

**THE DISTRICT SCHOOL BOARD OF
COLLIER COUNTY**

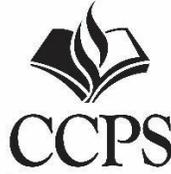
2018-2019

STUDENT PROGRESSION PLAN



CCPS

**Collier County
Public Schools**



Collier County Public Schools

www.collierschools.com

Dr. Kamela Patton
Superintendent of Schools
THE DISTRICT SCHOOL BOARD OF COLLIER COUNTY
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Erick Carter, Member
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Kelly Lichter, Member

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Additional copies, if available, may be obtained by writing:
The District School Board of Collier County
Dr. Martin Luther King, Jr.
Administrative Center
5775 Osceola Trail
Naples, Florida 34109-0919

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Coordinated by:
Peggy Aune, Ed.D.

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Section 504 (Rehabilitation Act) and the Americans with Disabilities Act, contact Dr. Dena Landry, Coordinator, Psychological Services, (239) 377-0521, The District School Board of Collier County, 5775 Osceola Trail, Naples, Florida, 34109.

Student Progression Plan for The District School Board of Collier County

Peggy Aune, Ed.D.
Associate Superintendent, Curriculum and Instruction

Cheng Ang, Ph.D.
Executive Director, Assessment and Data Management

Jennifer Kincaid
Executive Director, Elementary Programs

Leslie Ricciardelli, Ed.D.
Executive Director, Secondary Programs

Karen Stelmacki
Executive Director, Exceptional Student Education and Student Support Services

Stephen McFadden
Coordinator, School Counseling K-8

Christopher B. Smith
Coordinator, School Counseling 9-12

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I. INTRODUCTION

The purpose of this document, Student Progression Plan 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, 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 assessment. Section 1008.25 requires that remedial and supplemental instructional resources must be allocated as follows: first, to students who are deficient in reading by the end of grade 3, and second, to students who fail to meet performance levels required for promotion.

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 bears 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.

I. ELEMENTARY SCHOOL STUDENT PROGRESSION

a. 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 in order to be eligible to enter kindergarten. A child must be six years old on or before September 1, and have successfully completed kindergarten, in order 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.

b. 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) has/have been a resident of the state from which the student is transferring. Subsequent to enrollment, the transfer student shall be assigned pursuant to Student Progression Plan (SPP) procedures.

In a few cases, there may be doubt concerning the appropriate grade placement of a transfer student new to the District. 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 Associate Superintendent, Curriculum and Instruction, 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.

c. 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 Progress Report, interim progress report and/or through the use of a letter to parent(s). A final review of the progress of each student being considered for retention shall be completed, and the principal shall make a decision regarding placement. This decision shall be communicated to the parent utilizing the final Elementary Progress Report of the year.

- Due process, the right of review of the decision of the principal regarding placement, shall be available to the parent(s) of all students. A translator must be made available to facilitate communication, as necessary. The review shall be in the form of an informal conference between the parents, teacher, school counselor, principal and the Superintendent. After consideration of the facts presented at the conference, the Superintendent shall render a final decision. The decision shall be communicated, in writing, to the parent(s) 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.

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

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

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

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

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

e. Interim Progress Report

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

f. Student Success Plan (SSP)

Schools that serve any students in kindergarten 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:

- a. Attendance below 90 percent (does not differentiate excused or unexcused absences).
- b. One or more suspensions, whether in-school or out-of-school.
- c. Course failure in English Language Arts (ELA) or mathematics during any grading period.
- d. A Level 1 score on the statewide, standardized assessments in ELA or mathematics, or for students in kindergarten through grade 3, a substantial reading 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 an 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 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 academic 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 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).

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

When using the Elementary Progress Report, the following reporting scale is used to notify parent(s) and students of the progress toward mastery of the grade level State Standards. The marks on the Elementary Progress Report, indicate progress toward meeting quarterly expectations. Not all standards taught are reflected on the Progress Report.

The reporting scale is:

Grades K, 1, 2

| | |
|---------------------|---|
| O=Outstanding | Met or Exceeded Quarterly Learning Goals |
| S=Satisfactory | Progressing Toward Quarterly Learning Goals |
| N=Needs Improvement | Partially Met Quarterly Learning Goals with Support |
| U=Unsatisfactory | Did Not Meet Learning Goals |

Grades 3, 4, 5

| | |
|---------------|---|
| A = 90 - 100% | Met or Exceeded Quarterly Learning Goals |
| B = 80 - 89% | Progressing Toward Quarterly Learning Goals |
| C = 70 - 79% | Partially Met Quarterly Learning Goals |
| D = 60 - 69% | Partially Met Learning Goals with Support |
| F = 0 - 59% | Did Not Meet Quarterly Learning Goals |

g. Fresh Start Acceleration Program

The targeted population for this program is fourth grade students who are two (2) years older than their fourth grade peers. These students have been retained twice during elementary grades, entered school late or were placed in a grade below their age-alike peers, thus resulting in being two years behind their age-alike peers.

The goal of the Fresh Start Acceleration Program is to provide an intensive instructional program for fourth grade students who are over-age with the intent of accelerating their academic performance and thus recouping one year of their retentions. Fourth grade students who are over-age, have the opportunity to be promoted with intensive remediation to sixth grade. Students qualifying for this program are provided intensive support in fourth grade and must attend the summer session in order to be promoted into sixth grade. Additional intensive support occurs at the sixth grade site with a concentrated schedule that consists of:

- 2-3 periods of English Language Arts based on student's achievement level;
- 1-2 periods of mathematics based on student's achievement level; and
- 1 period of social studies, 1 period of science, and 1 elective.

Students meeting exit criteria progress to seventh grade. The Fresh Start Acceleration Program is offered in all middle schools in the District. Transportation is provided.

h. 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 reading, or two of the following three subjects: mathematics, writing, and/or 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 approximately 80% of the standards in reading and two of the three subjects of mathematics, writing, and/or science have been mastered. (Progress Report Code = P)

Promotion with Remediation: A student may be promoted with remediation when approximately 80% of the standards in reading and two of the three subjects of mathematics, writing, and/or science indicate progress toward, but not mastery of grade level standards.

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. Parent(s) must be included in the decision.

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

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.

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 parent(s) regarding the progression of the student may not fit established procedures. School staff must address each of these situations individually. However, notification to parent(s) of possible retention should be made as early as possible.

Parental Notification of Reading Deficiencies (F.S. 51002.20, 1008.25)

The parent(s) of any student who exhibits a substantial reading deficiency will be: immediately notified of the student's deficiency with a description, understandable to the parent(s), of the exact nature of the difficulty;

- consulted in the development of a detailed Student Success Plan (SSP); and
- informed that the student will be given intensive reading instruction until the deficiency is corrected.

The District communicates to parent(s):

- that statewide standardized assessments are not the sole determiner of promotion;
- that additional evaluations, portfolio reviews and assessments are available to assist parent(s) 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.

i. Third Grade Students Who are Retained

Each school provides written notification to the parent(s) 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.

j. 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:

- English Language Learners (ELL) who have had less than 2 years of instruction in an ELL program based on the initial date of entry into a school in the United States.
- Students with disabilities whose Individual Educational Plan (IEP) indicate participation in the statewide standardized assessment program is not appropriate.
- Students who demonstrate an acceptable level of performance on a state-approved alternative standardized reading or English Language Arts assessment approved by the Florida Department of Education (FDOE).

- Students who demonstrate, through a student portfolio, that the student is performing at least at Level 2 on the statewide, standardized English Language Arts assessment. Students with disabilities who participate in the statewide standardized English Language Arts assessment and who have an IEP or a 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 student was previously retained in K-3. A student may not be retained more than once in grade 3.
- Students who have received intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in K-3, for a total of 2 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 Progress Report 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.

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

Third grade students who are retained, may be eligible to be promoted as soon as possible and allowed to receive essential fourth grade instruction if the following criteria apply:

Prior to November 1

Third grade students who are retained prior to November 1 are given the opportunity to be promoted to fourth grade if the student can demonstrate third grade reading skills as presented in the English Language Arts Florida Standards (LAFS) on the third grade portfolio.

After November 1

Third grade students who are retained are given the opportunity to demonstrate grade level reading comprehension in accordance with the legislation regarding mid-year promotion. Third grade students who are retained in Collier County have two opportunities to demonstrate their level of reading performance:

- Assessment: Take the fourth grade GRA+DE assessment during the designated week of November and earn a score of 51st percentile or higher on either the Comprehension

Composite or total score for the assessment, or score a stanine of 6 or higher on the Passage Comprehension subtest.

- Portfolio: Complete the District's mid-year reading portfolio demonstrating a reading level equivalent to the level necessary for the beginning of grade four. This portfolio must be completed by the first week of December.

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. Parent(s) 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 the Appendix E9. This form is to be signed by the teacher and the principal.

I. 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 acceleration. This additional instruction is delivered by a high performing 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 Curriculum and Instruction. Students receiving additional intensive instruction in reading continue to be provided a curriculum in core academic subjects (K-3 READ Initiative, 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 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
- Supplemental Reading Program Assessments (SRP)
- iReady Reading
- Scholastic Reading Inventory (SRI) 3 times per year
- Timed readings to monitor fluency and comprehension
- Locally-developed benchmark assessments

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 Reading
- SRA Reading Mastery Plus
- SRA Corrective Reading Voyager Passport
- Pearson Reading Street
- Pearson My Sidewalks

Third grade students who are retained may also receive instruction in a transitional instructional setting providing instruction on the fourth grade level in other curricular areas.

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

m. 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 areas based on a standardized 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

A parent(s) may formally request whole-grade acceleration mid-year promotion, or single subject acceleration (reference Appendix E1) by completing an official request and submitting all required documentation. The principal has the responsibility for making such assignments. 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.

Possible Elementary Acceleration Options:

- Leveled guided reading instruction
- Flexible grouping in mathematics
- Study Skills Curriculum
- Elementary Gifted/Advanced Extensions
- Elementary Math Challenge
- Florida Virtual School (FLVS) identified courses
- Middle School Beginning Spanish through Collier Online Virtual Education (COVE) at identified schools
- Middle School Beginning Spanish for Spanish Speakers through COVE at identified schools

Criteria:

- Identified need for enrichment
- 85th percentile on iReady end-of-year diagnostic assessment (grade two for third grade acceleration)
- 80th percentile on mathematics post-assessment (grade two for third grade acceleration)

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.

Cambridge Primary

Cambridge Primary provides elementary school students an initial experience with Cambridge, which is one of several advanced studies options in middle and high school. The program builds the skills students need to be successful in advanced coursework. Cambridge Primary is an advanced studies program for elementary school students that builds skills, knowledge, and understanding in English Language Arts, mathematics, science and social studies. The curriculum is designed to meet the needs of the most advanced learner with an emphasis on creativity, innovation, and scholarly discourse.

Throughout the Cambridge Primary experience, students develop the skills and content knowledge necessary to meet the demands of advanced course work and ultimately transition successfully to the middle and high school setting.

Parent meetings for parents or students eligible to participate in Cambridge Primary will be held each spring in all elementary schools.

Virtual Options

F.S. 1002.37 authorizes Florida Virtual School (FLVS) to offer part-time instruction for public school students in grades 4-5. However, part-time instruction for fourth and fifth grade students is limited to public school students taking grade 6-8 courses for acceleration purposes. The statute requires that the parent(s) of students in grades 4 and 5 demonstrating a need for enrichment be advised of acceleration opportunities. School counselors will be the point of contact for parents seeking FLVS as an acceleration option.

It is important for school staff to articulate to parent(s) that 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 a FLVS course and teacher may take several weeks.

- Potential students will be identified and notification will be provided to parent(s) via letter.
- Parent(s) may also request COVE and/or FLVS as a possible acceleration option for their child by contacting the school counselor.
- The school counselor will check to ensure the student meets the criteria as outlined above and discuss the additional criteria and process with parent(s). (Reference Appendix E13)

A virtual acceleration option in an elective middle school course may be considered based on eligibility. Requests should be made to the school principal.

Before enrolling a student in a FLVS mathematics content course, the student must show mastery on the grade level Mathematics Summative Assessment.

Parent Notification

Parents of students in grades 4-5 will be notified, in writing, of FLVS eligibility.

Appendix E1

Acceleration Application for CCPS Elementary School Students

Student Name: _____ Student ID: _____

Parent Name: _____

Parent Contact Information: Phone: _____ E-mail: _____

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

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

Single Subject (Deadline: October 1)
Courses/Subjects:

Supporting Documentation Required:

- Letter from Parent
- Transcript/assessment scores or academic history

Student Signature/Date _____

Parent Signature/Date _____

Signature indicates receipt of application by school counselor.

School Counselor Signature/Date _____

Principal Signature/Date _____

Recommended _____ Not Recommended _____

Executive Director, Elementary Programs/Date _____

Approved _____ Not Approved _____

Apéndice E1

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 _____

Promoción 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: 1º de octubre)

Cursos o materias: Haga clic aquí para introducir el texto

Se requiere documentación de apoyo:

Carta de los padres

Expediente académico y los resultados de los exámenes estatales o historial académico

Firma del estudiante y la fecha _____

Firma de los padres y la fecha _____

La firma indica el recibo de la solicitud por parte del consejero escolar.

Firma del Consejero Escolar y la fecha _____

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

Aconsejable _____

No se recomienda _____

Director(a) Ejecutivo de Programas Elementales y fecha _____

Aprobado _____

No Aprobado _____

Apandis E1

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)

Pwomosyon nan Mitan Ane a (Delè: 1 oktòb)

Avanse pou Klas _____

Pwomosyon pou tout Klas (Delè: 1 jen)

Avanse pou Klas _____

Matyè pou kont li (Delè: 1 oktòb)

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

Dokiman yo Ekzije pou Sipòte Aplikasyon an:

Lèt paran yo ekri

Relve nòt/nòt ekzamen oubyen istwa akademik

Siyati Elèv la/Dat _____

Siyati Paran/Dat _____

Siyati ki endike ke yon konseye lekòl la resevwa aplikasyon an.

Siyati Konseye Lekòl la/Dat _____

Siyati Direktè (tris) Lekòl la /Dat _____

Rekòmande _____

Pa Rekòmande _____

Direktris Ekzekitif, Pwogram Elemantè yo/Dat _____

Apwouve _____

Pa Apwouve _____

STUDENT PROGRESSION LETTER TO PARENT Grades K-5

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 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 insure that communication is complete, please sign below and return this letter to the school.

Sincerely,

Principal

Parent Signature _____ Date _____

Apéndice E2

CARTA A LOS PADRES SOBRE EL PROGRESO DEL ESTUDIANTE Grados K-5

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

Firma del padre _____ Fecha _____

LÈT POU PARAN SOU PWOGRESYON ELÈV YO Klas K-5

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 remedyasyon. 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 Remedyasyon 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 elèvtwazyèm 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

Siyati Paran _____ Dat _____

Appendix E3

STUDENT PROGRESSION LETTER TO PARENTS Grades K-5

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 in regard to 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

Parent Signature _____ Date _____

Apéndice E3

CARTA A LOS PADRES SOBRE EL PROGRESO DEL ESTUDIANTE Grados K-5

Fecha:

Estimado/a:

Nos complace informarle que _____ 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

Firma de Padres _____

Fecha _____

Apandis E3

LÈT POU PARAN YO SOU PWOGRESYON ELÈV YO Klas K-5

Dat:

Chè Paran

Nou kontan pou enfòmè ou ke pitit ou akòmanse fè anpil _____ 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 telefone 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,
(insert principal's name)

Direktè/tris

Siyati Paran-an _____ Dat _____

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

Before starting this process, ensure the following are gathered:

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

| | | |
|---------------|--|--|
| STEP 1 | File the statewide standardized assessment results for all Grades 4-5 students who meet state or District expectations in the cumulative record. | Promote these students |
| STEP 2 | <p>For students not meeting district expectations in reading or two of the following three subjects – math, writing, and/or science– consider the following criteria:</p> <p>If the students have been previously retained; and</p> <ul style="list-style-type: none"> • 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; <p>For students who scored a Level 2 on the statewide standardized assessment but do not meet District expectations based on grades and District assessments.</p> | Promote these students with Intensive remediation |
| STEP 3 | <p>For students not meeting district expectations in reading or two of the following three subjects: math, writing, and/or science, consider the following criteria:</p> <ul style="list-style-type: none"> • If the students would benefit from repeating the grade level; • If the students are more than one year below grade level; • If the students are not meeting district expectations in multiple subjects; • If the students are in need of the entire grade level curricula again; • If the students have been in ELL more than two years and do not meet 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, to retain an ELL student the following criteria may be used:

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

Appendix E5

Process for Determining Promotion/Retention of Students in Grade 3

| | | |
|--------|---|--|
| STEP 1 | File the statewide standardized assessment results for all Grade 3 students who meet state or District expectations in the cumulative record. | Promote these students |
| STEP 2 | File with the Superintendent the Good Cause Exemption form for students scoring below proficiency on the statewide standardized English Language Arts assessment who meet the following: <ul style="list-style-type: none"> Students with disabilities who participate in the statewide standardized assessment and who have an Individual Educational Plan (IEP) or a Section 504 plan that reflects that 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 |
| STEP 3 | File with the Superintendent the Good Cause Exemption form for students scoring below proficiency on the statewide standardized English Language Arts assessment who meet the following: <ul style="list-style-type: none"> 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 |
| STEP 4 | File with the Superintendent the Good Cause Exemption form for students scoring below proficiency on the statewide standardized English Language Arts assessment who meet the following: <ul style="list-style-type: none"> 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 kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. | Promote these students with Good Cause Exemption |
| STEP 5 | File with the Superintendent the Good Cause Exemption form for students scoring below proficiency on the statewide standardized English Language Arts assessment who meet the following: <ul style="list-style-type: none"> 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. | Promote these students with Good Cause Exemption |
| STEP 6 | File with the Superintendent the Good Cause Exemption form for students scoring below proficiency on the statewide standardized English Language Arts assessment who meet the following: <ul style="list-style-type: none"> Students who demonstrate grade level reading proficiency on an alternative standardized reading assessment approved by the State Board of Education. To promote a student using the SAT-10 as an alternative assessment Good Cause Exemption, the grade 3 student scoring below proficiency on the statewide standardized reading assessment must score at or above the 45th percentile on the SAT-10. To promote using iReady diagnostic (end-of-year) student must score at or above the 50th percentile (535 overall scale score). | Promote these students with Good Cause Exemption |
| STEP 7 | File with the Superintendent the Good Cause Exemption form for students scoring below proficiency on the statewide standardized English Language Arts assessment who meet the following: <ul style="list-style-type: none"> Students who demonstrate grade level proficiency through a student portfolio as evidenced by demonstration of proficiency of the State Standards in reading equal to at least a Level 2 on the statewide standardized English Language Arts assessment. (The student has met the passing criteria on all of the portfolio items.) | Promote these students with Good Cause Exemption |
| 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 |

Collier County Public Schools Third Grade District Portfolio Guidelines

The Third Grade Assessment Portfolio to be used is provided by the State of Florida. The benchmarks assessed by the statewide standardized English Language Arts assessment are assessed through this portfolio which includes passages with multiple-choice items. For each standard, there must be at least three examples of mastery on 70% of the standards. Students must score an average of 70% on two of the three language passages. Students must complete 60% literary texts and 40% 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:

Key Ideas and Details:

LAFS.3.RI.1.1
LAFS.3.RI.1.2
LAFS.3.RI.1.3
LAFS.3.RL.1.1
LAFS.3.RL.1.2
LAFS.3.RL.1.3

Craft and Structure

LAFS.3.RI.2.4
LAFS.3.RI.2.5
LAFS.3.RI.2.6
LAFS.3.RI.2.7
LAFS.3.RL.2.4
LAFS.3.RL.2.5
LAFS.3.RL.2.6
LAFS.3.L.2.3
LAFS.3.L.3.4a
LAFS.3.L.3.5c

Integration of Knowledge and Ideas

LAFS.3.RI.3.7
LAFS.3.RI.3.8
LAFS.3.RI.3.9
LAFS.3.RL.3.7
LAFS.3.RL.3.9

Language and Editing

LAFS.3.L.1.1
LAFS.3.L.1.2

STUDENT PROGRESSION LETTER TO PARENT Grades K-5

Date

Dear Parent(s) of a Third Grade Student Who was Retained:

Your child was recently tested to determine a current level of reading. I am pleased to inform you that your child has demonstrated on-grade level performance by earning a score at the 51st percentile or higher on the GRA+DE, a norm-referenced assessment, for Grade 4. This test was administered the first week of November.

Your child has met the reading proficiency criteria for mid-year promotion to fourth grade. A teacher and room assignment is being made, and you will be notified prior to winter recess who your child's fourth grade teacher will be. This change of grade level and teacher will occur when your child returns from the winter break. Your child's current Student Success Plan will continue to be implemented for the remainder of the school year.

Congratulations to you and your child and thank you for all of your support.

Sincerely,

Principal

cc: Executive Director, Elementary Programs

Apéndice E7

CARTA A LOS PADRES SOBRE EL PROGRESO DEL ESTUDIANTE Grados K-5

Date

Estimados padres de un estudiante mantenido en el tercer grado:

Recientemente se le administró una prueba de lectura a su hijo/a para determinar su nivel de realización actual. Me complace informarle que ha mostrado un rendimiento de nivel de 4^o grado al sacar una puntuación del 51 percentil o más en la prueba GRA+DE de 4^o Grado. Esta prueba fue administrada durante la primera semana de noviembre.

Su hijo/a satisface los criterios de suficiencia en lectura para ser promovido al cuarto grado a la mitad del año. Se le está asignando un maestro y un salón de clase de cuarto grado sobre los cuales se le notificará antes del receso de invierno. Este cambio de nivel de grado y de maestro tomará lugar al regresar del receso invernal. Se continuará a implementar el Plan de Éxito Estudiantil actual de su hijo/a por el resto del año escolar.

Le felicitamos a usted y a su hijo/a y le agradecemos por todo su apoyo.

Atentamente,

Director/a de la Escuela

cc: Directora Ejecutiva de los Programas de Escuela Elemental

Apandis E7

LÈT POU PARAN SOU PWOGRESYON ELÈV YO Klas K-5

Dat

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

Yo te teste pitit ou tou resaman pou detèmine nivo lekti li koulye a. Mwen kontan pou enfòmè ou ke pitit ou demontre ke li kapab bay pèfòmans ki nan nivo klas li lè l fè yon nòt ki nan ranje 51èm pousantil oubyen pi wo nan evaliyasyon GRA+DE pou Klas Katriyèm Ane a. Yo te administre tès sa a nan premye semèn mwa novanm.

Pitit ou a rive atenn nivo konpetans lekti swivan kritè yo etabli pou li pase pou klas katriyèm ane nan mitan ane a. koulye yo ap chèche nan ki pwofesè ak sal klas li prale e yo pral fè ou konnen avan vakans nwèl la ki pwofesè katriyèm ane ki pral ansenye pitit ou. Chanjman klas ak pwofesè sa a pral fèt lè pitit ou retounen soti nan vakans nwèl. Plan pou Siksè pitit ou a pral kontinye aplike pou rès ane lekòl la.

Nou ap felisite ou menm avèk pitit ou epi nou ap remèsye ou pou tout sipò ke ou ba nou.

Sensèman

Direktè (tris)

cc: Direktris Ekzekitif Pwogram Elemantè yo

Appendix E8

STUDENT PROGRESSION LETTER TO PARENTS Grades K-5

Date

Dear Parent(s) 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 the GRA+DE Reading Assessment and a fourth grade level reading portfolio. 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

Apéndice E8

CARTA A LOS PADRES SOBRE EL PROGRESO DEL ESTUDIANTE
Grados K-5

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 requirió que se le administrara la Prueba de Lectura GRA+DE y que se desarrolle 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

Apandis E8

LÈT POU PARAN SOU PWOGRESYON ELÈV YO Klas K-5

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 te mande pou li te sibi Evaliyasyon Lekti GRA+DE ak yon pòt folyo lekti klas katriyèm ane. 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)

Appendix E9

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:

| | | |
|---|----------------------------|--|
| 1 | Reading Assessment | <p>Students who demonstrate grade level reading proficiency on an alternative standardized reading assessment approved by the State Board of Education.</p> <p>Evidence: Student scored 51% or higher on the GRA+DE Assessment for Grade 4</p> |
| 2 | 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 _____

*Submit this signed form to the Executive Director, Elementary Programs, by the last day before winter recess.

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:

| | | |
|---|--|---|
| 1 | 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: una puntuación de al menos 51% en la prueba GRA+DE de 4º Grado |
| 2 | 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 _____

**Submit this signed form to the Executive Director, Elementary Programs, by the last day before winter recess.*

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:

| | | |
|---|---------------------------|--|
| 1 | Evaliyasyon Lekti | <p>Elèv la demontre konpetans nan nivo klas li ye a sou yon evaliyasyon lekti estandadize altènatif ki apwouve pa Konsèy Administratif Eta sou Edikasyon</p> <p>Evidans: Elèv la obteni yon rezilta 51% oswa pi wo nan Evaliyasyon sou NIVO KLAS pou Klas 4yèm Ane</p> |
| 2 | 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 Siksè 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 _____

*Siyen fòm sa a epi soumèt li bay Direktè Egzekitif la, Pwogram Elemantè a, anvan dènye jou konje livè a.

THIRD GRADE PROMOTION/RETENTION REQUIREMENTS

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 (1-6) 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 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 kindergarten, grade 1, grade 2, or grade 3. |
| 6. | Retained Twice | Students who have received the intensive remediation in reading or English Language Arts for 2 or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of 2 years. [(Section 1008.25(6)(b)7)] |
| 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 _____

*Submit this signed form to the Executive Director, Elementary Programs, by the last day of school.

REQUISITOS DE PROMOCIÓN Y RETENCIÓN 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 6 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. Se utiliza el percentil 45° o superior en la prueba iReady, Tabla 6 del año actual. |
| 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 kindergarten o en el grado 1º, 2º o 3º. |
| 6. | Retenido dos veces | Un alumno que ha recibido remediación intensiva en Lectura o Lenguaje Inglés por al menos 2 años, pero que todavía muestra una deficiencia quien ya ha sido retenido en kindergarten o en el grado 1º, 2º o 3º durante 2 años. [(Sección 1008.25(6)(b)7)] |
| 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 _____

*Submit this signed form to the Executive Director, Elementary Programs, by the last day of school.

EGZIJANS SOU PWOMOSYON/RETANSYON 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 (1-6) 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 rantre 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 Altènativ | Elèv ki demontre konpetans nan lekti nan nivo klas li sou yon evaliyasyon lekti estandardize altènativ ki apwouve pa Konsèy Administratif Lekòl sou Edikasyon. Itilize 45 ^{yèm} pousantil klasman oswa pi wo nan aktyèl ane iReady a, Tab 6. |
| 4. | Pòtfèy | Elèv ki montre konpetans lekti nan nivo klas yo atravè yon pòtfèy elèv. |
| 5. | ESE Double yon Fwa | Elèv ki genyen andikap ki patisipe nan evaliyasyon estandardize nan tout eta e ki genyen yon IEP oswa yon plan Seksyon 504 ki reflekte ke elèv la te resevwa yon ratrapaj entansif. Se lwa Florid ki egzije sa, pou pliske 2 zan men ki toujou demonstre yon defisyans nan lekti e ki te double klas matènèl, klas premye ane, klas dezyèm ane, oswa klas 3yèm ane. |
| 6. | Double de Fwa | Elèv ki te resevwa ratrapaj entansif nan lekti oswa Anglè pou 2 zan oubyen plis men ki toujou demontre yon defisyans e ki te deja double klas matènèl, klas premye ane, klas 2yèm ane, oswa klas 3yèm ane pou yon total 2 zan. [(Seksyon 1008.25(6)(b)7)] |
| 7. | Te Deja Double Klas 3yèm Ane | Elèv ki resevwa entèvansyon sou lekti entansif pou 2 zan oubyen plis men ki toujou demontre yon defisyans 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 Siksè 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 _____

*Siyen fòm sa e soumèt li bay Direktè Egzekitif la, Pwogram Elemantè, anvan dènye jou konje livè a.

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 names, ID#).
- Attached are Third Grade Promotion/Retention charts for each individual student.

| | | |
|---|-----|--|
| 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 # | Last Name | First 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 # | Last Name | First 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 50 th percentile or above on current year iReady, Table 6. |
|---|------------------------|--|

| Student # | Last Name | First 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 # | Last Name | First 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 kindergarten, grade 1, grade 2 or grade 3. |
|---|-------------------------|---|

| Student # | Last Name | First Name |
|-----------|-----------|------------|
| | | |

| | | |
|---|-------------------|---|
| 6 | Retained twice | Students who have received the intensive remediation in reading or English Language Arts for 2 or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of 2 years. [Section F.S. 1008.25 (6)(b)7.] |
|---|-------------------|---|

| Student # | Last Name | First Name |
|-----------|-----------|------------|
| | | |

| | | |
|---|--------------------------------------|--|
| 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, 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 # | Last Name | First Name |
|-----------|-----------|------------|
| | | |

Principal Signature Date

Superintendent Signature Date

**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.

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

Sincerely,

Principal

Parent Signature: _____

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 inglés 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.

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) _____

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 akteri 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 katyèm 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 patisipation yo nan pwogram evaliyasyon sou pwogram ansèyman eta yo pa apwopriye, konsistan avèk ekzijans règleman Konsèy Administrasyon Edikasyon Leta a.

Evaliyasyon Altènatif – Elè 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.

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 _____

Collier County Public Schools
Virtual Options Agreement

Name: _____ Student ID: _____

Counselor: _____ Grade: _____

Course requested on COVE: _____

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 Collier Online Virtual Education (COVE) or Florida Virtual School (FLVS) class during this school year.

- I understand that FLVS courses are middle school level courses and that the grade received will be reflected on my child’s middle school transcript.
- I understand that COVE or FLVS courses are either a semester or full year commitment.
- I understand that COVE or 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 COVE or FLVS.
- I understand that COVE or 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 COVE or FLVS coursework.
- I have carefully thought through my child’s schedule, extracurricular activities, interests, and future goals. My child is committed to completing the COVE or FLVS course.

FLVS allows for a 14-day grace period to drop a course without penalty. I understand that once this period ends, it is not possible to drop a course without a withdrawal/failing appearing on my child’s transcript. If my child is experiencing difficulty in a COVE or FLVS course, I must schedule a conference with my child, the COVE or FLVS teacher, and me.

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

Parent Signature Date

Student Signature Date

School Counselor Signature Date

ESCUELAS PÚBLICAS DEL CONDADO DE COLLIER
Acuerdo de Opciones de Estudio Virtual de Escuela Elemental

Nombre: _____ N° Estudiantil: _____

Consejero: _____ Grado: _____

Curso COVE solicitado: _____

Curso FLVS solicitado: _____

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

- Yo entiendo que los cursos de FLVS son cursos de nivel de escuela intermedia y que el grado que se reciba estará incluido en el expediente académico de mi hijo(a).
- Yo comprendo que los cursos de COVE o FLVS requieren un compromiso de un semestre o de un año escolar completo.
- Yo entiendo que los cursos de COVE y 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 COVE o FLVS.
- Yo comprendo que los maestros de COVE o 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 COVE o 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 COVE o FLVS.

FLVS otorga un período de gracia de 14 días para dejar un curso sin penalidad. Yo comprendo que al haberse acabado dicho período, no hay manera de dejar el curso sin que un resultado de abandono o fracaso aparezca en el expediente académico de mi hijo(a). Si mi hijo(a) tuviera dificultades en el curso de COVE o FLVS, debo programar una conferencia con el maestro de COVE o FLVS, mi hijo(a) y conmigo.

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

Non: _____ Idantifikasyon Elèv la: _____

Konseye: _____ Klas: _____

Kou ki ekzije nan COVE: _____

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 Edikasyon Vityèl Collier sou Entènèt (COVE) oswa Lekòl Vityèl nan Florid (FLVS) pandan ane eskolè sa a.

- Mwen konprann ke kou FLVS se nivo kou nan lekòl mwayen e ke nòt yo resevwa pral reflekte sou relve nòt lekòl mwayen pitit mwen an.
- Mwen konprann ke kou COVE oswa FLVS yo se swa yon angajman pa trimès oswa pou tout ane a.
- Mwen konprann ke COVE oswa 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 pèsonèl yo ak lidèchip COVE oswa FLVS yo.
- Mwen konprann ke pwofesè COVE oswa 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 COVE oswa FLVS yo.
- Mwen ekzamine orè, aktivite preskolè, enterè, objektif alavni pitit mwen an detay. Pitit mwen pran angajman pou konplete kou COVE oswa FLVS la.

FLVS pèmèt yon peryòd degas 14 jou pou kite yon kou san penalite. Mwen konprann ke yon fwa peryòd sa a fini, li pa posib pou kite yon kou a san yon nòt ki mansyone retrè/echwe pa parèt nan relve nòt pitit mwen. Si pitit mwen ap andire difikilte nan yon kou COVE oswa FLVS, mwen dwe ekzije yon konferans avèk pitit mwen, pwofesè COVE oswa FLVS la, epi mwen menm.

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 _____

II. MIDDLE SCHOOL STUDENT PROGRESSION

Students in middle school must complete the following 12 core courses in the order listed below and the career component which is included in the 8th grade course M/J US History and Career Planning. The advanced course or advanced Cambridge infused 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 |

a. Academic Supports

Middle school students who have a most recent FSA 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. Parent(s) wishing to waive this scheduling method must complete Appendix M6.

b. Enrollment and Assignment of Transfer Students

Upon enrolling a transfer student, the school must request official school records. A transfer student who meets all criteria for enrollment, and who has previously attended any other public or private school, shall be admitted to the 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 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 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 Associate Superintendent, Curriculum and Instruction, 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 who 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 who 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 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, 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 or 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 parent(s) 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 parent(s) of possible retention should be made as early as possible.

A middle grades student who transfers into the state's public school system from out-of-country, out-of-state, a private school, or a home education program after the beginning of the second term of eighth grade, is not required to meet the Civics education requirement for promotion if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of Civics education. If this is not the case, the student must be immediately enrolled in Civics and participate in the Civics End-of-Course (EOC) assessment. The results of the EOC assessment must constitute 30% of the course grade, Senate Bill (S.B. 7031).

c. Retention Procedures

Classroom teachers shall be responsible for identifying those students who do not meet standards. 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. Parent(s) are to be notified of the fact that retention is being considered through the quarterly report card, the interim progress report and/or through the use of letter to parent(s). 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(s) 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 parent(s) of all students. A translator must be made available to facilitate communication, as necessary. The review shall be in the form of a conference between the parent(s), teachers, school counselor, and 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 parent(s) 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 SSP. ELL Committee members must convene to make the decision. All other students who are English Language Learners are to be promoted or retained on the same basis as any other student. This is not applicable for eighth grade.

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

d. 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 Collier Online Virtual Education (COVE) or 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).

Middle school students completing high school courses online will meet the online course requirement for graduation.

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

Middle school students in grade 8 may only take the following courses during the eighth grade school year. Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, any first or second year foreign language course, Digital Information Technology, Computer and Business Skills, Workplace Technology Application, Workplace Essentials, Principles of Food Preparation, Pre-AICE Global Perspectives, Health Options through Physical Education (HOPE), Personal Fitness, and Culinary Arts 1 to earn high school credit.

Middle school students in grade 6 may take Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Digital Information Technology, Computer and Business Skills, and Culinary Arts 1, but must have the permission of the Executive Director, Secondary Programs.

Middle school students in grade 7 may take Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Spanish I, Digital Information Technology, Computer and Business Skills, Culinary Arts 1, Workplace Technology Application and Workplace Essentials, but must have the permission of the Executive Director, Secondary Programs.

Students may enroll only in the following online elective courses (FLVS/COVE) the first day after completing eighth grade and not take any of the courses available during the eighth grade year. Approved courses include: Fitness Lifestyle Design, Life Management Skills, H.O.P.E. Health Opportunities in Physical Education, Personal Fitness, Critical Thinking and Study Skills, Driver Education (age requirement), Psychology, and Sociology.

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 Course Selection Information Booklet dictates course sequencing which must be followed.

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

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

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

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

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

f. Educational Opportunities for Middle School Students Who are Migrant

The Florida Migrant Portable Assisted Study Sequence (PASS) offers courses that are designed to assist secondary students who are migrant in earning academic credit. To be eligible for the Florida Migrant PASS program, a student must be identified as eligible for migrant services while attending middle school. Students will be recommended by a school counselor to participate in PASS. Students who currently enrolled in a Collier County Public Schools (CCPS) middle school may use PASS to supplement their school coursework.

CCPS will not deny access to a course offered by PASS, assuming the desired 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 Selection Information Booklet.

It is important for school staff to articulate to parent(s) that PASS is independent of CCPS. The CCPS principal, school counselor, and District staff do not have influence or control over the PASS program. Each student's credit is verified by the school as well as by the Florida PASS office once a student has completed a course.

g. Interim Progress Report

An Interim Progress Report issued in the middle of each grading period shall be used to inform parent(s) regarding student progress.

h. 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:

- a. Attendance below 90 percent (does not differentiate excused or unexcused absences)
- b. One or more suspensions, whether in-school or out-of-school
- c. Course failure in English Language Arts (ELA) or mathematics during any grading period
- d. A Level 1 score on the statewide standardized assessments in ELA or mathematics

These indicators enable educators to identify students based on a number of at-risk characteristics for the purpose of 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 be covered by 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 diagnostic assessments such as Florida Assessments for Instruction in Reading-Florida Standards (FAIR-FS) to determine the area of need shall be used to guide instruction as outlined in the Student Success Plan (SSP).

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

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

i. 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. The grading system is:

| | | |
|---|----------------------------|---------------|
| 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 | |

j. Middle School Progression

The grade level progression of a middle school student will be determined by passing at least 3 out of 4 core courses (English Language Arts, mathematics, science, or social studies).

- Only core courses not passed at the lower level will be repeated. These lower grade level courses will be taken concurrently with current grade level courses.
- A middle school student should never repeat a course in which the student has already earned a passing grade.

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

If a seventh grade student cannot complete all middle school credits by the end of the eight 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.

k. 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 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. Parent(s) 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 meet established eligibility requirements and must complete an application (reference Appendix M1). Approval will be determined by the Executive Director, Secondary Programs. Acceleration must follow District-developed course sequences. Requests for single subject acceleration must be submitted by October 1 of the year in which the course is to be taken. Single subject acceleration applications will not be accepted after the published deadline. Public school students may only register for up to three (3) FLVS courses at one time. 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 Collier Online Virtual Education (COVE), 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.

Cambridge Secondary

Cambridge Secondary provides middle school students an experience with Cambridge, one of several advanced studies options in high school. Cambridge Secondary builds the skills students need to be successful in the various high school advanced studies programs available, including Cambridge Advanced International Certificate of Education (AICE), Advanced Placement (AP), and/or Dual Enrollment (DE). Cambridge Secondary is an advanced studies option for middle school students which builds skills, knowledge, and understanding in English, mathematics and science. The curriculum is designed to meet the needs of the most advanced learner with an emphasis on creativity, innovation, and scholarly discourse.

Students in Cambridge Secondary 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.

Participation in Cambridge Secondary is not automatic or guaranteed. Students who meet the eligibility requirements can complete and submit a Cambridge Secondary application which includes:

- a student-parent agreement detailing the student's commitment to the program;
- a student self-assessment; and
- two short response answers to provided prompts.

Cambridge Secondary applications will be considered based on:

- academic excellence;
- commitment to the program;
- involvement in outside activities;
- attendance; and
- behavior.

I. Virtual Course Options

Florida Virtual School (FLVS) offers more than 150 courses to high school students. A student may complete all graduation requirements and earn a diploma from FLVS. The number of credits that may be earned in FLVS toward meeting the high school graduation requirements is unlimited. Students who are currently enrolled full-time in a District high school may use FLVS to supplement their school coursework. It is recommended that students enroll in only one FLVS course at a time. 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, 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.

CCPS eighth grade students may only earn high school credit for courses identified in the Student Progression Plan as available to eighth grade students, regardless of whether the course is taken in a traditional setting or through the FLVS or Collier Online Virtual Education (COVE).

Notes:

- Full-time virtual education is available for Home Education and FLVS students.
- Students may not withdraw from a CCPS course to take a FLVS course or other online course after the deadlines established in the Course Selection Information Booklet. A student must be assigned to an FLVS teacher either before the school year or semester begins or within the first ten days of either semester to be able to withdraw from a CCPS face-to-face course.
- Middle school students may not enroll full-time in FLVS and should limit FLVS courses to one per school year (August to August). Requests for more than one course per school year must be approved by the Executive Director, Secondary Programs.
- Per Florida Virtual memo of June 2011, public school students may only register for up to three FLVS courses at one time.
- After the completion of 7th grade, middle school students may enroll in HOPE or Personal Fitness through COVE, FLVS, or on the middle school campus. For high school planning and the HOPE requirement, please reference Appendix H11.

Acceleration Application for CCPS Middle School Students

Student Name: _____ Student ID: _____

Parent Name: _____

Parent Contact Information: Phone _____ E-mail _____

- 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)

- Whole-grade Promotion (Deadline: June 1)
 - Advance to Grade 7
 - Advance to Grade 8

Single Subject (Deadline: October 1)
Courses/Subjects: _____

Supporting Documentation Required:

- Letter from parent
- Letter from student
- Transcript/assessment scores or academic history

Student Signature/Date _____

Parent Signature/Date _____

Signature indicates receipt of application by school counselor.

School Counselor Signature/Date _____

Principal Signature/Date _____

Recommended _____ Not Recommended _____

Executive Director, Secondary Programs/Date _____

Approved _____ Not Approved _____

Apéndice M1

Solicitud de aceleración para estudiantes de escuela intermedia de CCPS

Nombre del estudiante: _____ N° Estudiantil: _____

Nombre de los padres: _____

Información de contacto de los padres: Telf. _____ Correo electrónico _____

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)

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

Avanzar al 6º Grado

Avanzar al 7º Grado

Avanzar al 8º Grado

Una sola materia (Fecha límite: 1º de octubre)

El Sistema de FLVS de educación a distancia ofrecida en-línea limita la matriculación a no más de tres cursos a la vez.

Cursos y materias:

Se requiere documentación de apoyo:

Carta de los padres

Carta del estudiante

Expediente académico y los resultados de los exámenes estatales o historial académico

Firma del estudiante y la fecha _____

Firma de los padres y la fecha _____

La firma indica el recibo de la solicitud por parte del consejero escolar.

Firma del Consejero Escolar y la fecha _____

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

Aconsejable _____

No se recomienda _____

Director(a) Ejecutivo(a), Programas Secundarios y fecha _____

Aprobado _____

No Aprobado _____

Akselerasyon Aplikasyon pou Elèv Lekòl Mwayen CCPS yo

Non Elèv la: _____ Nimewo Idantifikasyon Elèv la _____

Non Paran li: _____

Enfòmasyon Kontak Paran li: Telefòn: _____ E-mail _____

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^{em} Ane jis rive nan ane eskolè pwochèn nan)

Pwomosyon pou tout klas (Delè: 1 jen)

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

Matyè pou kont li (Delè: 1 oktòb)

FLVS pa aksepte elèv enskri nan plis pase twa kou alafwa.
Kou/Matyè:

Dokiman yo Ekzije pou Sipòte Aplikasyon an:

Lèt paran
Lèt elèv la ekri
Relve nòt/nòt ekzamen oubyen istwa akademik

Siyati Elèv la/Dat _____

Siyati Paran la/Dat _____

Siyati ki endike ke yon konseye lekòl la resevwa aplikasyon an.

Siyati Konseye Lekòl la/Dat _____

Siyati Direktè (tris) Lekòl la/Dat _____

Rekòmande _____

Pa Rekòmande _____

Direktris Ekzekitif Pwogram Segondè yos/Dat _____

Apwouve _____

Pa Apwouve _____

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 daprè 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 Siksè 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 kominikasyon 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
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 Civica.

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 ___Civica

___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 Siksè 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 kominikasyon 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 _____

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 _____

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 8^{em} 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 Siksè 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 kominikasyon sa a, tanpri siyen pi ba lèt sa a epi voye li retounen nan lekòl la.

Sensèman,

Direktè (tris) la

Siyati Paran an _____

COLLIER COUNTY PUBLIC SCHOOLS
Virtual Options Agreement
Middle School

Name: _____ Grade: _____ Student ID #: _____

Courses requested on COVE: _____

Courses requested on FLVS: _____

Please read this information carefully and thoroughly. Submission to your school counselor is required for Collier Online Virtual Education (COVE) or 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 COVE/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 COVE/FLVS seats and periods in on-campus labs are limited. I may not be able to complete my COVE/FLVS coursework during a preferred period.
- I understand that if I drop a CCPS course to take a COVE/FLVS course, the COVE/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 if I withdraw from a COVE/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 COVE/FLVS course by COVE/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 COVE/FLVS course depending on availability and course offerings.
- I understand that I must pay attention to COVE/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 COVE/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 COVE/FLVS.
- I understand that all final grades are added to my academic history and will have an impact on grade point average.

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

Parent Signature

Date

Student Signature

Date

School Counselor Signature

Date

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 COVE: _____

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 COVE/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 COVE/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 COVE/FLVS en la escuela son limitados. Pueda que no haya cupo para completar mi trabajo del curso de COVE/FLVS durante el período que prefiero.
- Entiendo que si abandono un curso de CCPS para tomar un curso de COVE/FLVS, debo comenzar el curso de COVE/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 COVE/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 COVE/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 COVE/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 COVE/FLVS, dependiendo en la disponibilidad y de los cursos ofrecidos.
- Entiendo que debo prestar atención a los requisitos de COVE/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 COVE/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 COVE/FLVS.
- Entiendo que todas las calificaciones finales formarán parte de mi historial académico y que afectarán mi promedio de notas (GPA).

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 COVE: _____

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 COVE/FLVS pandan ane lekòl sa a.

- Mwen konprann ke se responsabilite 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 ekzamen Fen Detid (EOC) ki apwopriye nan lekòl mwen an si mwen pran kou COVE/FLVS ki aplikab yo site la yo. Lekòl mwen an pral kalkile nòt final pou tout ane a epi yo pral enkli ekzamen EOC a kòm nòt pou ekzamen final la. Mwen konprann ke mwen pral sibi ekzamen final EOC a nan lekòl mwen an pandan lè ke yo ap bay ekzamen an.
- Mwen konprann ke plas COVE/FLVS ak peryòd ki nan laboratwa nan lekòl la limite. Mwen gen dwa pa kapab konplete devwa pou kou COVE/FLVS mwen yo pandan yon peryòd prefere.
- Mwen konprann ke si mwen pa kontinye avèk yon kou CCPS pou pran yon kou COVE/FLVS, kou COVE/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 COVE/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 COVE/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 COVE/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 COVE/FLVS la tou depan de disponibilite avèk kou yo ofri yo.
- Mwen konprann ke mwen dwe prete atansyon a ekzijans COVE/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 COVE/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 COVE/FLVS.
- 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 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

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 Florida Standards Assessment (FSA) English Language Arts (ELA) and Algebra 1 End-of-Course assessments.

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

Escribir: Nombre del curso Número del curso y 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.
4. Los requisitos de graduación requieren una puntuación aprobatoria en la prueba FSA 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: ~~Parent Rationale:~~ _____

Nombre de los padres
(en letra de molde)

Firma de los padres

Fecha

Firma del Director

Escuela

Fecha

El formulario completado se presenta al director de la escuela, es colocado en el archivo de registro acumulativo del estudiante y es documentado en la programación de clases del alumno

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.
4. Ekzijans sou gradyasyon toujou mande yon rezilta ki montre elèv la pase Ekzamen Final Klas 10yèm FSA ELA ak Aljèb 1.

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

Konplete fòm nan epi soumèt li bay direktè(tris) lekòl la epi mete l nan dosye ak dokiman kimilatif elèv la nan planifikasyon pwogram pou elèv yo.

III. HIGH SCHOOL STUDENT PROGRESSION

a. Earning of Credits and Required Assessment Scores

The progression of high school students is based on meeting requirements for diplomas or certificates of completion. A high school diploma is awarded for earning the specified number of academic credits, including required and elective course credits, and earn a passing score (as determined by the Florida Department of Education (FDOE) on the statewide standardized assessment and End-of-Course (EOC) assessments.

A student who has earned 24 credits for graduation but is unable to successfully complete the assessment requirements, will be awarded a certificate of completion in place of a high school diploma. Students with disabilities may be eligible for a statewide standardized assessment EOC assessment waiver.

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

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

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.

b. Graduation Success Plan (GSP)

Students must meet District expectations in their performance in English Language Arts, mathematics, social studies and science. Schools are required to develop and implement a Graduation Success Plan (GSP) for each student who fails to meet certain performance levels, including scoring below Level 3 on statewide standardized assessments and End-of-Course (EOC) assessments. The school must develop the plan in consultation with the student's parents. A Graduation Success Plan (GSP) is intended to provide flexibility for the District and the school in meeting the academic needs of the student. A student who is not meeting the District or state requirements achievement in English Language Arts and mathematics shall be covered by 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 GSP;
- a federally required student plan such as an Individual Educational Plan (IEP).

The plan chosen must be designed to assist the student or the school in meeting the state and District expectations for achievement. It shall be the responsibility of the teachers to provide instruction in and assess student mastery of all of the performance standards identified for each course. With the

exception of courses that require passing an EOC assessment to earn credit according to statute, credit will be awarded based on successful completion of the course as reflected by the final course grade, which is derived from grading period and final exam grades as specified in the Collier County Public Schools' Secondary Grade Reporting Manual and compliance with the attendance requirements.

Students who score Level 1 or Level 2 on statewide assessments will be enrolled in a remedial course or content area course in which remediation strategies are incorporated into course content. Parent(s) wishing to waive this scheduling method will complete Appendix H10.

c. 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 the PERT to further advise of any deficiencies, be used as a comparative score for the Algebra 1 End of Course (EOC) assessment, if applicable, and gauge readiness for Dual Enrollment courses. Students may also use the ACT or SAT state approved score or above as a concordant score in place of a passing score on the statewide standardized assessment in English Language Arts (ELA).

- 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 AP course, are permitted to take an EOC assessment, an AP exam, or CLEP test during the regular administration of each.
- A performance-based alternative for students in public schools, as a means to satisfy the online course requirement for high school graduation by either:
 - completing a course in which a student earns a nationally recognized industry certification, identified on the Career and Professional Education (CAPE) Industry Certification Funding List, in information technology, or passing the information technology certification examination without enrolling in, or completing, the course or courses corresponding to such certification; or
 - passing an online content assessment, without enrolling in or completing the course or courses corresponding to the assessment, whereby the student demonstrates his or her skills and competency in locating information and applying technology for instructional purposes (F.S. 1003.429s).

d. Awarding of Credit and Level of Courses

In compliance with F.S. 1003.436, one half credit shall be awarded to a student who successfully completes only the first or second half of a full credit course and receives a failing grade for the entire course. One full credit shall be granted to a student who successfully completes only the first or second half of a full credit course and receives a passing grade for the entire course.

e. Receiving a High School Diploma or Certificate of Completion

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

- Parent(s) of students who do not meet these requirements shall be notified of the possibility that their student will not receive a High School Diploma but may be eligible to receive a Certificate of Completion.
- The principal at each high school shall be responsible for informing the student and the parent(s), in writing, that the student has failed to meet the assessment requirements.
 - The standard report to parent(s) regarding statewide standardized assessment results shall be used for this purpose.
 - A student failing to complete the cohort-specific statewide standardized assessment requirements may not receive a standard high school diploma. Students may receive specific guidance from 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.
- A student who receives, or is eligible to receive, a Certificate of Completion may not participate in graduation ceremonies.
- 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.
- Students may not participate in graduation exercises after initial acceptance of a Certificate of Completion.

f. 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 state GPA required for graduation is 2.0.

g. 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.

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

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

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

- A transfer student may, in no case, graduate with less than standard requirements earlier than would have been the case at the school previously attended.
- At the time of transfer, students are to be classified (freshman, sophomore, junior, senior) as they would have been classified in their previous school. This initial classification is to determine the time remaining for the student to take courses in the CCPS toward meeting graduation requirements. In order to graduate with less than the normal requirements, the student must take all courses normally required, for which he/she can be scheduled between the time of transfer and the graduation of his/her class. Failure of any CCPS course will require that the student re-take and pass that course, if a required course, or another course, if it was not a required course, in order to graduate. Such failed courses must be taken in addition to the number of courses regularly scheduled.
- No additional courses shall be required to make up courses failed in the previous schools when such courses cannot be regularly scheduled to be completed prior to the graduation date of the class in which the student was placed upon transfer.
- As soon as possible after entry, the transfer student's parent(s) 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.
 - When appropriate matching courses do not exist, transfer students may begin new courses after the five (5) day drop/add period. Such students may begin courses within eight (8) school days of the start of half credit courses and within fifteen (15) school days of the start of full credit courses.

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 10% or 30% of the student's course grade (F.S. 1003.4282).
- All high school transfer students must have an official transcript from the last school that they attended. An official transcript is a document that is sent directly from the administrator of the school where the credit is earned to the receiving school administrator. An official transcript shall be sent by mail or electronically signed by a school administrator, and be on school letterhead, and/or be embossed with the school's seal. An official transcript should clearly identify the school, the student, course number, date the course was taken, credit earned and grade in each course. An unofficial transcript is one that is hand delivered by the student or parent, or is delivered to the designated school administrator in an open envelope, or on plain paper.

For transfer students ages 16 or older, an official transcript from the last school attended must be received and reviewed by the school counselor prior to enrollment if there has been a significant gap of a semester or more in their high school enrollment history.

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 a 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.

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

h. 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 grading period (end of first nine weeks). 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 grading period. 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.

Statewide Standardized Assessment and End-of-Course (EOC) Assessments

- Students must be provided at least 90 days from date of transfer to prepare for the statewide standardized assessment or EOC assessment. The validation procedures must be determined by the teacher, principal and the parent.

High school courses taken in eighth grade

- 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 I 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 I. However, the student must take and pass the Algebra 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 parent(s) have identified an EOC assessment as a selected measure of their child's annual progress, Home Education Program students may participate in the EOC assessment administration, as directed by the Executive Director, Accountability and Data Management.

i. 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 H4).

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.

j. Validity of Earned Credit

There shall be no time limit imposed on the validity of previously earned or accepted academic credit as it applies to meeting graduation requirements in the future. However, restrictions regarding maximum age for participation in the regular high school program, as expressed in School Board Policy 5112.01 (reference Appendix H4) shall apply.

k. Transfer of Credit to Receive a Diploma

To receive a Collier County Public Schools (CCPS) high school diploma, and participate in the graduation ceremonies, 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.

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

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

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

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

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

m. Educational Opportunities for High School Students Who are Migrants

The Florida Migrant Portable Assisted Study Sequence (PASS) offers courses that are designed to assist secondary students who are migrant in earning academic credit. To be eligible for the Florida Migrant PASS program, a student must be identified as eligible for migrant services while attending high school. Students will be recommended by a school counselor to participate in PASS. Students who are currently enrolled in a CCPS high school may use PASS to supplement their school coursework.

The Collier County Public Schools (CCPS) will not deny access to a course offered by PASS, assuming the desired 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 Selection Information Booklet.

It is important for school staff to articulate to parent(s) that PASS is independent of Collier County Public Schools (CCPS). The CCPS principal, school counselor, and District staff do not have influence or control over the PASS program. Each student's credit is verified by the school as well as by Florida PASS office once a student has completed a course.

n. Interim Progress Report

An Interim Progress Report issued in the middle of each grading period shall be used to inform parent(s) regarding student progress.

o. Grade Point Average (GPA) and Graduation Requirements

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

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

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

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

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

p. 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, 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 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.

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

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 Collier Online Virtual Education (COVE) Florida Virtual School (FLVS), dual enrollment, and early admissions programs.

q. Grade Forgiveness and Weighted Grade Point Average (WGPA)

A course may be retaken during the regular school year or during summer school, with the higher grade earned replacing the lower grade earned in calculation of grade point average, based on F.S. 1003.428(4)(d) 2011. Credit for the course may be earned only once, however.

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 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. If a student who is retaking a weighted course for grade forgiveness does NOT retake the course while completing or before completing the next course in the normal sequence of courses, the student does not earn bonus points for the course.

For example, if a student retakes Algebra 1 Honors for grade forgiveness before completing Geometry Honors or Algebra 2 Honors, the student earns bonus points for the course. However, if a student retakes Algebra 1 Honors after completing Geometry Honors or Algebra 2 Honors, the student does not earn bonus points for the course.

r. 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 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).
- This restriction does not apply to the calculation of the unweighted GPA.

s. 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.

t. 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.
- Students who earn a WGPA between 4.400 and 4.799 will be recognized as magna cum laude graduates.
- Students who earn a WGPA between 4.00 and 4.399 shall be recognized as a cum laude graduates.

u. 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 pursuing a Special Diploma will participate in commencement exercises only one time, either at the end of the semester in which the student turns twenty-two (22) years of age or with the student's graduating class.

NOTE:

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

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

NOTE:

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

v. 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 graduation ceremony with full rights and privileges, including attending the annual awards assembly.

w. Procedures for General Educational Development (GED) Students' 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.

x. Early Admission Program

Early admission 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.

When students leave high school as Early Admission Program students, they:

- are considered full-time college students taking a minimum of 12 credit hours and a maximum of 16 credit hours on the college campus; and
- 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.

Credit will only be accepted from institutions that have an articulation agreement with CCPS.

y. Dual Enrollment Program

Dual enrollment is the part-time enrollment of an eligible secondary student or home education 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. Eligible students (with approval of the high school principal) may dually enroll during any session. 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.

- The maximum number of credits allowed is eleven (11).
- Students in this part-time program are required to be scheduled in the equivalent of seven periods per school day.
- Dual enrollment courses are available on the college and some high school campuses.

- If the dual enrollment course is offered on the high school campus then the student will be required to take that course on his/her home campus.

z. 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.

aa. Waiver Options

Current Waiver Options available for Physical Education for 2018-2019SY:

- Interscholastic Sports: 2 seasons of successful completion/participation in Varsity or JV interscholastic sports may waive participation in 1.0 Physical Education credit.
- Marching Band: Successful participation in Personal Fitness: .5 Physical Education Credit may be paired with Marching Band to complete 1.0 Physical Education Requirement.
- Dance: Successful participation in Personal Fitness .5 Physical Education credit may be paired with Dance Techniques to complete 1.0 Health Education Requirement.
- JROTC: 2 years of participation and successful completion of JROTC, any level, may waive the 1.0 Physical Education requirement.

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

bb. Credit from Other Educational Institutions

Students in grades nine through twelve may earn a maximum of one elective credit by passing high school coursework through another educational institution.

- The educational institution must possess accreditation through AdvancED 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 dual enrollment or Florida Virtual School courses.

cc. Correspondence Credit

A maximum of one credit earned in correspondence courses may be applied toward meeting the high school graduation requirements. The principal shall give prior approval for the use of correspondence course work toward meeting graduation requirements. The one credit may be in either an elective or a required course. Any exceptions to the one credit must be approved by the Executive Director, Secondary Programs.

Only seniors may be approved to take a correspondence course to be applied toward meeting graduation requirements. Only those correspondence courses meeting District curriculum equivalency may be taken for credit. Any course exceptions must be approved by the Executive Director, Secondary Programs.

Transfer students may apply all previously earned correspondence credit toward meeting graduation requirements when such credit has been accepted by a public high school or a school accredited by the AdvancED or its regional equivalent from which they have transferred.

dd. 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 may, with parental approval, request a waiver to take the Florida GED Tests to qualify for a State of Florida High School Diploma. All students under the age of 18 must attend GED Preparation classes before taking the GED class, unless a hardship waiver is requested and approved. 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.

ee. 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 Tests administered under student conditions.

ff. 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 H5).

gg. Virtual Course Options

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

The number of credits that may be earned in FLVS toward meeting the high school graduation requirements is unlimited. 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 H7).

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.

Note: Per Florida Virtual memo of June 2011, public school students may only register for up to three FLVS courses at one time.

- Full-time virtual education is available for Home Education and FLVS students.
- 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 one-credit high school course should submit a course change form to the Counseling Office within the first ten days of the course. Students attending a school (LWTHS) on block scheduling should submit a course change form to the Counseling Office within the first five days of the course. Students who wish to withdraw from a half credit high school course should submit a course change form to the Counseling Office with the first five days of the course. Student attending a school (LWTHS) on block scheduling who wish to withdraw from a half credit high school course should submit a course change form to the Counseling Office within the first three days of the course.
- A student must be assigned to a FLVS teacher either before the school year begins or SEMESTER BEGINS OR within the first ten days of either semester to be able to withdraw from a CCPS face-to-face course.

It is important for school staff to articulate to parent(s) that FLVS is independent of 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.

Collier Online Virtual Education (COVE) courses are an option for students at the high school level and also subject to the Virtual Options Agreement (Appendix H7).

Graduation Requirements for ALL Cohorts

Students Entering Grade Nine in the 2014-2015 School Year and Forward

| | 24 Credit Standard Diploma | Scholar Designation | Merit Designation | 18 Credit ACCEL |
|-------------|---|---|---|---|
| ENGLISH | <p>4 credits in ELA I, II, III, IV</p> <p>ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement</p> | <p>4 credits in ELA I, II, III, IV</p> <p>ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement</p> | <p>4 credits in ELA I, II, III, IV</p> <p>ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement</p> | <p>4 credits in ELA I, II, III, IV</p> <p>ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement</p> |
| MATHEMATICS | <p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent</p> <ul style="list-style-type: none"> • Algebra 1* and Geometry* EOC results constitute 30% of final course grade • Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma • Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry) | <p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent</p> <ul style="list-style-type: none"> <input type="checkbox"/> Algebra 1* and Geometry* EOC results constitute 30% of final course grade <input type="checkbox"/> Pass Geometry EOC <input type="checkbox"/> Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma <input type="checkbox"/> Earn 1 credit in Algebra 2 <input type="checkbox"/> 1 credit in Statistics or an equally rigorous mathematics course (level 3 courses) | <p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent</p> <ul style="list-style-type: none"> • Algebra 1* and Geometry* EOC results constitute 30% of final course grade • Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma • Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry) | <p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent</p> <ul style="list-style-type: none"> • Algebra 1* and Geometry* EOC results constitute 30% of final course grade • Must pass Algebra 1 EOC or a comparative score on the PERT to earn a standard diploma • Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry) |
| SCIENCE | <p>3 credits in science</p> <p>one of which must be Biology 1, two equally rigorous, and two of three which must have a laboratory component</p> <ul style="list-style-type: none"> • Biology 1 EOC results constitute 30% of final course grade • Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science course (except for Biology 1) | <p>3 credits in science</p> <p>one of which must be Biology 1, two equally rigorous, and two of three which must have a laboratory component</p> <ul style="list-style-type: none"> <input type="checkbox"/> Biology 1 EOC results constitute 30% of final course grade <input type="checkbox"/> Pass the Biology EOC. A student is exempt if enrolled in AP, IB, or AICE and earns the minimum score to earn college credit <input type="checkbox"/> 1 credit in chemistry or physics <input type="checkbox"/> 1 credit in a course equally rigorous to chemistry or physics | <p>3 credits in science</p> <p>one of which must be Biology 1, two equally rigorous, and two of three which must have a laboratory component</p> <ul style="list-style-type: none"> • Biology 1 EOC results constitute 30% of final course grade • Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science course (except for Biology 1) | <p>3 credits in science</p> <p>one of which must be Biology 1, two equally rigorous, and two of three which must have a laboratory component</p> <ul style="list-style-type: none"> • Biology 1 EOC results constitute 30% of final course grade • Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science course (except for Biology 1) |

Graduation Requirements for ALL Cohorts

Students Entering Grade Nine in the 2014-2015 School Year and Forward

| | 24 Credit Standard Diploma | Scholar Designation | Merit Designation | 18 Credit ACCEL |
|-----------------------|---|--|---|---|
| SOCIAL STUDIES | 3 credits <ul style="list-style-type: none"> 1 credit World History 1 credit U.S. History (EOC results count 30% of final course grade) ½ U.S. Gov't ½ Econ with Financial Literacy | 3 credits <ul style="list-style-type: none"> 1 credit World History 1 credit U.S. History (EOC results count 30% of final course grade) ½ U.S. Gov't ½ Econ with Financial Literacy Pass the U.S. History EOC. A student is exempt if enrolled in AP, IB, AICE and earns the minimum score to earn college credit | 3 credits <ul style="list-style-type: none"> 1 credit World History 1 credit U.S. History (EOC results count 30% of final course grade) ½ U.S. Gov't ½ Econ with Financial Literacy | 3 credits <ul style="list-style-type: none"> 1 credit World History 1 credit U.S. History (EOC results count 30% of final course grade) ½ U.S. Gov't ½ Econ with Financial Literacy |
| WL | Not required for graduation but required for admission to state universities | • 2 credits in the same world language | Not required for graduation but required for admission to state universities | Not required for graduation but required for admission to state universities |
| PF | 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 eligible practical arts courses as specified in the Florida Course Code Directory | 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 eligible practical arts courses as specified in the Florida Course Code Directory |
| PE | 1 credit H.O.P.E. or Personal Fitness and physical education activity elective | 1 credit H.O.P.E. or Personal Fitness and physical education activity elective | 1 credit H.O.P.E. or Personal Fitness and physical education activity elective | Not required |
| ELECTIVES | 8 credits | 6 credits <ul style="list-style-type: none"> Earn at least one credit in AP, IB, AICE, or dual enrollment course | 8 credits <ul style="list-style-type: none"> Attain one or more industry certifications from established list | 3 elective credits |
| TOTAL | 24 credits | 24 credits | 24 credits | 18 credits |
| TESTS | Must pass the Grade 10 ELA assessment or ACT/SAT concordant score | Must pass the Grade 10 ELA assessment or ACT/SAT concordant score | Must pass the Grade 10 ELA assessment or ACT/SAT concordant score | Must pass the Grade 10 ELA assessment or ACT/SAT concordant score |
| 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 | Cumulative GPA of 2.0 on 4.0 scale |
| ON-LINE | One complete course within the 24 credits | One complete course within the 24 credits | One complete course within the 24 credits | Not required |

***SPECIAL NOTE:** 30% not applicable if enrolled in Algebra 1, Geometry, or Algebra 2 in the 2014-2015 SY

Appendix H2

Job preparatory programs which have been identified as being the equivalent of Anatomy and Physiology (20000350) are listed on the following chart.

| LEVEL | SUBJECT AREA | PROGRAM COURSE | PROGRAM NUMBER |
|-------|------------------------------------|---|--|
| 2 | Anatomy & Physiology (20000350) | Complete Both: Health Science 1 Health Science 2 OR Practical Nursing OR Veterinary Assisting | 8417100 8417110 8418300 8115110 |

The School Board of Collier County

Bylaws & Policies

5200.01 - HIGH SCHOOL MEMBERSHIP REQUIREMENTS

In order for students to derive maximum benefit from the educational opportunities available, the high school program of the District is intended to be a program of full-time enrollment and attendance. High school students, while enrolled in the District, shall be enrolled and in attendance on a full-time basis throughout the academic year, irrespective of the academic credits needed to meet graduation requirements. Enrollment in cooperative work study programs homebound instruction, the Dual Enrollment Agreements and the Collier County Career/Technical Center shall be considered as meeting this requirement.

The following are exempt from the requirements of this policy:

- A. A student enrolled beyond four (4) years in a high school program.
- B. A student who has met the requirements for Dual Enrollment (per agreements) and who is taking courses after school hours which are not offered at the high school. The total of courses taken at the high school and at college must, however, equal the number of courses comprising full-time high school enrollment.
- C. A student who is enrolled in Florida Virtual School (FLVS) outside of school and outside the normal school day may have less than a full day of instruction at school. In such cases, the student's enrollment in the FLVS course is documented in TERMS.

The School Board of Collier County
Bylaws & Policies

5112.01 - MAXIMUM AGE FOR PARTICIPATION IN THE REGULAR HIGH SCHOOL PROGRAM

The two paragraphs below will no longer be in effect after July 31, 2013.

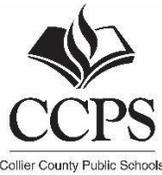
In order to provide reasonable consistency of maturity levels among students in the regular high school program, no person shall be permitted to attend the regular high school program after attaining the age of twenty-one (21). Those who attain the age of twenty-one (21) during a school year may complete that school year. Persons who are eighteen (18) years old or older and who, by earning eight (8) credits per academic year, cannot meet graduation requirements, including grade point average (GPA), prior to the end of the school year during which they attain the age of twenty-one (21), 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 eighteen (18). Such persons shall be afforded an opportunity to pursue a high school diploma through the Adult High School or General Educational Development (GED) programs of the District. The provisions of this paragraph limiting enrollment of students between the ages of eighteen (18) and twenty-one (21) years shall not be automatically applied 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. The District will provide services to students with disabilities until the end of the semester in which they turn twenty-two (22).

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 eighteen (18) years, and who have previously dropped out of the regular high school program. Such persons shall be afforded the opportunity to pursue a high school diploma through the Adult High School or General Educational Development (GED) programs of the District. The provisions of this paragraph shall not apply to students who are classified as exceptional students.

The two (2) paragraphs below shall go into effect on August 1, 2013.

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, by earning eight (8) credits per academic year, cannot meet graduation requirements, including grade point average (GPA), 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 afforded an opportunity to pursue a high school diploma through the Adult High School or General Educational Development (GED) programs of the District. The provisions of this paragraph limiting enrollment of students between the ages of eighteen (18) and twenty-one (21) years shall not be automatically applied 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 re-enroll in school. Such persons shall be afforded the opportunity to pursue a high school diploma through the Adult High School or General Educational Development (GED) programs of the District. The provisions of this paragraph shall not apply to students who are classified as exceptional students.



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 FSA
- 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 FCAT
- O. Intimidated/Threatened/Bullied
- P. Migrant
- Q. Homeless
- R. Family Problems
- S. Other

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

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

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

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

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

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

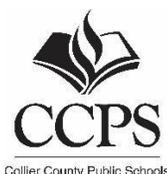
Parent/Guardian Signature: _____ Date: _____
(If student is under 18 years of age)

School Personnel 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



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 puede pasar la prueba estatal de la Florida (FSA)
- 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 puede pasar la prueba estatal de la Florida (FSA)
- 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
- P.

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.

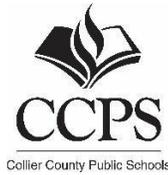
Firma del estudiante: _____ Fecha: _____

Firma del padre o tutor legal: _____
(Para estudiantes menores de 18 años de edad) Fecha: _____

Firma del personal escolar: _____ Fecha: _____

Optativo:

- 1. ¿Cuál fue el nivel escolar más alto que completó tu madre o tutora legal? (Indica uno)
Primaria Intermedia/Secundaria Secundaria/Superior la Universidad No se
- 2. ¿Cuál fue el nivel escolar más alto que completó tu padre o tutor legal? (Indica uno)
Primaria Intermedia/Secundaria Secundaria/Superior la Universidad No se



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 reyisi egzamen ofisyèl FSA
- 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 reyisi egzamen ofisyèl FCAT
- 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 familyal)
- 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 wogre 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 Manb Pèsonèl Lekòl la: _____ Dat: _____

Opsyon:

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

Elemantè Klas Mwayen Klas Segondè Diplome nan Inivèsite Mwen pa Konnen

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

Elemantè Klas Mwayen Klas Segondè Diplome nan Inivèsite Mwen pa Konnen

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 H7

COLLIER COUNTY PUBLIC SCHOOLS
Virtual Options Agreement
High School

Name: _____ Grade: _____ Student ID #: _____

Courses requested on COVE: _____

Courses requested on FLVS: _____

Please read this information carefully and thoroughly. Submission to your school counselor is required for Collier Online Virtual Education (COVE) or 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 COVE/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 COVE/FLVS seats and periods in on-campus labs are limited. I may not be able to complete my COVE/FLVS coursework during a preferred period.
- I understand that if I drop a CCPS course to take a COVE/FLVS course, the COVE/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 if I withdraw from a COVE/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 COVE/FLVS course by COVE/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 COVE/FLVS course depending on availability and course offerings.
- I understand that I must pay attention to COVE/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 COVE/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 COVE/FLVS.
- 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 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 H7

ESCUELAS PÚBLICAS DEL CONDADO DE COLLIER
Acuerdo de Opciones de Estudio Virtual de Escuela Superior

Nombre: _____ Grado: _____ N° Estudiantil: _____

Cursos solicitados en COVE: _____

Cursos solicitados en FLVS: _____

Favor de leer la siguiente información detenidamente y a fondo. Para matricularse en *Collier Online Virtual Education (COVE)* o *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) correspondiente en mi escuela si curso las clases en COVE o 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 en mi escuela durante la hora programada para este examen.
- Yo entiendo que el cupo y el horario de laboratorios COVE o FLVS en la escuela es limitado. Es posible que no pueda completar mi trabajo de COVE o FLVS durante mi período de clase preferido
- Yo comprendo que si dejo un curso de CCPS para tomar uno de COVE o FLVS, debo comenzar el curso de COVE o 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 COVE o 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.
- Yo entiendo que si me retiro de un curso COVE o 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 COVE o FLVS dependiendo de la disponibilidad de los cursos ofrecidos.
- Yo comprendo que debo prestar atención a los requisitos de COVE y 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 COVE y 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 COVE y 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 COVE: _____

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 Edikasyon Vityèl Collier sou Entènèt (COVE) oswa Lekòl Vityèl nan Florid (FLVS) pandan ane eskolè sa a.

- Mwen konprann ke se responsablite m pou m siveye achevman 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) ki apwopriye nan lekòl mwen si m pran kou COVE/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 a nan lekòl la nan lè yo pwograme li a.
- Mwen konnen ke syèj COVE/FLVS yo ak peryòd pou laboratwa nan lekòl la limite. Mwen andwa pa kapab konplete travay COVE/FLVS yo pandan yon peryòd.
- Mwen konprann ke si mwen kite yon kou nan CCPS pou pran yon kou nan COVE/FLVS, kou COVE/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 si m soti nan kou COVE/FLVS nan mitan trimès la e ki ekzije yon kou CCPS nan plas li, mwen pa kapab resevwa kredi akòz syèj ki pa disponib nan tan an.
- Mwen konprann ke si mwen ap soti nan yon kou COVE/FLVS ki dire tout ane a pa COVE/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 COVE/FLVS la, sa depann de disponibilite ak kou ke yo ofri yo.
- Mwen konprann ke mwen dwe fè atansyon avèk ekzijans COVE/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 COVE/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 pèsonèl yo ak lidèchip yo nan COVE/FLVS yo.
- Mwen konprann ke tout nòt final yo nan dosye akademik mwen e yo pral gen yon enpak sou mwayèn mwen.
- 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 grasyasyon 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

ADVANCED STUDIES AGREEMENT FOR ADVANCED PLACEMENT AND CAMBRIDGE ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION (AICE) COURSEWORK

AP/AICE Course: _____ AICE Candidate ID (if known): _____
Student's Name (last) _____ (first) _____
Teacher Recommending AP/AICE Placement: _____
Student's Counselor: _____ Student's Grade: _____

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.**

1. 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.
2. I understand that Advanced Placement and Cambridge AICE courses are a full term/year commitment.
3. 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 Pre-AICE, AS, or A level courses **can occur outside** of the 180 school day year calendar.
4. 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 Public Schools (CCPS) as long as I have not previously taken the same exam.
5. 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.
6. 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.
7. 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).**
8. 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 experiencing difficulty 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.

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 CollegeBoard. CCPS will pay all regular exam fees assessed by the CollegeBoard. CCPS 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. Any student who fails to arrive on time for an AP exam or who misses an AP exam will be asked to reimburse CCPS for the exam fees. (Cabinet approved 3/22/10)

Cambridge – CCPS requires each student involved in the Cambridge program to take his or her Pre-AICE, AS, or an 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. CCPS has no control over the date or time the Cambridge AICE exam is scheduled. A student may not request to change either the date of the time of an exam. Any student who fails to arrive on time for a Cambridge AICE exam or who misses a Cambridge AICE exam will be asked to reimburse CCPS for the exam fees. (Approved by Jon Fishbane, 12/2/11)

DUAL ENROLLMENT AND EARLY ADMISSIONS AGREEMENT

1. I understand that I am responsible for providing my high school with a copy of my schedule before the beginning of both the fall and spring semesters.
2. 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 at the college bookstore within a reasonable period of time and an automated call and email will be sent to the phone number/email on file with information on how to obtain textbook(s)/pickup information. It is my responsibility to provide updated contact information to my school, if applicable.
3. I understand that the college will provide my grades by the end of the semester. I may need to meet with my school counselor to retrieve my grades online.
4. I understand that I am ineligible to repeat a course until after high school graduation
5. 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.
6. I understand that Collier County Public Schools will pay for books ONLY. All other supplies, including the need for a calculator, are my responsibility.
7. 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).
8. 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.
9. I understand that I may not add or drop courses without counselor approval. Furthermore, because CCPS rules require full-time enrollment I may be required to return to my home high school and be assigned a course for which I may not receive credit.
10. At Florida Southwestern State College (FSW), students are not permitted to drop courses after the end of the college "drop/add" period. Students with extenuating circumstances wanting to withdraw after the end of the drop/add period must follow the late drop petition process outlined in the college catalog.
11. At FSW, an Early Admissions student with permission from his/her assigned school, who drops or withdraws from a Dual Enrollment course 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.
12. 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, Secondary Programs. Please allow adequate time for a request to withdraw due to extenuating circumstances.
13. I understand that if I drop out of a course I must return to my high school for a class assignment.
14. I understand that I must maintain both the college required and the high school GPA to remain in the program.
15. 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.
16. 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.

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 H10

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 Florida Standards Assessment (FSA) English Language Arts (ELA) and Algebra 1 End-of-Course assessments.

I am waiving intensive/remediation course(s) after having read and understand 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 record 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.
4. Los requisitos de graduación requieren una puntuación aprobatoria en la prueba FSA 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 Firma de los padres o tutor legal Fecha
(en letra de molde)

Firma del Director Escuela Fecha

El formulario completado se presenta al director de la escuela, es colocado en el archivo de registro acumulativo del estudiante y es documentado en la programación de clases del alumno.

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 Final Klas 10yèm FSA 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

Konplete fòm nan epi soumèt li bay Direktè(tris) lekòl la epi mete l nan dosye ak dokiman kimilatif elèv la nan planifikasyon pwogram pou elèv yo.

Appendix H11

HOPE and HOPE/Personal Fitness/Physical Education Activity Waiver Options

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

| Personal Fitness/Physical Education Activity Elective | Health Opportunities Through Physical Education (HOPE) |
|--|--|
| Two seasons of an interscholastic sport at the junior varsity or varsity level (Season 1 waiver #1500410, Season 2 waiver #1500420) waives the .5 credit in Personal Fitness and the .5 credit requirement in a physical education activity elective. | Two seasons of an interscholastic sport at the junior varsity or varsity level (Season 1 waiver #1500410, Season 2 waiver #1500420) waives the full one credit physical education requirement. |
| One semester of marching band with a grade of C or better (waiver #1500440) waives the .5 credit requirement of a physical education activity elective. (NOTE: another option is to have this waive the performing arts requirement). The student must still take the .5 credit Personal Fitness class to complete the requirement. | |
| One semester of a dance class (waiver #1500445) waives the .5 credit requirement of a physical education activity elective. The student must still take the .5 credit Personal Fitness class to complete the requirement. | Two years in a R.O.T.C. class (Year 1 waiver #1500450, Year 2 waiver # 1500460) waives the full one credit physical education requirement <u>AND</u> the full one credit performing arts requirement (waiver # 1500480). |
| Two years in a R.O.T.C. class (Year 1 waiver #1500450, Year 2 waiver #1500460) waives the .5 credit requirement of a physical education activity elective <u>AND</u> the full one credit performing arts requirement (waiver # 1500480). The student must still take the .5 credit Personal Fitness class to complete the requirement. | |



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

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

Interscholastic High School Extracurricular Sports:

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

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

Full Season:

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

Steps Student Needs to Take In Completing the Waiver Process:

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. 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.
6. Return the completed waiver form to your school counselor for review and to input waiver codes into academic transcripts.

Attention Parents:

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

*Students and Parents may still elect to enroll in a Health-integrated Physical Education Course at any time regardless of this waiver option.

Interscholastic Sports Physical Education High School Waiver Request Form

(Revised 10/05/2017)

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

Section I

Student Name: _____ **Student Number:** _____ **School:** _____

School Counselor at time of submission of form: _____

Junior Varsity or Varsity Sports Completed:

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

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

Student Statement of Understanding

Section II

- I understand that because I have participated for two full seasons in an interscholastic sport at the junior varsity or varsity level that I will not be required to take the one credit of physical education.
- 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. I understand the waiver of the physical education course does not affect the number of credits required for graduation and I may need to replace this course with an elective to meet the credits required for high school graduation.

(Student's Name) (Please Print)

(Student's Signature)

(Date)

Parent Permission to Waive Health Integrated Physical Education Elective

Section III

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

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

(Parent/legal guardian's signature)

(Date)

Coach/Administrator Verification

Section IV

- 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 H12
Junta Directiva Escolar del Condado de Collier
Notificación e instrucciones de exención de educación física
DEPORTES INTER-ESCOLARES
(Mod 5/Oct/2017)

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

Deporte Inter-escolar Extracurricular de Escuela Superior:

Esta exención únicamente está disponible para estudiantes que hayan participado en un deporte inter-escolar 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 inter-escolares 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.

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.

Atención Padres:

Las Escuelas Públicas del Condado de Collier no endorsan la ausencia del curso de Educación Física y Ciencia de Salud Integrada por parte de los estudiantes atletas. Se sugiere que todo alumno participe en cursos optativos que conlleven a una experiencia de salud y educación física bien acabada. La legislatura ha eliminado este requisito de graduación para los atletas arriba descritos. Al ejecutar esta exención usted hace un reconocimiento que su hijo tendrá poca o ninguna exposición a la Educación de la Salud Comprensiva requerida por estatuto, incluyendo los conceptos de salud comunitaria, salud del consumidor, salud ambiental, salud familiar, consciencia de los beneficios de abstinencia sexual, las consecuencias del embarazo en la adolescencia, salud mental y emocional, seguridad y prevención de lesiones, seguridad en el Internet, nutrición, salud personal, prevención y control de enfermedades y del abuso de drogas y alcohol sin tomar un curso de Educación Física y Ciencia de Salud Integrada o por medio de otras fuentes fuera de la escuela.

*El estudiante y sus padres pueden elegir que se inscriba en un curso de Educación Física y Ciencia de Salud Integrada a cualquier punto a pesar de haber presentado esta opción de exención.

Solicitud de Exención de Educación Física de Escuela Superior por Deporte Inter-escolar

(Mod 5/Oct/2017)

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 por haber completado dos temporadas enteras en un deporte inter-escolar de equipo de segunda o primera, no se me requerirá tomar un curso de educación física de un crédito.
- Entiendo que la participación en deportes no me previene tomar educación física y que puedo elegir tomar cualquier curso de educación física, incluyendo *HOPE*, *Personal Fitness* o cualquier curso optativo de educación física cuyo crédito será incluido en mi promedio de notas (GPA).
- Entiendo que no recibiré calificación ni crédito por participar en un deporte. Únicamente se me concederá una exención del requisito de graduación para educación física. Entiendo que esta exención del curso de educación física no afecta la cantidad de créditos requeridos para la graduación y que es posible que deba reemplazar este curso con uno optativo para poder satisfacer los requisitos de graduación de escuela superior.

(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 permito que la escuela exente a mi hijo del requisito de 1 crédito de educación física al cualificar por participar en 2 temporadas completas de deporte de FHSAA.
- Como resultado de esta exención, estoy consciente que mi hijo tendrá poca o ninguna exposición a la Educación de la Salud Comprensiva requerida por estatuto, incluyendo los conceptos de salud comunitaria, salud del consumidor, salud ambiental, salud familiar, consciencia de los beneficios de abstinencia sexual, las consecuencias del embarazo en la adolescencia, salud mental y emocional, seguridad y prevención de lesiones, seguridad en el Internet, nutrición, salud personal, prevención y control de enfermedades y del abuso de drogas y alcohol sin tomar un curso de Educación Física y Ciencia de Salud Integrada o por medio 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)

Verificación del Entrenador o Administrador

Sección 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.



Apandis H12
Konsèy Administrasyon Distri Eskolè Collier County
Avi avèk Enstriksyon pou Renonse ak Edikasyon Fizik
Espò Entèskolè
(Revize 5 oktòb 2017)

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 (FHSAA).

Sezon Anplen:

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

Etap yon Elèv Bezwen Swiv Pou Konplete Pwosesis Konsiderasyon pou Abandon an:

6. Pran fòm yo nan depatman konseye lekòl la.
7. Li enstriksyon yo avèk anpil swen pou wè si ou kalifye.
8. Konplete Seksyon I ak II.
9. Fè yon paran/responsab konplete e siyen Seksyon III a.
10. 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.
11. Konplete fòm konsiderasyon an epi voye li retounen bay konseye lekòl ou a pou li revize pou presizyon e pou antre kòd konsiderasyon pou abandon an nan relve nòt akademik yo.

Atansyon Paran:

Lekòl Piblik Collier County yo pa andose absans Edikasyon Sante Konpreyansif Entegre a oswa fè eksperimante Edikasyon Fizik e ankouraje tout elèv patisipe nan kou elektif ki bati yon eksperyans Edikasyon Fizik e Sante Konpreyansif ki rich. Lejislasyon retire egzijans gradyasyon pou atlèt jan sa masyone anwo a. Lè ou konplete konsiderasyon pou abandon sa a, ou rekonèt ke pitit ou a papral genyen anpil oswa papral genyen okenn ekspozisyon pou egzijans legal sou Edikasyon Sante Konpreyansif ki enkli konsèp sante kominotè; sante konsomatè; sante anviwònman; lavi familyal, ki enkli yon konsyantizasyon sou avantaj abstinans seksyèl kòm atant estanda e konsekans sou gwosès adolesans; sante mantal e emosyonèl; prevansyon kont blesi e sekirite; sekirite nan entènèt, nitrisyon, sante pèsònèl, prevansyon ak kontwòl sou maladi; e itilizasyon ak abi sibstans san anwole nan yon Kou Edikasyon Fizik Sante Entegre oswa atravè lòt sous andeyò lekòl.

*Elèv ak Paran yo kapab toujou chwazi pou anwole nan yon Kou Edikasyon Fizik Sante Entegre nenpòt lè san sa pa genyen anyen pou wè avèk opsyon konsiderasyon pou abandon sa a.

Fòmilè pou Fè Demand Renonsman nan Edikasyon Fizik Espò Entèskolè nan Nivo Lekòl Segondè

(Revize 5 oktòb 2017)

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, akoz mwen te patisipe nan de sezon anplèn nan yon espò entèskolè nan nivo *varsity* jinyò oswa nivo *varsity* yo papral egzije pou mwen pran kou pou dekwoche yon kredi nan edikasyon fizik.
- Mwen konprann ke patisipasyon nan espò pa anpeche mwen pran kou edikasyon fizik, e ke mwen kapab chwazi pou pran nenpòt kou edikasyon fizik, ki enkli HOPE oswa Fòm Fizik Pèsonèl ak nenpòt Edikasyon Fizik Elektif ki apwouve pou resevwa kredi ki pral aplike nan Mwayèn (GPA) mwen.
- Mwen konprann ke mwen papral resevwa yon nòt oswa kredi pou espò ke mwen te patisipe a. Yo pral senpman akòde mwen yon konsidersasyon pou egzijans gradyasyon sou edikasyon fizik. Mwen konprann ke konsiderasyon pou kou edikasyon fizik la pap afekte kantite kredi yo egzije pou gradyasyon e mwen kapab bezwen ranplase kou sa a avèk yon kou elektif pou satisfè kredi ke yo egzije pou gradye nan lekòl segondè a.

(Non Elèv la) (ekri li)

(Siyati Elèv la)

(Dat)

Pèmision Paran pou Konsidere Kou Elektif Edikasyon Fizik Entegre Sante

Seksyon III

- Kòm yon paran/responsab elèv ki mansyone anwo a, mwen konprann e pèmèt pou lekòl la konsidere abandone yon kredi nan Edikasyon Fizik yo egzije lè li patisipe nan 2 sezon elijib anplèn nan espò FHSAA pou lekòl segondè.
- Kòm yon rezilta sou konsiderasyon abandon an, mwen rekonèt ke pitit mwen an pral genyen anpil oswa papral genyen okenn ekspozisyon sou egzijans legal pou Edikasyon Sante Konpreyansif ki enkli konsèp sante kominotè; sante konsomatè; sante anviwònman; lavi familyal, ki enkli konsyantizasyon sou benefis abstinans seksyèl kòm estanda yo espere ansanm ak konsekans sou gwosès adolesans; sante mantal e emosyonèl; prevansyon kont blesi ak sekirite; nitrisyon, sante pèsonèl; sekirite nan entènèt; prevansyon ak kontwòl kont maladi; e itilizasyon ak abi sibstans san anwole nan yon Kou Edikasyon Fizik Entegre Sante oswa lòt sous andeyò lekòl la.

(Non paran/responsab legal) (Ekri li)

(Siyati paran/responsab)

(Dat)

Verifikasyon Antrenè/Administratè a

Seksyon IV

- Mwen konfime ke elèv ki mansyone anwo a te konplete patisipasyon aktiv li jan sa defini nan paj avan an pou 2 sezon konplè nan *varsity* jinyò oswa *varsity* pou espò entèskolè ki apwouve a ki nan lis seksyon I an epi mwen verifye ke dat li konplete yo a kòrèk.

(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.



District School Board of Collier County
Notification and Instructions for Physical Education Waiver
JROTC
(Revised 06/01/2016)

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: H.O.P.E. Waiver Pathway

This waiver can only be used by students who have successfully completed 2 years of Army Leadership Courses under the JROTC department.

ROTC 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). ROTC 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 (H.O.P.E.) 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 ROTC classes waive their one (1) full credit Physical Education graduation requirement ***and*** their one (1) full credit Performing Arts graduation requirement.

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. School counseling department will file until Year 2 is completed.
7. 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 06/01/2016)

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:

_____ ROTC Course Level 1 ROTC Course Code 1801300 Year Completed: _____ Counselor Initials: _____

_____ ROTC Course Level 2 ROTC 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 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 2 full years of ROTC courses and I understand and support Section II for my child.

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

(Parent/legal guardian's signature)

(Date)

School Counseling Office Use Only:

Waiver # 1500450 ROTC YEAR 1 (completion of .5 Physical Education Elective)

Waiver # 1500460 ROTC YEAR 2 (completion of .5 Physical Education Elective)

Waiver # 1500480 ROTC 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.



Apéndice H13
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. 1/Jun/2016)

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

JROTC – Liderazgo del Ejercito: Proceso de Exención de Curso H.O.P.E.

Esta exención solo se concede a estudiantes quienes hayan completado exitosamente 2 años del Curso de Liderazgo del Ejercito 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 (H.O.P.E.). 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.

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

12. Obtener los formularios del departamento de consejería
13. Leer las instrucciones detenidamente para verificar que cualifique.
14. Completar las Secciones I y II.
15. Encargarse de que uno de sus padres o tutor legal complete y firme la Sección III.
16. Devolver el formulario de exención a su consejero escolar para que verifique los datos.
17. El departamento de consejería guardará la solicitud hasta que compete el Año 2 de JROTC.
18. 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. 1/Jun/2016)

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: _____ Nº Estudiantil: _____ Escuela: _____

Nombre de su consejero escolar: _____

Marque los cursos que el estudiante arriba mencionado haya completado exitosamente:

_____ Curso Año 1 ROTC Código 1801300 Año que lo completó: _____ Iniciales del consejero: _____

_____ Curso Año 2 ROTC Código 1801300 Año que lo completó: _____ Iniciales del consejero: _____

Declaración de Comprensión del Estudiante

Sección II

- Entiendo que debo haber completado dos años enteros del curso de JROTC exitosamente antes de poder ser elegible para la exención del requisito de graduación de un (1) crédito de educación física y un (1) crédito de Artes Escénicas.
- Entiendo que debo obtener un grado mínimo de 2.0 en esta clase para poder usar la exención.
- Entiendo que es responsabilidad mía, completar esta solicitud antes del final del año 2 y de reunirme con mi consejero escolar para que se verifique la información de exención del requisito de Educación Física y Artes Escénicas y los créditos de mi historial académico.
- También comprendo que debo reemplazar este curso con una clase optativa para satisfacer los requisitos de graduación de escuela superior.

(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 permito que la escuela exente a mi hijo(a) del requisito de un (1) crédito de educación física y un (1) crédito de Artes Escénicas al haber completado 2 años enteros de la clase de JROTC, además entiendo y apoyo la declaración de Sección II de mi hijo(a).

(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 ROTC YEAR 1 (completion of .5 Physical Education Elective)

Waiver # 1500460 ROTC YEAR 2 (completion of .5 Physical Education Elective)

Waiver # 1500480 ROTC 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.



Apandis H13
Konsèy Administrasyon Distri Eskolè Collier County
Avètisman avèk Enstriksyon pou Renonse ak Edikasyon
Fizik JROTC
(Revize 01 jen 2016)

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 ROTC 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 ROTC 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 (H.O.P.E.). 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.

Etap yon Elèv Bezwen Swiv Pou Konplete Pwosesis Konsiderasyon pou Abandon an:

19. Pran fòm yo nan depatman konseye lekòl la.
20. Li enstriksyon yo avèk anpil swen pou wè si ou kalifye.
21. Konplete Seksyon I ak II.
22. Fè yon paran/responsab konplete e siyen Seksyon III a.
23. Pote fòmilè pou konsiderasyon abandon ki fini konplete a retounen bay konseye lekòl ou a pou revize li pou presizyon
24. Depatman konseye lekòl la pral klase dosye a jis lè dezyèm ane a fini konplete.
25. Pote li retounen bay konseye lekòl ou a avan ou kòmanse klas pou ane ki ap vini an pou yo kapab verifiye ke konplasyon 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 01 jen 2016)

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 Sikse:

_____ Kou ROTC Nivo 1 ROTC Kòd Kou 1801300 Ane li Konplete: _____ Inisyal Konseye a: _____
_____ Kou ROTC Nivo 2 ROTC Kòd Kou 1801310 Ane li Konplete: _____ Inisyal Konseye a: _____

○ **Deklarasyon Konpreyansyon Elèv la**

- Seksyon II
- Mwen konprann ke mwen dwe konplete de ane konplè nan klas JROTC yon fason pou mwen kalifye pou yo konsidere yon (1) kredi sou egzijans gradyasyon nan Edikasyon Fizik avèk yon (1) kredi konplè nan egzijans gradyasyon nan Pèfòmans Atizay sou egzijans gradyasyon.
- Mwen konprann ke mwen dwe ressevwa yon nòt satisfaksyon 2.0 pou kou sayo endepandaman yon fason pou yo aplike konsiderasyon an.
- Mwen konprann ke se responsablite mwen pou m konplete konsiderasyon sa a alafen dezyèm ane a e reyini avèk konseye lekòl mwen an pou verifiye ke konsiderasyon an rantre pou kredi Edikasyon Fizik ak Pèfòmans Atizay la nan dosye akademik mwen.
- Mwen konprann ke mwen dwe ranplase kou sa a avèk yon kou elektif pou mwen satisfè kredi yo egzije pou gradye nan lekòl segondè.

(Non Elèv la) (ekri li)

(Siyati Elèv la)

(Dat)

Pèmision Paran pou Konsidere Kou Elektif Edikasyon Fizik e PÈFÒMANS ATIZAY

Seksyon III

Kòm yon paran/responsab legal elèv ki mansyone anwo a, mwen konprann e pèmèt lekòl la konsidere yon (1) kredi ki egzije nan Edikasyon Fizik ak yon (1) kredi nan PÈFÒMANS ATIZAY kote li konplete 2 ane konplè ak klas JROTC 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 # 1500450 ROTC YEAR 1 (completion of .5 Physical Education Elective)

Waiver # 1500460 ROTC YEAR 2 (completion of .5 Physical Education Elective)

Waiver # 1500480 ROTC 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.



District School Board of Collier County
Notification and Instructions for Physical Education Waiver
MARCHING BAND/DANCE
(Revised 06/01/2016)

Before completing this waiver request form, please read the following for additional information and to see if you qualify for this request.

Marching Band/Dance: Personal Fitness/Physical Education Elective Waiver Pathway

This waiver can only be used by students who have successfully completed 1 semester of either:

BAND 1 (#1302300) or any qualified Band level course **OR**

MARCHING BAND (#1302355) **OR**

DANCE TECHNIQUES 1 or 2 (#1300310 or 1300320)

AND successfully completes **Personal Fitness** (#1501300), either at attending school site or through Collier Online Virtual Education (COVE). Student will qualify to waive .5 Physical Education credit required for graduation.

Marching Band Physical Education waiver (Waiver Code 1500440) 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 Personal Fitness Course and one[1] of the courses above have been successfully completed). This pathway only applies to Personal Fitness and Physical Education Elective Pathway. The Health Opportunities through Physical Education (H.O.P.E.) course would not apply to this waiver pathway option, as it is a full year 1.0 credit course that includes half the time in physical education activities and half the time in a health classroom during the entire year.

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 Band/Dance Waiver Request Form (Revised 06/01/2016)

Directions: Read the notification and instructions. Begin this form as you enroll in Band/Dance Waiver Pathway.

Section I

Student Name: _____ **Student Number:** _____ **School:** _____

School Counselor: _____

Check Courses Successfully Completed by Student Above:

_____ **BAND 1** **Course Code 1802300** **Year Completed:** _____ **Counselor Initials:** _____

_____ **MARCHING BAND** **Course Code 1302355** **Year Completed:** _____ **Counselor Initials:** _____

_____ **MARCHING BAND** **Course Code 1302355** **Year Completed:** _____ **Counselor Initials:** _____

_____ _____ **Course Code** _____ **Year Completed:** _____ **Counselor Initials:** _____

(enter any qualified or approved Band/Dance Level Course in blank above)

Student Statement of Understanding

Section II

- I understand that I have to successfully complete the Personal Fitness Course (# 1501300) and one (1) of the courses listed above successfully to be eligible to waive the .5 Physical Education credit and complete the graduation requirement.
- I understand that I must receive a 2.0 grade satisfaction for these courses independently in order for the waiver to be used.
- I understand that it is my responsibility to complete this waiver prior to scheduling courses for the year and meet with my school counselor to verify the waiver entry for the .5 Physical Education credit on my academic history.
- I also 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 my child must complete the Personal Fitness Course successfully in order for the school to waive the .5 credit in Physical Education and I understand and support Section II for my child.

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

(Parent/legal guardian's signature)

(Date)

School Counseling Office Use Only:

Waiver # 1500440 for MARCHING BAND WAIVER CODE satisfies completion of .5 Physical Education Elective

Waiver # 1500445 for DANCE TECHNIQUES satisfies completion of .5 Physical Education Elective

Date entered: _____ / _____ / _____ Entered by (Initials): _____

*PE Exemption added to student academic history file for no credit.



Apéndice H14
Junta Directiva Escolar del Condado de Collier
Notificación e Instrucciones para la Exención de Educación Física
BANDA MARCIAL Y DANZA
(Mod. 1/Jun/2016)

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

Banda Marcial y Danza: Proceso de exención del curso optativo de Educación Física

Esta exención solo se otorga a estudiantes que hayan completado exitosamente un (1) semestre de:

BANDA 1 (Nº 1302300) o cualquier nivel de curso de Banda que cualifica Q

BANDA MARCIAL (Nº 1302355) Q

TÉCNICAS DE DANZA 1 o 2 (Nº 1300310 o 1300320)

Y puede cualificar si ya completó el curso de **Personal Fitness** (#1501300) exitosamente, en su escuela o en el Internet por el programa COVE de Collier para ser exento del .5 de crédito de Educación Física requerido para recibir un diploma de escuela superior.

La exención del curso de Educación Física debido a la participación en la Banda Marcial (Código 1500440) se efectuará luego de completar un (1) año para .5 de crédito de curso Educación Física optativo (solo se aplica al crédito de Educación Física cuando para el curso de *Personal Fitness* y uno [1] de los cursos arriba mencionados se hayan completado exitosamente).

Esta avenida solo está disponible para el curso de *Personal Fitness*, curso optativo de educación física. El curso de educación física y ciencia de salud integrada llamado H.O.P.E. no aplica a este proceso de exención ya que es un curso de 1.0 crédito de año escolar entero, que consta de actividades de educación física para la mitad del tiempo de clase y la otra mitad toma lugar en el salón de ciencias de la salud.

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

26. Obtener los formularios del departamento de consejería
27. Leer las instrucciones detenidamente para verificar que cualifica.
28. Completar las Secciones I y II.
29. Encargarse de que uno de sus padres o tutor legal complete y firme la Sección III.
30. Devolver el formulario de exención a su consejero escolar para que verifique los datos.
31. Regresar con su consejero escolar antes que se programen las clases para el siguiente año escolar para que se verifique la compleción los cursos requeridos. Si no los completó exitosamente, deberá ajustarse el horario de clases.

Solicitud de Exención del curso Educación Física debido a Banda Marcial y

Danza:

(Mod. 1/Jun/2016)

Lea la notificación e instrucciones detenidamente. Comience a llenar este formulario al inscribirse en la trayectoria de exención de Educación Física por medio de Banda Marcial o Danza

Sección I

Nombre del estudiante: _____ N° Estudiantil: _____

Escuela: _____

Consejero Escolar: _____

Marque los cursos que el estudiante ha completado exitosamente:

_____ BANDA 1 Código 1802300 Año que lo completó: _____ Iniciales del
consejero: _____

_____ BANDA MARCIAL Código 1302355 Año que lo completó: _____ Iniciales del
consejero: _____

_____ BAND MARCIAL Código 1302355 Año que lo completó: _____ Iniciales del
consejero: _____

_____ Código: _____ Año que lo completó: _____ Iniciales del
consejero: _____

(en el blanco arriba, ponga a cualquier de los cursos de Banda o Danza aprobados)

Declaración de Comprensión del Estudiante

Sección II

- Entiendo que debo haber completado exitosamente el curso de *Personal Fitness* (N° 1501300) y uno (1) de los cursos arriba mencionados antes de ser elegible para la exención del requisito de graduación de .5 de crédito de educación física y para satisfacer el requisito de diploma de escuela superior.
- Entiendo que debo obtener un grado mínimo de 2.0 en cada una de estas clases para poder usar la exención.
- Entiendo que es responsabilidad mía, completar esta solicitud antes de que se programen los cursos para el siguiente año y de reunirme con mi consejero escolar para que se verifique que la exención para un .5 de crédito de Educación Física sea incluido en mi historial académico.
- También comprendo que debo reemplazar este curso con una clase optativa para satisfacer los requisitos de graduación de escuela superior.

(Nombre del estudiante en letra de molde)

(Fecha)

(Firma del estudiante)

Autorización Parental para la Exención del Curso Optativo de Educación Física

Sección III

Como padre o tutor legal del estudiante arriba mencionado, comprendo que mi hijo(a) debe completar el curso de Personal Fitness exitosamente antes de que la escuela pueda exentar a mi hijo(a) del requisito de un .5 de crédito de educación física, además entiendo y apoyo la declaración de Sección II de mi hijo(a).

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

(Firma de padres o tutor legal)

School Counseling Office Use Only:

Waiver # 1500440 for MARCHING BAND WAIVER CODE satisfies completion of .5 Physical Education Elective

Waiver # 1500445 for DANCE TECHNIQUES satisfies completion of .5 Physical Education Elective

Date entered: _____ / _____ / _____ Entered by (Initials): _____

*PE Exemption added to student academic history file for no credit.



Apandis H14
Konsèy Administrasyon Distri Eskolè Collier County
Avi avèk Enstriksyon sou Konsiderasyon pou Renonse ak
Edikasyon Fizik FANFA/DANS
(Revize 01 jen 2016)

Anvan ou konplete fòmilè demand pou renonsman sa a, tanpri li enfòmasyon adisyonèl ki pi bab yo pou wè si ou kalifye pou demand sa a.

Fanfa/Dans: Fòm Fizik Pèsònèl/Chemen Konsiderasyon abandon pou Kou
Edikasyon Fizik Elektif

Se sèlman elèv ki konplete premye trimès la avèk siksè ki kapab itilize konsiderasyon sa a pou swa:

BAND 1 (#1302300) oswa nenpòt kou nan nivo Band ki kalifye **OSWA**

FANFA (#1302355) **OSWA**

TEKNIK DANS 1 oubyen **2** (#1300310 oswa 1300320)

Epi konplete avèk siksè **Fòm Fizik Pèsònèl** (#1501300) la, swa lè li patisipe nan syèj lekòl la oubyen atravè Edikasyon Vityèl Entènèt Collier a (COVE) e li pral kalifye pou renonse a ½ kredi nan Edikasyon Fizik ke yo egzije pou gradyasyon.

Konsiderasyon pou Edikasyon Fizik Fanfa (Kòd Konsiderasyon 1500440) pral aplike apre achèvman premye ane pou ½ kredi pou Kou Elektif nan Edikasyon Fizik (sa kapab aplike sèlman pou kredi nan Edikasyon Fizik pou ni Kou Fòm Fizik Pèsònèl la oubyen li konplete youn[1] nan kou ki mansyone anwo yo avèk siksè).

Mwayen sa a aplike sèlman pou Fòm Fizik Pèsònèl e Mwayen pou Kou Elektif nan Edikasyon Fizik. Opòtinite Sante atravè kou Edikasyon Fizik (H.O.P.E.) la papral aplike opsyon mwayen konsiderasyon sa a kòm se yon kou pou yon kredi ki dire yon ane epi ki enkli demi nan tan pou aktivite edikasyon fizik e demi nan tan nan yon salklas sante pandan tout ane a.

Men ki Etap Elèv Bezwen la Pran Pou Konplete Pwosesis konsiderasyon an

32. Pran fòm yo nan depatman konseye lekòl la.
33. Li enstriksyon yo avèk anpil pridans pou wè si ou kalifye.
34. Konplete Seksyon I ak II.
35. Fè yon paran/responsab konplete e siyen Seksyon III a.
36. Pote fòmilè pou konsiderasyon abandon ki fini konplete a retounen bay konseye lekòl ou a pou revize li pou presizyon.
37. Reyini avèk konseye lekòl ou a anvan ou enskri pou klas pou pwochen ane eskolè a pou verifye si ou te fini konplete klas ou dapre mwayen sa a paske ou kapab bezwen fè ajisteman nan orè ou anka si ou pa te konplete klas nan plan etid ou avèk siksè nan chak domèn yo.

Fòmilè pou fè Demand pou Renonsman a Band/Dans Edikasyon Fizik Klas Segondè

(Revize 01 jen 2016)

Direksyon: Li tout avi ansanm ak enstriksyon yo. Kòmanse fòmilè sa a pandan ou ap anwole nan Chemen Renonsman pou Band/Dans.

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:

_____ **BAND 1** Ane ke Kou ki Gen Kòd **1802300** a te Konplete: _____ **Inisyal Konseye a:** _____
_____ **FANFA** Ane ke Kou ki gen kòd **1302355** la te Konplete: _____ **Inisyal Konseye a:** _____
_____ **FANFA** Ane ke Kou ki gen kòd **1302355** la te Konplete: _____ **Inisyal Konseye a:** _____
_____ Ane ke Kou ki gen Kòd _____ la te Konplete r: _____ **Inisyal Konseye a:** _____

(antre nenpòt Kou nan Nivo Dans/Bann ki apwouve oswa ou kalifye nan espas ki pa make anwo yo)

Deklarasyon Konpreyansyon Elèv la

Seksyon II

- Mwen konprann ke mwen dwe konplete Kou sou Fòm Fizik Pèsonèl (# 1501300) la avèk siksè e youn (1) nan kou ki nan lis anwo yo avèk siksè yon fason pou mwen kalifye pou yo konsidere kou ½ kredi nan Edikasyon Fizik la epi konplete egzijans gradyasyon an.
- Mwen konprann ke mwen dwe ressevwa yon nòt satisfaksyon 2.0 pou kou sayo endepandaman yon fason pou yo aplike konsiderasyon an.
- Mwen konprann ke se responsablite mwen pou mwen konplete fòm konsiderasyon an anvan ke mwen kapab enskri pou klas nan ane eskolè a epi pou mwen reyini avèk konseye lekòl mwen an pou verifiye ke yo mete konsiderasyon pou kou ½ kredi Edikasyon Fizik nan istwa akademik mwen.
- Mwen konprann ke mwen dwe ranplase kou sa a avèk yon kou elektif pou mwen satisfè kredi yo egzije 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 mansyone 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 paran/responsab legal) (Ekri li)
(Dat)

(Siyati paran/responsab)

School Counseling Office Use Only:

Waiver # 1500440 for MARCHING BAND WAIVER CODE satisfies completion of .5 Physical Education Elective

Waiver # 1500445 for DANCE TECHNIQUES satisfies completion of .5 Physical Education Elective

Date entered: _____ / _____ / _____ Entered by (Initials): _____

*PE Exemption added to student academic history file for no credit.

IV. EXCEPTIONAL STUDENT EDUCATION (ESE)

a. Pre-Kindergarten Progression of Students with Disabilities

Children, age three-five, enrolled in the Preschool Disabilities Program must meet Florida Department of Education (FDOE) criteria for a special program and be in need of 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-two program, and who are eligible for the Preschool Disabilities Program, must have an IEP developed by their third birthday. Students transferring from in-county or out-of-state must have a current Individual Family Support Plan (IFSP) or IEP.

Moving from preschool to kindergarten can be a stressful time for parent(s) and children. A smooth transition from the Pre-K setting to kindergarten is most successful when it is carefully planned out over the entire pre-kindergarten year. Transition planning will help parent(s) 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 regarding the transition of students in the Preschool Disabilities Program are the responsibility of the IEP team. A child who is eligible for admission to public kindergarten, and is eligible as a child with a disability, may receive instruction for one additional school year in the Preschool Disabilities Program in accordance with the child's IEP. The IEP team must discuss and document evidence of the circumstance or condition that supports this proposal. The parent(s) of the child must be informed of 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 will not be considered as retention. If the parent(s) does not agree with the IEP recommendation for an additional year of instruction in the Pre-school Disabilities Program, a student may not be denied admission to kindergarten.

b. Placement Decisions for Students with Disabilities

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

c. Instructional Time

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

d. 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 significant cognitive disabilities who are instructed in the Florida Standards Access Points (FS-AP) should also be promoted by their principal along 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.

e. Statewide Standardized Assessment Program

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

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

f. Accommodations

In many instances, students with disabilities will require accommodations and support in order 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 Education and Student Services.

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).

The state regulations mandate that parent(s) must be informed when their child is being provided with accommodations in the classroom that are not permitted on state assessments, sign consent in order 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.

g. Florida Standards Alternate Assessment (FSAA) Participation

The decision that a student with a significant cognitive disability will participate in the statewide alternate assessment is made by the Individual Educational Plan (IEP) team and documented on the plan. To participate in the FSAA, 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 is instructed in Florida Standards Access points (FS-AP) in Language Arts, Mathematics, and Science; and
- the student requires direct instruction in academics based on access points in order to acquire,

generalize, and transfer skills across settings.

In order to facilitate informed and equitable decision-making, IEP teams must complete the Florida Standards Alternate Assessment Participation Checklist located within the online IEP program.

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

h. Extraordinary Exemption

The Individual Educational Plan (IEP) team, which must include the parent, may submit to the Director, Exceptional Student Education a written request for an extraordinary exemption at any time during the school year, but no later than 60 days before the current year's assessment administration for which the request is made. The request must include a written description of the student's disabilities and evidence of the circumstance or condition in which the results of administration of the statewide standardized assessment reflect the student's impaired sensory, manual, or speaking skills.

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, make a determination, and notify the parent(s) and the Superintendent in writing within 30 days after the receipt of 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.

i. Medical Complexity Exemption

A student with medical complexity may be exempt from participating in statewide, standardized assessments to include the Florida Standards Alternate Assessment (FSAA). 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 parent(s) must consent in writing for an assessment exemption. The one-year exemption must be granted by the District Superintendent. A two-year, three-year, or permanent exemption must be approved by the Commissioner of Education.

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.

j. Waiver of End-of-Course (EOC) Assessment

F.S. 1008.22(3)(c)2 states that students with disabilities can be eligible for waivers of statewide, standardized assessment results for the purpose of receiving a course grade and a standard high school diploma. This includes Civics EOC, the Grade 10 FSA 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 as long as the Individual Educational Plan (IEP) team determines the student meets the criteria for waiving the results of the statewide standardized assessment. More than one statewide standardized assessment can be considered during an IEP team meeting, however, each waiver of assessment result must be considered individually and documented separately.

For the purpose of determining 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 taking into consideration 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.

k. Waiver of Statewide Standardized Assessment Results

Students with disabilities who are 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 following 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 make a determination of 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 in order 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. In the event that the parent(s) do/does approve the waiver of the statewide standardized assessment results, the IEP team should document this in the IEP. In this circumstance, if the IEP team believes that the waiver of results should be provided to the student, regardless of the parent's lack of approval, then the school is advised to provide a notice of refusal to the parent(s) with a copy of the Procedural Safeguards.

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

- return to the high school to continue working toward passing the assessment or meeting the criteria for a waiver of the results until reaching the age of 22;
- receive a comparative score to the passing score for the required statewide standardized assessment on the Postsecondary Education Readiness Test (PERT);
- receive assessment remediation through adult education;
- prepare for the high school equivalency test through adult education;
- receive a certificate of completion; or
- receive a concordant score to the passing score for the required statewide standardized assessment on the SAT or ACT.

I. High School Graduation Requirements for Students with Disabilities

Students with disabilities can earn a standard high school diploma using any high school graduation option that is available to all students. Students with disabilities access the standard diploma through traditional coursework, access coursework, or a combination of traditional courses and work experience.

The Individual Educational Plan (IEP) team, which includes the parent(s) and the student, determines which high school graduation option is the most appropriate, using the postsecondary education and career goals of the student to guide the decision. Students who work toward a standard diploma via access courses must have a written parental consent on record to be provided instruction in the state standards access points curriculum, 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.

m. 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;
- complete one online course, unless waived by the IEP team;
- 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 Florida Standard Assessment (FSA) 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 I EOC assessment or a comparative score on the Postsecondary Education Readiness Test (PERT) 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 1).

n. 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 is the most appropriate pathway, the student must be instructed in Florida Standards Access Points (modified curriculum) and participate in the statewide alternate assessment. This option includes:

- completion of minimum course requirements for twenty-four (24) credits and achievement of the required grade point average;
- courses may include a combination of course substitutions (eg. 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;
- one online course, unless 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 Standards Alternate Assessment (FSAA) ELA unless granted a waiver by the IEP team (reference Appendix 1).

o. 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 stating 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.

p. Certificate of Completion

- A certificate of completion is given to a student who receives credit for all required courses, but does not achieve the required grade point average or does not achieve satisfactory or above on required statewide standardized assessments for which he/she was not granted a waiver of test results by the Individual Educational Plan (IEP) team.
- A student with a disability who receives a certificate of completion and has an IEP that prescribes special education, transition planning, transition services, or related services through 21 years of age may continue to receive the specified instruction and services.

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 Standards Alternate Assessment (FSAA) | 18 Credit ACCEL Diploma Option , available only to students with significant cognitive disabilities, who take access courses and the Florida Standards Alternate Assessment (FSAA) |
|-------------|---|---|---|
| English | <p>4 credits in ELA I, II, III, IV (ELA honors, AP, AICE, IB, and dual enrollment may satisfy this requirement)</p> <ul style="list-style-type: none"> • May substitute a CTE course with content related to English for ELA IV | <p>4 Credits (Access English I, II, III, IV)</p> <ul style="list-style-type: none"> • May substitute general education courses for access courses • May substitute a CTE course with content related to English for ELA IV | <p>4 Credits (Access English I, II, III, IV)</p> <ul style="list-style-type: none"> • May substitute general education courses for access courses • May substitute a CTE course with content related to English for ELA IV |
| Mathematics | <p>4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent</p> <ul style="list-style-type: none"> • 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) or have a comparative score on the PERT to earn a standard diploma • 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) | <p>4 Credits (Must include Access Algebra 1 and Access Geometry)</p> <ul style="list-style-type: none"> • 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) | <p>4 Credits (Must include Access Algebra 1 and Access Geometry)</p> <ul style="list-style-type: none"> • 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) |

| | | | |
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| Science | <p>3 credits in science one of which must be Biology 1, two equally rigorous courses, and two of which must have a laboratory component</p> <ul style="list-style-type: none"> • 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) | <p>3 Credits (Must include Access Biology 1)</p> <ul style="list-style-type: none"> • 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) | <p>3 Credits (Must include Access Biology 1)</p> <ul style="list-style-type: none"> • 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 | <p>3 credits</p> <ul style="list-style-type: none"> • 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) | <p>3 Credits (Must include Access World History, Access</p> <ul style="list-style-type: none"> • U.S. History (1.0) - EOC results count 30% of final course grade (unless waived by the IEP team) <p>Access U.S. Government (0.5) and Access Economics with Financial Literacy (0.5)</p> <ul style="list-style-type: none"> • 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) | <p>3 Credits</p> <ul style="list-style-type: none"> • 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 • May substitute a CTE course with content related to social Studies for one credit (except for U.S. History) |

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|--------------------|---|--|--|
| Physical Education | 1 Credit H.O.P.E. | 1 Credit Access H.O.P.E. 9-12 <ul style="list-style-type: none"> May substitute general education courses for access courses | Not required |
| 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Must pass the FSAA (Reading) with a score of 4-3 or greater (unless results waived by the IEP Team) Must pass the FSAA (Math) with a score of 4-3 or greater (unless waived by the IEP Team) Must pass the Florida Standards Alternate Assessment (Science) with a score of 4-3 or greater (unless results waived by the IEP Team) | <ul style="list-style-type: none"> Must pass the FSAA (Reading) with a score of 4-3 or greater (unless results waived by the IEP Team) Must pass the FSAA (Math) with a score of 4-3 or greater (unless waived by the IEP Team) Must pass the Florida Standards Alternate Assessment (Science) with a score of 4-3 or greater (unless results waived by the IEP Team) |
| Online Course | One complete course <ul style="list-style-type: none"> Requirement does not apply if the student has an IEP which indicates that an online course would be inappropriate | One complete course <ul style="list-style-type: none"> Requirement does not apply if the student has an IEP which indicates that an online course would be inappropriate | |
| 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 Standards Alternate Assessment (FSAA) 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 I, Geometry, Biology I, and United States History (new in 2017-2018).

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