros académicos del estudiante. A fin de reducir el papeleo requerido, tales comprobantes únicamente consistirán del Plan de Éxito Estudiantil (SSP), Plan de Educativo Individual (IEP), Plan de Aprendices del Idioma Inglés (ELL), Informe de Progreso de Escuela Elemental o un portafolio estudiantil.

Firma del maestro _____ Fecha _____

Firma de los padres _____ Fecha _____

Firma del director _____ Fecha _____

Completed form placed in student's cumulative records and documented in student scheduling program by the last day before winter recess.

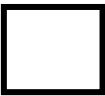
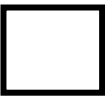
Apandis E11

Lekòl Piblik Collier County Pwomosyon Mi-Ane Pou Klas Twazyèm Ane

Elèv la _____ Non Pwofesè li _____ Lekòl la _____

Elèv klas twazyèm ane sa a kalifye pou pwomosyon mi-ane a pou ale nan pwomosyon klas katriyèm ane dapre Nòm Eta sou pwomosyon Mi-Ane pou Elèv Klas Twazyèm Ane ke yo Retni: (Seksyon 1008.25)

Elèv sa satisfè youn nan kritè ki endike anba yo:

	Evaliyasyon Lekti	Elèv la demontre konpetans nan nivo klas li ye a sou yon evaliyasyon lekti estandadize altènatif ki apwouve pa Konsèy Administratif Eta sou Edikasyon Evidans: Nivo 2 oubyen pi wo nan Egzamen Lekti FAST ELA PM1 pou Klas 3èm Ane
	Evaliyasyon Lekti Altènatif	Elèv ki demontre yo atenn nivo klas yo nan lekti nan yon egzamen ki reflekte pwogram ansèyman lekti altènatif ke Konsèy Administrasyon Eta Florida te apwouve. Evidans: 45 ^{èm} pousantil oswa pi wo nan Egzamen SAT 10 la
	Pòtfèy Lekti pou Mi-Ane a	Elèv ki demontre konpetans sou nivo klas atravè yon pòtfèy elèv.

☐ konferans ant pwofesè e direktè ki sipòte pa dokimantasyon ke yo resevwa

Se pwofesè elèv la ki dwe soumèt Dokimantasyon sayo bay direktè lekòl la ki endike ke pwomosyon elèv la apwopriye e li baze sou dosye akademik elèv la. Pou minimize egzijans papyè, dokiman sayo dwe genyen sèlman Plan sou Sikse Elèv la (SSP), ki deja la, Plan Edikasyonèl Endividyèl (IEP), Plan Moun ki ap Aprann Anglè (ELL), Rapò sou Pwogrè Elemantè, oswa pòtfèy elèv la.

Siyati Pwofesè a _____ Dat _____

Siyati Paran an _____ Dat _____

Siyati Direktè a _____ Dat _____

Completed form placed in student's cumulative records and documented in student scheduling program by the last day before winter recess.

Appendix E12

Mid-Year Promotion Letter to Parents – No Change of Placement

Date:

Dear Parent of a Third Grade Student Who is Retained:

Your child was given the opportunity to demonstrate fourth grade reading level in accordance with the legislation regarding mid-year promotion. This involved the administration of both the F.A.S.T State assessment and the SAT10 Reading Assessment. The results of this opportunity indicate that your child's placement in third grade is most appropriate at this time; therefore, no change of placement will occur.

If you have questions regarding the process or the results, please do not hesitate to contact your child's teacher or me.

Sincerely,

Principal

Copy of completed letter placed in student's cumulative records.

Apéndice E12

Carta de Promoción a Mitad de Año Para los Padres – Sin Cambio de Ubicación

Fecha

Estimados padres de un estudiante mantenido en el tercer grado:

Conforme la legislación relacionada a la promoción de grado a mitades del año, a su hijo se le brindó la oportunidad de mostrar un nivel de lectura de cuarto grado. Esto involucró la administración tanto de la evaluación estatal F.A.S.T como de la evaluación de lectura SAT10.y que se desarrolla un portafolio de su trabajo de lectura de nivel de cuarto grado. Los resultados de esta oportunidad indican que, en este momento, la ubicación de su hijo/a en el tercer grado es la más apropiada; por consiguiente, no habrá ningún cambio de ubicación.

Si tiene alguna pregunta relacionada a este proceso o los resultados, no dude en comunicarse con el maestro de su hijo/a o conmigo.

Atentamente,

Director/a de la Escuela

Copy of completed letter placed in student's cumulative records.

Apandis E12

Lèt pou Paran pou Anonse Pwomosyon nan Mitan Ane a – San Chanjman Plasman

Dat

Chè Paran(yo) ki gen Elèv Klas Twazyèm Ane ki Double:

Yo te bay pitit ou opòtinite pou li te demontre ke li kapab fè lekti nan nivo katriyèm ane an akò avèk lejislasyon konsènan pwomosyon nan mitan ane a. Sa enplike administrasyon ni egzamen Leta F.A.S.T ak Egzamen Lekti SAT10. Rezilta opòtinite sa yo endike ke plasman pitit ou nan klas twazyèm ane pi apwopriye pou koulye a; pa konsekan, nou pap fè okenn chanjman nan plasman li.

Si ou genyen kesyon konsènan pwosesis la oubyen rezilta yo, tanpri pa ezite kontakte pwofesè pitit ou oubyen mwen menm.

Sensèman

Direktè (tris)

Copy of completed letter placed in student's cumulative records.

Appendix E13

Acceleration Application for CCPS Elementary School Students

Student Name: _____ Student ID: _____

Parent Name: _____

Parent Contact Phone: _____

Parent Contact E-mail: _____

☐ Mid-Year Acceleration (Deadline: October 1) Advance to Grade _____

☐ Whole-grade Acceleration (Deadline: June 1) Advance to Grade _____

☐ Single Subject (Submission Deadline: May 15)

Courses/Subjects: _____

Supporting Documentation Required:

_____ Letter from Parent

_____ F.A.S.T Assessment Scores and Prior Years Grade Transcript

_____ Virtual Options Agreement (Appendix E14)

Student Signature/Date _____

Parent Signature/Date _____

Principal Signature/Date _____

Recommended _____

Not Recommended _____

Executive Director, Elementary Programs Signature/Date _____

Approved _____ Not Approved _____

Completed form placed in student's cumulative records and documented in student scheduling program.

Apéndice E13

Solicitud de aceleración para estudiantes de escuela elemental de CCPS

Nombre del estudiante: _____ N° Estudiantil: _____

Nombre de los padres: _____

Información de contacto de los padres:

Telf. _____ Correo electrónico _____

☐ Aceleración a mediados de año (Fecha límite: 1º de octubre) Avanzar al grado _____

☐ Adelantar un año completo (Fecha límite: 1º de junio) Avanzar al grado _____

☐ Una sola materia (Fecha límite de entrega: 15 de mayo)

Cursos o materias: Haga clic aquí para introducir el texto _____

Se requiere documentación de apoyo:

_____ Carta de los padres

_____ Puntuaciones de evaluación y expediente académico de años anteriores

_____ Acuerdo de opciones virtuales (Appendix E14)

Firma del estudiante y la fecha _____

Firma de los padres y la fecha _____

Firma del Director(a) de la Escuela/y la fecha _____

Aconsejable _____ No se recomienda _____

Director(a) Ejecutivo, Programas de Primaria/Fecha _____

Aprobado _____ No Aprobado _____

Completed form placed in student's cumulative records and documented in student scheduling program.

Apandis E13

Acceleration Aplikasyon pou Elèv Elemantè CCPS yo

Non Elèv la: _____ Nimewo Idantifikasyon Elèv la: _____

Non Paran li: _____

Enfòmasyon Kontak Paran li:

Telefòn _____ Kourye Elektwonik (E-mail) _____

☐ Akselerasyon nan Mitan Ane a (Delè: 1 oktòb)

Avanse pou Klas _____

☐ Akselerasyon pou tout Klas (Delè: 1 jen)

Avanse pou Klas _____

☐ Matyè pou kont li (Dat limit soumisyon an se: 15 me)

Kou/Matyè: Klike la a pou antre yon tèks. _____

Dokiman yo Ekzije pou Sipòte Aplikasyon an:

____ Lèt paran yo ekri

____ Nòt evalyasyon ak relve nòt ane anvan yo

____ Akò pou Opsyon Vityèl (aneks 14)

Siyati Paran/Dat _____

Siyati Konseye Lekòl la/Dat _____

Siyati Direktè (tris) Lekòl la /Dat _____

Rekòmande _____

Pa Rekòmande _____

Direktris Ekzekitif, Pwogram Elemantè yo _____

Apwouve _____

Pa Apwouve _____

Completed form placed in student's cumulative records and documented in student scheduling program.

Appendix E14

Collier County Public Schools Virtual Options Agreement Elementary School

Name: _____ Student ID: _____

Counselor: _____ Grade: _____

Course requested on FLVS _____

Please read this information carefully and thoroughly. This form must be signed and submitted to your school counselor in order to participate in a Florida Virtual School (FLVS) class during this school year.

- I understand that FLVS courses are either a semester or full year commitment.
- I understand that FLVS is designed to be implemented 100% online. I understand that support for questions, challenges, and discussions regarding my child's progression through the course and final grading outcome rest with the staff and leadership at FLVS.
- I understand that FLVS teachers are available online and by telephone to assist my child in progressing through the course. Teachers at my child's home school cannot act as resources or provide support to my child in completing the FLVS coursework.
- I have carefully thought through my child's schedule, extracurricular activities, interests, and future goals. My child is committed to completing the FLVS course.

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

Parent Signature _____ Date _____

Student Signature _____ Date _____

School Counselor Signature _____ Date _____

Completed form placed in student's cumulative records and documented in student scheduling program.

Apéndice E14

Escuelas Públicas Del Condado De Collier Acuerdo De Opciones De Estudio Virtual De Escuela Elemental

Nombre: _____ N° Estudiantil _____

Consejero: _____ Grado: _____

Curso FLVS solicitado: _____

Favor de leer la siguiente información detenidamente y a fondo. Para participar en una clase de Florida Virtual School (FLVS) este año escolar, se requiere someter este formulario al consejero escolar.

- Yo comprendo que los cursos de FLVS requieren un compromiso de un semestre o de un año escolar completo.
- Yo entiendo que los cursos de FLVS están diseñados para hacerse 100% en línea y comprendo que el apoyo para las preguntas, discusiones y desafíos relacionados al progreso y grado final de mi hijo(a) son responsabilidad del personal y los directores de los programas de FLVS.
- Yo comprendo que los maestros de FLVS únicamente están disponibles en línea y por teléfono para ayudar a mi hijo(a) a progresar en el curso. Los maestros en la escuela de mi hijo(a) no pueden servirle de recurso o proveerle ayuda a mi hijo(a) en la compleción de su trabajo del curso de FLVS.
- Yo he pensado detenidamente sobre el horario de clases de mi hijo(a), sus actividades extra-curriculares, intereses y futuras metas. Mi hijo(a) está comprometido a completar el curso de FLVS.

He leído este documento y acuerdo atenerme a todas las declaraciones.

Firma de los padres _____ Fecha _____

Firma del estudiante _____ Fecha _____

Firma del consejero escolar _____ Fecha _____

Completed form placed in student's cumulative records and documented in student scheduling program.

Apandis E14

Lekòl Piblik Collier County Akò Sou Opsyon Vityèl

Non: _____ Idantifikasyon Elèv la _____

Konseye: _____ Klas: _____

Kou ki ekzije nan FLVS: _____

Tanpri li enfòmasyon sa a konplètman e avèk anpil prekosyon. Ou dwe siyen fòm sa a epi soumèt li bay konseye lekòl ou yon fason pou w ka patisipe nan yon klas sou Lekòl Vityèl nan Florid (FLVS) pandan ane eskolè sa a.

- Mwen konprann ke kou FLVS yo se swa yon angajman pa trimès oswa pou tout ane a.
- Mwen konprann ke FLVS ap dezinye pou aplike sou entènèt a 100%. Mwen konprann ke sipò pou kesyon, defi, ak diskisyon konsènan pwogresyon pitit mwen atravè kou a e rezilta nòt final yo gen rapò avèk manb pèsònèl yo ak lidèchip FLVS yo.
- Mwen konprann ke pwofesè FLVS disponib sou entènèt e mwen kapab kontakte yo pa telefòn pou yo ede pitit mwen nan pwogresyon li atravè kou a. Pwofesè nan lekòl pitit mwen pa kapab sèvi kòm resous oswa bay pitit mwen sipò pou konplete travay li nan kou FLVS yo.
- Mwen ekzamine orè, aktivite preskolè, enterè, objektif alavni pitit mwen an detay. Pitit mwen pran angajman pou konplete kou FLVS la.

Mwen li dokiman sa a epi m dakò pou m respekte deklarasyon sa yo.

Siyati Paran _____ Dat _____

Siyati Elèv la _____ Dat _____

Siyati Konseye Lekòl la _____ Dat _____

Completed form placed in student's cumulative records and documented in student scheduling program.

MIDDLE SCHOOL STUDENT PROGRESSION

Enrollment and Assignment of Transfer Students

Students who have successfully completed grade 5 in a Collier County Public School will automatically matriculate to grade 6.

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

In some limited cases, there may be doubt concerning the appropriate grade placement of a transfer student new to the District. When a decision involves a potential change from middle school to high school, the two principals should confer with the Executive Director, Secondary Programs, to reach a joint decision as to grade placement. Should the principals involved be unable to reach a mutually agreed upon decision, the Chief Academic Officer will make a decision as to grade level placement of the student in question.

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

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

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

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

Second Semester Students - Criteria for student progression and possible retention apply to students entering the Collier County Public Schools during the second semester. However, due to the late enrollment of such students, decisions and subsequent contact with parents regarding the progression of the student may not fit established procedures. School staff must consult with the Executive Director, Secondary Programs, regarding these situations. However, notification to parents of possible retention should be made as early as possible.

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

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

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

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

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

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

Middle School Progression

Students in middle school must complete the following 12 core courses in the order listed below, not concurrently, and the career component that is included in the 8th grade course M/J US History and Career Planning. The advanced course could be substituted in the sequence (e.g., M/J Language Arts 1 Advanced could be used in place of M/J Language Arts 1).

	Grade 6	Grade 7	Grade 8
English/ Language Arts	M/J Language Arts 1	M/J Language Arts 2	M/J Language Arts 3
Mathematics	M/J Grade 6 Mathematics	M/J Grade 7 Mathematics	M/J Pre-Algebra
Science	M/J Earth Space Science	M/J Life Science	M/J Physical Science
Social Studies	M/J World History	M/J Civics	M/J US History and Career Planning
Career Component			Included in M/J US History and Career Planning

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

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

A student may not be promoted to eighth grade unless the student is able to take all remaining courses that need to be completed in order to move to ninth grade the following year (3 English Language Arts, 3 Mathematics, 3 Science and 3 Social Studies).

If a seventh grade student cannot complete and earn a passing grade in all middle school credits by the end of the eighth grade year, the student should be considered for retention.

Students who are promoted with remediation or who are retained are required to have a Student Success Plan (SSP), an Individual Educational Plan (IEP), or an English Language Learners (ELL) Plan.

Academic Supports

Middle school students who have a most recent FAST ELA Reading score of Level 1 or 2 are required by Florida Statute to receive academic supports the following year to improve the student's performance (F.S. 1008.25 (4a)).

Students who score Level 1 or Level 2 on statewide standardized assessments will be enrolled in a remedial course or content area course in which remediation strategies are incorporated into course content. Parents wishing to waive this scheduling method must complete [Appendix M6](#).

Student Success Plan (SSP)

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

- Attendance below 90 percent (does not differentiate between excused or unexcused absences)
- One or more suspensions, whether in-school or out-of-school
- Course failure in English Language Arts (ELA) or Mathematics
- A Level 1 score on the statewide, standardized assessments in ELA or Mathematics

These indicators enable educators to identify students based on several at-risk characteristics for providing early intervention and preventative supports. Schools are required to develop and implement a Student Success Plan (SSP) for each student who fails to meet certain performance expectations. An SSP is intended to provide flexibility for the District and the school in meeting the academic and/or behavioral needs of the students. The school, in consultation with the student's parent, determines appropriate intervention strategies to be implemented by the school to improve the academic performance of identified students.

A student who is not meeting the District or State requirements in English Language Arts and/or Mathematics or as defined through Early Warning System criteria, F.S. 1001.42, shall receive one of the following plans to target instruction and identify ways to improve his or her academic achievement:

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

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

If the student has a deficiency in English Language Arts, the SSP shall identify the areas of deficiency in phonemic awareness, phonics, fluency, comprehension, vocabulary, oral language, and/or writing.

If the student has a deficiency in Mathematics, the SSP shall identify the areas of deficiency in number sense, operations, algebraic thinking, geometry, measurement, data analysis, and/or mathematical reasoning.

The plan chosen must be designed to assist the student or the school in meeting the State and District expectations. When a student has an IEP that addresses the areas of deficiency, an additional Student Success Plan is not needed.

Retention Procedures

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

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

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

Due process, the right of review of the decision of the principal regarding placement, shall be available to the parents of all students. A translator must be made available to facilitate communication, as necessary. The review shall be in the form of a conference between the parents, teachers, school counselor, Principal, and Executive Director, Secondary Programs. After consideration of the facts presented at the conference, the Executive Director, Secondary Programs shall render a final decision. The decision shall be communicated, in writing, to the parents and the Principal.

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

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

Advanced Academics

Students who meet eligibility requirements are eligible to take advanced courses, where offered. Participation in advanced academics builds skills, knowledge and understanding in English, Mathematics, Social Studies and Science. The curriculum is designed to meet the needs of gifted and advanced learners with an emphasis on creativity, innovation and scholarly discourse.

Students participating in advanced academics will have the opportunity to earn credit in high school courses, which will affect their high school grade point average (GPA) and establish the study habits necessary to be successful.

Students who meet the requirements listed below will be scheduled into advanced academics. Parents may opt their child out of advanced academics by contacting the school.

Eligibility Requirements:

- Eligibility for Gifted services, and/or
- Level of 4 or 5 on the statewide assessment for English Language Arts and/or Mathematics

Acceleration Options for Middle School Students

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

Whole or Mid-Year Promotion

Requests for whole grade (June 1) or mid-year (October 1) promotion will not be accepted after the published deadlines. The assignment of a student to a higher grade, which results in the student advancing to the next grade or part of a grade, is to be made on the basis of significantly high achievement by the student as evidenced by scores at or above the 98th percentile on FAST PM3 in all areas based on a standardized assessment and evidence the student will benefit more from the instructional program at the accelerated grade level. The probable long-range academic, social, and emotional effects on the student should be strongly considered in any acceleration decision.

The Principal has the responsibility for recommending such acceleration to the Executive Director, Secondary Programs. A student will not be accelerated without parental consent. The student's cumulative record will reflect the accelerated grade placement, major reason(s) for the assignment, and the name of the Principal who has made the placement. Parents shall be notified formally, in writing, that their child is receiving an accelerated grade placement to the next higher grade. A copy of this notification shall be placed in the cumulative record.

Single Subject Area Acceleration

Students in middle school who wish to accelerate in a single subject area must demonstrate significantly high achievement as evidenced by scores at or above the 98th percentile on FAST PM3 in the content area and must complete the application ([Appendix M1](#)). The Principal has the responsibility for recommending such acceleration to the Executive Director, Secondary Programs. Approval will be determined by the Executive Director, Secondary Programs. Requests for acceleration that do not meet eligibility requirements will be considered on a case-by-case basis. Acceleration must follow District-developed course sequences and are limited to those listed as high school credit options. Students who accelerate in a subject area, exhausting subject area courses (such as three M/J Mathematics Courses) at the building level MUST take subsequent courses, if available, virtually. Students in grade 8 may take Health Opportunities through Physical Education (HOPE) or Personal Fitness, without seeking additional approval through, Florida Virtual School (FLVS), or on the middle school campus, if applicable, beginning any time after the completion of the 7th grade year to earn high school credit without seeking additional approval.

Virtual Course Options

All students are eligible to participate in the following virtual instruction option per F.S. 1002.455.

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

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

- Parents may also request FLVS as a possible acceleration option for their child by contacting the school counselor.
- The school counselor will confirm the student meets the criteria as outlined above and discuss the additional criteria and process with parents. (Reference [Appendix M5](#))
- Students requesting an FLVS math course for the single subject acceleration must complete the Acceleration Application ([Appendix M1](#)), meet eligibility criteria, and be recommended and approved at the school and District level.

Middle school students must be enrolled and complete a full schedule (7 periods) in traditional school programming prior to enrollment in virtual programming. The Virtual Options Agreement (reference [Appendix M5](#)) must be completed and returned to the student's school counselor.

Collier County Public Schools (CCPS) will not deny access to a course offered by FLVS, assuming the desired online course is an appropriate placement based on the student's academic history, grade level, age, and the District's Student Progression Plan.

CCPS middle school students may only earn high school credit for courses identified in the Student Progression Plan as available to seventh and eighth grade students, regardless of whether the course is taken in a traditional setting or through FLVS. Middle school students cannot use FLVS courses for high school course grade forgiveness.

Students who take courses through FLVS that trigger statewide end-of-course exams (EOC) will be required to take the respective EOC during the next available testing window.

Notes:

- CCPS middle school students may not enroll full-time in FLVS
- It is recommended that students enroll in only one FLVS course at a time. Requests for more than one course per school year must be reviewed by the Executive Director, Secondary Programs

After the completion of 7th grade, middle school students may enroll in HOPE or Personal Fitness through FLVS or on the middle school campus. For high school planning and the HOPE requirement, please reference ([Appendix H9](#)).

High School Credit Course Options

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

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

Such credit is applicable to meeting state scholarship requirements in all cases permitted by law.

Grade 6 students seeking to take high school credit courses in core areas only, must complete the single course acceleration application with approval by Principal and Executive Director, Secondary Programs. Grade 6 students are not eligible to take high school elective courses, including first year world languages.

Grade 7 students may take Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, any first year world language course, Digital Information Technology, Computer and Business Skills, or Culinary Arts 1. All core courses (English, math, science and social studies) must have the permission of the Executive Director, Secondary Programs.

Grade 8 students may only take the following courses beginning no earlier than the summer preceding their eighth grade year or anytime during the eighth grade year inclusive of Algebra 1A/1B, Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, any first or second year world language course*, Digital Information Technology, Computer and Business Skills, Health Options through Physical Education (HOPE), Personal Fitness, and Culinary Arts1 to earn high school credit. Some courses may require specific scores on state assessments. Grade 8 students taking a second year world language course may not accelerate into a third year course.

Students may enroll only in the following online elective courses (FLVS) the first day after completing eighth grade. Approved courses include: Fitness Lifestyle Design, Life Management Skills, Health Opportunities in Physical Education (H.O.P.E.), Personal Fitness, Critical Thinking and Study Skills, Drivers Education (age requirement – 14.5), Psychology, and first or second year world languages. Beginning June 1st additional FLVS courses may be allowed in accordance with course progressions and approved by the student's high school counselor,

Students enrolled in courses through FLVS that are part of a sequence (e.g., French 1, French 2) may have to complete the course sequence through FLVS if the first course in the sequence is not completed prior to the first school day of the subsequent school year. The High School Course Information Book dictates course sequencing which must be followed.

Middle school students taking a course through FLVS that triggers a statewide end-of-course exam (EOC) will take the respective EOC during the Spring testing window regardless of course completion date. Middle school students should consider this when enrolling and/or pacing their course work to appropriately ensure readiness at the Spring testing window.

Secondary Report Cards and Interim Progress Reports

Report Cards and Interim Progress Reports shall be issued to all students and are used to inform parents of their child's progress and to inform parents of students being considered for retention. Report Cards and Interim Progress Reports are issued in designated marking periods and available to parents via the FOCUS portal.

Grading System

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

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

Appendix M1

Acceleration Application for CCPS Middle School Students

School Name: _____

Student Name: _____ Student ID: _____

Parent Name: _____

Parent Contact Phone _____

Parent Contact Email _____

☐ **Whole-grade Promotion (Deadline: June 1)**

- ☐ Advance to Grade 7
- ☐ Advance to Grade 8

☐ **Single Subject (Submission Deadline: May 15 for summer enrollment; October 1 for fall enrollment)**

Courses/Subjects: _____

☐ **Mid-Year Promotion (Deadline: October 1)**

- ☐ Grade 6 to Grade 7
- ☐ Grade 7 to Grade 8
- ☐ Grade 8 to Grade 9 (Must take Grade 9 courses virtually until next school year)

Supporting Documentation Required:

_____ Letter from parent

_____ Letter from student

_____ Transcript/PM3 assessment scores or academic history

_____ Virtual Options Agreement ([Appendix M5](#))

Student Signature/Date _____

Parent Signature/Date _____

Principal Signature/Date _____

Recommended _____

Not Recommended _____

Executive Director, Secondary Programs /Date _____

Approved _____

Not Approved _____

Completed form placed in student's cumulative records and documented in student scheduling program.

Apéndice M1

Solicitud de aceleración para estudiantes de escuela intermedia de CCPS

School Name: _____

Nombre del estudiante: _____ N° Estudiantil: _____

Nombre de los padres: _____

Información de contacto de los padres:

Telf. _____ Correo electrónico _____

☐ **Adelantar un año completo (Fecha límite: 1º de junio)**

☐ Avanzar al 6º Grado

☐ Avanzar al 7º Grado

☐ Avanzar al 8º Grado

☐ **Una sola materia (Submission Fecha límite: May 15)**

Cursos y materias: _____

☐ **Promoción a mediados de año (Fecha límite: 1º de octubre)**

☐ de 6º a 7º Grado

☐ de 7º a 8º Grado

☐ de 8º a 9º Grado (Debe cursar las clases de 9º Grado en línea hasta el próximo año escolar)

Se requiere documentación de apoyo:

_____ Carta de los padres

_____ Carta del estudiante

_____ Expediente académico y los resultados de los PM3 exámenes o historial académico

_____ Virtual Options Agreement ([Appendix M5](#))

Firma del estudiante y la fecha _____

Firma de los padres y la fecha _____

Firma del Director(a) de la Escuela y la fecha _____

Aconsejable _____

No se recomienda _____

Director(a) Ejecutivo(a), Secondary Programs y fecha _____

Aprobado _____

No Aprobado _____

Completed form placed in student's cumulative records and documented in student scheduling program.

Apandis M1

Akselerasyon Aplikasyon pou Elèv Lekòl Mwayen CCPS yo

School Name: _____

Non Elèv la: _____ Nimewo Idantifikasyon Elèv la _____

Non Paran li: _____

Enfòmasyon Kontak Paran li: Telefòn: _____ Email _____

☐ **Pwomosyon pou tout klas (Delè: 1 jen)**

- ☐ Pase pou Klas 6
- ☐ Pase pou Klas 7
- ☐ Pase pou Klas 8

☐ **Matyè pou kont li (Submission Delè: May 15)**

Matyè/Klas _____

☐ **Pwomosyon nan Mitan Ane a (Delè: 1 oktòb)**

- ☐ Klas 6 pou Klas 7
- ☐ Klas 7 pou Klas 8
- ☐ Klas 8 pou Klas 9 (Dwe swiv kou vityèl pou Klas 9^{èm} Ane jis rive nan ane eskolè pwochèn nan)

Dokiman yo Ekzije pou Sipòte Aplikasyon an:

_____ Lèt paran

_____ Lèt elèv la ekri

_____ Relve nòt/nòt PM3 ekzamen oubyen istwa akademik

_____ Virtuel Opsyon Akò ([Appendix M5](#))

Siyati Elèv la/Dat _____

Siyati Paran la/Dat _____

Siyati Direktè (tris) Lekòl la/Dat _____

Rekòmande _____

Pa Rekòmande _____

Direktris Ekzekitif Pwogram Segondè yo /Dat _____

Apwouve _____

Pa Apwouve _____

Completed form placed in student's cumulative records and documented in student scheduling program.

Appendix M2

Student Progression Letter to Parents
Sixth Grade

Date

Dear Parent of (student name)

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

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

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

_____English Language Arts _____Mathematics _____Science _____Social Studies

Florida’s goal is that every student demonstrates achievement at or above grade level in all subject areas required for promotion to the next grade. If a student is not performing at grade level and a teacher is concerned that an academic problem exists, the school will provide additional assessments to determine the specific nature of the deficiency.

If a deficiency exists, the school and the parent will work together to develop a Student Success Plan (SSP), an Individual Educational Plan (IEP), or an English Language Learners (ELL) Plan.

If you have any questions about the process or would like to discuss your child’s progress, please contact the school to arrange a conference with the teacher. In order to ensure that communication is complete, please sign below and return this letter to the school.

Sincerely,
Principal

Parent Signature_____ Date_____

Apéndice M2

Carta a los padres sobre el progreso estudiantil
Sexto Grado

Date

Estimados padres o tutor legal de (Student Name)

Esta carta sirve para informarle que su hijo(a) está a riesgo de ser retenido en el sexto grado. Para poder ser promovido del sexto a séptimo grado, el estudiante tiene que obtener una calificación de “D” o mejor en al menos tres de los siguientes cursos de sexto grado: Lenguaje Inglés, Matemática, Ciencia y Ciencias Sociales.

Actualmente su hijo(a) puede estar a riesgo de ser retenido basado en lo indicado:

6º grado: Recibió al menos dos calificaciones de “F” en el boletín de calificaciones y puede estar a riesgo de no aprobar los siguientes cursos indicados:

_____ Lenguaje Inglés _____ Matemática _____ Ciencia _____ Ciencias Sociales

El objetivo del Estado de la Florida es que cada estudiante muestre su dominio en cada materia a su del nivel de grado o mejor, en todas las clases requeridas para aprobar el grado. Si el aprovechamiento académico de un estudiante no se encuentra a su nivel de grado y el maestro está preocupado que exista un problema académico, la escuela proporcionará evaluaciones adicionales para determinar la naturaleza específica de la deficiencia.

De existir una deficiencia, la escuela y los padres trabajarán conjuntamente para desarrollar un Plan de Éxito Estudiantil, un Plan Educativo Individualizado, (IEP), o un Plan de Aprendiz del Idioma Inglés (ELL).

Si tiene alguna pregunta sobre este proceso, o desea hablar sobre el progreso de su hijo(a), favor de comunicarse con la escuela para programar una conferencia con el maestro. A fin de asegurar que esta comunicación sea completada, favor de firmar abajo y devolver esta carta a la escuela.

Atentamente,
Name of Principal, Director(a)

Firma de los padres o tutor legal _____ Fecha _____

Apandis M2

Lèt pou Paran yo konsènan Pwogrè Elèv yo Klas Sizyèm Ane

Dat _____

Chè Paran (Non Elèv la) _____

Lèt sa a se pou enfòmè ou ke pitit ou a ap kouri risk pou li double klas sizyèm ane a. Pou elèv yo ka pase klas sizyèm ane pou monte nan klas setyèm ane, yo dwe resevwa yon nòt D oubyen pi wo pou omwen twa nan kou sa yo ke yo dwe pran nan klas sizyèm ane: Lang Anglè, Matematik, Syans, ak Syans Sosyal.

Pou koulye a pitit ou ka ap kouri risk pou double klas la dapre matyè nou tcheke pi ba yo:

Klas 6èm: Li te fè omwen de nòt F nan kanè li resevwa nan chak peryòd kontwòl yo e li ka kouri risk pou echwe kou ki pi ba yo:

_____ Lang Anglè _____ Matematik _____ Syans _____ Syans Sosyal

Bi eta Florida vize se pou fè chak elèv rive demontre konpetans yo nan nivo klas yo oubyen nan nivo ki pi wo klas yo nan tout matyè yo ekzije elèv yo pase pou ka monte nan yon klas ki pi wo. Si yon elèv pa rive fonksyone nan nivo klas li e ke yon pwofesè enkyete pou pa gen kèk pwoblèm akademik ki ekziste akòz pèfòmans li, lekòl la pral fè lòt evaliyasyon pou timoun sa a pou detèmine nati espesifik ensifizans li yo.

Si gen yon ensifizans ki ekziste, lekòl la ak paran elèv la pral travay ansanm pou devlope yon Plan pou Sikse Elèv la (SSP), yon Plan Edikasyon Endividyèl (IEP), oubyen yon Plan pou Elèv ki ap Aprann Anglè yo (ELL).

Si ou genyen nenpòt kesyon apwopo pwosesis la oubyen ou ta renmen diskite pwogrè pitit ou, tanpri kontakte lekòl la pou w ka planifye yon konferans avèk pwofesè a. Pou nou ka konnen si ou resevwa komunikasyon sa a, tanpri siyen pi ba lèt sa a epi voye li retounen nan lekòl la.

Sensèman,
(Insert principal's name)
Direktè (tris) la

Siyati Paran an _____ Dat _____

Appendix M3

Student Progression Letter to Parents
Seventh Grade

Date

Dear Parent of (student name)

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

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

Grade 6: Failed the following sixth grade courses:

_____English Language Arts _____Mathematics _____Science _____Social Studies

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

_____English Language Arts _____Mathematics _____Science _____Civics

_____ not enrolled in one or more courses required for promotion because student is repeating other required courses

Florida’s goal is that every student demonstrates achievement at or above grade level in all subject areas required for promotion to the next grade. If a student is not performing at grade level and a teacher is concerned that an academic problem exists, the school will provide additional assessments to determine the specific nature of the deficiency.

If a deficiency exists, the school and the parent will work together to develop a Student Success Plan (SSP), an Individual Educational Plan (IEP), or an English Language Learners (ELL) Plan.

If you have any questions about the process or would like to discuss your child’s progress, please contact the school to arrange a conference with the teacher. In order to ensure that communication is complete, please sign below and return this letter to the school.

Sincerely,
Principal

Parent Signature_____

Date_____

Apéndice M3

Carta a los Padres/Encargado sobre el Progreso del Estudiante
Séptimo Grado

Fecha

Estimados Padres de (Nombre del Estudiante)

Esta carta es para informarle a usted, que su hijo/a está en riesgo de ser retenido en el séptimo grado. Para ser promovido de séptimo a octavo grado, el estudiante tiene que recibir una calificación de D ó más alto en por lo menos tres de los siguientes cursos de séptimo grado: Lenguaje Inglés, Matemática, Ciencia y Cívica.

Actualmente su hijo/a puede estar en riesgo de ser retenido basado en los siguientes puntos verificados:

Grado 6: No aprobó los siguientes cursos de sexto grado:

_____ Lenguaje Inglés _____ Matemática _____ Ciencia _____ Ciencias Sociales

Grado 7: Recibió por lo menos una F en el boletín de calificación trimestral y puede estar en riesgo de no aprobar los siguientes cursos o asignaturas:

_____ Lenguaje Inglés _____ Matemática _____ Ciencia _____ Cívica

_____ no está matriculado en uno o más de los cursos requeridos para ser promovido de grado, porque el estudiante está repitiendo otros cursos o asignaturas requeridos.

La meta de la Florida consiste en que cada estudiante demuestre capacidad a nivel o por encima del nivel de grado en todos los temas que son requisitos para pasar de grado. Si un estudiante no está desempeñando a nivel de grado y el maestro/a está preocupado de que existe un problema académico, la escuela proporcionará una evaluación adicional para determinar la naturaleza específica de la deficiencia.

De existir una deficiencia, la escuela y los padres trabajarán en conjunto para desarrollar un Plan de Monitoreo Progresivo, (PMP), un Plan Educativo individualizado (IEP), o un Plan de Éxito Estudiantil, del Idioma Inglés (ELL).

Si usted tiene algunas preguntas sobre este proceso, o quisiera hablar sobre el progreso de su hijo/a, favor de ponerse en contacto con su escuela para concertar una conferencia con el maestro/a. A fin de asegurar que la comunicación se complete, favor de firmar debajo y retorne esta carta a la escuela.

Sinceramente,
Principal

Firma de padres _____

Fecha _____

Apandis M3

Lèt pou Paran you konsènan Pwogrè Elèv yo Klas Setyèm Ane

Dat _____

Cheè Paran (insert student name) _____

Lèt sa a se pou enfòmè ou ke pitit ou a ap kouri risk pou li double klas setyèm ane a. Pou elèv yo ka pase klas setyèm ane a pou monte nan klas uityèm ane, yo dwe resevwa yon nòt D oubyen pi wo nan omwen twa nan kou sa yo ke yo dwe pran nan klas sizyèm ane: English Langaj Arts, Matematik, Syans, ak Sivik.

Pou koulye a pitit ou a ka ap kouri risk pou double klas la dapre enfòmasyon nou tcheke pi ba yo:

Klas 6èm: Li pa pase kou ki tcheke pi ba yo nan klas sizyèm ane:

_____ Lang Anglè _____ Matematik _____ Syans _____ Syans Sosyal

Klas 7èm: Li te fè o mwen yon nòt F nan kanè li resevwa chak peryòd yo e li ka kouri risk pou pa pase kou sa yo:

_____ Lang Anglè _____ Matematik _____ Syans _____ Sivik

_____ li pa enskri pou youn oubyen plis nan kou yo ekzije li pran pou li pase yo paske elèv la ap double lòt kou ki ekzijib

Bi eta Florida vize se pou fè chak elèv rive demontre konpetans yo nan nivo klas yo oubyen nan nivo ki pi wo klas yo nan tout matyè yo ekzije elèv yo pase pou ka monte nan yon klas ki pi wo. Si yon elèv pa rive fonksyone nan nivo klas li e ke yon pwofesè enkyete pou pa gen kèk pwoblèm akademik ki ekziste akòz pèfòmans li, lekòl la pral fè lòt evaliyasyon pou timoun sa a pou detèmine nati espesifik ensifizans li yo.

Si gen yon ensifizans ki ekziste, lekòl la ak paran elèv la pral travay ansanm pou devlope yon Plan pou Sikse Elèv la (SSP), yon Plan Edikasyon Endividyèl (IEP), oubyen yon Plan pou Elèv ki ap Aprann Anglè yo (ELL).

Si ou genyen nenpòt kesyon apwopo pwosesis la oubyen ou ta renmen diskite pwogrè pitit ou, tanpri kontakte lekòl la pou w ka planifye yon konferans avèk pwofesè a. Pou nou ka konnen si ou resevwa komunikasyon sa a, tanpri siyen pi ba lèt sa a epi voye li retounen nan lekòl la.

Sensèman,
(Insert principal's name) Direktè (tris) la

Siyati Paran an _____

Dat _____

Student Progression Letter to Parents
Eighth Grade

Date

Dear Parent of (Student Name)

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

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

Grade 6: Failed the following sixth grade courses:

_____English Language Arts _____Mathematics _____Science _____Social Studies

Grade 7: Failed the following seventh grade courses:

_____English Language Arts _____Mathematics _____Science _____Civics

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

_____English Language Arts _____Mathematics _____Science _____Social Studies

_____not enrolled in one or more courses required for promotion because student is repeating other required courses

Florida’s goal is that every student demonstrates achievement at or above grade level in all subject areas required for promotion to the next grade. If a student is not performing at grade level and a teacher is concerned that an academic problem exists, the school will provide additional assessments to determine the specific nature of the deficiency.

If a deficiency exists, the school and the parent will work together to develop a Student Success Plan (SSP) an Individual Educational Plan (IEP), or an English Language Learners (ELL) Plan.

If you have any questions about the process or would like to discuss your child’s progress, please contact the school to arrange a conference with the teacher. In order to ensure that communication is complete, please sign below and return this letter to the school.

Sincerely,
Principal

Parent Signature_____ Date_____

Apéndice M4

Carta a padres sobre el progreso estudiantil Octavo Grado

Date _____

Estimados padres o tutor legal de: (Student Name) _____

Esta carta sirve para informarle que su hijo(a) está en riesgo de ser retenido en el octavo grado. Para poder ser promovido al novena grado, el estudiante tiene que pasar las clases de Lenguaje Inglés, Matemática, Ciencia y Ciencias Sociales, cursos requeridos de 6º, 7º y 8º grado también como los requisitos laborales incluidos en la clase de Historia Estadounidense y Planificación de Carreras de 8º grado.

Actualmente su hijo(a) puede estar en riesgo de ser retenido basado en lo siguiente:

6º grado: No aprobó algunos de los siguientes cursos:

_____ Lenguaje Inglés _____ Matemática _____ Ciencia _____ Ciencias Sociales

7º grado: No aprobó algunos de los siguientes cursos:

_____ Lenguaje Inglés _____ Matemática _____ Ciencia _____ Cívica

8º grado: Recibió al menos una F en el boletín de calificaciones trimestrales y pudiera estar en riesgo de no aprobar algunos los siguientes cursos:

_____ Lenguaje Inglés _____ Matemática _____ Ciencia _____ Ciencias Sociales

_____ No está matriculado en al menos un curso requerido para pasar de grado o está repitiendo otros cursos requeridos.

La meta del Estado de la Florida consiste en que cada estudiante muestre su capacidad a nivel o por encima de su nivel de grado en todas las materias requeridas antes de ser promovido al próximo grado. Si un estudiante no está desempeñando a nivel de grado y el maestro piensa que existe un problema académico, la escuela proporcionará evaluaciones adicionales para determinar la naturaleza específica de la deficiencia académica.

De existir una deficiencia, la escuela y los padres o el tutor legal, trabajarán conjuntamente para desarrollar un Plan de Éxito Estudiantil (SSP), Plan Educativo Individualizado (IEP), o un Plan de Aprendiz del Idioma Inglés (ELL).

Si usted tiene alguna pregunta relacionado a este proceso o desea hablar sobre el progreso de su hijo(a), favor de comunicarse con la escuela para programar una conferencia con el maestro, a fin de asegurar que esta comunicación ha sido completada, favor de firmar más abajo y devolver esta carta a la escuela.

Atentamente,
Name of Principal, Director(a) _____

Firma de los padres o el tutor legal _____ Fecha _____

LÈT POU PARAN SOU PWOGRESYON ELÈV YO Klas 8

Dat _____

Chè Paran (Student name) _____

Lèt sa a se pou enfòmè ou ke pitit ou a ap kouri risk pou li double klas ywityèm ane. Pou elèv yo ka pase klas ywityèm ane a pou monte nan klas nevyèm ane, yo dwe pase klas Lang Anglè, Matematik, Syans, ak Syans Sosyal; ak kou karyè yo ekzije, ki antre nan klas M/J Istwa Amerikèn ak Planifikasyon pou Karyè yo ansenye nan 8èm ane.

Pou koulye a pitit ou a ka ap kouri risk pou double klas la dapre enfòmasyon nou tcheke pi ba yo:

Klas 6èm: Li pa pase kou nou tcheke pi ba yo pou klas sizyèm ane:

_____ Lang Anglè _____ Matematik _____ Syans _____ Syans Sosyal

Klas 7èm: Li pa pase kou ki tcheke pi ba yo nan klas setyèm ane:

_____ Lang Anglè _____ Matematik _____ Syans _____ Edikasyon Sivik

Klas 8èm: Li te fè omwen yon F nan kanè li resevwa chak peryòd yo e li kapab kouri risk poul pa pase kou sa yo pou klas ywityèm ane:

_____ Lang Anglè _____ Matematik _____ Syans _____ Syans Sosyal

_____ li pa enskri pou youn oubyen plis nan kou yo ekzije li pran pou li pase yo paske elèv la ap double lòt kou ki ekzijib

Bi eta Florida vize se pou fè chak elèv rive demontre konpetans yo nan nivo klas yo oubyen nan nivo ki pi wo klas yo nan tout matyè yo ekzije elèv yo pase pou ka monte nan yon klas ki pi wo. Si yon elèv pa rive fonksyone nan nivo klas li e ke yon pwofesè enkyete pou pa gen kèk pwoblèm akademik ki ekziste akòz pèfòmans li, lekòl la pral fè lòt evaliyasyon pou timoun sa a pou detèmine nati espesifik ensifizans li yo.

Si gen yon ensifizans ki ekziste, lekòl la ak paran elèv la pral travay ansanm pou devlope yon Plan pou Sikse Elèv la (SSP), yon Plan Edikasyon Endividyèl (IEP), oubyen Plan pou Elèv ki ap Aprann Anglè yo (ELL).

Si ou genyen nenpòt kesyon apwopo pwosesis la oubyen ou ta renmen diskite pwogrè pitit ou, tanpri kontakte lekòl la pou w ka planifye yon konferans avèk pwofesè a. Pou nou ka konnen si ou resevwa komunikasyon sa a, tanpri siyen pi ba lèt sa a epi voye li retounen nan lekòl la.

Sensèman,
Direktè (tris) la

Siyati Paran an _____

Dat _____

Appendix M5

Collier County Public Schools Virtual Options Agreement - Middle School

Name: _____ Grade: _____ Student ID _____

Courses requested on FLVS: _____

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

- I understand that it is my responsibility to monitor the completion of all course work and the selection of classes. The school counselor is not responsible to monitor academic progress.
- I understand that I will take the appropriate End-of-Course (EOC) assessment at my school if I take the applicable FLVS courses. The final full-year grade will be calculated by my school and will include the EOC as the final exam grade. I understand that I will take the EOC at my school during the scheduled exam time.
- I understand that FLVS seats and periods in on-campus labs are limited. I may not be able to complete my FLVS coursework during a preferred period.
- I understand that if I drop a CCPS course to take an FLVS course, the FLVS course must be started within the first ten days of the semester in order to be in compliance with the CCPS Course Information Book and to be able to withdraw from the CCPS course without penalty.
- I understand that if I must enroll in an on-campus course as a result of dropping an FLVS course, I may not receive the on-campus course during a preferred period. This may result in a schedule change that will impact other on-campus courses.
- I understand that if I withdraw from an FLVS course mid-semester and request a CCPS course in its place, I may not earn credit due to lack of seat time.
- I understand that if I am withdrawn from a year-long FLVS course by FLVS in first semester, my school will attempt to schedule me into an on-campus course; this may not be feasible until second semester. Additionally, the on-campus course may not match the FLVS course depending on availability and course offerings.
- I understand that I must pay attention to FLVS requirements, some classes are 18-36 weeks in length. Classes that are 36 weeks in length will take me the entire year to complete.
- I understand that FLVS is designed to be implemented 100% online and I understand that support for questions, challenges and discussions regarding my progression through the course and final grading outcome rest with the staff and leadership at FLVS.
- I understand that all final grades are added to my academic history and will have an impact on grade point average and future course placement.
- I understand courses through FLVS that trigger a statewide end-of-course exam (EOC) will require me to take the respective EOC during the next available testing window regardless of course completion date.

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

Parent Signature _____

Date _____

Student Signature _____

Date _____

School Counselor Signature _____

Date _____

Apéndice M5

Escuelas Públicas Del Condado De Collier Acuerdo FLVS De La Escuela En Línea De La Florida Escuela Intermedia

Nombre: _____ N° Estudiantil: _____

Cursos solicitados por medio de FLVS: _____

Favor de leer esta información meticulosamente. Su sumisión al consejero escolar es requerida para poder registrarse en la escuela FLVS durante este año escolar.

- Entiendo que es mi responsabilidad verificar la selección de clases y la compleción de todo el trabajo de los cursos. El consejero escolar no es responsable por verificar el progreso académico.
- Entiendo que tomaré la Prueba EOC de fin de curso apropiada en mi escuela, si elijo cursar las clases de FLVS. La calificación final para el año completo será calculada por mi escuela e incluirá la Prueba EOC como examen final. Entiendo que tomaré la Prueba EOC en mi escuela durante la hora de administración programada.
- Entiendo que el cupo y períodos en los laboratorios de FLVS en la escuela son limitados. Pueda que no haya cupo para completar mi trabajo del curso de FLVS durante el período que prefiero.
- Entiendo que si abandono un curso de CCPS para tomar un curso de FLVS, debo comenzar el curso de FLVS dentro de 10 días del inicio del semestre para estar en cumplimiento con los reglamentos del Guía de Cursos de CCPS y para poder retirarme del curso de CCPS sin sanción.
- Entiendo que si debo registrarme en un curso en mi escuela como resultado de haber abandonado un curso de FLVS, pueda que no reciba el curso en mi escuela durante el periodo que prefiero. Lo cual puede causar un cambio en mi horario de clases que afectará las otras clases que tomo en mi escuela.
- Entiendo que si me retiro de un curso de FLVS a la mitad del semestre y en su lugar, solicito un curso de CCPS, es posible que no obtenga crédito por falta de suficiente tiempo en clase.
- Entiendo que si durante el primer semestre, me retiro de un curso de FLVS de un año de duración, mi escuela tratará de programarme una clase en la escuela; lo cual tal vez no sea factible hasta el segundo trimestre. Además, es posible que el curso en la escuela no coincida con el curso de FLVS, dependiendo en la disponibilidad y de los cursos ofrecidos.
- Entiendo que debo prestar atención a los requisitos de FLVS; la duración de algunas clases es de 18 a 36 semanas. Las clases de 36 semanas me tomarán todo un año escolar para completarlas.
- Entiendo que FLVS está diseñado para hacerse 100% en línea y que el apoyo en cuanto a las preguntas, los retos y las discusiones relacionadas a mi progreso a través del curso y a mi grado final recae en el profesorado y los directores de FLVS.
- Entiendo que todas las calificaciones finales formarán parte de mi historial académico y que afectarán mi promedio de notas (GPA) y en mi ubicación en cursos futuros.
- Entiendo que los cursos a través de FLVS, que requieren un examen estatal de fin de curso (EOC), exigirán que yo tome el EOC respectivo durante el siguiente periodo de evaluación disponible en primavera, independientemente de la fecha de finalización del curso.

He leído este documento y acepto cumplir con estos asuntos.

Firma del padre _____

Fecha _____

Firma del estudiante _____

Fecha _____

Firma del Consejero de Orientación _____

Fecha _____

LEKÒL PIBLIK COLLIER COUNTY Akò pou opsyon Vityèl Lekòl Mwayen

Non: _____ # Elèv la: _____

Kou yo ekzije nan FLVS: _____

Tanpri pran san ou pou w li enfòmasyon sa a nan tout entegralite li. Soumisyon a konseye lekòl ou a ekzijib pou enskripsyon nan FLVS pandan ane lekòl sa a.

- Mwen konprann ke se responsablite pa mwen pou siveye ke mwen konplete tout devwa pou kou yo ak seleksyon klas yo. Konseye lekòl la pa responsab pou siveye pwogrè akademik.
- Mwen konprann ke mwen pral pran egzamen Fen Detid (EOC) ki apwopriye nan lekòl mwen an si mwen pran kou FLVS ki aplikab yo site la yo. Lekòl mwen an pral kalkile nòt final pou tout ane a epi yo pral enkli egzamen EOC a kòm nòt pou egzamen final la. Mwen konprann ke mwen pral sibi egzamen final EOC a nan lekòl mwen an pandan lè ke yo ap bay egzamen an.
- Mwen konprann ke plas FLVS ak peryòd ki nan laboratwa nan lekòl la limite. Mwen gen dwa pa kapab konplete devwa pou kou FLVS mwen yo pandan yon peryòd prefere.
- Mwen konprann ke si mwen pa kontinye avèk yon kou CCPS pou pran yon kou FLVS, kou FLVS la dwe kòmanse nan espas premye 10 jou nan semès la pou m ka an konfòmite avèk Livrè ki Bay Enfòmasyon sou Kou CCPS yo e pou mwen kapab soti nan kou CCPS la san penalite.
- Mwen konprann ke si mwen enskri nan yon kou nan lekòl la paske mwen kite yon kou FLVS, mwen gen dwa pa resevwa kou nan lekòl la pandan yon peryòd prefere. Sa kapab vini lakoz orè klas mwen chanje ki pral gen yon enpak sou lòt kou mwen ap pran nan lekòl la.
- Mwen konprann ke si mwen pa kontinye avèk yon kou FLVS nan mitan semès la epi mwen mande yon kou CCPS nan plas li, mwen gen dwa pa resevwa kredi akòz mwen ap manke pase tan nan klas la.
- Mwen konprann ke si mwen pa kontinye avèk yon kou FLVS ki ta dwe dire tout yon ane sou desizyon Lekòl Vityèl Florida nan premye semès la, lekòl mwen an pral tante mete mwen nan yon kou nan lekòl la; sa gen dwa pa ka fèt jiskaske nou rive nan dezyèm semès la. Anplis de sa, kou nan lekòl la gen dwa pa matche avèk kou FLVS la tou depan de disponibilite avèk kou yo ofri yo.
- Mwen konprann ke mwen dwe prete atansyon a ekzijans FLVS yo, kèk klas dire ant 18 a 36 semèn nan longè. Klas ki dire 36 semèn nan longè yo pral pran tout ane a okonplè pou m konplete li.
- Mwen konprann ke FLVS la pou li bay 100% kou a sou entènèt e mwen konprann ke sipò pou kesyon, defi ak diskisyon konsènan pwogresyon mwen atravè kou a ansanm ak nòt final la ap rete avèk manb pèsònèl yo ak dirijan ki nan FLVS.
- Mwen konprann tout nòt final yo ajoute nan istwa akademik mwen epi y ap gen yon enpak sou mwayèn nòt mwen yo ak plasman mwen nan kou nan lavni.
- Mwen konprann ke yo ap ajoute tout nòt final yo sou istwa akademik mwen e li pral gen yon enpak sou mwayèn mwen fè pou pwen yo. Mwen konprann ke kou atravè FLVS ki abouti a yon egzamen final sou tout eta a (EOC) pral egzije pou mwen pran egzamen EOC respektif yo pandan pwochen dat konpleksyon kou a nan fenèt egzamen ki disponib la.

Mwen dokiman sa a e mwen dakò pou mwen soumèt a deklarasyon yo.

Siyati Paran la _____ Dat _____

Siyati Elèv la _____ Dat _____

Siyati Konseye Lekòl la _____ Dat _____

Appendix M6

Intensive/Remediation Course Waiver

I request that my child, _____ not be scheduled in:
(Student name/number)

_____, _____ and _____,
(Print course name) (Course number) (Print course name) (Course number)

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

- 1. Counselors and administrators, in consultation with other staff members, consider placement parameters when placing students in courses. Specific parameters considered include performance in previous courses, standardized statewide assessment scores, and other relevant information.
- 2. This request form can be used only to override placements in intensive/remediation courses based on placement parameters rather than to override prerequisites, grade level requirements, or other requirements.
- 3. Your child may experience academic difficulty if the option is exercised to waive intensive/remediation course(s). While classroom teachers are available to provide assistance, it remains the responsibility of the student to maintain the pace that comes with a more challenging curriculum. You are encouraged to closely monitor your child’s progress in all courses.

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

Parent Rationale:

Parent Name (printed)

Parent Signature Date

Principal Signature

School Date

Completed form submitted to school Principal and placed in student’s cumulative records and documented in student scheduling program.

Solicitud de dispensación de curso intensivo o de recuperación

Solicito que no programen a mi hijo(a), _____, en el curso de
Nombre del estudiante y N° Estudiantil

_____, _____ y _____, _____
Escribir: Nombre del curso Número del curso Nombre del curso Número de curso

Favor de leer lo siguiente antes de firmar esta solicitud para cambiar la ubicación de cursos de su hijo(a)

- 1. Los consejeros y administradores, en consulta con otros miembros del personal docente, consideran los parámetros de ubicación al programar los cursos de los estudiantes. Los parámetros específicos tomados en consideración incluyen el rendimiento en los cursos previos, los resultados de los exámenes estatales y otros datos relevantes.
- 2. Este formulario de solicitud únicamente puede utilizarse para anular la ubicación en cursos intensivos de remediación basados en los parámetros de ubicación y no para invalidar los prerrequisitos, requisitos de nivel de grado u otros requisitos.
- 3. Su hijo(a) puede tener dificultades académicas si se hace uso de la opción de dispensar de los cursos intensivos de remediación. Mientras que los maestros están disponibles para proveer ayuda, sigue siendo responsabilidad del estudiante el mantenerse al día en sus clases más exigentes. Se sugiere que supervise atentamente el progreso de su hijo en todos sus cursos.

Tras haber revisado lo anterior, solicito la dispensación de la toma de los cursos intensivos de remediación.

Razón de los padres: _____

Nombre de los padres (en letra de molde)	Firma de los padres	Fecha
Firma del Director	Escuela	Fecha

Completed form submitted to school Principal and placed in student's cumulative records and documented in student scheduling program.

Apandis M6

Konsideraswyon sou Kou Entansif/Kou Ratrapaj

Mwen ekzije ke pitit mwen, _____, pa pwograme pou
(Non elèv la/nimewo li)

_____, _____ ak _____,
(Enprime non kou a) (nimewo kou a) (enprime non kou a) (nimewo kou a)

*****Tanpri revize kondisyon sa yo anvan w siyen ekzijans sa a ki dezinye pou fè yon chanjman nan plasman kou pitit ou dwe pran.*****

1. Konseye ak administrate yo, an konsiltasyon avèk lòt manb pèsònèl, konsidere pamarèt sou plasman lè yo ap plase elèv yo nan kou yo. Paramèt espesifik yo konsidere yo enkli pèfòmans nan klas yo te pran anvan, rezilta ekzamen ofisyèl sou estanda eta yo, ak lòt enfòmasyon enpòtan.
2. Fòm ekzijans sa a kapab itilize sèlman pou otorize plasman nan kou entansif/kou ratrapaj ki baze sou paramèt plasman olye pou otorize pre-ekzijans, ekzijans sou nivo klas, oswa lòt ekzijans.
3. Pitit ou kapab andire difikilte akademik si yo ekzèse opsyon pou renonse a kou entansif/kou ratrapaj. Pandan ke pwofesè sal klas pitit ou a disponib pou ofri asistans, se responsablite elèv la pou mentni ritm ki asosye avèk yon kourikoulòm ki pi demandab. Nou ankouraje w swiv pwogrè pitit ou nan tout klas li yo.

Mwen renonse a kou entansif/kou ratrapaj la (yo) aprè mwen fini revize deklarasyon presedan yo.

Razón de los padres: _____

Enprime Non Paran Siyati Paran Dat

Siyati Direktè a Lekòl la Dat

Completed form submitted to school Principal and placed in student's cumulative records and documented in student scheduling program.

HIGH SCHOOL STUDENT PROGRESSION

Enrollment and Assignment of Students

Students who have successfully completed grade 8 in a Collier County Public School will automatically matriculate to grade 9.

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

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

Transfer Students

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

- Placement within the high school program and subsequent completion of the high school program shall be determined in compliance with F.S. 6A.1.09941, Transfer of Credits and with School Board rules as provided in this section. A school must accept transfer credits subject to validation if required by the receiving school's accreditation. Credits are accepted from accredited educational institutions.

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

- At the time of transfer, students are to be classified (freshman, sophomore, junior, senior) based on first year they entered grade 9. This will allow for an appropriate determination as to whether the student will be able to earn sufficient credits during the school year he/she will turn 19 years old.
- A transfer student may, in no case, graduate with less than standard requirements earlier than would have been the case at the school previously attended.
- Students must meet graduation requirements of Collier County Public Schools. Students must successfully complete all courses normally required between the time of transfer and graduation for the student's cohort. Failure of courses needed to meet graduation requirements will necessitate repeating the course.
- As soon as possible after entry, the transfer student's parents are to be provided a written copy of the graduation requirements established for the student under the above procedures. A copy is to be filed in the student's cumulative record.

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

- A transfer student is to be scheduled for courses that are as similar to those being taken in the previous school as possible.
- The Principal shall make the determination when there is question regarding sufficiently similar courses being available to provide the student with a full schedule.
- Course matches are not to be made outside broad subject matter areas. At a minimum, matches are to be made within the broad subject matter areas of English Language Arts, mathematics, science, social studies, art, music, vocational, etc.

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

- If a transfer student's transcript shows a final course grade and credit in Algebra 1, Geometry, Biology, or U.S. History, the transferring final grade and credit must be honored without the student taking the requisite End-of-Course (EOC) assessment and without the results constituting 30% of the student's course grade (F.S. 1003.4282).
- All high school transfer students must have an official transcript from the last school that they attended. An official transcript is a document that is sent directly from the administrator of the school where the credit is earned to the receiving school administrator. An official transcript shall be sent by mail or electronically signed by a school administrator, and be on school letterhead, and/or be embossed with the school's seal. An official transcript should clearly identify the school, the student, course number, date the course was taken, credit earned and grade in each course and must be received no later than the end of the first complete term after the enrollment of the student. An unofficial transcript is one that is hand delivered by the student or parent, or is delivered to the designated school administrator in an open envelope, or on plain paper.

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

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

- If it is not received, the student may be withdrawn and referred to Adult Education subject to legal review.
- Students must be able to meet the graduation requirements by the school year of their 19th birthday (age 22 for students with disabilities).
- Students who cannot meet the graduation requirements or who have significant gaps in their high school enrollment history may be referred to Adult Education.

Validation of Credits for Home Education and Private School Students

If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school, or the student is a home education student, credits, not grades, shall be validated through performance during the first complete grading period from the time in which the student enrolled. A student transferring into a school should be placed at the appropriate sequential course level, and to receive credit, should have a minimum 2.0 Grade Point Average (GPA), per course, at the end of the first full grading period after the student enrolled. If the student's performance in the classroom during the first grading period does not indicate that the student has the necessary educational foundation to be successful in the class, the school, parent, and teacher may reconsider whether the student was placed at the sequential appropriate level.

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

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

- portfolio evaluation by the Superintendent or designee;

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

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

Age Policy

In order to provide reasonable consistency of maturity levels among students in the regular high school program, no person shall be permitted to attend the regular high school program beyond the school year during which they attain the age of nineteen (19), per School Board policy 5112.01 (reference [Appendix H2](#)).

High School Department Chairs of School Counseling will review the academic standing of students 18 years old and older prior to and at the conclusion of fall semester, as well as, students without official transcripts.

Validity of Earned Credit

There shall be no time limit imposed on the validity of previously earned or accepted academic credit as it applies to meeting graduation requirements in the future.

High School Graduation Requirements

Standard Diploma – 24 Credits (see [Appendix H1](#))

Successful completion of the following will lead to a *24 Credit Standard Diploma:

- 4 credits of English
- 4 credits of Math
- 3 credits of Science
- 3 credits of Social Studies
- 0.5 credits of Personal Financial Literacy
- 1 credit of HOPE
- 1 credit in a Performing/Fine Art or CTE
- 7.5 credits in electives

*Please see Appendix H1 for additional diploma options including the 18-credit ACCEL option .

High School Testing Requirements

In addition to passing the required course requirements, students must also satisfy the following:

- Earn a Level 3 or higher on the Grade 10 ELA Florida Assessment of Student Thinking (FAST) or a concordant score.
- Earn a Level 3 or higher on the Algebra 1 End of Course Exam or a comparative score.

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

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

Standard Diploma Concordant and Comparative Passing Scores for Grade 10 FAST ELA and Algebra 1 FAST Assessments	
12th-Grade Cohort: Students who entered grade 9 in 2022-2023	Concordant and Comparative Scores: Statewide standardized ELA Assessment 480 on SAT Evidence-Based Reading & Writing (EBRW) or - An average of 18 on ACT English and Reading subtests 36 CLT Verbal Reasoning and Grammer 470 PSAT/NMSQT Reading and Writing 18 PreACT English and Reading (Averaged) 39 CLT10 Grammar and Verbal Reasoning (SUM) Algebra I EOC 420 on SAT Math or 16 on ACT Math 11CLT Quantitative Reasoning 430 on PSAT/NMSQT Math, or - Level 3 on the Geometry EOC 430 PSAT 10 Math 16 PreACT Math 14 CLT 10 Quantitative Reasoning

* Students who enter grade nine in the 2025–2026 school year, or students who entered grade 9 in the 2023–2024 through 2024–2025 school years and have not yet earned a concordant score are required to use the B.E.S.T.-aligned concordant/comparative scores.

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

Student Progression

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

The progression of high school students is based on meeting requirements for diplomas. A high school diploma is awarded for earning the specified number of academic credits, including required and elective course credits, earning a minimum 2.0 unweighted Grade Point Average (GPA) and earning a passing score

(as determined by the Florida Department of Education on the statewide, standardized grade 10 English Language Arts assessment and Algebra 1 End-of-Course (EOC) assessment.

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

Students with disabilities may be eligible for a statewide, standardized assessment and/or EOC assessment waiver.

In the regular high school program, one credit is earned for successful participation in classes consisting of at least 120 hours on a block schedule or 135 hours on a traditional schedule, or its equivalent. Credit may also be earned as awarded through approved competency-based instructional programs of the Collier County Public Schools (CCPS) (to include all Alternative School programs) or through competency-based programs of public schools or schools accredited by Cognia or its regional equivalent from which a student transfers. All work, for which CCPS awards academic credit and all academic credit accepted as transfer credit, may be applied toward meeting elective credit requirements for graduation. However, graduation is also contingent upon completion of certain specifically required course credits.

Performance standards are adopted for Basic, Career, and Exceptional Student Education courses and are in compliance with FDOE Rules specifying course outcomes. The performance standards are adopted as a part of this plan.

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

Beginning with the 2022-2023 school year, students who have been enrolled in an English Speakers of Other Languages program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of the grade 10 English Language Arts (ELA) assessment requirement, may meet the grade 10 ELA assessment graduation requirement by satisfactorily demonstrating grade-level expectations on an alternate formative assessment (Pathways Assessment), in accordance with State Board Rule 1003.4282 or 1008.22, F.S.

Civic Literacy Requirement

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

Financial Literacy Requirement

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

Student Advising

In-person academic advising pertaining to career education programs will be provided to students deemed to be at risk of not graduating or whose GPA average drops below 2.0.

Awarding of Credit and Level of Courses

In awarding credit for high school graduation, each District School Board shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second

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

Receiving a High School Diploma

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

- Parents of students who do not meet these requirements shall be notified of the possibility that their student will not receive a High School Diploma.
- The principal at each high school shall be responsible for informing the student and the parents, in writing, that the student has failed to meet the assessment requirements.
 - The standard report to parents regarding statewide, standardized assessment results shall be used for this purpose.
 - A student failing to complete the cohort-specific statewide, standardized assessment requirements may not receive a standard high school diploma. Students may receive specific guidance from assigned counselors regarding educational plans.
 - The principal shall inform the student as soon as possible, but no later than the end of the first semester of the student's eleventh grade year and again by November 1 of the student's final year in school, that he/she has failed to meet the statewide, standardized assessment requirements for graduation.
- After the initial graduation year and upon successful completion of statewide, standardized assessment requirements, the student is to be issued a diploma from the high school at which academic credit requirements for graduation were met.

Transfer of Credit to Receive a Diploma

To receive a Collier County Public Schools (CCPS) high school diploma, and participate in the commencement ceremonies, the student must enroll in a CCPS high school for the full term of the last semester of their senior year and earn a minimum of three credits.

Educational Opportunity for Military Children

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

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

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

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

Secondary Report Cards and Interim Progress Reports

Report Cards and Interim Progress Reports shall be available in the FOCUS portal for all students and are used to inform parents of their child's progress and to inform parents of students being considered for retention. Report Cards and Interim Progress Reports are issued in designated marking periods.

Grade Point Average (GPA) and Graduation Requirements

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

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

At the beginning of the sophomore, junior, and senior years, all students with a cumulative grade point average of 2.0 or below are to be provided an individual counseling session in which their program of study is reviewed and appropriate assistance offered in helping them improve their grade point averages.

When a percentage system is used for determination of grades in high school courses, the following scale shall apply (F.S. 1003.437):

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

Weighted Grade Point Average (WGPA)

The weighted grade point average (WGPA) is determined by calculating the unweighted grade point average (GPA) and then adding bonus points for each weighted course in which a grade of C or better is earned. A student receives .02 bonus points for each half credit of an Honors, Cambridge Pre-Advanced International Certificate of Education (Pre-AICE) or Level 3 course (as designated by the Florida Department of Education's Course Code Directory) in which a grade of C or better is earned. A student receives .04 bonus points for each half credit of an Advanced Placement (AP) or AICE course in which a grade of C or better is earned. Students receive .04 bonus points for each half credit of a college or career dual enrollment course in which a grade of C or better is earned.

	GRADES				
After an unweighted GPA is calculated, bonus points are added for each half-credit in which a C or better is earned	A	B	C	D	F
Honors and Cambridge Pre-AICE courses	.02	.02	.02	0	0
Advanced Placement, Dual Enrollment and Cambridge AICE courses	.04	.04	.04	0	0

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

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

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

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

In accordance with s. 1003.437.F.S., students who enter grade 9 in the 2026-2027 school year and thereafter will receive weighted credit for honors and accelerated course work as follows: <u>Unweighted Grade</u>	<u>Standard Course Value</u>	<u>Honors/Secondary Industry Certification Course Weight</u>	<u>Accelerated Course Weight</u>
<u>A</u>	<u>4.0</u>	<u>4.5</u>	<u>5.0</u>
<u>B</u>	<u>3.0</u>	<u>3.5</u>	<u>4.0</u>
<u>C</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>
<u>D</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>
<u>F</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>

Ninth grade students who enter high school in 2026-2027 and who earned high school credit while in middle school will have their weighted credit re-calculated to be in alignment with this rule.

Grade Forgiveness and Weighted Grade Point Average (WGPA)

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

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

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

If a student retakes a weighted course for grade forgiveness while completing or before completing the next course in the normal sequence of courses, the student will earn bonus points for the course.

Weighting of Transfer Grades

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

Bonus Points in the Senior Year

To receive bonus points for a course taken during a student's senior year, a student must have enrolled in or requested the course within the first five days of the second term or semester.

- This timeline applies to all courses, including dual enrollment and FLVS courses.
- Also, for a student to receive bonus points in the WGPA calculation that determines graduation honors (class rank, valedictorian, salutatorian, Latin Honors, etc.) for courses for which grades are issued by outside parties, such as with dual enrollment and FLVS courses, the official notification of the grades must be received no later than the last day of senior exams in a student's senior year.

Senior Scheduling

A student who has met the testing requirements and is on track to complete the course requirements necessary for a standard diploma in the senior year, and has earned an acceleration component prior to the first day of their senior year, may exercise the option of six period day with school approval. Students will only have the option of one period of No Credit (NC) Study Hall. This option must be exercised prior to or by the end of the 10-day window in first and second semester as the master schedule permits. NC Study Hall for eligible seniors choosing a six-period day is limited to period 1 or 7. Students taking three periods of OJT are not eligible for study hall.

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

The WGPA calculated at the end of the twelfth grade will be used to determine class rank for recognition of Latin Honors, designation of the valedictorian and salutatorian, as well as other purposes. The student or students with the highest WGPA will be designated as the valedictorian(s) and the student or students with the second highest WGPA will be designated as the salutatorian(s).

- Students who earn a WGPA of 4.8 or higher will be recognized at graduation as summa cum laude graduates. (Denoted by gold cords during commencement)
- Students who earn a WGPA between 4.400 and 4.799 will be recognized as magna cum laude graduates. (Denoted by braided cords during commencement)
- Students who earn a WGPA between 4.00 and 4.399 shall be recognized as cum laude graduates. (Denoted by cords of a single color school during commencement; single color determined by school)

Commencement Exercises

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

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

Students with disabilities deferring their diploma will participate in commencement exercises only one time, either at the end of the semester in which the student chooses to end their Free Appropriate Public Education (FAPE) or with the student's graduating class.

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

Procedures for Recognition and/or Graduation for Early Admission Program

Early Admission Program students have the option of attending the annual awards assembly in the spring of the year he/she is last in attendance in the Collier County Public Schools for the purpose of recognition

or may elect to return in the year after all requirements for high school graduation have been completed to participate in the next formal commencement ceremony with full rights and privileges, including attending the annual awards assembly.

Procedures for General Educational Development (GED) Graduation Ceremony

A special graduation ceremony will be established for all GED students who pass the test and elect to participate in the ceremony. Dates, times, and requirements of the special ceremony will be communicated by Adult and Community Education to the high schools who will notify the respective GED students. Adult Education offers one graduation ceremony for all GED graduates per year.

Early Admission Program

Early Admission (EA) is a form of dual enrollment permitting high school students to enroll in college or career courses on a full-time basis on a college or technical college campus. As with all dual enrollment programs, students earn both high school and college/career credits for courses completed. Credit will only be accepted from institutions that have an articulation agreement with CCPS.

Students (and parent) must complete and have a signed “Dual Enrollment and Early Admission Agreement” ([Appendix H7](#)) to participate in Early Admission Programs. Students who have met eligibility requirements as specified in the inter-institutional agreement and are accepted into the Early Admission Program at Florida Gulf Coast University (FGCU) or Florida SouthWestern College (FSW) are considered full-time college students taking a minimum of 12 credit hours and a maximum of 16 credit hours (FGCU) and 18 credit hours (FSW) on the college campus.

- EA students are not eligible to participate in co-curricular activities which are tied to high school courses
- EA students may participate in extra-curricular clubs and/or activities at their zoned high school
- EA students may participate in graduation exercises with their graduating class when they have met the appropriate graduation requirements and may be ranked in class using District policy regarding weighting of dual enrollment courses.
- Per F.S. 1007.271(2), if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment. In order to continue participation in an early admission program, the student may not complete high school graduation requirements prior to the last semester of high school.

Dual Enrollment Program

Dual enrollment (DE) is the part-time enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. College/career credit earned may be applied toward either elective or required courses for high school graduation. Credit will only be accepted from institutions that have an articulation agreement with CCPS. Eligible students may dually enroll during the traditional school year for a full session. No mini sessions will be approved.

Students (and parent) must complete and have signed “Dual Enrollment and Early Admission Agreement” ([Appendix H7](#)). Students who have met eligibility requirements as specified in the inter-institutional agreement are eligible for dual enrollment pending space availability in the desired dual enrollment program.

- Part-time DE college credits are limited to 12 or less per semester and students are required to enroll in at least one traditional high school credit course. Students choosing to take 12 college credits are only eligible to participate in one high school credit concurrent course (such as Band or JROTC).
- DE students may participate in extra-curricular activities.
- Part-time DE students must be scheduled in the equivalent of seven class periods per school day.

- Dual enrollment courses are available on the college and some high school campuses, as well as virtually. Virtual courses are strongly discouraged for first-time dual enrollment students.
- DE students may participate in graduation exercises with their graduating class when they have met the appropriate graduation requirements and may be ranked in class using District policy regarding weighting of dual enrollment courses.
- DE enrollment and course schedule follows a student who transfers within CCPS.
- Late withdrawal from DE courses may impact future enrollment.

Per F.S. 1007.271(2), if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment. In order to continue participation in a dual enrollment program, the student may not complete high school graduation requirements prior to the last semester of high school.

Community Education

Students may elect to participate in community education classes for enrichment (non-credit) purposes and pay the appropriate fee. Non-credit status is considered enrollment for personal development, recreation and leisure.

Work-Based Learning

Work-based learning offers students the opportunity to interact with industry or community professionals in a workplace setting, to the extent possible, or a simulated environment at an educational institution that allows firsthand experience with tasks required in a given career field, aligned with curriculum and instruction, and in partnership with an educational institution. All students enrolled in grades 9 through 12 have access to at least one work-based learning opportunity.

On-the-Job Training (OJT)

A high school OJT education program is an elective academic program for juniors and seniors that combines a comprehensive classroom curriculum with a related work experience in the business community. OJT programs provide the student with a meaningful opportunity to gain professional job experience related to an identified career goal.

The OJT paid work programs, known as cooperative education, link the high school, the student, the parent, the employer, and the teacher in a dynamic support partnership, creating a beneficial and relevant business experience for the student.

These courses are offered to high school students and may ONLY be taken by a student who is on track to graduate, including earning an acceleration point or concurrent enrollment in a course with an acceleration component. The student must have successfully completed at least one credit within a CTE (Career and Technical Education) course or who will be concurrently enrolled in a course within a specific career and technical area. A student who has never taken a career and technical course is not eligible for OJT. This learning experience is designed to enhance the classroom instruction associated with the OJT assignment and is not intended to be a stand-alone course.

Students are required to work 150 hours for each credit of OJT. For each OJT release period the student should work a comparable number of hours during the week. The following table provides an example of this requirement:

Number of Release Periods	Minimum Weekly Work Hours Requirement
1 period	5 hours
2 periods	10 hours
3 periods	15 hours

Students taking three periods of OJT are not eligible for a period of study hall. Students interested in participating in OJT should consult with their school counselor.

Physical Education Requirement

Pursuant to Section 1003.4282(3)(f), Florida Statutes (F.S.), students must complete one credit in physical education to meet high school graduation requirements. Collier County Public Schools offers the following options to satisfy this requirement:

- Completion of 1.0 credit in HOPE (course 1506320); or
- Completion of 0.5 credit in Personal Fitness (course 1501300) and 0.5 credit in another physical education course listed in the Course Code Directory; or
- Completion of a physical education activity that is covered by a waiver provision in s. 1003.4282, F.S. ([Appendix H9](#)).

Physical Education Waiver Options

Completion of an approved physical education activity waiver will waive 1.0 Physical Education requirement.

A waiver removes the required physical education credit as a high school graduation requirement. Students who complete waiver requirements do not earn credits toward graduation, and the waiver does not factor into a student's grade point average (GPA). Waiver numbers cannot be entered or placed on a student's transcript until the student completes the requirement in its entirety (i.e., completion of a season, semester, or year). By selecting a waiver option, students and parents/guardians acknowledge that the student will have limited exposure to the statutory Comprehensive Health Education components — including community health, consumer health, environmental health, family life (including an awareness 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, disease prevention and control, and substance use and abuse — unless the student enrolls in a Health-integrated Physical Education course. (See [Appendix H9](#) for complete chart of approved waiver options).

Credit from Other Education Institutions

Students in grades nine through twelve may earn a maximum of one elective credit by passing high school coursework through another educational institution in which CCPS does not have an inter-agency articulation agreement.

- The educational institution must possess accreditation through Cognia or another comparable organization that allows the program to award high school credit
- Accreditation to offer college courses does not enable an educational institution to award high school credit
- Grades in these courses will not be weighted at the local or state level for grade point average (GPA) or class rank purposes, regardless of how the other educational institution classifies the course
- No later than one month prior to the start of the course, a student must seek approval from his/her principal in writing
- The written request must include documentation of the educational institution's accreditation, a course description, as well as information regarding how the course would be listed on the transcript from the other educational institution (e.g., course title, amount of credit)

- Within thirty days of completion of the course, the student must submit a transcript from the other educational institution, as well as any other information requested by the principal or District

In selecting the title to use in listing the course in the student's academic history, school personnel would treat the course as if it were a transfer course.

This section does not apply to Florida Virtual School courses.

Alternatives to Standard High School Diploma

High School Graduation through Florida's General Educational Development (GED) Assessment Program

- A candidate for the GED Test shall be 18 years of age, except those persons who are at least 16 years of age who may, with parental approval, request a waiver to take the Florida GED Tests to qualify for a State of Florida High School Diploma. Consistent with State Statute, the District School Board will not require a student who reached the age of 16 to take any courses before taking the examination unless the student fails to achieve a passing score on the GED practice test. Rules applicable under State Board of Education regulation at the time of application shall govern the administration of this program.
- Students who successfully pass the Florida GED will be eligible to receive a State of Florida High School Diploma. However, these students may not participate in the next regular graduation exercises or graduation exercises of the student's regular graduating class.
- After passing the Florida GED Test, the student will no longer be considered a regular high school student, and therefore will not be eligible to participate in regular high school programs and extracurricular activities, including athletics. An exception may be made, with the approval of the principal, for students who have earned a State of Florida High School Diploma (GED) and who wish to work toward a Standard Diploma (i.e., students with disabilities who graduated with a special diploma). Such students may be permitted to return to regular high school program participation if the student is no more than eighteen years old at the time of return, is able to graduate no later than the end of the academic year in which the 19th birthday is reached, and has no appreciable history of discipline problems in the school setting in the past.

Performance-Based Exit Option

Students who enroll in the Performance-Based Exit Option are those who will not graduate with their class because of credit deficiency or low grade point average (GPA) and are otherwise capable of completing graduation requirements, including passing the statewide, standardized assessment(s). Students who successfully complete the requirements for the Performance-Based Exit Option will be awarded the State of Florida High School Performance-Based Diploma. The State of Florida High School Performance-Based Diploma has equal status with a standard diploma for all state purposes, including admission to any state university or college.

Students utilizing the Performance-Based Exit Option Model must meet all of the following eligibility criteria:

- the student is at least 16 years old and is currently enrolled in a PK-12 program;
- the student is enrolled in courses that meet high school graduation requirements and is earning and receiving credits;
- the student is overage for grade, behind in credits, has a low grade point average, and is in jeopardy of not graduating with his or her cohort group;
- the cohort group with which the student entered kindergarten is graduating or has graduated;
- the student's reading level must be at seventh grade or higher at the time of selection [ninth grade or higher at the time of General Educational Development (GED) test, as documented by the Test of Adult Basic Education (TABE) reading component or other test to determine grade level achievement]; and
- the student has acceptable scores on official GED Practice administered by a CCPS employee per the guidelines established in the District's current Test Administration and Security Manual.

Exit Interviews/Dropout Prevention

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

Virtual Course Options

Florida Virtual School (FLVS) offers more than 150 courses to high school students. A student may enroll full-time with FLVS, complete all graduation requirements and earn a diploma from FLVS. Flex students do not earn an FLVS diploma.

Students who are currently enrolled full-time in a district high school may use FLVS to supplement their school course work. The Virtual Options Agreement must be completed and returned to the student's school counselor ([Appendix H5](#)).

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

- It is recommended that students enroll in only one FLVS course at a time.
- It is strongly recommended that core academic courses required for graduation be taken on campus.
- Students may not withdraw from a CCPS course to take a FLVS course or other online course after the deadlines established in the Course Information Booklet. Students who wish to withdraw from a course must make a request to their School Counselor within the first 10 days of the course.
- Students must meet with their school counselor regarding all FLVS requests that may affect their school day schedule.
- A student must be assigned to a FLVS teacher either before the school year begins or semester begins or within the first ten days of either semester to be able to withdraw from a CCPS face-to-face course.

It is important for school staff to articulate to parents that FLVS is independent of CCPS. The CCPS principal, school counselor, classroom teacher and district staff do not have influence or control over the FLVS teacher, curriculum or procedures. The assignment to an FLVS course and teacher may take several weeks.

Appendix H1a



Academic Advisement Students Entering Grade 9 Prior to 2023-2024

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

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

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

What are the state assessment requirements?

Students must pass the following statewide assessments:

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

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

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

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

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

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

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

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

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

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in a program completion and industry certification
 - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA
• ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement
4 Credits Mathematics*
• One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ** • An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science*
• One of which must be Biology, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)** • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
• 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
• To include the integration of health
8 Elective Credits
on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

*Eligible courses are specified in the Florida Course Code Directory.

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

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

Academic Advisement

Students Entering Grade 9 Prior to 2023-2024

What Students and Parents Need to Know



Scholar Diploma Designation

In addition to the requirements of s. [1003.4282](#), F.S., a student must satisfy the following requirements:

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

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

Industry Scholar Diploma Designation

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

What is CAP?

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

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

What are the additional graduation options for students with disabilities?

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

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

State University System

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

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

Florida College System

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

Career and Technical Colleges and Centers

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

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

Where is information on financial aid located?

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

[Office of Student Financial Assistance](#)

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

Appendix H1b



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

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

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

What are the state assessment requirements?

Students must pass the following statewide assessments:

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

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

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

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

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

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

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

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

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

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

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA
• ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement
4 Credits Mathematics*
• One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ** • An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science*
• One of which must be Biology, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)** • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
• 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
0.5 Credit in Personal Financial Literacy****
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
• To include the integration of health
7.5 Elective Credits
Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

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

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

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

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

Academic Advisement

Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know



Scholar Diploma Designation

In addition to the requirements of s. [1003.4282](#), F.S., a student must satisfy the following requirements:

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

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

Industry Scholar Diploma Designation

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

What is CAP?

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

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

What are the additional graduation options for students with disabilities?

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

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

State University System

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

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

Florida College System

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

Career and Technical Colleges and Centers

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

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

Where is information on financial aid located?

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

[Office of Student Financial Assistance](#)

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

The School Board of Collier County Bylaws & Policies

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

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

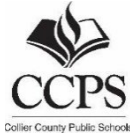
In order to protect the safety and welfare of younger students, Principals may refuse enrollment in the regular high school program of those persons who have had a history of disruptive behavior in the school setting, who have attained the age of sixteen (16) years, and have filed a formal declaration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

Revised 2/12/13

Revised 10/1/19

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Appendix H3



Florida Department of Education Exit Interview Student Survey

School Name _____ School District _____
Student Name _____ Student DOB _____
Grade Level _____ Date _____

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

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

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

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

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

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

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

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

- A. Provided student counseling
- B. Scheduled a conference with parents, guardians, student, and school staff
- C. Discussed and offered options for tutoring
- D. Discussed the consequences of dropping out
- E. Discussed and offered options for continuing education in a different environment (e.g., Adult Education, home school, virtual school, hospital homebound)
- F. Discussed and offered alternative options for graduation (e.g., diploma options, GED Exit Option or GED Testing)
- G. Conducted home visits
- H. Referred student to agencies programs to address problems interfering with school success (e.g., substance abuse counseling, psychological counseling, family counselor)
- I. Discussed and offered participation in a credit recovery course/program
- J. Discussed and offered access to Dropout Prevention Program(s) (e.g., alternative education, disciplinary, teenage parent)
- K. Tracked student progress (by teacher, counselor, social worker, graduation coach, etc.)
- L. Changed or revised course schedule
- M. Implemented intervention contracts (e.g., attendance or behavior)
- N. Student reported that school staff took no action
- O. Other _____

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

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

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

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

(If student is under 18 years of age)

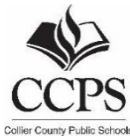
Principal Signature: _____ Date: _____

Optional:

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

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

Apéndice H3



Departamento de Educación de la Florida Encuesta estudiantil y entrevista de salida

Escuela _____ Distrito Escolar _____

Nombre del estudiante _____ Fecha de nacimiento _____

Grado _____ Fecha _____

Instrucciones: favor de encerrar con un círculo la respuesta que mejor describe tus experiencias o de proporcionar una descripción de tus experiencias en el blanco provisto.

1. ¿Cuál de las siguientes opciones mejor describe tu razón primordial por abandonar la escuela?

- A. Las clases no me interesaban o me aburríeron
- B. Falté demasiados días y no pude ponerme al día
- C. No me gustaba la escuela
- D. Estaba reprobando mis clases y no pude ponerme al día en mi trabajo escolar
- E. Enfermedad
- F. Tuve un bebé
- G. Me voy a casar
- H. Sentía que realmente no pertenecía en ese ambiente
- I. Con frecuencia me suspendieron de clase
- J. Fui expulsado de la escuela
- K. Tuve conflictos con un maestro
- L. Empleo- porque debo trabajar a tiempo completo
- M. Mis amistades abandonaron la escuela
- N. No pasó las evaluaciones requeridas
- O. Me siento intimidado y acosado (Bullied)
- P. En mi familia somos trabajadores migrantes temporales en la agricultura
- Q. Soy estudiante sin hogar
- R. Problemas de mi familia
- S. Otra razón

2. ¿Cuál de las siguientes opciones mejor describe tu segunda razón por abandonar la escuela?

- A. Las clases no me interesaban o me aburríeron
- B. Falté demasiados días y no pude ponerme al día
- C. No me gustaba la escuela
- D. Estaba reprobando mis clases y no pude ponerme al día en mi trabajo escolar
- E. Enfermedad
- F. Tuve un bebé
- G. Me voy a casar
- H. Sentía que realmente no pertenecía en ese ambiente
- I. Con frecuencia me suspendieron de clase
- J. Fui expulsado de la escuela
- K. Tuve conflictos con un maestro
- L. Empleo, porque debo trabajar a tiempo completo
- M. Mis amistades abandonaron la escuela
- N. No pasó las evaluaciones requeridas
- O. Me siento intimidado y acosado (Bullied)
- P. En mi familia somos trabajadores migrantes y temporales en la agricultura
- Q. Soy estudiante sin hogar
- R. Problemas de mi familia
- S. Otra razón

3. ¿Qué podría haber mejorado tu posibilidad de permanecer en la escuela? (Indica todas las que apliquen)
 - A. Oportunidades de aprendizaje de la vida real (pasantía, servicio práctico)
 - B. Mejores maestros
 - C. Clases con menos alumnos
 - D. Más instrucción individualizada
 - E. Mejor comunicación de parte de mis maestros
 - F. Mejor comunicación con mis padres
 - G. Más participación parental
 - H. Menos libertad y más supervisión de parte de mis padres
 - I. Menos libertad y más supervisión de parte de las autoridades escolares
 - J. Otra razón

4. ¿Qué pasos tomó el personal escolar para que siguieras matriculado en la escuela? (Indica todas las que apliquen)
 - A. Proveer consejería al estudiante
 - B. Tener una conferencia con mis padres (o tutor legal), el personal escolar y conmigo.
 - C. Explicar y ofrecer opciones de enseñanza de refuerzo. (tutoring)
 - D. Hablar conmigo acerca de las consecuencias de abandonar los estudios de secundaria
 - E. Explicar y ofrecer las opciones para continuar mi educación en otro lugar (Educación Adulta, Escolarización en casa, Escuela virtual, Educación para los estudiantes confinados al hogar u hospital)
 - F. Explicar y ofrecer opciones alternas para graduarme (Opciones de diploma, Opción de salida GED o la Prueba GED)
 - G. Efectuar visitas al hogar
 - H. Referidos a los programas de agencias que ayudan con los problemas que interfieren con el éxito escolar (abuso de alcohol o drogas, consejería psicológica, consejería para la familia)
 - I. Explicar y ofrecer un programa para recuperar los cursos y créditos de escuela superior
 - J. Explicar y ofrecer acceso a los programas de prevención de abandono escolar (educación alterna, programa disciplinario, programa para madres adolescentes)
 - K. Seguir la trayectoria de mi progreso académico (por parte del maestro, consejero, trabajador social, etc.)
 - L. Cambiar o modificar mi horario de cursos
 - M. Implementar contratos de intervención (de asistencia escolar o de la conducta)
 - N. El alumno informa que el personal escolar no tomó ninguna acción
 - O. Otra razón

Favor de marcar las casillas y firmar abajo para certificar que el personal escolar se ocupó de cada uno de los siguientes asuntos.

Yo tengo al menos 16 años de edad y mi intención es la de poner fin a mi matriculación escolar. He recibido consejería del consejero de orientación u otro personal escolar quien me habló sobre lo siguiente:

- ☐ Poner fin a mi matriculación escolar antes de mi graduación probablemente reducirá mis potenciales ganancias y afectará de forma negativa a mis opciones de empleo.
- ☐ Poner fin a mi matriculación escolar resultará en la suspensión o negación de una licencia de conducir hasta tener 18 años.
- ☐ Mis razones por abandonar la escuela antes de graduarme.
- ☐ Las posibles acciones que podrían hacer para que no abandonara la escuela antes de graduarme.
- ☐ Las opciones para continuar mi educación en otro lugar, como la Educación Adulta o la Prueba de GED.
- ☐ La elegibilidad para la beca Bright Futures, requiere que un estudiante de GED complete todos los requisitos de crédito antes de tomar la prueba de GED.

Firma del estudiante: Fecha:

Firma del padre o tutor legal: _____ Fecha _____

(Para estudiantes menores de 18 años de edad)

Firma del Director(a): _____ Fecha _____

Optativo:

1. ¿Cuál es el nivel de educación más alto completado por su madre/encargado materno? (Encierra un círculo)
 Escuela Primaria Escuela Intermedia Escuela Secundaria Universidad Escuela para Graduados Desconocido
2. ¿Cuál es el nivel de educación más alto completado por su padre/encargado paterno? (Encierra un círculo)
 Escuela Primaria Escuela Intermedia Escuela Secundaria Universidad Escuela para Graduados Desconocido

Apandis H3



Depatman Edikasyon Florida Sondaj pou Fè Antrevi Elèv ap Kite Lekòl

Non Elèv la _____ Distri Lekòl la _____
Non Elèv la _____ Dat Nesans Elèv la _____
Nivo Klas _____ Dat _____

Direksyon: Tanpri Ansèkle repons ki dekri eksperyans ou pi byen oswa bay yon deskripsyon sou eksperyans ou nan espas ki rezève pou aktivite sa a.

1. Ki rezon nan deklarasyon pi ba yo ki pi byen dekri rezon primòdyal ki pouse ou abandone lekòl ou?

- A. Klas yo pat enteresan / annwiyan
- B. Mwen te rate twòp jou lekòl e mwen pat kapab ratrape m
- C. Mwen pat renmen lekòl
- D. Flanke klas yo/mwen pat kapab fè devwa lekòl yo
- E. Maladi
- F. Mwen te vin gen pitit
- G. Mwen te vin marye
- H. Mwen te santi ke plas mwen pat la
- I. Yo te banm sispansyon twò souvan
- J. Yo te mete m deyò lekòl la
- K. Konfli ant elèv ak pwofesè
- L. Anplwa/mwen oblije travay a plen tan have to work full-time
- M. Zanmi m yo kite lekòl
- N. Mwen pat pase egzamen yo egzije yo
- O. Yo t ap ban m presyon/Menase m/Entimide m
- P. Migran
- Q. sanzabri
- R. Pwoblèm Familyal
- S. Lòt Rezon

2. Kilès nan deklarasyon pi ba yo ki pi byen dekri dezyèm rezon ki pouse ou abandone lekòl ou?

- A. Klas yo pat enteresan / annwiyan
- B. Mwen te rate twòp jou lekòl e mwen pat kapab ratrape m
- C. Mwen pat renmen lekòl
- D. Flanke klas yo/mwen pat kapab fè devwa lekòl yo
- E. Maladi
- F. Mwen te vin gen pitit
- G. Mwen te vin marye
- H. Mwen te santi ke plas mwen pat la
- I. Yo te banm sispansyon twò souvan
- J. Yo te mete m deyò lekòl la
- K. Konfli ant elèv ak pwofesè
- L. Anplwa/mwen oblije travay a plen tan have to work full-time
- M. Zanmi m yo kite lekòl
- N. Mwen pat pase egzamen yo egzije yo
- O. Yo t ap ban m presyon/Menase m/Entimide m
- P. Migran
- Q. sanzabri
- R. Pwoblèm Familyal
- S. Lòt Rezon

3. Kisa ki te ka amelyore chans pou w ta rete lekòl? (Ansèkle tout rezon ki aplikab yo.)
 - A. Opòtinite pou ansèyman yo chita nan vrè mond la (estaj, sèvis aprantisaj)
 - B. Pi bon pwofesè
 - C. Klas ki pi piti
 - D. Plis enstriksyon endividyalize
 - E. Pi bon kominikasyon avèk pwofesè yo
 - F. Pi bon kominikasyon avèk paran yo
 - G. Ogmantasyon patisipasyon paran
 - H. Mwens libète epi plis sipèvizyon bò kote paran yo
 - I. Mwens libète epi plis sipèvizyon bò kote responsab lekòl yo
 - J. Lòt Rezon

4. Ki aksyon psonèl nan lekòl ou a te pran pou te ka kenbe ou nan lekòl la? (Ansèkle tout rezon ki aplikab yo.)
 - A. Yo te ofri elèv yo konsèy ak ankadremman
 - B. Yo te reyini avèk paran (yo), responsab (yo), elèv, ak manb pèsonèl lekòl la
 - C. Yo te diskite epi ofri opsyon pou ban m leson
 - D. Yo te diskite sou konsekans mwen pral sibi si m kite lekòl
 - E. Yo te diskite epi ofri opsyon pou kontinye edikasyon mwen nan yon anviwonman diferan (egzanp, Edikasyon pou Adilt, lekòl lakay, lekòl vityèl, lekòl nan lopital)
 - F. Yo te diskite epi ofri opsyon altènatif pou gradiyasyon (egzanp, opsyon pou diplòm, Opsyon Sòti GED oubyen Egzamen GED)
 - G. Yo te ran mwen visit lakay mwen
 - H. Yo te refere mwen bay pwogram nan ajans pout e ka adrese pwoblèm ki entèfere nan siksè lekòl mwen (egzanp, konseye pou abi sibstans, konseye psikolojik, konseye famiyal)
 - I. Yo te diskite epi ofri m patisipasyon nan yon pwogram/kou pou rekouvremman kredi
 - J. Yo te diskite epi ofri m aksè nan Pwogram Prevansyon pou Abandone Lekòl (yo) (egzanp, edikasyon altènatif, pwogram disiplinè, pwogram pou jèn paran)
 - K. Yo t ap swiv pwogrè elèv (pa pwofesè, konseye, travayè sosyal, antrenè gradiyasyon, elatriye.)
 - L. Yo te chanje oubyen revize kou ki pwograme yo
 - M. Yo te aplike kontra kit e siyen sou entèvansyon yo (egzanp, prezans oubyen konduit)
 - N. Elèv yo te rapòte ke manb pèsonèl yo pat pran okenn aksyon
 - O. Lòt

Tanpri tcheke sondaj la epi siyen pi ba a pou sètifye ke manb pèsonèl lekòl la te adrese chak nan deklarasyon ki pi ba yo avèk ou.

Mwen genyen plis pase 16 zan epi se mwen ki pran desizyon pou abandone lekòl mwen. Mwen te resevwa konsèy nan men yon konseye nan direksyon lekòl la oubyen nan men lòt manb pèsonèl ki te adrese konsèy sa yo avèk mwen:

- ☐ Abandone lekòl avan gradiyasyon pral gen yon retonbe sou kantite lajan mwen te ka fè nan travay epi sa pral afekte opsyon mwen ap genyen pou chwazi karyè mwen.
- ☐ Abandone lekòl pral fè yo revoke/anile privilèj mwen te genyen pou kondi machin jiskaske mwen rive nan laj 18 an.
- ☐ Rezon mwen bay ki fè mwen ap abandone lekòl avan gradiyasyon. Aksyon posib ki te kapab anpeche mwen kite lekòl avan gradiyasyon.
- ☐ Opsyon pou kontinye gradiyasyon mwen nan yon diferan anviwonman, egzanp, Edikasyon pou Adilt oubyen egzamen GED.
- ☐ Pou kalifikasyon pou Bous Detid Bright Futures, elèv GED dwe konplete rekòmasyon pou kredi avan pou li pran egzamen GED a.

Siyati Elèv la: _____ Dat: _____

Siyati Paran/Responsab la: _____ Dat: _____
(Si elèv la pa ko rive nan 18 tan daj)

Siyati Direktè(tris) la la: _____ Dat: _____

Opsyon:

1. Ki nivo edikasyon ki pi wo paran/responsab matènèl ou te konplete? (ansèkle youn)

Klas Elemanchè	Klas Mwayen	Klas Segondè	Inivèsite	Metriz	Ou Pa Konnen
----------------	-------------	--------------	-----------	--------	--------------

2. Ki nivo edikasyon ki pi wo paran/responsab patènèl ou te konplete? (ansèkle youn)

Klas Elemanchè	Klas Mwayen	Klas Segondè	Inivèsite	Metriz	Ou Pa Konnen
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Appendix H4

District Protocol for Transition Services Collier County

The Collier County Public School (CCPS) District Transition Coordinator (DTC) is the school counselor for Alternative School Programs. The DTC will facilitate students' transitions by notifying appropriate staff or schools to implement the following procedures:

Students in a Collier County Department of Juvenile Justice (DJJ) program transitioning back to a traditional school setting:

- A letter, e-mail, phone call, fax, or a combination thereof, will be sent to the receiving school prior to a student's release, to notify the school/county that the student will be arriving on a given date.
- In-county schools can view student's academic history in the student information platform.
- An invitation to participate in a transition meeting will be sent to the parent and receiving school prior to student's exit from a Collier County DJJ program.
- Upon exit/transition, the student's transition file will be forwarded to the receiving site/school.

Students transitioning back to a CCPS from an out-of-county DJJ Program:

- DJJ will contact the district transition coordinator prior to release of the student.
- The school counselor of the receiving school will be contacted by the transition coordinator.
- The Intervention Support Specialist at the receiving school will be informed if the student requires ESE services.

Appendix H5

Collier County Public Schools Virtual Options Agreement - High School

Name: _____ Grade: _____ Student ID #: _____

Courses requested on FLVS: _____

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

- I understand that it is my responsibility to monitor the completion of all course work and the selection of classes. The school counselor is not responsible to monitor academic progress.
- I understand that I will take the appropriate End-of-Course (EOC) assessment or AP Examination at my school if I take the applicable FLVS courses. The final full-year grade will be calculated by my school and will include the EOC as the final exam grade. I understand that I will take the EOC or AP Exam at my school during the scheduled exam time.
- I understand that FLVS seats and periods in on-campus labs are limited. I may not be able to complete my FLVS coursework during a preferred period.
- If the requested FLVS course is taught at the student's home high school, the student will not be able to utilize an in-school lab period. The course will be offered as an eighth (8th) period.
- I understand that if I drop a CCPS course to take an FLVS course, the FLVS course must be started within the first ten days of the semester in order to be in compliance with the CCPS Course Information Booklet and to be able to withdraw from the CCPS course without penalty.
- I understand that if I must enroll in an on-campus course as a result of dropping an FLVS course, I may not receive the on-campus course during a preferred period. This may result in a schedule change that will impact other on-campus courses.
- I understand that all final grades are added to my academic history and will have an impact on grade point average.
- I understand that if I withdraw from an FLVS course mid-semester and request a CCPS course in its place, I may not earn credit due to lack of seat time and will receive the grade issued by FLVS (WP or WF) on my high school transcript
- I understand that if I am withdrawn from a year-long FLVS course by FLVS in first semester, my school will attempt to schedule me into an on-campus course; this may not be feasible until second semester. Additionally, the on-campus course may not match the FLVS course depending on availability and course offerings.
- I understand that I must pay attention to FLVS requirements, some classes are 18-36 weeks in length. Classes that are 36 weeks in length will take me the entire year to complete.
- I understand that FLVS is designed to be implemented 100% online and I understand that support for questions, challenges and discussions regarding my progression through the course and final grading outcome rest with the staff and leadership at FLVS.
- I understand that if my coursework is not completed by the deadline and is a graduation requirement, I may not participate in the graduation ceremony.
- I understand if I am a senior that all work must be completed and a final grade received no later than 7 days prior to graduation to participate in commencement exercises.

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

Parent Signature _____ Date _____

Student Signature _____ Date _____

School Counselor Signature _____ Date _____

Apéndice H5

Escuelas Públicas Del Condado De Collier Acuerdo de Opciones de Estudio Virtual de Escuela Superior

Nombre: _____ Grado: _____ N° Estudiantil: _____

Cursos solicitados en FLVS: _____

Favor de leer la siguiente información detenidamente y a fondo. Para matricularse en Florida Virtual School (FLVS) este año escolar, se requiere someter su solicitud a su consejero escolar.

- Yo entiendo que monitorear la compleción de todo el trabajo del curso y la elección de clases es mi responsabilidad. El consejero escolar no es responsable por monitorear el progreso académico.
- Yo comprendo que tomaré la prueba de fin-de-curso (EOC) o el Examen AP correspondiente en mi escuela si curso las clases en FLVS. El grado final del año entero será calculado por mi escuela e incluirá el resultado de la prueba final EOC como calificación de examen final. Entiendo que tomaré la prueba EOC o el Examen AP en mi escuela durante la hora programada para este examen.
- Yo entiendo que el cupo y el horario de laboratorios FLVS en la escuela es limitado. Es posible que no pueda completar mi trabajo de FLVS durante mi período de clase preferido.
- Si el curso de FLVS solicitado se imparte en la escuela secundaria local del estudiante, el estudiante no podrá utilizar un período de laboratorio en la escuela. El curso se ofrecerá como un octavo (8º) período.
- Yo comprendo que, si dejo un curso de CCPS para tomar uno de FLVS, debo comenzar el curso de FLVS dentro de los primeros diez días del semestre para estar en cumplimiento con las normas del Manual de Información de Cursos de CCPS y para poder retirarme del curso de CCPS sin penalidad.
- Yo entiendo que, si debo inscribirme en una clase en la escuela como resultado de dejar un curso FLVS, es posible que no reciba una clase en la escuela durante mi período preferido. Esto puede resultar en un cambio a mi horario de clases que afectará a mis otras clases en la escuela.
- Yo comprendo que, si me retiro de un curso FLVS a mitad del semestre y solicito una clase de CCPS en su lugar, puede que no obtenga crédito por falta de tiempo en clase y recibiré una nota emitida por FLVS (WP o WF) en mi registro de notas de la escuela superior.
- Yo entiendo que si me retiro de un curso FLVS de año completo en el primer semestre, mi escuela intentará programar y ubicarme en una clase en la escuela; puede que esto no sea factible hasta el segundo semestre. Además, puede que la clase en la escuela no corresponda con el curso FLVS dependiendo de la disponibilidad de los cursos ofrecidos.
- Yo comprendo que debo prestar atención a los requisitos de FLVS, algunas de estas clases duran de 18 a 36 semanas. Los cursos de 36 semanas de duración me tomarán todo un año escolar para completarlos.
- Yo entiendo que los cursos de FLVS están diseñados para hacerse 100% en línea y comprendo que el apoyo para preguntas, desafíos y discusiones relacionadas al curso y grado final son responsabilidad del personal y directores de los programas de FLVS.
- Yo comprendo que todos los grados finales son agregados a mi historial académico y que afectarán mi índice académico (GPA).
- Yo entiendo que si mi trabajo de curso no es completado antes de la fecha límite y si es requisito para la graduación, no se me permitirá participar en la ceremonia de graduación.
- Yo comprendo que si soy estudiante de último año (senior), todo el trabajo debe estar completado y un grado final recibido no más de 7 días antes de la graduación para poder participar en la ceremonia de graduación.

He leído este documento y acuerdo atenerme a todas las declaraciones.

Firma de los padres _____ Fecha _____

Firma del estudiante _____ Fecha _____

Firma del consejero escolar _____ Fecha _____

LEKÒL PIBLIK COLLIER COUNTY
Akò sou Opsyon Vityèl Lekòl Segondè

Non: _____ Klas: _____ # Idantifikasyon Elèv la: _____

Kou ki ekzije pou FLVS: _____

Tanpri li enfòmasyon sa a konplètman e avèk anpil prekosyon. Li enpòtan pou w soumèt li bay konseye lekòl ou pou enskripsyon nan Lekòl Vityèl nan Florid (FLVS) pandan ane eskolè sa a.

- Mwen konprann ke se responsablite m pou m siveye achèyman tout travay ki fèt nan klas yo ansanm ak chwa klas yo. Konseye lekòl la pa responsab pou kontwole pwogrè akademik.
- Mwen konprann ke mwen pral pran ekzamen Final (EOC) oswa Egzamen AP ki apwopriye nan lekòl mwen si m pran kou FLVS ki aplikab. Nòt final pou ane a pral kalkite pa lekòl mwen epi li pral enkli EOC a kòm nòt pou ekzamen final. Mwen konprann ke mwen pral pran ekzamen EOC oswa Egzamen AP a nan lekòl la nan lè yo pwograme li a.
- Mwen konnen ke syèj FLVS yo ak peryòd pou laboratwa nan lekòl la limite. Mwen andwa pa kapab konplete travay FLVS yo pandan yon peryòd prefere.
- Si yo anseye kou FLVS yo ekzije a nan lekòl segondè elèv la, elèv la papral kapab itilize yon peryòd laboratwa nan lekòl la. Yo pral ofri kou a kòm yon yon uityèm (8^{em}) peryòd.
- Mwen konprann ke si mwen kite yon kou nan CCPS pou pran yon kou nan FLVS, kou FLVS yo dwe kòmanse nan premye dis jou nan trimès la yon fason pou l kapab konfòme ak Manyè Enfòmasyon sou Kou CCPS epi pou kapab soti nan kou CCPS la san penalite.
- Mwen konprann ke si mwen dwe anwole nan yon kou nan lekòl la kòm yon rezon pou kite yon kou FLVS, mwen pa kapab resevwa kou nan lekòl la pandan yon peryòd preferab. Sa kapab koze yon chanjman dorè ki pral genyen yon enpak sou lòt kou nan lekòl la.
- Mwen konprann ke tout nòt final yo nan dosye akademik mwen e yo pral gen yon enpak sou mwayèn mwen.
- Mwen konprann ke si m soti nan kou FLVS nan mitan semès la e ki ekzije yon kou CCPS nan plas li, mwen gen dwa pa kapab resevwa kredi akòz plas ki pa disponib time epi mwen pral resevwa nòt ke FLVS (WP oswa WF) mete nan kanè ak relve nòt lekòl seondè mwen an.
- Mwen konprann ke si mwen ap soti nan yon kou FLVS ki dire tout ane a pa FLVS nan premye trimès, lekòl mwen pral eseye pwograme m nan yon kou nan lekòl la; sa ka pa posib jiska dezyèm trimès. An olis de sa, kou ki ofri nan lekòl yo kapab pa marye avèk kou FLVS la, sa depan de disponibilite ak kou ke yo ofri yo.
- Mwen konprann ke mwen dwe fè atansyon avèk ekzijans FLVS yo, kèk klas dire 18-36 semèn. Klas ki dire 36 semèn yo pral pran m tout ane a pou konplete.
- Mwen konprann ke FLVS te dezinye pou aplike a 100% sou entènèt epi yo konprann ke sipò pou kesyon, defi ak diskisyon konsènan pwogresyon yo atravè kou a ak rezilta nòt final ki gen pou wè avèk manb pèsònèl yo ak lidèchip yo nan FLVS yo.
- Mwen konprann ke si mwen pa konplete travay mwen nan dat limit la epi si se yon ekzijans gradyasyon, mwen pap kapab patisipe nan seremoni gradyasyon.
- Mwen konprann, si m nan dènye ane mwen, mwen dwe konplete tout travay nan kou a epi mwen dwe resevwa nòt final mwen nan mwens ke 7 jou anvan gradyasyon yon fason pou m ka patisipe nan ekzèsis demaraj yo.

Mwen li dokiman sa epi m dakò pou m respekte deklarasyon an.

Siyati Paran _____ Dat _____

Siyati Elèv la _____ Dat _____

Siyati Konseye Lekòl la _____ Dat _____

Appendix H6

Advanced Studies Agreement for Advanced Placement (AP) and Cambridge Advanced International Certificate of Education (AICE) Coursework

Student's Name: (last, first) _____ Student ID _____

AP/AICE Course: _____ AICE Candidate ID (if known): _____

Student's Counselor: _____ Student's Grade: _____

ADVANCED STUDIES AGREEMENT

Please read this information carefully and thoroughly. Sign and return to your school counselor. **This form must be received if you want to have an Advanced Studies course included in your schedule for the next school year.**

- I understand that Advanced Placement and Cambridge AICE courses are college-level courses receiving 0.04 weighting per semester if the final grade is a "C" or better.
- I understand that Advanced Placement and Cambridge AICE courses are a full term/year commitment.
- I understand that the Advanced Placement exams are given in May of each year and that the Cambridge AICE exams are scheduled using an international calendar. I understand that Cambridge AICE exams for AS, or A level courses **may occur** outside of the 180 school day year calendar and I understand that I am expected to make arrangements to take the exam.
- I understand that I am required to complete an exam for each Advanced Placement course(s) and/or each Cambridge AICE (AS or A) course(s) in my schedule. Both the Advanced Placement exam and the Cambridge AICE exam fees are paid for by the Collier County School District as long as I have not previously taken the same exam.
- Any student who fails to arrive on time for an AP or Cambridge AICE exam or who misses an exam will be required to reimburse CCPS for the exam fees. (Cabinet approved 3/22/10) (Approved by Jon Fishbane, 12/2/11)
- I understand that student performance for a semester course for Advanced Placement will be evaluated at 9 weeks. For a Cambridge AICE or Advanced Placement full-year course, student performance will be evaluated at semester. If my performance is "D" or below, the school reserves the right to change my schedule to an honors or regular course.
- I understand Advanced Placement exam scores of 3 or higher may allow me to earn college credit. I understand that passing a Cambridge AICE AS or A level course may allow me to earn college credit. Refer to the specific college catalog to determine what the college will accept.
- I have carefully thought through my schedule, extracurricular activities, my interests and future goals. **I am committed to completing the Advanced Placement and/or Cambridge AICE course(s).**
- I understand that once I make this commitment there may be circumstances under which it would not be possible for me to drop the class without facing the consequence of either a withdrew passing or withdrew failing depending on how I am doing in the course. If I leave the course for a level change, then I understand the grade received to the point of the change will be transferred into the new course. If I am having trouble in an Advanced Placement or Cambridge AICE course, a conference must be held with the student, parent and teacher. There may be periods when difficult material is being taught – giving up is not the answer. Seeking help and learning new study methods usually remedies the temporary frustration level. Phasing down may not always be available depending on master schedule and available seats in other classes.

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

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Administrator: _____ Date: _____

Please Note:

Advanced Placement- CCPS requires each student involved in the Advanced Placement Program to take his or her AP exam(s) on the date and at the time established by the College Board. CCPS will pay all regular exam fees assessed by the College Board. Collier County Public Schools has no control over the date or time an AP exam is scheduled. A student may not request to change either the date or the time of an exam. Students taking an AP course with FLVS are required to sit for the AP exam at their high school.

Cambridge -CCPS requires each student involved in the Cambridge program to take his or her, AS, or A exam(s) on the date and the time established by the University of Cambridge International Examinations. CCPS will pay all regular exam fees assessed by the University of Cambridge International Examinations. Collier County Public Schools has no control over the date or time the Cambridge AICE exam is scheduled. A student may not request to change either the date or the time of an exam.

Acuerdo de Estudios Avanzados para Colocación Avanzada y Cursos de Cambridge AICE

Nombre del Estudiante (Apellido, Nombre) _____ ID del Estudiante _____

Curso de AP/AICE: _____ ID del Candidato AICE (si se conoce) _____

Consejero/a del Estudiante: _____ Nivel de Grado del Estudiante: _____

ACUERDO DE ESTUDIOS AVANZADOS

Favor de leer esta información cuidadosamente y completamente. Firme y devuelva a su consejero escolar. **Este formulario debe recibirse si desea que se incluya un curso de Estudios Avanzados en su horario para el próximo año escolar.**

1. Entiendo que los cursos de Colocación Avanzada y Cambridge AICE son cursos de nivel universitario que reciben 0.04 ponderaciones por semestre si la calificación final es una "C" o mejor.
2. Entiendo que los cursos Colocación Avanzada y Cambridge AICE son un compromiso de término y año completo.
3. Entiendo que los exámenes de Colocación Avanzada se administran en mayo de cada año y que los exámenes de Colocación Avanzada están programados usando un calendario internacional. Entiendo que los exámenes de Cambridge AICE para AS, o los cursos de nivel A pueden ocurrir fuera del calendario de 180 días escolares y entiendo que se espera que haga los arreglos necesarios para tomar el examen.
4. Entiendo que debo completar un examen para cada curso de Colocación Avanzada y/o cada curso de Cambridge AICE (AS o A) en mi agenda. Tanto el examen de Colocación Avanzada como el examen de Cambridge AICE son pagados por el Distrito Escolar del Condado de Collier siempre y cuando no haya realizado el mismo examen anteriormente.
5. Cualquier estudiante que no llegue a tiempo para un examen AP o examen AICE de Cambridge o que no se presente a un examen deberá reembolsar a CCPS los costos del examen. (Aprobado por el Gabinete el 22 de marzo del 2010) (Aprobado por Jon Fishbane el 2 de diciembre del 2011).
6. que el rendimiento del estudiante para un curso semestral de Colocación Avanzada se evaluará a las 9 semanas. Para un curso de un año completo de Cambridge AICE o Colocación Avanzada, el desempeño de los alumnos se evaluará en el semestre. Si mi desempeño es "D" o inferior, la escuela se reserva el derecho de cambiar mi horario a un curso de honores o regular.
7. Entiendo que los resultados del examen de Colocación Avanzada de 3 o más pueden permitirme obtener créditos universitarios. Entiendo que aprobar un curso AICE AS o A level de Cambridge puede permitirme obtener créditos universitarios. Consulte el catálogo de la universidad específica para determinar qué aceptará la universidad.
8. He pensado cuidadosamente en mi agenda, actividades extracurriculares, mis intereses y metas futuras. **Estoy comprometido a completar los cursos de Colocación Avanzada y/o de Cambridge AICE.**
9. Entiendo que una vez que me comprometo, puede haber circunstancias en las que no sea posible que abandone la clase sin tener que enfrentar la consecuencia de retirarse a probando o retirarse sin aprobar, dependiendo de cómo lo esté haciendo en el curso. Si abandono el curso para un cambio de nivel, entiendo que la calificación recibida hasta el punto del cambio se transferirá al nuevo curso. Si estoy experimentando dificultades en un curso de Colocación Avanzada o Cambridge AICE, se debe celebrar una conferencia con el estudiante, el padre y el maestro. Puede haber periodos en los que se enseñe material difícil; rendirse no es la respuesta. Buscar ayuda y aprender nuevos métodos de estudio generalmente remedia el nivel de frustración temporal. Es posible que la reducción gradual no siempre esté disponible dependiendo del horario maestro y los asientos disponibles en otras clases.

He leído este documento y acepto cumplir con las declaraciones mencionadas anteriormente.

Firme del Estudiante: _____ Fecha: _____

Firma del Padre: _____ Fecha: _____

Administrador/a: _____ Fecha: _____

Favor de Notar:

Para la Colocación Avanzada: CCPS requiere que cada estudiante involucrado en el Programa de Colocación Avanzada tome sus exámenes AP en la fecha y en el momento establecido por el College Board. CCPS pagará todas las tarifas de exámenes regulares que cobra el College Board. Las Escuelas Públicas del Condado de Collier no tienen control sobre la fecha o la hora en que se programó un examen AP. Un estudiante no puede solicitar cambiar la fecha o la hora de un examen. Los estudiantes que estén tomando un curso AP con FLVS deben tomar el Examen AP en sus escuelas.

Cambridge -CCPS requiere que cada estudiante involucrado en el programa de Cambridge tome su AS o examen A en la fecha y la hora establecidas por la Universidad de Cambridge International Examinations. CCPS pagará todas las tarifas de exámenes regulares que cobran los exámenes internacionales de la Universidad de Cambridge. Las Escuelas Públicas del Condado de Collier no tienen control sobre la fecha ni la hora en que está programado el examen AICE de Cambridge. Un estudiante no puede solicitar cambiar la fecha o la hora de un examen.

Akò sou Etid Avanse pou Kou sou Plasman Avanse ak Kou Cambridge AICE

Non Elèv la (siyati, non) _____ ID elèv la _____

Kou AP/AICE: _____

Konseye Elèv la: _____ Nivo Klas Elèv la: _____

AKÒ SOU ETID AVANSE A

Tanpri pran san ou pou w li enfòmasyon sa a antyèman. Siyen dokiman an epi voye li retounen bay konseye lekòl ou a. **Nou dwe resevwa fòm sa a si ou vle genyen yon kou sou Etid Avanse ki enkli nan orè kou w yo pou ane eskolè pwochèn.**

1. Mwen konprann ke kou sou Plasman Avanse ak kou Cambridge AICE yo se kou ki nan nivo inivèsite ki ap resevwa 0.04 kredi pa semès si nòt final la se yon "C" oswa pi meyè.
2. Mwen konprann ke antre nan kou sou Plasman Avanse ak kou Cambridge AICE yo se yon angajman a plen tan/pou tout ane a.
3. Mwen konprann ke egzamen sou Plasman Avanse yo administre nan mwa me chak ane e ke egzamen Cambridge AICE yo pwograme pou itilize yon kalandriye entènasyonal. Mwen konprann ke egzamen Cambridge AICE pou AS, oswa kou ki nan nivo A **gen dwa fèt andeyò** kalandriye 180 jou ane eskolè a epi mwen konprann ke yo espere pou mwen fè aranjman pou vini sibi egzamen yo.
4. Mwen konprann ke yo ekzije mwen konplete yon egzamen pou chak kou sou Plasman Avanse (yo) ak/oubyen chak kou Cambridge AICE (AS oubyen A) ki nan orè klas mwen. Se Distri Eskolè Collier County a ki ap peye frè egzamen sou Plasman Avanse yo ak frè egzamen Cambridge AICE yo depi ke mwen pat gentan sibi menm egzamen an avan.
5. Nenpòt elèv ki pa rive a lè nan yon egzamen AP oswa Cambridge AICE oubyen ki rate yon egzamen, elèv sa a pral ranbouse CCPS frè egzamen an. (Kabinè distri a te apwouve desizyon sa a nan nan dat 22 mas 2010) (Jon Fishbane te apwouve li nan dat 2 desanm 2011)
6. Mwen konprann ke pefòmans elèv la pou yon kou nan yon semès pou kou sou Plasman Avanse a pral evalye nan 9 semèn. Pou yon kou Cambridge AICE oswa Plasman Avanse pou yon ane an plen, pefòmans elèv la pral evalye nan semès la. Si pefòmans mwen an se yon "D" oswa pi ba, lekòl la ap rezève dwa pou chanje orè kou mwen pou mete m nan yon kou onè oswa regilye.
7. Mwen konprann ke nòt egzamen pou Plasman Avanse yo ki egal a 3 oswa pi wo kapab pèmèt mwen obteni kredi pou kou inivèsite. Mwen konprann ke lè mwen pase yon kou Cambridge AICE AS oswa yon kou nivo A sa ka pèmèt mwen obteni kredi pou kou inivèsite. Refere ou avèk katalòg espesifik inivèsite yo pou detèmine ki inivèsite ki pral aksepte yo.
8. Mwen pran san m pou reflechi sou orè kou mwen yo, sou aktivite ekstra yo, sou enterè ak bi mwen genyen pou avni mwen. **Mwen pran angajman pou mwen konplete kou sou Plasman Avanse yo ak/oubyen kou Cambridge AICE la (yo).**
9. Mwen konprann ke yon fwa mwen deside pran angajman sa a kapab genyen sikonstans kote li pap posib pou mwen abandone klas la san ke mwen pa fè fas avèk konsekans ki ap oubyen yon abandon avèk nòt de pasaj oubyen yon abandon avèk nòt ki endike ke mwen flanke klas la tou depann de pwogrè mwen ap fè nan kou a. si mwen kite kou a pou chanje yon nivo, donk mwen konprann ke nòt mwen te resevwa nan pwèn ke m ap fè chanjman an pral transfere nan nouvo kou a. Si mwen ap fè fas ak difikilte nan yon kou Plasman Avanse oswa Cambridge AICE, yo dwe òganize yon konferans avèk mwen menm elèv la, paran ak pwofesè a. Kapab genyen peryòd kote yo ap ansenye materyèl ki difisil – repons la se pa bay legen. Souvan lè ou chèche ed oubyen ou chèche nouvo metòd pou etidye sa konn pote remède a nivo fristrasyon tanporè. Rediksyon pwogresif gen dwa pa toujou disponib toudepan de orè prensipal la ansanm ak plas ki disponib nan lòt klas yo.

Mwen li dokiman sa a epi mwen dakò pou mwen respekte deklarasyon ki fèt pi wo yo.

Siyati Elèv la: _____ Dat: _____

Siyati Paran li: _____ Dat: _____

Administratè a: _____ Dat: _____

Nou Vle ou Note ke:

Pou Plasman Avanse - CCPS egzije pou chak elèv enplike nan Pwogram Plasman Avanse a pou li kapab sibi egzamen li a (yo) nan dat ak lè ke Konsèy Inivèsite yo tabli. CCPS pral peye frè pou tout egzamen regilye ke Konsèy Inivèsite a ap bay. Lekòl Piblik Collier County pa genyen kontwòl sou dat ak lè yo pwograme pou administre egzamen AP a. Yon elèv gen dwa pa ka mande pou chanje oubyen dat oswa lè egzamen an. Yo ekzije pou elèv ki ap pran yon kou AP avèk FLVS chita sibi egzamen AP a nan lekòl segondè pa yo a.

Cambridge - CCPS egzije pou chak elèv ki ap patisipe nan pwogram Cambridge la pou sibi egzamen AS li a, oswa Egzamen A a (yo) nan dat ak lè ke Inivèsite pou Egzamen Entènasyonal Cambridge tabli pou sa. CCPS pral peye frè pou tout egzamen regilye ke Konsèy Inivèsite a ap bay. Lekòl Piblik Collier County pa genyen kontwòl sou dat ak lè yo pwograme pou administre egzamen AP a. Yon elèv gen dwa pa ka mande pou chanje oubyen dat oswa lè egzamen an.

Appendix H7

Dual Enrollment and Early Admissions Agreement

1. I understand that as a student attending a postsecondary institution, I am considered an adult and therefore have the right to privacy regarding my educational rights at the postsecondary school. FERPA does not allow my parents to communicate with the college or my professors on my behalf.
2. I understand I am responsible to complete and/or participate in the Resiliency Education_Curriculum per Florida State Board of Education Rule 6A-1.094121
3. I understand that the drop/add date for dual enrollment and early admission students may differ from that listed on the college calendar for traditional college students.
4. I understand that I may not add or drop courses without school and/or district approval. I further understand that CCPS requires full-time school enrollment and therefore I may be required to return to my home high school and be assigned a course for which I may not receive credit.
5. I understand that I must maintain both the college GPA and the high school GPA to remain in the program.
6. I understand that if I fail a college course, I may not repeat the course until after high school graduation.
7. I understand, per Florida statute 1007.271, that I may lose the opportunity to continue in a dual enrollment course if I become disruptive to the learning process.
8. I understand that I may not participate in DE/EA if I complete my high school graduation requirements prior to my last semester of high school.
9. I understand the grades I earn via dual enrollment or early admission may affect my college admissions/acceptance decision after high school.
10. I understand if I move and/or withdraw from CCPS, I must notify my school counselor and complete appropriate paperwork to withdraw from college courses.
11. I understand that academic advisors at both FSW and FGCU are available to me to assist in course selection and help track my progress toward degree attainment.
12. At Florida Southwestern State College (FSW), students are not permitted to drop courses after the end of the college "drop/add" period. Students may withdraw only due to extenuating circumstances (such as death of immediate family member, hospitalization or serious medical condition). Students must follow the late drop petition process outlined in the college catalog which includes approval by the zoned high school, the Executive Director of Secondary Programs, and the Director of Accelerated Pathways Programs.
13. At FSW, an Early Admissions student who successfully completes the late drop petition process and falls below 12 credit hours, must return to the assigned high school for class assignment by the principal and will lose his/her Early Admissions full-time status.
14. At FSW, students taking 12 or more DE credits are considered Full-Time, and are not eligible for high school courses except JROTC or Music performance courses.
15. At Florida Gulf Coast University (FGCU), students who have enrolled may withdraw only due to extenuating circumstances approved by both the Accelerated Collegiate Experience director and the Executive Director of Secondary Programs. Students must allow adequate time for a request to withdraw due to extenuating circumstances. I understand that as an FGCU **Early Admission student**, I am not eligible to participate in co-curricular activities which are tied to high school courses at my zoned high school, however I may participate in extra-curricular clubs and/or activities at my zoned high school.
16. I understand that Collier County Public Schools will pay for books ONLY. All other supplies, including the need for a calculator, are my responsibility.
17. I understand that I will also provide a copy of my schedule to my home high school Media Specialist to check out the textbook(s) necessary. If the textbook is not available, a voucher will be made available by the high school Media Specialist
18. I understand that I must return my textbook(s) to the Media Specialist at my home school within five days of the end of the semester before I can check-out the following semester's textbook(s).
19. I understand that any textbook(s) not returned within 5 days of the end of the college semester will potentially result in non-issuance of graduation tickets until all textbook(s) obligations are satisfied.
20. I understand that the college will provide my grades by the end of the semester.
21. I understand that I may need to provide updates on college course grades to my school counselor throughout the semester.
22. I understand that it is my responsibility to notify and send transcripts of dual enrollment courses to the post-secondary institution that I plan on attending.
23. I understand that my high school accommodations do not transfer to the college. It is my responsibility to contact the office of adaptive services. (www.fsw.edu/adaptiveservices or www.fgcu.edu/adaptive)

I have read this agreement and agree to abide by the statements listed above.

Student Signature	Student Telephone Number	Student email address
Parent Signature	Parent Telephone Number	Parent email address
School Counselor	Signature	Date

Appendix H8

Intensive/Remediation Course Waiver

I request that my child, _____, not be scheduled in
(Student name/number)

_____, _____ and _____, _____
(Print course name) (Course number) (Print course name) (Course number)

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

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

I have read and understand the preceding statements, I am requesting the intensive/remediation course(s) be waived.

Parent Rationale: _____

Parent Name (printed) Parent Signature Date

Principal Signature School Date

____ Approved ____ Denied

Completed form submitted to school Principal and placed in student's cumulative record and documented in student scheduling program.

Apéndice H8Solicitud de dispensación de curso intensivo o de recuperación

Solicito que no programen a mi hijo(a), _____, en el curso de

Nombre del estudiante y N° Estudiantil

_____, _____ y _____, _____
Escribir: Nombre del curso Número del curso Nombre del curso Número de curso

*****Favor de leer lo siguiente antes de firmar esta solicitud para cambiar la ubicación de cursos de su hijo(a)*****

1. Los consejeros y administradores, en consulta con otros miembros del personal docente, consideran los parámetros de ubicación al programar los cursos de los estudiantes. Los parámetros específicos tomados en consideración incluyen el rendimiento en los cursos previos, los resultados de los exámenes estatales y otros datos relevantes.
2. Este formulario de solicitud únicamente puede utilizarse para anular la ubicación en cursos intensivos de remediación basados en los parámetros de ubicación y no para invalidar los prerrequisitos, requisitos de nivel de grado u otros requisitos.
3. Su hijo(a) puede tener dificultadas académicas si se hace uso de la opción de dispensar de los cursos intensivos de remediación. Mientras que los maestros están disponibles para proveer ayuda, sigue siendo responsabilidad del estudiante el mantenerse al día en sus clases más exigentes. Se sugiere que supervise atentamente el progreso de su hijo en todos sus cursos.
4. Los requisitos de graduación requieren una puntuación aprobatoria en la evaluación estatal de Inglés de 10º Grado y en la prueba de fin-de-curso en Algebra 1.

Tras haber revisado lo anterior, solicito la dispensación de la toma de los cursos intensivos de remediación.

Razón de los padres: _____

Nombre de los padres o tutor legal
(en letra de molde)

Firma de los padres o tutor legal

Fecha

Firma del Director

Escuela

Fecha

____ Approved

____ Denied

Completed form submitted to school Principal and placed in student's cumulative record and documented in student scheduling program.

Konsiderasyon sou Kou Entansif/Kou Ratrapaj

Mwen ekzije ke pitit mwen, _____, pa pwograme pou
Non elèv la/nimewo li
_____, _____ ak _____, _____
(Enprime non kou a) (nimewo kou a) (enprime non kou a) (nimewo kou a)

*****Tanpri revize kondisyon sa yo anvan w siyen ekzijans sa a ki dezinye pou fè yon chanjman nan plasman kou pitit ou dwe pran.*****

1. Konseye ak administratè yo, an konsiltasyon avèk lòt manb pèsònèl, konsidere pamarèt sou plasman lè yo ap plase elèv yo nan kou yo. Paramèt espesifik yo konsidere yo enkli pèfòmans nan klas yo te pran anvan, rezilta ekzamen ofisyèl sou estanda eta yo, ak lòt enfòmasyon enpòtan.
2. Fòm ekzijans sa a kapab itilize sèlman pou otorize plasman nan kou entansif/kou ratrapaj ki baze sou paramèt plasman olye pou otorize pre-ekzijans, ekzijans sou nivo klas, oswa lòt ekzijans.
3. Pitit ou kapab andire difikilte akademik si yo ekzèse opsyon pou renonse a kou entansif/kou ratrapaj. Pandan ke pwofesè sal klas pitit ou a disponib pou ofri asistans, se responsablite elèv la pou mentni ritm ki asosye avèk yon kourikoulòm ki pi demandab. Nou ankouraje w swiv pwogrè pitit ou nan tout klas li yo.
4. Ekzijans sou gradyasyon toujou mande yon rezilta ki montre elèv la pase Ekzamen Klas 10yèm egzamen Leta ELA ak Aljèb 1.

Mwen renonse a kou entansif/kou ratrapaj la (yo) aprè mwen fini revize deklarasyon presedan yo.

Rezon Paran an Evoke: _____

Enprime Non Paran/Responsab la	Siyati Paran/Responsab la	Dat
Siyati Direktè a	Lekòl la	Dat
_____Approved _____Denied		

Completed form submitted to school Principal and placed in student's cumulative record and documented in student scheduling program.

Appendix H9

HOPE, Personal Fitness, and Physical Education Activity Waiver Options

Students may meet the Physical Education and/or Performing/Fine Arts graduation requirement through the waiver options listed below.

Completion of the 1.0-credit Health Opportunities through Physical Education (HOPE) course satisfies the 1.0 Physical Education credit required for graduation, including the Personal Fitness and Health Integration components.

Important: Students who complete 2 seasons of interscholastic sports, 2 years of band (applied to Physical Education), 2 semesters (1.0 credit) of Dance Techniques, or 2 years of JROTC will have their full 1.0 Physical Education credit waived and are not required to take the Personal Fitness class or any other PE activity elective. A waiver removes the waived credit as a graduation requirement; students do not earn the credit toward graduation, the waiver does not factor into grade point average (GPA), and a waiver code is not posted to a student's transcript until the requirement is completed in its entirety.

Physical Education Waiver Options Summary

Waiver Option	Requirement	Credit Waived	Course/Waiver Codes	Notes
1. Interscholastic Sports Waiver	Completion of two seasons at the junior varsity or varsity level. Both seasons must be completed before the waiver is posted.	1.0 Physical Education credit (upon completion of both seasons)	Season 1: #1500410 Season 2: #1500420	Upon completion of both seasons, the full 1.0 Physical Education credit is waived; Does NOT satisfy Performing/Fine Arts.
2. Band Course Waiver	Completion of Band with a grade of "C" or better. Each year is waived separately.	1.0 Physical Education Activity AND 1.0 Performing/Fine Arts, per year.	Year 1: #1500441 Year 2: #1500442 Eligible courses: Band 1 (#1302300) Band 2 (#1302310) Band 3 (#1302320) Band 4 (#1302330) Band 5 Honors (#1302340) Band 6 Honors (#1302350)	Waiver can be applied to both Physical Education AND Performing/Fine Arts.
3. Dance Techniques Waiver	Completion of two semesters of Dance Techniques with a grade of "C" or better.	1.0 Physical Education credit OR Performing/Fine Arts	Waiver Code: #1500445 Eligible courses: Dance Techniques 1 (#0300310) Dance Techniques 2 (#0300320) Dance Techniques 3 Honors (#0300330) Dance Techniques 4 Honors (#0300334)	Upon completion of 2 semesters of Dance Techniques (1.0 credit) the full 1.0 Physical Education OR the full 1.0 Performing/Fine Arts credit is waived. Personal Fitness is not required.
4. JROTC Waiver	Completion of two years of JROTC	1.0 Physical Education credit and/or Performing/Fine Arts (upon completion of both years)	Year 1: #1500450 Year 2: #1500460 PE / Performing Arts: #1500480	Upon completion of both years, the full 1.0 Physical Education credit is waived; Personal Fitness is not required. May be applied to Physical Education OR Performing/Fine Arts.
5. Special Olympics Waiver <i>(For students with disabilities who have</i>	Completion of two semesters in the Special Olympics Unifies Champions sports program	1.0 Physical Education credit (upon completion of both semesters)	Waiver Code: #1506320	Upon completion of both semesters, the full 1.0 Physical Education credit is waived

<i>an Individualized Education Plan (IEP) specifying this option)</i>				• Does NOT satisfy Performing/Fine Arts requirement • Must be approved by the students IEP Team
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Physical Education Waiver Course Codes

Course Code # for Waiver	Description of Waiver	Option Applied To
1500410	INTERSCH SSN 1 – COM (completion of interscholastic sport season 1)	HOPE or Personal Fitness / Physical Education Activity Elective Upon completion of both seasons, the full 1.0 Physical Education credit is waived.
1500420	INTERSCH SSN 2 – COM (completion of interscholastic sport season 2)	HOPE or Personal Fitness / Physical Education Activity Elective Upon completion of both seasons, the full 1.0 Physical Education credit is waived.
1500441	BAND WAIVER YR 1 (Band Physical Education or Performing Arts waiver – completion of Year 1)	HOPE or Personal Fitness / Physical Education Activity Elective AND Performing/Fine Arts credit. Upon completion of both seasons, the full 1.0 Physical Education credit and Performing/Fine Arts credit is waived.
1500442	BAND WAIVER YR 2 (Band Physical Education or Performing Arts waiver – completion of Year 2)	HOPE or Personal Fitness / Physical Education Activity Elective AND Performing/Fine Arts credit. Upon completion of both seasons, the full 1.0 Physical Education credit and Performing/Fine Arts credit is waived.
1500445	DANCE WAIVER (Dance waiver)	2 Semesters fulfills the 1.0 Physical Education credit OR the 1.0 Performing/Fine Arts credit. Waiver code 1500445 should be applied to Semester 1 and Semester 2
1500450	JROTC PE YR 1 WAIVER (JROTC Physical Education waiver – completion of Year 1)	Personal Fitness / Physical Education Activity Elective and HOPE. Students under the Personal Fitness option must still take the Personal Fitness class.
1500460	JROTC PE YR 2 WAIVER (JROTC Physical Education waiver – completion of Year 2)	Personal Fitness / Physical Education Activity Elective and HOPE. Upon completion of both years, the full 1.0 Physical Education credit is waived; Personal Fitness is not required.
1500470	JROTC PE WAIVER – COM (completion of JROTC Year 1 and ROTC Year 2)	Personal Fitness / Physical Education Activity Elective.
1500480	JROTC PE / PERFORMING ARTS WAIVER (completion of JROTC Year 1 and ROTC Year 2)	Personal Fitness or Performing/Fine Arts waiver. Upon completion of both years, the full 1.0 Physical Education credit is waived; Personal Fitness is not required.
1506320	SPECIAL OLYMPICS WAIVER (Students with disabilities who have an Individualized Education Plan (IEP) specifying this option)	2 Semesters fulfills 1.0 Physical Education Credit Upon completion of two semesters in the Special Olympics Unified Champions sports program

Please note: The capitalized portion of the “Description of Waiver” column is identical to the language in the official Course Code Directory. The portion in parentheses clarifies the requirements for the waiver. For example, course code #1500410 is for the completion of one season of interscholastic sports; it is not entered or placed on a student's transcript until the student has completed both seasons in their entirety. Students who complete waiver requirements do not earn credits required for graduation, and the waiver requirements do not factor into a student's GPA.

The purpose of this chart is to assist district staff who participate in the scheduling and graduation-check process (e.g., school counselors) in clearly understanding which waivers are available for the physical education requirement. It does not factor into the credits required for graduation.

Appendix H10



District School Board of Collier County Notification and Instructions for Physical Education Waiver – Interscholastic Sports *(Revised 07/06/2026)*

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

Interscholastic High School Extracurricular Sports:

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

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

Full Season:

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

Waiver codes are not posted to the student's transcript until the qualifying year is completed in its entirety, and the waiver does not factor into the student's grade point average (GPA). A waiver does not reduce the total number of credits required for graduation; the student may need to replace the course with an elective to meet the required credits.

Steps Student Needs to Take In Completing the Waiver Process:

Secure forms from the school counseling department.

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

Interscholastic Sports Physical Education High School Waiver Request Form

(Revised 07/06/2026)

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

Section I

Student Name: _____ Student Number: _____ School: _____

School Counselor at time of submission of form: _____

Junior Varsity or Varsity Sports Completed:

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

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

Student Statement of Understanding

Section II

- I understand that because I have participated for two full seasons in an interscholastic sport at the junior varsity or varsity level, I will not be required to take the one credit of physical education.
- I understand that sports participation does not prevent me from taking physical education, and that I may elect to take any physical education course, including HOPE or Personal Fitness and any approved Physical Education Elective for credit that will be applied to my GPA.
- I understand that I will not receive a grade or credit for the sport in which I participated. I will simply be granted a waiver for the physical education graduation requirement. The waiver does not factor into my grade point average (GPA), and the waiver code will not be posted to my transcript until both seasons are completed in their entirety. I understand the waiver of the physical education course does not affect the number of credits required for graduation, and I may need to replace this course with an elective to meet the credits required for high school graduation. This waiver satisfies only the Physical Education requirement and does not satisfy the Performing/Fine Arts requirement.

(Student's Name) (Please Print)

(Student's Signature)

(Date)

Parent Permission to Waive Health Integrated Physical Education Elective

Section III

- As a parent/legal guardian of the above-named student, I understand and permit the school to waive the required one credit in Physical Education through participation in two qualified full seasons of an interscholastic sport at the junior varsity or varsity level, pursuant to Section 1003.4282(3)(f), Florida Statutes (F.S.).
- As a result of this waiver, I acknowledge my child will have limited exposure to the statutory requirements of Comprehensive Health Education including concepts of community health; consumer health; environmental health; family life, including an awareness of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse without enrolling in a Health-integrated Physical Education Course or through other sources outside of school.

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

(Parent/legal guardian's signature)

(Date)

Coach/Administrator Verification

Section IV

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

(Activities Director Signature)

(Date)

School Counseling Office Use Only:

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

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

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



Apéndice H10

Junta Directiva Escolar del Condado de CollierNotificación e instrucciones de exención de educación física DEPORTES INTERESCOLARES (Mod 06/Jul/2026)

Favor de leer lo siguiente para saber si cualifica para una exención, antes de completar la solicitud.

Deporte Interescolar Extracurricular de Escuela Superior:

Esta exención únicamente está disponible para estudiantes que hayan participado en un deporte interescolar a nivel de equipo de primera (varsity) o segunda (junior varsity) durante dos temporadas completas. Sirve para satisfacer uno de los requisitos de crédito en educación física. Esta exención no se aplica a ninguna otra actividad extracurricular.

Los deportes extracurriculares interescolares son interpretados como aquellos sancionados por la Junta Escolar del Condado de Collier o aprobados por la Asociación de Actividades de Escuela Superior de la Florida (FHSAA).

Temporada completa:

La definición (de FHSAA en cuanto a los deportes) estipula la participación y asistencia en las sesiones de práctica también como las competencias, a partir del primer día de práctica permitido por la FHSAA, hasta que el equipo sea eliminado de la competencia de torneo de la FHSAA. Una participación de 95%, como mínimo, en ambas las prácticas y las competencias es requerido para satisfacer este requisito. El entrenador del equipo de escuela superior debe verificarle al Director de Actividades que el estudiante ha cumplido con estas pautas. La solicitud de exención debe ser firmada por el Director de Actividades.

Los códigos de exención no se registran en el expediente académico del estudiante hasta que se haya completado en su totalidad el año correspondiente, y dicha exención no influye en el promedio de calificaciones (GPA) del estudiante. La exención no reduce el número total de créditos necesarios para la graduación; es posible que el estudiante deba sustituir la asignatura por una materia optativa para cumplir con los créditos requeridos.

Pasos requeridos por parte del estudiante para completar el proceso de exención:

Obtener los formularios del departamento de consejería.

1. Leer las instrucciones detenidamente para verificar que cualifique.
2. Completar las Secciones I y II.
3. Encargarse de que uno de sus padres o tutor legal complete y firme la Sección III.
4. Encargarse de que el Director de Actividades complete la Sección IV. El Director de Actividades no puede firmar la solicitud antes de que las dos primeras secciones sean totalmente completadas.
5. Devolver el formulario de exención a su consejero escolar para que verifique los datos y agregue los códigos de exención a su historial académico.

Solicitud de Extensión de Educación Física de Escuela Superior por Deporte Interescolar (Mod 06/Jul/2026)

Lea todas las notificaciones detenidamente. Complete el formulario luego de acabar la temporada de deporte exitosamente.

Sección I

Nombre del estudiante: _____ N° Estudiantil: _____ Escuela: _____

Su consejero escolar al presentar esta solicitud es: _____

Deporte de equipo de primera (varsity) o segunda (junior varsity) completado:

Deporte 1 Temporada Completa: _____ Fecha que completó la temporada: _____

Deporte 2 Temporada Completa: _____ Fecha que completó la temporada: _____

Declaración de Comprensión del Estudiante

Sección II

- Entiendo que, debido a que he participado durante dos temporadas completas en un deporte interescolar a nivel de *junior varsity* o *varsity*, no estaré obligado a cursar la asignatura de educación física (que otorga un crédito).
- Entiendo que la participación en deportes no me impide cursar educación física y que puedo optar por tomar cualquier curso de esta materia —incluyendo HOPE o *Personal Fitness*, así como cualquier asignatura electiva de educación física aprobada— para obtener créditos que se contabilizarán en mi promedio de calificaciones (GPA).
- Entiendo que no recibiré una calificación ni crédito académico por el deporte en el que participé; simplemente se me otorgará una exención del requisito de graduación de educación física. Dicha exención no afecta mi promedio de calificaciones (GPA), y el código correspondiente no aparecerá en mi expediente académico hasta que ambas temporadas se hayan completado en su totalidad. Entiendo que la exención del curso de educación física no altera el número total de créditos necesarios para graduarme, por lo que es posible que deba sustituir este curso por una asignatura electiva para cumplir con los créditos requeridos para la graduación de la escuela secundaria. Esta exención satisface únicamente el requisito de educación física y no el requisito de artes escénicas o bellas artes.

(Nombre del estudiante en letra de molde)

(Firma del estudiante)

(Fecha)

Autorización Parental para la Exención del Curso Optativo de Educación Física y Salud Integrada

Sección III

- Como padre o tutor legal del estudiante arriba mencionado, comprendo y autorizo a la escuela a eximir a mi estudiante del crédito de actividad de educación física requerido, mediante su participación en dos temporadas completas y elegibles de deportes de la FHSA.

(Nombres de los padres o tutor legal en letra de molde)

(Firma de padres o tutor legal)

(Fecha)

Verificación del Entrenador o Administrador

Sección IV

Confirmando que el estudiante mencionado ha completado —según la definición de la página anterior— dos temporadas completas (ya sea a nivel *junior varsity* o *varsity*) de los deportes interescolares aprobados que se enumeran en la sección I, y verifico que las fechas de finalización son correctas.

(Activities Director Signature)

(Date)

School Counseling Office Use Only:

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

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

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

Apandis H10



Konsèy Administrasyon Distri Eskolè Collier County Avi avèk Enstriksyon pou Renonse ak Edikasyon Fizik Espò Entèskolè (Revize 06 Jiyè 2026)

Tanpri li enfòmasyon ki pi ba yo pou wè si ou kalifye pou yon abandon, avan ou konplete fòm renonsman an.

Espò Entèskolè avèk Aktivite Eskolè Ekstra nan Lekòl Segondè:

Konsiderasyon pou abandon sa a kapab itilize sèlman pa elèv atlèt ki ap pèfòme e ki ap patisipe nan yon aktivite espòtif lekòl la nan nivo jinyò oubyen varsity pandan de sezon an plen e ki pral satisfè yon egzijans kredi nan edikasyon fizik. Pa gen lòt aktivite eskolè ekstra ki kapab itilize nan konsiderasyon pou abandon sa a.

Yo entèprete espò entèskolè ekstra kòm bagay ki sanksyone pa Konsèy Administrasyon Lekòl Collier County yo epi/oswa ki apwouve pa Asosyasyon Aktivite Lekòl Segondè yo (FHSA).

Sezon Anplen:

Yon sezon anplen (nan espò FHSA) defini pa prezans ak patisipasyon nan ni evènman pratik ni evènman konpetitif apati premye jou antrenman admisib ki dezinye pa FHSA pou rive nan eliminasyon yon ekip nan konpetisyon tounwa FHSA a. Yo pral egziye yon minimòm 95% prezans ni nan antrenman ni nan evènman yo pou ka satisfè egzijans sa a. Antrenè lekòl segondè a dwe verifiye ke elèv la te satisfè tout règleman sa yo atravè Direktè Aktivite yo. Fòm konsiderasyon pou abandon an dwe siyen pa Direktè Aktivite yo.

Yo pa mete kòd egzansyon yo sou relve nòt elèv la jiskaske ane ki kalifye a fini nèt, epi egzansyon an pa antre nan kalkil mwayèn nèt (GPA) elèv la. Yon egzansyon pa diminye kantite total kredi ki nesesè pou gradye; li posib pou elèv la bezwen ranplase kou a ak yon kou opsyonèl pou l ka satisfè egzijans kredi yo.

1. **Etap yon Elèv Bezwen Swiv Pou Konplete Pwosesis Konsiderasyon pou Abandon an:** Pran fòm yo nan depatman konseye lekòl la.
2. Li enstriksyon yo avèk anpil swen pou wè si ou kalifye.
3. Konplete Seksyon I ak II.
4. Fè yon paran/responsab konplete e siyen Seksyon III a.
5. Fè Direktè Aktivite yo konplete Seksyon IV la. Nou vle mete ou okouran ke Direktè Aktivite yo pa kapab konplete seksyon pa li a toutotan de premye seksyon yo pa fini konplete nèt.
6. Konplete fòm konsiderasyon an epi voye li retounen bay konseye lekòl ou a pou li revize pou prezizyon e pou antre kòd konsiderasyon pou abandon an nan relve nòt akademik yo.

Fòmilè pou Fè Demand Renonsman nan Edikasyon Fizik Espò Entèskolè nan Nivo Lekòl Segondè (Revize 06 Jiyè 2026)

Direksyon: Pran san ou pou w li tout avi yo byen. Konplete fòm nan apre ou fini konplete sezon espò a avèk siksè.

Seksyon I

Non Elèv la: _____ Nimewo Elèv la: _____ Lekòl li: _____

Moun ki te konseye lekòl la lè ou te soumèt fòm nan: _____

Espò Varsity Jinyò oswa Espò Varsity ki Konplete:

Espò pou Tout Premye Sezon an: _____ Dat Sezon an Konplete: _____

Espò pou Tout 2yèm Sezon an: _____ Dat Sezon an Konplete: _____

Deklarasyon Konpreyansyon Elèv la

Seksyon II

- Mwen konprann ke paske mwen te patisipe pandan de sezon konplè nan yon espò entèskolè nan nivo jinyò varsity oswa varsity, mwen p ap oblije pran yon sèl kredi edikasyon fizik.
- Mwen konprann ke patisipasyon nan espò pa anpeche m pran edikasyon fizik, epi ke mwen ka chwazi pran nenpòt kou edikasyon fizik, tankou HOPE oswa Fitness Pèsonèl ak nenpòt kou opsyonèl Edikasyon Fizik apwouve pou kredi ki pral aplike nan GPA mwen an.
- Mwen konprann ke mwen p ap resevwa yon nòt oswa yon kredi pou espò kote mwen te patisipe a. Yo pral senpleman akòde m yon egzansyon pou egzijans gradyasyon edikasyon fizik la. Egzansyon an pa pran an kont mwayèn pwen nòt mwen an (GPA), epi kòd egzansyon an p ap afiche nan relve nòt mwen an jiskaske tou de sezon yo fini nan totalite yo. Mwen konprann egzansyon kou edikasyon fizik la pa afekte kantite kredi ki nesèsè pou gradyasyon, epi mwen ka bezwen ranplase kou sa a ak yon kou opsyonèl pou satisfè kredi ki nesèsè pou gradyasyon lekòl segondè. Egzansyon sa a satisfè sèlman egzijans Edikasyon Fizik la epi li pa satisfè egzijans Pèfòmans/Bèl Atizay la.

(Non Elèv la) (ekri li)

(Siyati Elèv la)

(Dat)

Pèmisyon Paran pou Konsidere Kou Elektif Edikasyon Fizik Entegre Sante

Seksyon III

- Antanke paran/gadyen legal elèv ki mansyone pi wo a, mwen konprann epi mwen pèmèt lekòl la egzante yon kredi obligatwa nan Edikasyon Fizik atravè patisipasyon nan de sezon konplè kalifye nan yon espò entèskolè nan nivo jinyò varsity oswa varsity, dapre Seksyon 1003.4282(3)(f), Lwa Florid (F.S.).
- Kòm rezilta egzansyon sa a, mwen rekonèt pitit mwen an pral gen yon ekspozé limite a egzijans legal Edikasyon Sante Konplè ki gen ladjan konsèp sante kominotè; sante konsomatè; sante anviwònman; lavi fanmi, ki gen ladjan yon konsyans sou abstinans seksyèl kòm estanda espere ak konsekans gwoès adolesan; sante mantal ak emosyonèl; prevansyon ak sekirite blesi; sekirite sou Entènèt; nitrisyon; sante pèsonèl; prevansyon ak kontwòl maladi; ak itilizasyon ak abi sibstans san enskri nan yon Kou Edikasyon Fizik entegre ak Sante oswa atravè lòt sous deyò lekòl la.

(Non paran/responsab legal) (Ekri li)

(Siyati paran/responsab)

(Dat)

Verifikasyon Antrenè/Administratè a

Seksyon IV

- Mwen konfime elèv ki anwo a te patisipe aktivman jan sa defini nan paj anvan an nan 2 sezon konplè nan ekip jinyò varsity oubyen sezon ekip varsity nan espò entèskolè apwouve ki nan seksyon I a epi mwen verifie dat fini yo egzak.

(Siyati Direktè Aktivite a)

(Dat)

School Counseling Office Use Only:

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

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

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

Appendix H11



District School Board of Collier County Notification and Instructions for Physical Education Waiver – JROTC (Revised 07/06/2026)

Before completing this waiver request form, please read the following for additional information and to see if you qualify for this request.

JROTC – Army Leadership: Physical Education Credit Waiver Pathway

This waiver can only be used by students who have successfully completed 2 years of Army Leadership Courses under the JROTC department.

JROTC Physical Education waiver year 1 (Waiver Code 1500450) will be applied after the completion of year 1 for .5 Physical Education Elective (this can only be applied for Physical Education credit if both years are completed). JROTC Physical Education waiver year 2 (Waiver Code 1500460) will be applied after the completion of year 2 for .5 Physical Education Elective. These 2 waiver codes will waive the one (1) full credit Physical Education requirement. The third waiver code (1500480) will be used to waive the one (1) full credit for Performing Arts. Students completing 2 full successful years of JROTC classes waive their one (1) full credit Physical Education graduation requirement **and** their one (1) full credit Performing Arts graduation requirement.

Waiver codes are not posted to the student's transcript until the qualifying year is completed in its entirety, and the waiver does not factor into the student's grade point average (GPA). A waiver does not reduce the total number of credits required for graduation; the student may need to replace the course with an elective to meet the required credits.

Steps Student Needs to Take In Completing the Waiver Process:

Secure forms from the school counseling department.

1. Read instructions carefully to see if you qualify.
2. Complete Sections I and II.
3. Have parent/guardian complete and sign Section III.
4. Return the completed waiver form to your school counselor to be reviewed for accuracy.
5. School counseling department will file until Year 2 is completed.
6. Return to your school counselor before you schedule classes for the following year to verify your year 2 completion will occur, as some adjustment in your schedule may need to occur if year 2 has not successfully been completed.

Physical Education High School JROTC Waiver Request Form

(Revised 07/06/2026)

Directions: Read the notification and instructions. Begin this form after Year 1 is complete and student is enrolled in Year 2 of ROTC. Complete entire form at the end of Year 2 of ROTC course.

Section I

Student Name: _____ Student Number: _____ School: _____

School Counselor: _____

Check Courses Successfully Completed by Student Above:

_____ JROTC Course Level 1 Course Code 1801300 Year Completed: _____ Counselor Initials: _____

_____ JROTC Course Level 2 Course Code 1801310 Year Completed: _____ Counselor Initials: _____

Student Statement of Understanding

Section II

- ☐ I understand that I have to successfully complete two full years of ROTC courses in order to be eligible to waive the one (1) full credit Physical Education graduation requirement and the one (1) full credit Performing Arts graduation requirement.
- ☐ I understand that I must receive a 2.0 grade satisfaction for this course in order for the waiver to be used.
- ☐ I understand that it is my responsibility to complete this waiver by the end of Year 2 and meet with my school counselor to verify the waiver entry for the Physical Education and Performing Arts credit on my academic history.
- ☐ I also understand that the waiver does not factor into my grade point average (GPA), and the waiver code will not be posted to my transcript until both years of JROTC are completed in their entirety. I understand I must replace this course with an elective to meet the credits required for high school graduation.

(Student's Name) (Please Print)

(Student's Signature)

(Date)

Parent Permission to Waive Physical Education and Performing Arts Elective

Section III

- ☐ As a parent/legal guardian of the above named student, I understand and permit the school to waive the required one (1) credit in Physical Education and one (1) credit of Performing Arts by successfully completing two full years of JROTC courses, pursuant to Section 1003.4282, Florida Statutes (F.S.), and I understand and support Section II for my child.
- ☐ As a result of this waiver, I acknowledge my child will have limited exposure to the statutory requirements of Comprehensive Health Education including concepts of community health; consumer health; environmental health; family life, including an awareness of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse without enrolling in a Health-integrated Physical Education Course or through other sources outside of school.

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

(Parent/legal guardian's signature)

(Date)

School Counseling Office Use Only:

Waiver # 1500450 JROTC PE YR 1 WAIVER (JROTC Physical Education waiver – completion of Year 1)

Waiver # 1500460 JROTC PE YR 2 WAIVER (JROTC Physical Education waiver – completion of Year 2)

Waiver # 1500480 JROTC PE / PERFORMING ARTS WAIVER (completion of JROTC Year 1 and JROTC Year 2)

Date entered: _____ / _____ / _____ Entered by (Initials): _____

**PE Exemption added to student academic history file for no credit.*

Apéndice H11



Junta Directiva Escolar del Condado de Collier Notificación e Instrucciones para la Exención de Educación Física JROTC - Cuerpo Juvenil de Entrenamiento de Oficiales de Reserva (Mod. 06/Jul/2026)

Favor de leer lo siguiente para saber si cualifica para una exención, antes de completar la solicitud.

JROTC – Liderazgo del Ejército: Vía de exención de créditos de educación física

Está exención solo se concede a estudiantes quienes hayan completado exitosamente 2 años del Curso de Liderazgo del Ejército bajo la dirección del Departamento de JROTC.

El año 1 de la exención de educación física para JROTC (Código 1500450) se aplica luego de completar el primer año de JROTC para obtener .5 de crédito de clase optativa de educación física (solo aplica cuando se completan ambos años de JROTC). El año 2 de la exención de educación física para JROTC (Código 1500460) se aplicará luego de completar el año 2 para obtener .5 de crédito de clase optativa de educación física. Estos 2 códigos exentan al estudiante del requisito de un (1) crédito de Educación Física. El tercer código de exención (1500480) es utilizado para exentar al alumno del requisito de graduación de un (1) crédito de Artes Escénicas. Los estudiantes que completan exitosamente 2 años de clases de JROTC pueden ser exentos de un (1) crédito de Educación Física y un (1) crédito de Artes Escénicas.

Los códigos de exención no se registran en el expediente académico del estudiante hasta que se haya completado en su totalidad el año correspondiente, y dicha exención no influye en el promedio de calificaciones (GPA) del estudiante. La exención no reduce el número total de créditos necesarios para la graduación; es posible que el estudiante deba sustituir la asignatura por una materia optativa para cumplir con los créditos requeridos.

Pasos requeridos por parte del estudiante para completar el proceso de exención:

Obtener los formularios del departamento de consejería

1. Leer las instrucciones detenidamente para verificar que cualifique.
2. Completar las Secciones I y II.
3. Encargarse de que uno de sus padres o tutor legal complete y firme la Sección III.
4. Devolver el formulario de exención a su consejero escolar para que verifique los datos.
5. El departamento de consejería guardará la solicitud hasta que compete el Año 2 de JROTC.
6. Regresar con su consejero escolar antes que se programen las clases para el siguiente año escolar para que se verifique la compleción de 2 años, si no los completó exitosamente, deberá ajustarse el horario de clases.

Solicitud de Exención de Educación Física de Escuela Superior debido a JROTC

(Mod. 06/Jul/2026)

Lea todas las notificaciones e instrucciones detenidamente. Comience este formulario luego de completar el Año 1 y de haberse inscrito en el Año 2 de JROTC. Acabe de llenar toda la solicitud al completar el curso de Año 2 de JROTC.

Sección I

Nombre del estudiante: _____ N° Estudiantil: _____ Escuela: _____

Nombre de su consejero escolar: _____

Marque los cursos que el estudiante arriba mencionado haya completado exitosamente:

_____ Curso Año 1 JROTC Código 1801300 Año que lo completó: _____ Iniciales del consejero: _____

_____ Curso Año 2 JROTC Código 1801300 Año que lo completó: _____ Iniciales del consejero: _____

Declaración de Comprensión del Estudiante

Sección II

- Entiendo que debo completar satisfactoriamente dos años completos de cursos de JROTC para ser elegible para la exención del requisito de graduación de un (1) crédito completo de Educación Física y del requisito de un (1) crédito completo de Artes Escénicas.
- Entiendo que debo obtener una calificación de 2.0 en este curso para que se pueda aplicar la exención.
- Entiendo que es mi responsabilidad tramitar esta exención antes de finalizar el segundo año y reunirme con mi consejero escolar para verificar que la exención de los créditos de Educación Física y Artes Escénicas se haya registrado en mi historial académico.
- También entiendo que la exención no afecta mi promedio de calificaciones (GPA) y que el código de exención no aparecerá en mi expediente académico oficial hasta que se hayan completado en su totalidad ambos años de JROTC. Entiendo que debo sustituir este curso por una asignatura optativa para cumplir con los créditos requeridos para la graduación de la escuela secundaria.

(Nombre del estudiante en letra de molde)

(Firma del estudiante)

(Fecha)

Autorización Parental para la Exención del Curso Optativo de Educación Física y de Artes Escénicas

Section III

- Como padre o tutor legal del estudiante arriba mencionado, comprendo y autorizo a la escuela a eximir del requisito de un (1) crédito de Educación Física y un (1) crédito de Artes Escénicas mediante la finalización satisfactoria de dos años completos de cursos de ROTC, de conformidad con la Sección 1003.4282 de los Estatutos de Florida (F.S.); asimismo, comprendo y respaldo la aplicación de la Sección II para mi hijo.
- Como consecuencia de esta exención, reconozco que mi hijo tendrá una exposición limitada a los requisitos legales de la Educación Integral en Salud —que incluye conceptos sobre salud comunitaria, salud del consumidor, salud ambiental, vida familiar (incluyendo la concienciación sobre la abstinencia sexual como norma esperada y las consecuencias del embarazo adolescente), salud mental y emocional, prevención de lesiones y seguridad, seguridad en Internet, nutrición, salud personal, prevención y control de enfermedades, y uso y abuso de sustancias—, a menos que se inscriba en un curso de Educación Física integrado con Salud o reciba dicha información a través de otras fuentes fuera de la escuela

(Nombres de los padres o tutor legal en letra de molde)

(Firma de padres o tutor legal)

(Fecha)

School Counseling Office Use Only:

Waiver # 1500450 JROTC PE YR 1 WAIVER (JROTC Physical Education waiver – completion of Year 1)

Waiver # 1500460 JROTC PE YR 2 WAIVER (JROTC Physical Education waiver – completion of Year 2)

Waiver # 1500480 JROTC PE / PERFORMING ARTS WAIVER (completion of JROTC Year 1 and JROTC Year 2)

Date entered: ____/____/____ Entered by (Initials): _____

**PE Exemption added to student academic history file for no credit.*

Apandis H11



Konsèy Administrasyon Distri Eskolè Collier County Avètisman avèk Enstriksyon pou Renonse ak Edikasyon Fizik JROTC (Revize 06 Jiyè 2026)

Avan ou konplete fòmilè renonsman sa a, tanpri li enfòmasyon adisyonèl ki pi ba yo e pou w ka wè si ou kalifye pou demand sa a.

JROTC – Lidèchip nan Lame: Chemen Konsiderasyon Abandon pou H.O.P.E.

Se sèlman elèv ki konplete avèk siksè 2 ane Kou sou Lidèchip nan Lame anba kontwòl depatman JROTC ki kapab itilize konsiderasyon pou abandon sa a.

Konsiderasyon pou renonse ak Edikasyon Fizik JROTC pou yon ane (Kòd Konsiderasyon 1500450) pral aplike aprè ou fini konplete premye ane a pou .5 Elektif Edikasyon Fizik (sa kapab aplike sèlman pou kredi Edikasyon Fizik si elèv la konplete tou de ane yo). Dezyèm ane konsiderasyon abandon Edikasyon Fizik JROTC a (Kòd Konsiderasyon 1500460) pral aplike apre elèv la konplete 2èm ane a pou ½ kredi pou Kou Elektif nan Edikasyon Fizik. 2 kòd konsiderasyon pou abandon sa yo pral konsidere egzijans pou yon (1) kredi konplè nan Edikasyon Fizik. Twazyèm kòd konsiderasyon pou abandon an (1500480) pral itilize pou konsidere yon (1) kredi konplè nan Pèfòmans Aktivite Atistik. Elèv ki konplete avèk siksè 2 ane klas ROTC ap renonse ak yon grenn (1) kredi anplèn pou Edikasyon Fizik yo a ki se yon egzijans gradyasyon **ak** yon (1) kredi konplè nan Pèfòmans Aktivite Atistik kòm egzijans pou gradyasyon.

Yo pa mete kòd egzansyon yo sou relve nòt elèv la jiskaske ane ki kalifye a fini nèt, epi egzansyon an pa antre nan kalkil mwayèn nèt (GPA) elèv la. Yon egzansyon pa diminye kantite total kredi ki nesesè pou gradye; li posib pou elèv la bezwen ranplase kou a ak yon kou opsyonèl pou l ka satisfè egzijans kredi yo.

Etap yon Elèv Bezwen Swiv Pou Konplete Pwosesis Konsiderasyon pou Abandon an:

Pran fòm yo nan depatman konseye lekòl la.

1. Li enstriksyon yo avèk anpil swen pou wè si ou kalifye.
2. Konplete Seksyon I ak II.
3. Fè yon paran/responsab konplete e siyen Seksyon III a.
4. Pote fòmilè pou konsiderasyon abandon ki fini konplete a retounen bay konseye lekòl ou a pou revize li pou presizyon
5. Depatman konseye lekòl la pral klase dosye a jis lè dezyèm ane a fini konplete.
6. Pote li retounen bay konseye lekòl ou a avan ou kòmanse klas pou ane ki ap vini an pou yo kapab verifye ke konpleksyon pou dezyèm ane ou la pral fèt paske yo kapab bezwen fè ajisteman nan kalandriye klas ou yo si dezyèm ane a pa fini konplete nèt avèk siksè.

Fòmilè pou fè Demand Renonsman nan JROTC Edikasyon Fizik nan Lekòl Segondè (Revize 06 Jiyè 2026)

Direksyon: Li tout avi ansanm ak enstriksyon yo. Kòmanse fòmilè sa aprè Ane 1 an fini konplete epi elèv la enskri nan dezyèm ane JROTC. Konplete tout fòmilè a alafen dezyèm ane klas JROTC a.

Seksyon I

Non Elèv la: _____ Nimewo Elèv la: _____ Lekòl li: _____

Konseye lekòl la: _____

Tcheke Kou ke Elèv ki Mansyone Anwo a te Konplete Avèk Siksè:

_____ Kou JROTC Nivo 1 Kòd Kou 1801300 Ane li Konplete: _____ Inisyal Konseye a: _____

_____ Kou JROTC Nivo 2 Kòd Kou 1801310 Ane li Konplete: _____ Inisyal Konseye a: _____

Deklarasyon Konpreyansyon Elèv la

Seksyon II

- Mwen konprann mwen dwe konplete avèk siksè de ane konplè kou ROTC pou m ka kalifye pou egzansyon sou egzijans gradyasyon ki mande yon (1) kredi konplè nan Edikasyon Fizik ak yon (1) kredi konplè nan Atizay Espèktakilè (Performing Arts).
- Mwen konprann mwen dwe jwenn yon nòt 2.0 oswa plis nan kou sa a pou yo ka aplike egzansyon an.
- Mwen konprann se responsablite m pou m fè demann egzansyon sa a anvan fen Dezyèm Ane a epi rankontre konseye eskolè mwen an pou verifye si yo anrejistre egzansyon an pou kredi Edikasyon Fizik ak Atizay Espèktakilè nan dosye akademik mwen.
- Mwen konprann tou ke egzansyon an pa antre nan kalkil mwayèn nòt mwen (GPA), epi yo pap mete kòd egzansyon an nan relve nòt mwen jiskaske mwen fin fè tou de ane JROTC yo nèt. Mwen konprann mwen dwe ranplase kou sa a ak yon kou opsyonèl pou m ka satisfè kantite kredi ki nesèsè pou gradye nan lekòl segondè

(Non Elèv la) (ekri li)

(Siyati Elèv la)

(Dat)

Pèmisyon Paran pou Konsidere Kou Elektif Edikasyon Fizik e PÈFÒMANS ATIZAY

Seksyon III

- Antanke paran/gadyen legal elèv ki mansyone pi wo a, mwen konprann epi mwen pèmèt lekòl la retire yon (1) kredi obligatwa nan Edikasyon Fizik ak yon (1) kredi nan Atizay Pèfòmans lè mwen fin konplete dezan konplè nan kou JROTC yo avèk siksè, dapre Seksyon 1003.4282, Lwa Florid (F.S.), epi mwen konprann epi mwen sipòte Seksyon II pou pitit mwen an.
- Kòm rezilta egzansyon sa a, mwen rekonèt pitit mwen an pral gen yon ekspozite limite a egzijans legal Edikasyon Sante Konplè ki gen ladan konsèp sante kominotè; sante konsomatè; sante anviwònman; lavi fanmi, ki gen ladan yon konsyans sou abstinans seksyèl kòm estanda espere ak konsekans gwo sès adolesan; sante mantal ak emosyonèl; prevansyon ak sekirite blesi; sekirite sou Entènèt; nitrisyon; sante pèsònèl; prevansyon ak kontwòl maladi; ak itilizasyon ak abi sibstans san enskri nan yon Kou Edikasyon Fizik entegre ak Sante oswa atravè lòt sous deyò lekòl la.

(Non Elèv la) (ekri li)

(Siyati Elèv la)

(Dat)

School Counseling Office Use Only:

Waiver # 1500450 JROTC YEAR 1 (completion of .5 Physical Education Elective)

Waiver # 1500460 JROTC YEAR 2 (completion of .5 Physical Education Elective)

Waiver # 1500480 JROTC PE/PERF ARTS (completion of one [1] credit PERFORMING ARTS)

Date entered: _____ / _____ / _____ Entered by (Initials): _____

**PE Exemption added to student academic history file for no credit.*

Appendix H12



District School Board of Collier County Notification and Instructions for Physical Education Waiver **BAND** (Revised 07/06/2026)

Before completing this waiver request form, please read the following for additional information and to see if you qualify for this request.

Band: Physical Education or Performing/Fine Arts Waiver Pathway

This waiver is available to students who successfully complete Band. Each year of Band is waived separately.

The qualifying courses are:

Band 1 (#1302300)
Band 2 (#1302310)
Band 3 (#1302320)
Band 4 (#1302330)
Band 5 Honors (#1302340)
Band 6 Honors (#1302350).

Two full years of Band will satisfy the one (1) credit requirement in Physical Education AND the one (1) credit requirement in Performing/Fine Arts. Each completed year is entered separately: **Band Waiver Year 1 (Waiver Code #1500441)** is applied after the completion of the first year, and **Band Waiver Year 2 (Waiver Code #1500442)** is applied after the completion of the second year.

The full 1.0 Physical Education credit is waived if a student successfully completes two years of Band and the student is not required to take the Personal Fitness or HOPE course.

The full 1.0 Performing/Fine Arts credit is waived if a student successfully completes two years of Band. Waiver codes are not posted to the student's transcript until the qualifying year is completed in its entirety, and the waiver does not factor into the student's grade point average (GPA). A waiver does not reduce the total number of credits required for graduation; the student may need to replace the course with an elective to meet the required credits.

Steps Student Needs to Take In Completing the Waiver Process:

1. Secure forms from the school counseling department.
2. Read instructions carefully to see if you qualify.
3. Complete Sections I and II.
4. Have parent/guardian complete and sign Section III.
5. Return the completed waiver form to your school counselor to be reviewed for accuracy.
6. Meet with your school counselor before you schedule courses each year to verify that your Band coursework has been completed according to this pathway, as some adjustment to your schedule may be necessary if coursework has not been successfully completed.

Physical Education High School Band Waiver Request Form (Revised 07/06/2026)

Directions: Read the notification and instructions. Begin this form as you enroll in the Band Waiver Pathway. Each year of Band is waived separately; verify completion with your school counselor at the end of each qualifying year.

Section I

Student Name: _____ Student Number: _____ School: _____

School Counselor: _____

Check Band Course(s) Successfully Completed (grade of "C" or better required):

Check	Band Course (Course Code)	Year Completed	Counselor Initials
_____	Band 1 (1302300)	_____	_____
_____	Band 2 (1302310)	_____	_____
_____	Band 3 (1302320)	_____	_____
_____	Band 4 (1302330)	_____	_____
_____	Band 5 Honors (1302340)	_____	_____
_____	Band 6 Honors (1302350)	_____	_____

Each year of Band is waived separately and may be applied to either requirement. **Indicate the application for each completed year:**

Year 1 applied to: _____ Physical Education _____ Performing/Fine Arts

Year 2 applied to: _____ Physical Education _____ Performing/Fine Arts

Year 3 applied to: _____ Physical Education _____ Performing/Fine Arts

Year 4 applied to: _____ Physical Education _____ Performing/Fine Arts

Student Statement of Understanding

Section II

- I understand that 2 years of Band shall satisfy the one-credit requirement in physical education and the one credit requirement in performing arts.
- I understand that if I apply two full years of Band to Physical Education, the full 1.0 Physical Education credit is waived and I am not required to take the Personal Fitness course. If I apply only one year (0.5 credit) to Physical Education, I must still complete the Personal Fitness course (#1501300) to satisfy the remaining 0.5 Physical Education credit.
- I understand that the same year(s) of Band can be applied to both the Physical Education and the Performing/Fine Arts requirements; satisfying both requirements through Band requires four years.
- I understand that it is my responsibility to complete this waiver prior to scheduling courses for the year and to meet with my school counselor to verify the waiver entry on my academic history.
- I also understand that the waiver does not factor into my grade point average (GPA), that the waiver code is not posted to my transcript until the qualifying year is completed in its entirety, and that I may need to replace this course with an elective to meet the credits required for high school graduation

(Student's Name) (Please Print)

(Student's Signature)

(Date)

Parent Permission to Waive Physical Education and Performing Arts Elective

Section III

- As a parent/legal guardian of the above named student, I understand and permit the school to waive Physical Education credit (or Performing/Fine Arts credit) through completion of Band as described in Section II, pursuant to Section 1003.4282, Florida Statutes (F.S.), and I understand and support Section II for my child.
- As a result of this waiver, I acknowledge my child will have little to no exposure to the statutory requirements of Comprehensive Health Education including concepts of community health; consumer health; environmental health; family life, including an awareness of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse without enrolling in a Health-integrated Physical Education Course or through other sources outside of school.

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

(Parent/legal guardian's signature)

(Date)

School Counseling Office Use Only:

Waiver # 1500441 BAND WAIVER YR 1 – completion of Year 1 (0.5 PE Activity or Performing/Fine Arts credit).

Waiver # 1500442 BAND WAIVER YR 2 – completion of Year 2 (0.5 PE Activity or Performing/Fine Arts credit). If both years are applied to PE, the full 1.0 PE credit is waived and Personal Fitness is not required.

Date entered: _____ / _____ / _____ Entered by (Initials): _____

**PE Exemption added to student academic history file for no credit.*

Apéndice H12



Junta Directiva Escolar del Condado de Collier Notificación e Instrucciones para la Exención de Educación Física **BANDA** (Mod. 6/Jul/2026)

Antes de completar este formulario de solicitud de exención, lea la siguiente información para obtener más detalles y verificar si reúne los requisitos para esta solicitud.

Banda: Vía de exención de Educación Física o Artes Escénicas/Bellas Artes

Esta exención está disponible para los estudiantes que completen satisfactoriamente el curso de Banda. Cada año de Banda se tramita como una exención por separado.

Los cursos que califican son:

- Banda 1 (#1302300)
- Banda 2 (#1302310)
- Banda 3 (#1302320)
- Banda 4 (#1302330)
- Banda 5 (Nivel de Honores) (#1302340)
- Banda 6 (Nivel de Honores) (#1302350)

Dos años completos de Banda cumplirán con el requisito de un (1) crédito de Educación Física Y con el requisito de un (1) crédito de Artes Escénicas/Bellas Artes. Cada año completado se registra por separado: **la Exención de Banda Año 1 (Código de exención #1500441)** se aplica tras completar el primer año, y **la Exención de Banda Año 2 (Código de exención #1500442)** se aplica tras completar el segundo año.

Se exime del crédito completo (1.0) de Educación Física si el estudiante completa satisfactoriamente dos años de Banda; en este caso, no se le exigirá cursar las asignaturas de *Personal Fitness* (Acondicionamiento Físico Personal) o HOPE.

Se exime del crédito completo (1.0) de Artes Escénicas/Bellas Artes si el estudiante completa satisfactoriamente dos años de Banda.

Los códigos de exención no se registran en el expediente académico del estudiante hasta que se haya completado el año correspondiente en su totalidad, y la exención no afecta el promedio de calificaciones (GPA) del estudiante. Una exención no reduce el número total de créditos necesarios para la graduación; es posible que el estudiante deba sustituir la asignatura por una materia optativa para cumplir con los créditos requeridos.

Pasos que el estudiante debe seguir para completar el proceso de exención:

1. Obtener los formularios en el departamento de consejería escolar.
2. Leer atentamente las instrucciones para verificar si reúne los requisitos.
3. Completar las Secciones I y II.
4. Solicitar al padre, madre o tutor legal que complete y firme la Sección III.
5. Entregar el formulario de exención completo al consejero escolar para que verifique su exactitud.
6. Reúnete con tu consejero escolar antes de programar tus cursos cada año para verificar que hayas completado el trabajo académico de la banda conforme a esta trayectoria, ya que podría ser necesario realizar ajustes en tu horario si no has completado satisfactoriamente dicho trabajo.

Solicitud de Exención del curso Educación Física debido a Banda

(Mod. 6/Jul/2026)

Instrucciones: Lea la notificación y las instrucciones. Inicie este formulario al inscribirse en la vía de exención de la clase de banda. La exención de la clase de banda se tramita por separado para cada año escolar; verifique que se haya completado el proceso con su consejero escolar al finalizar cada año lectivo que cumpla con los requisitos.

Sección I

Nombre del estudiante: _____ N° Estudiantil: _____ Escuela: _____

Consejero Escolar: _____

Marque los cursos de banda completados con éxito (se requiere una calificación de "C" o superior):

Marcar	Curso de banda (Código del curso)	Año de finalización	Iniciales del consejero
_____	Banda 1 (1302300)	_____	_____
_____	Banda 2 (1302310)	_____	_____
_____	Banda 3 (1302320)	_____	_____
_____	Banda 4 (1302330)	_____	_____
_____	Banda 5 Honores (1302340)	_____	_____
_____	Banda 6 Honores (1302350)	_____	_____

Cada año de banda se exige por separado y puede aplicarse a cualquiera de los dos requisitos. **Indique la aplicación para cada año completado:**

Año 1 aplicado a: _____ Educación física _____ Artes escénicas o bellas artes

Año 2 aplicado a: _____ Educación física _____ Artes escénicas o bellas artes

Año 3 aplicado a: _____ Educación física _____ Artes escénicas o bellas artes

Año 4 aplicado a: _____ Educación física _____ Artes escénicas o bellas artes

Declaración de Comprensión del Estudiante

Sección II

- Entiendo que los mismos años de Banda no pueden aplicarse simultáneamente a los requisitos de Educación Física y los de artes escénicas o bellas artes; para cumplir ambos requisitos mediante la Banda se necesitan cuatro años.
- Entiendo que es mi responsabilidad completar esta solicitud de exención antes de programar los cursos del año escolar y reunirme con mi consejero escolar para verificar que la exención se haya registrado en mi historial académico.
- Asimismo, entiendo que la exención no afecta mi promedio de calificaciones (GPA), que el código de exención no aparecerá en mi expediente académico hasta que se haya completado totalmente el año correspondiente y que es posible que deba sustituir este curso por una asignatura optativa para cumplir con los créditos necesarios para graduarme de la escuela secundaria.

(Nombre del estudiante en letra de molde)

(Firma del estudiante)

(Fecha)

Autorización Parental para la Exención del Curso Optativo de Educación Física

Sección III

Como padre o tutor legal del estudiante arriba mencionado, comprendo y autorizo a la escuela a eximir del requisito de créditos de Educación Física (o de créditos de Artes Escénicas/Bellas Artes) mediante la participación en la banda escolar, tal como se describe en la Sección II y de conformidad con la Sección 1003.4282 de los Estatutos de Florida (F.S.); asimismo, comprendo y respaldo lo establecido en la Sección II para mi hijo.

Como consecuencia de esta exención, reconozco que mi hijo tendrá poca o ninguna exposición a los contenidos exigidos por ley en materia de Educación Integral para la Salud —tales como salud comunitaria, salud del consumidor, salud ambiental, vida familiar (incluyendo la concienciación sobre la abstinencia sexual como norma esperada y las consecuencias del embarazo adolescente), salud mental y emocional, prevención de lesiones y seguridad, seguridad en Internet, nutrición, salud personal, prevención y control de enfermedades, y consumo y abuso de sustancias—, a menos que se inscriba en un curso de Educación Física que integre contenidos de salud o acceda a dicha información a través de otras fuentes ajenas a la escuela.

(Nombres de los padres o tutor legal en letra de molde)

(Firma de padres o tutor legal)

(Fecha)

School Counseling Office Use Only:

Waiver # 1500441 BAND WAIVER YR 1 – completion of Year 1 (0.5 PE Activity or Performing/Fine Arts credit).

Waiver # 1500442 BAND WAIVER YR 2 – completion of Year 2 (0.5 PE Activity or Performing/Fine Arts credit). If both years are applied to PE, the full 1.0 PE credit is waived and Personal Fitness is not required.

Date entered: _____ / _____ / _____ Entered by (Initials): _____

**PE Exemption added to student academic history file for no credit.*

Apandis H12



Konsèy Administrasyon Distri Eskolè Collier County
Avi avèk Enstriksyon sou Konsiderasyon pou Renonse ak Edikasyon Fizik
FANFA
(Revize 06 Jiyè 2026)

Anvan ou ranpli fòm demann egzansyon sa a, tanpri li enfòmasyon ki anba yo pou w ka jwenn plis detay epi wè si ou kalifye pou demann sa a.

Gwoup Mizik (Band): Opsyon Egzansyon pou Edikasyon Fizik oswa Atizay (Performing/Fine Arts)

Egzansyon sa a disponib pou elèv ki konplete kou Gwoup Mizik avèk siksè. Yo bay egzansyon an separeman pou chak ane elèv la fè nan Gwoup Mizik.

Kou ki kalifye pou sa yo se:

Gwoup Mizik 1 (#1302300)
Gwoup Mizik 2 (#1302310)
Gwoup Mizik 3 (#1302320)
Gwoup Mizik 4 (#1302330)
Gwoup Mizik 5 Honors (#1302340)
Gwoup Mizik 6 Honors (#1302350)

De ane konplè nan Gwoup Mizik ap satisfè egzijans pou jwenn yon (1) kredi nan Edikasyon Fizik AK egzijans pou jwenn yon (1) kredi nan Atizay (Performing/Fine Arts). Yo anrejistre chak ane elèv la konplete separeman: **Egzansyon Gwoup Mizik Ane 1 (Kòd Egzansyon #1500441)** aplike apre elèv la fin fè premye ane a, epi **Egzansyon Gwoup Mizik Ane 2 (Kòd Egzansyon #1500442)** aplike apre elèv la fin fè dezyèm ane a.

Yo bay egzansyon pou tout kredi 1.0 nan Edikasyon Fizik la si yon elèv konplete de ane nan Gwoup Mizik avèk siksè; nan ka sa a, elèv la pa oblije pran kou "Personal Fitness" oswa kou "HOPE" la.

Yo bay egzansyon pou tout kredi 1.0 nan Atizay (Performing/Fine Arts) la si yon elèv konplete de ane nan Gwoup Mizik avèk siksè.

Yo pa mete kòd egzansyon yo nan relve nòt elèv la jiskaske ane ki kalifye a fin konplete nèt, epi egzansyon an pa antre nan kalkil mwayèn nòt elèv la (GPA). Yon egzansyon pa diminye kantite total kredi ki nesesè pou gradye; elèv la ka bezwen ranplase kou a ak yon kou opsyonèl pou l ka satisfè kantite kredi ki nesesè yo.

Etap Elèv la Dwe Swiv pou Konplete Pwosesis Egzansyon an:

1. Jwenn fòm yo nan depatman konsèy lekòl la (school counseling department).
2. Li enstriksyon yo ak anpil atansyon pou w wè si ou kalifye.
3. Ranpli Seksyon I ak II.
4. Fè paran oswa gadyen legal la ranpli epi siyen Seksyon III.
5. Remèt fòm egzansyon an bay konseye lekòl ou a pou l ka verifye si tout bagay kòrèk. 6. Rankontre ak konseye eskolè w la anvan w chwazi kou w yo chak ane pou verifye si w fin fè kou mizik (band) yo jan pwogram sa a mande l la; sa ka nesesè pou w fè kèk chanjman nan orè w la si w pa t fin fè kou sa yo avèk siksè.

Fòmilè pou fè Demand pou Renonsman a Band Edikasyon Fizik Klas Segondè

(Revize 06 Jiyè 2026)

Enstriksyon: Li notifikasyon an ak enstriksyon yo. Kòmanse fòm sa a pandan w ap enskri nan Chemen Dispanasyon Gwoup Mizik la. Chak ane Gwoup Mizik gen yon dispan apa; verifye si w fin ranpli fòm nan avèk konseye lekòl ou a nan fen chak ane kalifikasyon.

Seksyon I

Non Elèv la: _____ Nimewo elèv la: _____ Lekòl li: _____

Konseye lekòl la: _____

Make yon mak bò kote kou mizik (band) ou te konplete avèk siksè (yo mande yon nòt "C" oswa pi wo):

Check	Band Course (Course Code)	Year Completed	Counselor Initials
_____	Band 1 (1302300)	_____	_____
_____	Band 2 (1302310)	_____	_____
_____	Band 3 (1302320)	_____	_____
_____	Band 4 (1302330)	_____	_____
_____	Band 5 Honors (1302340)	_____	_____
_____	Band 6 Honors (1302350)	_____	_____

Chak ane nan Gwoup Mizik la egzante separeman epi yo ka aplike pou nenpòt nan de egzijans yo. **Endike aplikasyon an pou chak ane konplè:**

Ane 1 aplike pou: _____ Edikasyon Fizik _____ Pèfòmans/Atizay

Ane 2 aplike pou: _____ Edikasyon Fizik _____ Pèfòmans/Atizay

Ane 3 aplike pou: _____ Edikasyon Fizik _____ Pèfòmans/Atizay

Ane 4 aplike pou: _____ Edikasyon Fizik _____ Pèfòmans/Atizay

Deklarasyon Konpreyansyon Elèv la

Seksyon II

- Mwen konprann ke 2 ane nan Gwoup Mizik (Band) ap satisfè egzijans yon kredi pou edikasyon fizik ak egzijans yon kredi pou atizay pèfòmans oswa bèl atizay.
- Mwen konprann ke si mwen aplike de ane konplè nan Gwoup Mizik (Band) nan Edikasyon Fizik, 1.0 kredi Edikasyon Fizik konplè a anile epi mwen pa oblije pran kou Fòm Pèsonèl la. Si mwen aplike sèlman yon ane (0.5 kredi) nan Edikasyon Fizik, mwen dwe toujou konplete kou Fòm Pèsonèl la (#1501300) pou satisfè 0.5 kredi Edikasyon Fizik ki rete a.
- Mwen konprann ke menm ane(yo) nan Gwoup Mizik pa ka aplike nan tou de egzijans Edikasyon Fizik ak Egzijans/Atizay Pèfòmans; satisfè tou de egzijans yo atravè Gwoup Mizik mande kat ane.
- Mwen konprann ke se responsablite mwen pou mwen konplete egzansyon sa a anvan mwen pwograme kou yo pou ane a epi pou mwen rankontre ak konseye lekòl mwen an pou verifye antre egzansyon an sou istwa akademik mwen an. Mwen konprann tou ke egzansyon an pa pran an kont mwayèn jeneral mwen (GPA), ke kòd egzansyon an pa afiche nan relve nòt mwen an jiskaske ane kalifikasyon an fini nan tout antye li, epi ke mwen ka bezwen ranplase kou sa a ak yon kou opsyonèl pou m ka satisfè kredi ki nesèsè pou gradye nan lekòl segondè.

(Non Elèv la) (ekri li)

(Siyati Elèv la)

(Dat)

Pèmisyon Paran pou Konsidere Kou Elektif Edikasyon Fizik Entegre Sante

Seksyon III

Kòm yon paran/responsab legal elèv ki masyone anwo a, mwen konprann ke pitit mwen an dwe konplete Kou sou Fòm Fizik Pèsonèl la yon fason pou lekòl la konsidere ½ kredi a nan Edikasyon Fizik e mwen konprann e sipòte Seksyon II pou pitit mwen an.

(Non Elèv la) (ekri li)

(Siyati Elèv la)

(Dat)

School Counseling Office Use Only:

Waiver # 1500441 BAND WAIVER YR 1 – completion of Year 1 (0.5 PE Activity or Performing/Fine Arts credit).

Waiver # 1500442 BAND WAIVER YR 2 – completion of Year 2 (0.5 PE Activity or Performing/Fine Arts credit). If both years are applied to PE, the full 1.0 PE credit is waived and Personal Fitness is not required

Date entered: ____/____/____ Entered by (Initials): _____

**PE Exemption added to student academic history file for no credit.*

Appendix H13



District School Board of Collier County Notification and Instructions for Physical Education Waiver **DANCE TECHNIQUES** (Revised 07/06/2026)

Before completing this waiver request form, please read the following for additional information and to see if you qualify for this request.

Dance: Physical Education Elective Waiver Pathway

This waiver can only be used by students who have successfully completed 2 semesters (1.0 credit) of any level of Dance Techniques with a grade of a "C" or better.

DANCE TECHNIQUES 1 (#1300310)

DANCE TECHNIQUES 2 (#1300320)

DANCE TECHNIQUES 3 HONORS (#0300330) OR

DANCE TECHNIQUES 4 HONORS (#0300334)

Dance Techniques waiver (Waiver Code 1500445) can be applied after the completion of two semesters of any level of Dance Techniques to satisfy the 1.0 Physical Education credit **OR** to satisfy the 1.0 Performing/Fine Arts credit. Personal Fitness is not required.

Waiver codes are not posted to the student's transcript until the qualifying year is completed in its entirety, and the waiver does not factor into the student's grade point average (GPA). A waiver does not reduce the total number of credits required for graduation; the student may need to replace the course with an elective to meet the required credits.

Steps Student Needs to Take In Completing the Waiver Process:

1. Secure forms from the school counseling department.
2. Read instructions carefully to see if you qualify.
3. Complete Sections I and II.
4. Have parent/guardian complete and sign Section III.
5. Return the completed waiver form to your school counselor to be reviewed for accuracy.
6. Meet with your school counselor before you schedule classes for the following year to verify your courses have been completed according to this pathway as some adjustment in your schedule may need to occur if coursework has not been successfully completed in either area.

Physical Education High School Dance Techniques Waiver Request Form

(Revised 07/06/2026)

Directions: Read the notification and instructions. Begin this form as you enroll in the Dance Techniques Waiver Pathway. The waiver requires two semesters (1.0 credit) of Dance Techniques; verify completion with your school counselor.

Section I

Student Name: _____ Student Number: _____ School: _____

School Counselor: _____

Check Dance Techniques Course(s) Successfully Completed:

Check	Dance Techniques Course (Course Code)	Year Completed	Counselor Initials
_____	Dance Techniques 1 (0300310)	_____	_____
_____	Dance Techniques 2 (0300320)	_____	_____
_____	Dance Techniques 3 Honors (0300330)	_____	_____
_____	Dance Techniques 4 Honors (0300334)	_____	_____

Two semesters (1.0 credit) of Dance Techniques satisfy the requirement. **Indicate the requirement to which the waiver is applied (one only):**

Waiver applied to: _____ Physical Education _____ Performing/Fine Arts

Student Statement of Understanding

Section II

- I understand that I must successfully complete two semesters (1.0 credit) of Dance Techniques to be eligible for this waiver.
- I understand that completing two semesters of Dance Techniques waives the full 1.0 Physical Education credit OR the full 1.0 Performing/Fine Arts credit, and that the Personal Fitness course is not required.
- I understand that this waiver may be applied to either the Physical Education requirement OR the Performing/Fine Arts requirement, but not to both.
- I understand that it is my responsibility to complete this waiver prior to scheduling courses for the year and to meet with my school counselor to verify the waiver entry on my academic history.
- I also understand that the waiver does not factor into my grade point average (GPA), that the waiver code is not posted to my transcript until both semesters are completed in their entirety, and that I may need to replace this course with an elective to meet the credits required for high school graduation.

(Student's Name) (Please Print)

(Student's Signature)

(Date)

Parent Permission to Waive Physical Education or Performing/Fine Arts Elective

Section III

- As a parent/legal guardian of the above named student, I understand and permit the school to waive the required 1.0 credit in Physical Education (or 1.0 credit of Performing/Fine Arts) through completion of two semesters of Dance Techniques as described in Section II, pursuant to Section 1003.4282, Florida Statutes (F.S.), and I understand and support Section II for my child.
- As a result of this waiver, I acknowledge my child will have little to no exposure to the statutory requirements of Comprehensive Health Education including concepts of community health; consumer health; environmental health; family life, including an awareness of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse without enrolling in a Health-integrated Physical Education Course or through other sources outside of school.

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

(Parent/legal guardian's signature)

(Date)

School Counseling Office Use Only:

Waiver # 1500445 DANCE WAIVER – completion of two semesters of Dance Techniques (1.0 credit). Apply the code to Semester 1 and Semester 2. Satisfies the full 1.0 Physical Education credit OR the full 1.0 Performing/Fine Arts credit; Personal Fitness is not required.

Date entered: ____/____/____ Entered by (Initials): _____

**PE Exemption added to student academic history file for no credit.*

Apéndice H13



Junta Escolar del Distrito del Condado de Collier Notificación e instrucciones para la exención de Educación Física **TÉCNICAS DE DANZA** (Revisado el 07/06/2026)

Antes de completar este formulario de solicitud de exención, por favor lea la siguiente información adicional y verifique si reúne los requisitos para esta solicitud.

Danza: Vía de exención de la asignatura optativa de Educación Física

Esta exención solo puede ser utilizada por estudiantes que hayan completado satisfactoriamente dos semestres (1.0 crédito) de cualquier nivel de Técnicas de Danza con una calificación de «C» o superior.

TÉCNICAS DE DANZA 1 (#1300310)

TÉCNICAS DE DANZA 2 (#1300320)

TÉCNICAS DE DANZA 3 (Nivel de Honores) (#0300330) ☐

TÉCNICAS DE DANZA 4 (Nivel de Honores) (#0300334)

La exención por cursos de Técnicas de Danza (código de exención 1500445) puede aplicarse tras completar dos semestres de cualquier nivel de Técnicas de Danza, ya sea para cumplir con el crédito de 1.0 en Educación Física o con el crédito de 1.0 en Artes Escénicas o Bellas Artes. No se requiere cursar la asignatura de Acondicionamiento Físico Personal (Personal Fitness).

Los códigos de exención no se registran en el expediente académico del estudiante hasta que se haya completado en su totalidad el año lectivo correspondiente, y dicha exención no afecta al promedio de calificaciones (GPA) del estudiante. La exención no reduce el número total de créditos necesarios para la graduación; es posible que el estudiante deba sustituir la asignatura por una materia optativa para alcanzar el número de créditos requerido.

Pasos que el estudiante debe seguir para completar el proceso de exención:

1. Obtener los formularios en el departamento de consejería escolar.
2. Leer atentamente las instrucciones para verificar si reúne los requisitos.
3. Completar las Secciones I y II.
4. Solicitar al padre, madre o tutor legal que complete y firme la Sección III.
5. Entregar el formulario de exención completo al consejero escolar para que verifique la exactitud de la información.
6. Reunirse con el consejero escolar antes de programar las clases del año siguiente para confirmar que los cursos se han completado según esta vía, ya que podría ser necesario realizar ajustes en el horario si no se ha completado satisfactoriamente el trabajo académico en alguna de las áreas.

Solicitud de exención del curso de educación física por prácticas de danza

(Revisado el 07/06/2026)

Instrucciones: Lea la notificación y las instrucciones. Comience a completar este formulario al inscribirse en la vía de exención del requisito de Técnicas de Danza. La exención requiere dos semestres (1.0 crédito) de Técnicas de Danza; verifique que ha cumplido con este requisito consultando a su consejero escolar.

Sección I

Nombre del estudiante: _____ N° Estudiantil: _____ Escuela: _____

Consejero Escolar: _____

Marque los cursos de técnica de danza completados con éxito:

Marcar	Curso de técnicas de danza (Código del curso)	Año de finalización	Iniciales del consejero
_____	Técnicas de danza 1 (0300310)	_____	_____
_____	Técnicas de danza 2 (0300320)	_____	_____
_____	Técnicas de danza 3 (Honores) (0300330)	_____	_____
_____	Técnicas de danza 4 (Honores) (0300334)	_____	_____

Dos semestres (1.0 crédito) de Técnicas de Danza cumplen con el requisito. **Indique a qué requisito se aplica la exención (solo uno):**

Exención aplicada a: _____ Educación Física _____ Artes Escénicas/Bellas Artes

Declaración de entendimiento del estudiante

Sección II

- Entiendo que debo completar satisfactoriamente dos semestres (1.0 crédito) de Técnicas de Danza para poder optar a esta exención.
- Entiendo que completar dos semestres de Técnicas de Danza exime del requisito completo de 1.0 crédito de Educación Física O del requisito completo de 1.0 crédito de Artes Escénicas/Bellas Artes, y que no se requiere cursar la asignatura de Acondicionamiento Físico Personal (Personal Fitness).
- Entiendo que esta exención puede aplicarse al requisito de Educación Física O al requisito de Artes Escénicas/Bellas Artes, pero no a ambos.
- Entiendo que es mi responsabilidad tramitar esta exención antes de programar las asignaturas del año escolar y reunirme con mi consejero escolar para verificar que la exención figure en mi historial académico.
- Asimismo, entiendo que la exención no afecta mi promedio de calificaciones (GPA), que el código de exención no se registra en mi expediente académico hasta que se hayan completado ambos semestres en su totalidad, y que es posible que deba sustituir esta asignatura por una materia optativa para cumplir con los créditos necesarios para graduarme de la escuela secundaria.

(Nombre del estudiante en letra de molde)

(Firma del estudiante)

(Fecha)

Autorización de los padres para eximir del requisito de Educación Física o de la asignatura optativa de Artes Escénicas/Bellas Artes

Sección III

- Como padre o tutor legal del estudiante mencionado anteriormente, comprendo y autorizo a la escuela a eximir del requisito de 1.0 crédito en Educación Física (o 1.0 crédito de Artes Escénicas/Bellas Artes) mediante la realización de dos semestres de Técnicas de Danza, tal como se describe en la Sección II y de conformidad con la Sección 1003.4282 de los Estatutos de Florida (F.S.); asimismo, comprendo y respaldo lo establecido en la Sección II para mi hijo.
- Como consecuencia de esta exención, reconozco que mi hijo tendrá poca o ninguna exposición a los contenidos exigidos por ley sobre Educación Integral en Salud —que incluyen conceptos de salud comunitaria, salud del consumidor, salud ambiental, vida familiar (incluyendo la concienciación sobre la abstinencia sexual como norma esperada y las consecuencias del embarazo adolescente), salud mental y emocional, prevención de lesiones y seguridad, seguridad en Internet, nutrición, salud personal, prevención y control de enfermedades, y uso y abuso de sustancias—, a menos que se inscriba en un curso de Educación Física integrado con Salud o acceda a dicha información a través de otras fuentes fuera de la escuela.

(Nombres de los padres o tutor legal en letra de molde)

(Firma de padres o tutor legal)

(Fecha)

School Counseling Office Use Only:

Waiver # 1500445 DANCE WAIVER – completion of two semesters of Dance Techniques (1.0 credit). Apply the code to Semester 1 and Semester 2. Satisfies the full 1.0 Physical Education credit OR the full 1.0 Performing/Fine Arts credit; Personal Fitness is not required.

Date entered: _____ / _____ / _____ Entered by (Initials): _____

**PE Exemption added to student academic history file for no credit.*

Apandis H13



Konsèy Lekòl Distri Collier County
Avi ak Enstriksyon pou Egzansyon nan Edikasyon Fizik
TEKNIK DANSE
(Revize 07/06/2026)

Anvan w ranpli fòm demann pou egzansyon sa a, tanpri li enfòmasyon ki anba yo pou w ka jwenn plis detay epi wè si w kalifye pou fè demann sa a.

Dans: Opsyon pou jwenn egzansyon nan kou Edikasyon Fizik

Se sèlman elèv ki fin fè 2 semès (1.0 kredi) nan nenpòt nivo kou "Dance Techniques" (Teknik Dans) avèk yon nòt "C" oswa pi wo, ki ka itilize egzansyon sa a

TEKNIK DANS 1 (#1300310)

TEKNIK DANS 2 (#1300320)

TEKNIK DANS 3 ONÈ (#0300330) OSWA

TEKNIK DANS 4 ONÈ (#0300334)

Yo ka aplike yon egzansyon pou kou "Dance Techniques" (Kòd Egzansyon 1500445) apre elèv la fin fè de semès nan nenpòt nivo kou sa a; sa ap pèmèt li satisfè egzijans 1.0 kredi pou Edikasyon Fizik OSWA egzijans 1.0 kredi pou Atizay (Performing/Fine Arts). Yo pa egzije kou "Personal Fitness" la.

Yo pa mete kòd egzansyon yo nan relve nòt elèv la toutotan li poko fin fè ane ki kalifye l pou sa a nèt, epi egzansyon an pa antre nan kalkil mwayèn jeneral nòt elèv la (GPA). Yon egzansyon pa diminye kantite total kredi ki nesesè pou gradye; li posib pou elèv la bezwen ranplase kou sa a ak yon kou opsyonèl pou l ka rive jwenn kantite kredi ki nesesè yo.

Etap Elèv la Bezwen Swiv Pou Ranpli Pwosesis Egzansyon an:

1. Jwenn fòm yo nan depatman konsèy lekòl la.
2. Li enstriksyon yo ak anpil atansyon pou wè si ou kalifye.
3. Ranpli Seksyon I ak II.
4. Mande paran/gadyen legal la pou ranpli epi siyen Seksyon III.
5. Retounen fòm egzansyon an bay konseye lekòl ou a pou yo ka verifye si li kòrèk.
6. Rankontre ak konseye lekòl ou a anvan ou pwograme kou yo pou ane kap vini an pou verifye si kou ou yo te fini dapre chemen sa a, paske kèk ajisteman nan orè ou ka bezwen fèt si kou ou yo pa te fini avèk siksè nan okenn nan domèn yo.

Fòm Demann Egzansyon pou Edikasyon Fizik nan Lekòl Segondè - Teknik Dans

(Revize 07/06/2026)

Enstriksyon: Li notifikasyon an ak enstriksyon yo. Kòmanse fòm sa a pandan w ap enskri nan Chemen Egzansyon Teknik Dans lan. Egzansyon an mande de semès (1.0 kredi) nan Teknik Dans; verifye fini ak konseye lekòl ou a.

Seksyon I

Non Elèv la: _____ Nimewo elèv la: _____ Lekòl li: _____

Konseye lekòl la: _____

Make yon mak bò kote kou Teknik Dans ou fin fè avèk siksè:

Make	Kou Teknik Dans (Kòd Kou a)	Ane ou te fini l	Inisyal Konseye a
_____	Teknik Dans 1 (0300310)	_____	_____
_____	Teknik Dans 2 (0300320)	_____	_____
_____	Teknik Dans 3 Honors (0300330)	_____	_____
_____	Teknik Dans 4 Honors (0300334)	_____	_____

De semès (1.0 kredi) nan kou Teknik Dans satisfè egzijans la. **Endike ki egzijans ki konsène pa egzansyon sa a (chwazi youn sèlman):**

Egzansyon aplike pou: _____ Edikasyon Fizik _____ Atizay Espektakilè/Bèl Atizay

Deklarasyon Konpreyansyon Elèv la

Seksyon II

- Mwen konprann mwen dwe konplete avèk siksè de semès (1.0 kredi) nan kou Teknik Dans pou m ka kalifye pou egzansyon sa a.
- Mwen konprann lefètke mwen konplete de semès Teknik Dans, sa egzante m de tout kredi 1.0 pou Edikasyon Fizik OSWA tout kredi 1.0 pou Atizay (Pèfòmans oswa Bèl Atizay), epi kou Fòm Fizik Pèsonèl la pa obligatwa.
- Mwen konprann yo ka aplike egzansyon sa a swa pou egzijans Edikasyon Fizik la, swa pou egzijans Atizay la, men pa pou toule de.
- Mwen konprann se responsablite m pou m ranpli dokiman egzansyon sa a anvan mwen chwazi kou pou ane a, epi pou m rankontre ak konseye lekòl mwen an pou verifye si yo anrejistre egzansyon an nan dosye akademik mwen.
- Mwen konprann tou ke egzansyon an pa antre nan kalkil mwayèn nòt mwen (GPA), ke yo pap mete kòd egzansyon an nan relve nòt mwen jiskaske mwen fin konplete toule de semès yo nèt, epi ke mwen ka bezwen ranplase kou sa a ak yon kou opsyonèl pou m ka jwenn kantite kredi ki nesèse pou m gradye nan lekòl segondè.

(Non Elèv la) (ekri li)

(Siyati Elèv la)

(Dat)

Pèmision Paran pou Anile Edikasyon Fizik oswa Kou Opsyonèl nan Pèfòmans/Atizay

Seksyon III

- Antanke paran/gadyen legal elèv ki mansyone pi wo a, mwen konprann epi mwen pèmèt lekòl la anile 1.0 kredi obligatwa nan Edikasyon Fizik (oswa 1.0 kredi nan Pèfòmans/Atizay) atravè konpleksyon de semès nan Teknik Dans jan sa dekri nan Seksyon II, dapre Seksyon 1003.4282, Lwa Florid (F.S.), epi mwen konprann epi mwen sipòte Seksyon II pou pitit mwen an.
- Kòm rezilta egzansyon sa a, mwen rekonèt pitit mwen an pral gen ti kras oswa pa gen okenn ekspozè a egzijans legal Edikasyon Sante Konplè ki gen ladan konsèp sante kominotè; sante konsomatè; sante anviwònman; lavi fanmi, ki gen ladan yon konsyans sou abstinans seksyèl kòm estanda espere ak konsekans gwoès adolesan; sante mantal ak emosyonèl; prevansyon ak sekirite blesi; sekirite sou Entènèt; nitrisyon; sante pèsonèl; prevansyon ak kontwòl maladi; ak itilizasyon ak abi sibstans san enskri nan yon Kou Edikasyon Fizik entegre ak Sante oswa atravè lòt sous deyò lekòl la.

(Non paran/responsab legal) (Ekri li)

(Siyati paran/responsab)

(Dat)

School Counseling Office Use Only:

Waiver # 1500445 DANCE WAIVER – completion of two semesters of Dance Techniques (1.0 credit). Apply the code to Semester 1 and Semester 2. Satisfies the full 1.0 Physical Education credit OR the full 1.0 Performing/Fine Arts credit; Personal Fitness is not required.

Date entered: _____ / _____ / _____ Entered by (Initials): _____

**PE Exemption added to student academic history file for no credit.*

Appendix H14



District School Board of Collier County Notification and Instructions for Physical Education Waiver SPECIAL OLYMPICS/UNIFIED CHAMPIONS (Revised 07/06/2026)

Before completing this waiver request form, please read the following for additional information and to see if you qualify for this request.

ESE Special Olympics/Unified Champions Physical Education Elective Waiver Pathway

This waiver can only be used by students with disabilities who have an Individualized Education Plan (IEP) specifying this option.

The Special Olympics Waiver (Waiver Code 1506320) can be applied after the completion of two semesters in the Special Olympics Unified Champions sports program to satisfy the 1.0 Physical Education credit. This waiver does not satisfy the 1.0 Performing/Fine Arts credit. This waiver option must be approved by the student's IEP team.

Waiver codes are not posted to the student's transcript until the qualifying year is completed in its entirety, and the waiver does not factor into the student's grade point average (GPA). A waiver does not reduce the total number of credits required for graduation; the student may need to replace the course with an elective to meet the required credits.

Steps Student Needs to Take In Completing the Waiver Process:

1. Secure forms from the school counseling department.
2. Read instructions carefully to see if you qualify.
3. Complete Sections I and II.
4. Have parent/guardian complete and sign Section III.
5. Return the completed waiver form to your school counselor to be reviewed for accuracy.
6. Meet with your school counselor before you schedule classes for the following year to verify your courses have been completed according to this pathway as some adjustment in your schedule may need to occur if coursework has not been successfully completed in either area.

Special Olympics/Unified Champions Physical Education Waiver Request Form

(Revised 7/6/2026)

Directions: Read all notifications carefully. Complete this form after both semesters of the Special Olympics Unified Champions Program have been successfully completed.

Student Information

Student Name: _____ Student Number: _____ School: _____

School Counselor: _____

Individualized Education Program (IEP) Verification

The student's Individualized Education Program (IEP) Team approved participation in the Special Olympics Unified Champions Program as a substitute for participation in the Health Opportunities through Physical Education (HOPE) course.

Date of IEP Meeting Authorizing This Option: _____

Special Olympics Unified Champions Program Completion Verification

Semester 1: Begin Date _____ End Date _____

Semester 1: Begin Date _____ End Date _____

Special Olympics Coach Signature: _____ Date _____

Student Statement of Understanding

I understand that because I have successfully completed two semesters of participation in the Special Olympics Unified Champions Program and my Individualized Education Program (IEP) specifies this option, I may be eligible to receive a waiver of the one-credit physical education requirement for graduation. **I understand that:**

- Successful completion of both semesters of the Special Olympics Unified Champions Program and approval through my IEP Team are required for this waiver.
- This waiver satisfies only the Physical Education graduation requirement.
- This waiver does not satisfy the Performing Fine Arts graduation requirement.
- This waiver does not affect the number of credits required for graduation.
- If necessary, I may need to replace the waived course with another course to meet graduation credit requirements.
- Completion of this waiver does not result in a grade or GPA calculation for HOPE or another physical education course.
- Participation in the Special Olympics Unified Champions Program must be documented and verified by the school district.

(Student's Name) (Please Print)

(Student's Signature)

(Date)

Parent/Guardian Permission and Acknowledgment

As the parent/legal guardian of the above-named student, I understand and permit the school to waive the required one-credit Physical Education requirement based upon the student's successful completion of two semesters of participation in the Special Olympics Unified Champions Program, as approved through the student's Individualized Education Program (IEP). As a result of this waiver, I acknowledge that my student may have limited exposure to certain statutory components of a traditional Health Opportunities through Physical Education (HOPE) course, which may include, but are not limited to:

- Consumer health
- Community health
- Internet safety
- Nutrition
- Personal health
- Prevention and control of disease
- Substance use prevention
- Mental and emotional health
- Safety and injury prevention
- Family life and other health education topics as required by Florida law

I understand that this waiver applies only to the Physical Education graduation requirement and does not waive any other graduation requirements.

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

(Parent/legal guardian's signature)

(Date)

School Counseling Office Use Only:

Waiver # 1506320 – HOPE (Special Olympics Unified Champions Program Option)

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

EXCEPTIONAL STUDENT EDUCATION (ESE)

Pre-Kindergarten (Pre-K) Progression of Students with Disabilities

Children, ages three to five, enrolled in the Pre-K Disabilities Program must meet Florida Department of Education (FDOE) criteria for a special program and need special education. An appropriate program of services will be included in each student's Individual Educational Plan (IEP). Students transitioning from the state's Early Steps birth to 36 months program, and who are eligible for the Pre-K Disabilities Program, must have an IEP developed by his/her third birthday. Students transferring from in-county or out-of-state must have a current Individual Family Support Plan (IFSP) or IEP.

Moving from Pre-K to kindergarten can be a stressful time for parents and children. The transition from the Pre-K setting to kindergarten is most successful when carefully planned over the entire Pre-K year. Transition planning will help parents, and their child navigate the move to kindergarten more easily and successfully. Working together, the IEP team will pave the way for the child with special needs to feel welcomed and capable in kindergarten.

Recommendations related to the transition of students in the Pre-K Disabilities Program are the responsibility of the IEP team. In rare circumstances, a child who is eligible for both public school kindergarten and special education services may continue to receive instruction in the Pre-K Disabilities Program for one additional school year, if determined appropriate by the IEP team and documented in the child's IEP. The IEP team must discuss and document evidence of the circumstance or condition that supports this proposal. The parents of the child must be informed of the future implications of such a decision, including requirements of mandatory retention and the impact of limiting the number of years to receive transition services in high school. An additional year in Pre-K is not considered retention. If the parents do not agree with the IEP recommendation for an additional year of instruction in the Pre-K Disabilities Program, a student may not be denied admission to kindergarten. In circumstances when the IEP team determines a kindergarten-eligible student should remain in the Pre-K Disabilities Program for an additional year, the Director of Exceptional Student Education and Director of Early Learning must be informed.

Placement Decisions for Students with Disabilities

When determining placement for students with disabilities, the general education setting must be the first consideration. To the maximum extent appropriate, core instruction should be provided in the general education classroom, with the necessary supports and services in place.

Placement decisions must be made individually based on each student's unique strengths and needs. These decisions should not be influenced by factors such as disability category, the degree of the disability, service availability, classroom space, service delivery models, or administrative convenience. It is the school's responsibility to provide evidence that a general education classroom is not appropriate for the student, rather than requiring parents or teachers to justify why the student should be included.

The Individual Educational Plan (IEP) serves as the foundation for all placement decisions. The IEP team must use the information and data within the IEP to determine the most appropriate educational setting for each student.

Instructional Time

Students with disabilities must receive the same required instructional time for all subject areas and interventions as their non-disabled peers.

K-12 Progression of Students with Disabilities

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

Students with the most significant cognitive disabilities who are instructed on Access Points - Alternate Academic Achievement Standards (AP-AAAS) should also be promoted by their principal as with their same-age peers.

Any deviation from this procedure must have the approval of the Executive Director, Exceptional Education & Student Support Services. Promotion/retention is not a decision made by the Individual Educational Plan (IEP) team.

Statewide, Standardized Assessment Program

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

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

Accommodations

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

Accommodations for students with disabilities:

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

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

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

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

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

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

- the student is unable to master the grade-level general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials;

- the student requires direct instruction in academic areas of English language arts, math, social studies, and science based on Access Points-Alternate Academic Achievement Standards (AP-AAAS); and
- the student requires direct instruction in academics based on Access Points-Alternate Academic Achievement Standards (AP-AAAS) aligned to the B.E.S.T. Standards and the NGSSS in order to acquire, generalize, and transfer skills across settings.

Students with a primary exceptionality of Specific Learning Disability (SLD) are not eligible for the Florida Standards Alternate Assessment (FAA) program. Only students with the most significant cognitive disabilities qualify for participation in the FAA program. Therefore, students identified with SLD as their primary disability must not participate in the FAA and should not be enrolled in Access courses aligned to it.

If the IEP team determines that a student will participate in the Florida Standards Alternate Assessment (FAA), the parents must be informed that the student's achievement will be measured based on the course of study outlined in the IEP, along with the implications of this decision. The school district, through the IEP process, must obtain written parental consent to administer an Florida Standards Alternate Assessment (FAA) to the student and provide instruction in Access Points-Alternate Academic Achievement Standards (AP-AAAS). In the event that a parent does not respond, the District may proceed if it has documented reasonable efforts to obtain parental consent. However, if the parent disagrees with the IEP team's recommendation for instruction on Access Points-Alternate Academic Achievement Standards (AP-AAAS) and participation in the Florida Standards Alternate Assessment (FAA), the team may not implement this recommendation. This decision must be reviewed and addressed at each annual IEP meeting.

Extraordinary Exemption

The Individual Educational Plan (IEP) team, which must include the parent, may submit a written request for an extraordinary exemption to the Director of Exceptional Student Education at any point during the school year. However, the request must be submitted no later than 60 days prior to the administration of the assessment for which the exemption is being requested. The request must include a written description of the student's disabilities and evidence of the circumstance or condition in which the accommodations allowable on a statewide, standardized assessment are not offered to a student during the current year's assessment administration due to technological limitations in the testing administration program that lead to results that reflect the student's impaired sensory, manual or speaking skills rather than the student's achievement of the benchmarks assessed by a statewide standardized assessment.

Upon verification of the information documented by the IEP team, the Superintendent will recommend to the Commissioner of Education whether an extraordinary exemption for a given assessment administration window should be granted or denied. The Commissioner will verify the information documented, determine, and notify the parents and the Superintendent in writing within 30 days of receiving the request whether the exemption has been granted or denied.

If the Commissioner grants the exemption, the student's progress must be assessed in accordance with the goals established in the student's IEP.

Medical Complexity Exemption

A student with medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida Standards Alternate Assessment (FAA). 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. A medical complexity exemption may be considered for a student who:

- has a congenital or acquired multisystem disease;
- has a severe neurological or cognitive disorder with marked functional impairment; or
- is dependent on technology for activities of daily living and lacks the capacity to take or perform on an assessment.

If the student's Individual Educational Plan (IEP) team determines that the student should not be assessed based on medical documentation that confirms that the student meets the criteria of medical complexity, the parents

must consent in writing for an assessment exemption. With written parental consent and appropriate medical documentation, the district school superintendent may approve a one-year extraordinary exemption. With the same consent, along with superintendent approval and comprehensive medical documentation, the Commissioner of Education may grant an exemption for one to three years. If the IEP team determines a permanent exemption is appropriate and this is supported by thorough medical documentation, the Commissioner may approve a permanent exemption.

This request can be submitted at any time during the school year, but no later than 30 calendar days before the first day of the administration window of the statewide-standardized assessment for which the request is made.

Waiver of End-of-Course (EOC) Assessment

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

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

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

To be considered for the EOC assessment results waiver:

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

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

Waiver of Statewide, Standardized Assessment Results

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

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

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

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

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

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

The IEP team may meet at any time to:

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

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

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

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

High School Graduation Requirements for Students with Disabilities

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

The Individual Educational Plan (IEP) team, including the parents and student, determines which high school graduation option is most appropriate, using the student's postsecondary education and career goals to guide the decision. Students who work toward a standard diploma via Access courses must have written parental consent to be provided instruction in the state standards Access Points-Alternate Academic Achievement Standards (AP-AAAS), as required by Rule 6A-6.0331, F.A.C.

Two additional high school graduation options for students with disabilities are available: the Academic and Employment Option and Access Coursework Option.

Exceptional Student Education (ESE) Academic and Employment Option

For any student with a disability when the Individual Educational Plan (IEP) team determines that mastery of Florida Standards and employment competencies is the most appropriate way for the student to demonstrate his/her skills, the student must:

- complete minimum course requirements for eighteen (18) or twenty-four (24) credits and achieve the required grade point average;
- participate in End-of-Course (EOC) assessments for those courses which have state assessments, if enrolled, with results constituting 30% of the final grade, unless a waiver of the results is granted by the IEP team;
- attain a passing score on the grade 10 State assessment in English Language Arts (ELA) assessment, or concordant scores, unless a waiver of the results is granted by the IEP team;
- attain a passing score on the Algebra 1 EOC assessment or a comparative score on the Postsecondary Education Readiness Test (only for students who entered grade 9 prior to 2018-19) unless the EOC assessment results are waived by the IEP team;
- evidence achievement of all components on the student's employment transition plan; and
- maintain successful employment for at least one semester ([Appendix ESE1](#)).

Access Coursework Option

For a student with a significant cognitive disability when the Individual Educational Plan (IEP) team determines that mastery of Florida Standards Access Points-Alternate Academic Achievement Standards (AP-AAAS) is the most appropriate pathway, the student must be instructed in Access Points-Alternate Academic Achievement Standards (AP-AAAS) and participate in the Florida Alternate Assessment (FAA). This option includes:

- completion of minimum course requirements for twenty-four (24) credit or eighteen (18) credit diploma option and achievement of the required grade point average;
- courses may include a combination of course substitutions (e.g. Basic, Access, 7900000 courses), assessments, industry certifications, or occupational completion points;
- a graduation portfolio of quantifiable evidence of achievement for courses when a student's performance on standardized assessments is waived by the IEP team;
- Algebra, Biology, and Geometry Access End-of-Course (EOC) assessments with the results constituting 30% of the final course grade, unless granted a waiver by the IEP team; and
- satisfactory or above score on the Grade 10 Florida Alternate Assessment (FAA) unless granted a waiver by the IEP team (reference [Appendix ESE1](#)).

Deferral of Standard Diploma

A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the following requirements:

- decision to accept or defer the standard high school diploma must be made by May 15 during the school year in which the student is expected to meet all requirements for a standard high school diploma;
- decision must be noted on the Individual Educational Plan (IEP) and the parent(s) or the student over the age of eighteen (18) for whom rights have transferred, must sign a separate document affirming that decision; and
- student's IEP must prescribe special education, transition planning, transition services or related services, and be enrolled (or intent to enroll) in accelerated college credit, industry certification courses that lead to college credit, a collegiate high school, courses necessary for Scholar designation, or structured work-study, internship, or a pre-apprenticeship program.

Graduation Requirements

ESE Academic and Employment Option and ESE Access Option

	24 Credit Standard Diploma Option with academic and employment requirements (available only to students with disabilities)	24 Credit Standard Diploma Option Available only to students with significant cognitive disabilities who take access courses and the Florida Alternate Assessment (FAA)	18 Credit ACCEL Diploma Option Available only to students with significant cognitive disabilities who take access courses and the Florida Alternate Assessment (FAA)
English	4 credits in ELA I, II, III, IV (ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement) May substitute a CTE course with content related to English for ELA IV	4 Credits (Access English I, II, III, IV) - May substitute general education courses for access courses - May substitute a CTE course with content related to English for ELA IV	4 Credits (Access English I, II, III, IV) - May substitute general education courses for access courses - May substitute a CTE course with content related to English for ELA IV
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent - Algebra 1 and Geometry EOC results constitute 30% of final course grade (unless waived by the IEP team) - Must pass the Algebra 1 EOC (unless waived by the IEP team) - Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry) - May substitute a CTE course with content related to mathematics for one credit (except for Algebra 1 and Geometry)	4 Credits (Must include Access Algebra 1 and Access Geometry) - May substitute general education courses for access courses - Must pass the statewide, standardized Access Algebra 1 and Access Geometry EOC in order to earn course credit (unless waived by the IEP Team) - Industry certifications (with passing exam score) that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry) - May substitute a CTE course with content related to mathematics for one credit (except for Algebra 1 and Geometry)	4 Credits (Must include Access Algebra 1 and Access Geometry) - May substitute general education courses for access courses - Must pass the statewide, standardized Access Algebra 1 and Access Geometry EOC in Order to earn course credit (unless waived by the IEP Team) - Industry certifications (with passing exam score) that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry) - May substitute a CTE course with content related to mathematics for one credit (except for Algebra 1 and Geometry)

	24 Credit Standard Diploma Option with academic and employment requirements (available only to students with disabilities)	24 Credit Standard Diploma Option Available only to students with significant cognitive disabilities who take access courses and the Florida Alternate Assessment (FAA)	18 Credit ACCEL Diploma Option Available only to students with significant cognitive disabilities who take access courses and the Florida Alternate Assessment (FAA)
Science	3 credits in science one of which must be Biology 1, two equally rigorous courses, and two of which must have a laboratory component - Biology 1 EOC results constitute 30% of final course grade (unless waived by the IEP team) - Industry certifications that lead to college credit (with passing exam score) may substitute for up to one science credit (except for Biology 1) - May substitute a CTE course with content related to science for one credit (except for Biology 1)	3 Credits (Must include Access Biology 1) - May substitute general education courses for access courses - Biology 1 EOC results constitute 30% of final course grade (unless waived by the IEP team) - Industry Certification(s) (with passing score on exam) can substitute for up to 1 science credit (excluding Biology 1) - May substitute a CTE course with content related to science for one credit (except for Biology 1)	3 Credits (Must include Access Biology 1) - May substitute general education courses for access courses - Access Biology 1 EOC results constitute 30% of final course grade (unless waived by the IEP team) - Industry Certification(s) (with passing score on exam) can substitute for up to 1 science credit (excluding Biology 1) - May substitute a CTE course with content related to science for one credit (except for Biology 1)
Social Studies	3 Credits 1 credit World History 1 credit U.S. History - EOC results count 30% of final course grade (unless waived by the IEP team) 0.5 credit in U.S. Government 0.5 credit in Economics with Financial Literacy - May substitute a CTE course with content related to social studies for one credit (except for U.S. History)	3 Credits (Must include U.S. History) - U.S. History (1.0) - EOC results count 30% of final course grade (unless waived by the IEP team) - Access U.S. Government (0.5) and Access Economics with Financial Literacy (0.5) - May substitute general education courses for access courses - May substitute a CTE course with content related to social studies for one credit (except for U.S. History)	3 Credits 1 credit Access World History 1 credit Access U.S. History - EOC results count 30% of final course grade (unless waived by the IEP team) 0.5 credit in Access U.S. Government 0.5 credit in Access Economics with Financial Literacy
Physical Education	1 Credit H.O.P.E. May substitute two semesters of participation in the Special Olympics Unified Champions sports program (as determined by the students IEP Team)	1 Credit Access H.O.P.E. 9-12 - May substitute general education courses for access courses - May substitute two semesters of participation in the Special Olympics Unified Champions sports program (as determined by the students IEP Team)	Not required

	24 Credit Standard Diploma Option with academic and employment requirements (available only to students with disabilities)	24 Credit Standard Diploma Option Available only to students with significant cognitive disabilities who take access courses and the Florida Alternate Assessment (FAA)	18 Credit ACCEL Diploma Option Available only to students with significant cognitive disabilities who take access courses and the Florida Alternate Assessment (FAA)
Performing Arts	1 credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts courses as specified in the Florida Course Code Directory	1 credit in Fine or Performing Arts, Speech and Debate or Practical Arts - Practical arts course must incorporate artistic content and techniques of creativity, interpretation and imagination - Access or general education fine or performing arts courses may be used to meet this requirement	1 Credit in Fine or Performing Arts Speech and Debate or Practical Arts - Practical arts course must incorporate artistic content and techniques of creativity, interpretation and imagination - Access or general education fine or performing arts courses may be used to meet this requirement.
Electives	8 Credits - Must include 0.5 credit in an employment based course and documentation of achievement of course components on an employment transition plan - May include ESE courses	8 Credits - Electives should be based on a student interest inventory and include a variety of industry certification courses, STEM or liberal arts courses - May include employment based courses	3 Credits - Electives should be based on a student interest inventory and include a variety of industry certification courses, STEAM or liberal arts courses - May include employment based courses
State Tests	Must pass statewide, assessment and meet the criteria for waiver of assessment results.	Must pass the FAA (Reading) with a score of 3 or greater (unless results waived by the IEP Team) Must pass the FAA (Math) with a score of 3 or greater (unless waived by the IEP Team) Must pass the Florida Alternate Assessment (Science) with a score of 3 or greater (unless results waived by the IEP Team)	Must pass the FAA (Reading) with a score of 3 or greater (unless results waived by the IEP Team) Must pass the FAA (Math) with a score of 3 or greater (unless waived by the IEP Team) Must pass the Florida Alternate Assessment (Science) with a score of 3 or greater (unless results waived by the IEP Team)
GPA	Cumulative GPA of 2.0 on 4.0 scale	Cumulative GPA of 2.0 on 4.0 scale	Cumulative GPA of 2.0 on 4.0 scale

*End-of-Course (EOC) assessments for some Access Courses have been developed and will be utilized during the school year. Participation in the Florida Alternate Assessment (FAA) for English Language Arts (ELA) 1 and 2 is required after course completion. Participation in the EOC assessment is required after the final time a student completes the course for III, Access Algebra 1, Geometry, Biology 1, and United States History

ENGLISH LANGUAGE LEARNERS (ELL)

English Language Learner (ELL) Entry Requirements

In accordance with State Board of Education Rules [6A-6.0902](#), [6A-6.0903](#), [6A-6.0904](#), and [6A-6.0908](#), students identified as English Language Learners (ELLs) must be provided equitable access to the general curriculum. Their instruction is grounded in general education standards and benchmarks, and course placement is determined by individual need and eligibility rather than English language proficiency alone. Each student's ELL LEP Plan outlines the instructional model necessary to ensure equal opportunity for success in the general curriculum.

For a comprehensive description of services and instructional models, refer to the [School District of Collier County English Language Learner \(ELL\) Plan](#). Additional details regarding extension of services can be found in State Board of Education Rule [6A-6.09022](#), requirements for exiting ESOL programs in Rule [6A-6.0903\(2\)](#), and post-reclassification procedures in Rule [6A-6.0903\(1\)](#).

Identification and Placement

Upon registration, students are identified through a Home Language Survey and are assessed using WIDA Screener. The ELL Committee determines placement by using English language proficiency results and academic records and prior schooling. See [School District of Collier County English Language Learner \(ELL\) Plan](#)

English Language Learner (ELL) Transfer Students

In accordance with State Board of Education Rule [6A-6.0905](#) and the [School District of Collier County English Language Learners \(ELL\) Plan](#), the Date Entered United States School (DEUSS) is collected for all students at the time of registration. Students are identified and assessed for ELL services in alignment with State Board of Education Rule [6A-6.0902\(1\)–\(2\)](#).

The ELL contact and school counselor review each transferring student's educational background to determine appropriate grade level, course selection, and ELL program placement, as outlined in State Board of Education Rule [6A-6.0902\(3\)\(b\)](#). Schools make every effort to obtain records from previous schools through phone, fax, email, or U.S. mail. When official records are unavailable, parent input regarding the student's educational history is considered and maintained in the student's ELL digital file.

For students with transcripts from outside the United States, a comprehensive review of the sending school's curriculum is conducted. This review considers grading scales, course rigor, time spent in courses, and instructional methodologies to ensure equitable credit transfer. For example, coursework completed in the native language may satisfy English credit requirements, while English coursework completed abroad may be awarded as foreign language credit.

In the absence of records, ELL students in grades K–8 are placed according to age-appropriate grade levels. If available records indicate prior schooling outside the United States that does not align with age-based placement, students are still placed according to age and provided targeted support through their LEP Plan. Students whose records support placement one year above their age-appropriate grade may be considered for that placement by the school counselor, Principal, and District.

Students of high school age are placed in at least Grade 9 and are scheduled into courses that meet graduation requirements and align with the Collier County Student Progression Plan. Credit is awarded for prior coursework regardless of the language of instruction. Schools ensure ELL students have access to a full range of academic opportunities, including Honors, Advanced Placement, career and technical education, and other specialized programs. Course placement decisions are not based solely on English language proficiency, and rigorous academic placement is encouraged. Receiving schools may conduct additional evaluations to confirm appropriate placement.

Students transferring from foreign schools after the start of the second semester—when the originating school year has ended but the current U.S. school has not—are placed in the last grade level completed for the remainder of the school year. This does not apply to students who have already graduated from high school in another country; such students are referred to appropriate postsecondary options.

An ELL Committee meeting is required when placement is based on age, when prior academic records are unavailable, or when previous schooling does not align with grade-level expectations. An administrator must be involved in both the ELL Committee process and final placement decisions in accordance with State Board of Education Rule [6A-6.0902\(3\)\(d\)](#). ELL placement may be reevaluated at the request of any ELL Committee member, with all decisions made in the best interest of the student.

Instruction and Supports

Students receive grade-level instruction with ESOL strategies, scaffolds, and differentiation based on proficiency levels. To the extent possible, word to word bilingual heritage language dictionaries are available for student's use. ELL accommodation can include but is not limited to extended time to complete assignments, flexible setting, and when feasible, support from an ELL Tutor. See [School District of Collier County English Language Learners \(ELL\) Plan](#).

Assessment

Students participate in statewide assessments with accommodations and take the WIDA ACCESS annually to measure English proficiency. See [School District of Collier County English Language Learners \(ELL\) Plan](#) for additional information.

Progress Monitoring

Ongoing monitoring of academic and language development is required, with documentation and regular ELL Committee meetings. See [School District of Collier County English Language Learners \(ELL\) Plan](#)

Exit & Monitoring

Students exit ESOL based on WIDA proficiency criteria and statewide assessment academic readiness and are monitored for two years after exit. See [School District of Collier County English Language Learners \(ELL\) Plan](#)

Parent Communication

To the extent possible, communication should be in a language parents understand and include placement, progress, and meetings. See [School District of Collier County English Language Learners \(ELL\) Plan](#)

Consideration for English Language Learners (ELLs) Promotion and Retention

An English Language Learner (ELL) student is expected to meet grade-level performance standards. However, for students who have been enrolled in an approved ELL program for fewer than two full school years, their level of English language proficiency should be considered. While they are still responsible for demonstrating the standards in English, evaluation should reflect their progress toward meeting those standards in alignment with The [Consent Decree](#) and [Title III, Part A](#) requirement.

In accordance with State Board of Education Rules [6A-6.0902](#), [6A-6.0903](#), [6A-6.0904](#), and [6A- 1.09432\(6\)](#) a student identified as an ELL must meet the District level of performance, as indicated on the Student Progression Plan. The [School District of Collier County English Language Learners \(ELL\) Plan](#) outlines services to English Language Learners (ELLs).

As outlined in the district's Student Progression Plan, the Superintendent may grant good cause exemptions from mandatory retention for third-grade ELLs who have received less than two years of ESOL program instruction (based on DEUSS data). These decisions require a recommendation from the ELL committee, which must include input from parents, teachers, and support staff. Parents are notified of good cause exemptions for ELLs in their native language.

Retention of an ELL student requires the review and recommendation of the ELL Committee and may not be based on lack of English proficiency, demonstration of grade level content knowledge in English, or a score on any single assessment instrument. An ELL Committee must meet to determine whether an ELL should be retained with documentation.

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

- The student has been in the English Language Learners (ELL) Program more than two years and does not meet the district expectations (retention is an option); and/or
 - The student has not been previously retained.
 - The student will benefit from repeating the grade level
 - The student is more than one year below grade level
 - The student does not meet District expectations in multiple subjects
 - The student needs the entire grade level curricula again

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

The following sections address the considerations for English Language Learner (ELL) elementary students that do not meet the mandatory retention criteria. See Appendix E1, Appendix E2

Graduation Pathways for Secondary ELL Students

In accordance to F.S. Rule [6A-1.09422](#) and [F.S. 1003.433\(3\)\(b\)](#), senior students who have been enrolled in an English Language Learner (ELL) program for fewer than two school years, and who have met all other requirements for the standard high school diploma except passing Grade 10 English Language Arts (ELA) assessment requirement may meet the Grade 10 ELA graduation requirement by satisfactory demonstrating grade-level expectations. Senior students will be provided with four opportunities during the school year to achieve a 70% or higher on a Grade 10 reading formative assessment.

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