



# THE COLLEGIATE SCHOOL

## FLORIDA STATE UNIVERSITY PANAMA CITY

### Student Progression Plan

#### **Introduction**

The Collegiate School (TCS) at Florida State University Panama City is a *developmental research laboratory charter school* associated with the College of Education at Florida State University. TCS will serve as a center for innovative instructional programming, research and program evaluation, and professional development solutions for the educational community.

The mission of The Collegiate School at Florida State University Panama City is to provide rigorous academic studies and career development for students who aspire to meet the ever-changing and complex workplace demands of the 21<sup>st</sup> century. Resources and expertise available through Florida State University and the local community will prepare students to thrive in the competitive global market as they identify and pursue career goals through academic and career training.

#### **A. Purpose and Processes of the Student Progression Plan**

*General Overview:* This Student Progression Plan is applicable to The Collegiate School at Florida State University Panama City. This plan is to be reviewed annually and amended, as approved by The Collegiate School Board.

#### **1. Official Document that Defines Requirements for Matriculation from Grade to Grade**

- a. The Collegiate School aims to meet the needs of students and support them as they reach their full potential while adhering to state and federal guidelines. The Student Progression Plan has been established to serve as the official guiding document that defines the requirements and means for students to enter and matriculate from grade to grade.
- b. The authority and requirements for such a plan are provided in Section 1008.25, Florida Statutes. The plan is a legal document; required by Florida Statute (F.S.1008.325). This plan is implemented for the welfare of students and aims to clearly communicate what a student must know and be able to do for promotion and what the school will provide to assist the student in meeting the requirements for promotion.

#### **2. Procedures for Communication with Parent(s)/Guardian(s) on Academic Progress of Students**

- a. The plan further establishes direction and procedures on communication structures and processes with parent(s), guardian(s), and others to achieve understanding, cooperation,

- acceptance and adherence to the contents and intent of the plan.
- b. When such communications to parent(s) or guardian(s) are required, “formal notification” shall be written and distributed to the parent(s) or guardian(s) by one of the following methods dependent upon circumstance at the discretion of the Principal/Director or designee.
- Hand-delivered
  - Certified mail, return receipt requested.
  - Email
  - When practical, a face-to-face or virtual conference shall be held with the parent(s) or guardian(s) by the Principal/Director or designee, and others, as necessary. Such a conference may coincide with the distribution of formal notification as provided above.

## **B. Enrollment and Admissions**

### **1. Application, Entry and Registration**

The Collegiate School at Florida State University Panama City is a developmental research schools as defined in Section 1002.32, Florida Statutes. Applications can be accessed on the school website. Military dependents are prioritized for enrollment and are encouraged to apply year-round.

### **2. Admissions and Initial Placement Documentation**

Before formally admitting a student into a Florida school for the first time, the school must have received the following documents as required by Florida Statutes:

- Evidence of date of birth (1003.22, Florida Statutes)—For acceptable alternates to birth certificates please see 1003.21 Florida Statutes;
- Evidence of immunization against communicable disease (1003.22, Florida Statutes);
- Have academic credit that is acceptable under the rules of the School Board;
- The Principal/Director is responsible for the initial placement of all students new to the school.

### **3. In-State Transfer Documentation and Placement**

Any student desiring to transfer to The Collegiate School from another in-state school **MUST** have substantial *proof of withdrawal from the sending school*.

- Transfer students shall be placed in a specific class or grade on a temporary basis pending receipt of all required elements needed to make a placement decision.
- This temporary placement is according to the legal requirements outlined in s. 1003.21, F.S.
- If, after this reasonable amount of time and effort, substantiating data from the previous school attended is not received, the Principal/Director or designee will evaluate the student’s competency in basic skills.
- The Collegiate School will conduct independent assessments of student skills for the purpose of placement and academic advising in addition to information received from the sending school.

### **4. Home Education (“Home Schooling”)**

A home education student who enrolls in The Collegiate School must meet all district and State requirements for public school students. The parent must provide an academic assessment record for all work completed during the home education program. It is the responsibility of the Principal/Director or designee to assess the student's achievement level and course credits. The following will be considered for placement of home education ("home schooling") students:

- Review of the required home education annual evaluation (student portfolio, test information— state or national, and other approved measures, as necessary)
- Results of academic screening and competency assessments

## **5. Grade Placement**

Grade placement of students shall be made on the basis of appropriate factors including report cards, transfer data academic and otherwise, national or state test information, and/or transcripts (subject to validation/interpretation, if deemed necessary).

- Transfer students shall be initially placed in a specific class or grade on a temporary basis pending receipt of all required academic information.
- Additionally, when a student transfers to The Collegiate School from an in-state or out-of-state public or nonpublic school, the student will be academically screened. Results of the screening will be shared with the parent.
- The Principal/Director shall have the final decision regarding student placement, s. 1002.3105, F.S.

## **6. Evidence of Immunization**

All students (K-12), including Florida transfers who enroll in The Collegiate School, are required to have an up-to-date certificate of immunization (form HD680, which is available at the physician's office or the Health Department) prior to enrollment. Without this documentation, the student will not be allowed to attend school.

*Note:* Religious exemptions are allowed. They may be obtained at a Health Department clinic. Students may enter school on Temporary Medical Exemption (DOH 680-Part B; DOE Code 2) provided the expiration date has not passed. Students will be excluded from school if they do not comply with immunization laws.

## **7. Interstate Compact on Educational Opportunity for Military Children and Assistance to Transitioning Students from Military Families (§ 1003, Fla. Stat.)**

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. This compact applies to the children of:

- Active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to § 1209 & § 1211, 10 U.S.C.
- Members of veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death. The compact does not apply to the children of:
- Inactive members of the National Guard and military reserves;

- Members of the uniformed services now retired,
- Veterans of the uniformed services;
- Other United States Department of Defense personnel, federal agency civilians, and contract employees not defined as active-duty members of the uniformed services.

## **8. RECORDS, REPORTS, AND MONITORING**

A record of all promotions, retentions, remedial placements and/or other types of special placement will be placed in the student's cumulative educational record. Student performance and progress will be reported to parents through report cards and standardized assessments. Parents are encouraged to arrange for a conference(s) with teachers and school officials as necessary at all grade levels. If it becomes evident during the second semester that a student is in danger of being retained, the parent/guardian will receive written notification of their child's possible retention.

### **C. Promotion and Retention**

#### **1. Definition of High School (Grades 9-12) Credits**

A student, upon having received instruction in a designated course of study for a minimum of 67.5 hours for a one-half credit class and 135 hours for a one credit class and upon receiving passing grades (according to written grading standards including mastery of approved course performance standards and the State Board approved standards), will be granted credit for such course(s). In the event the student has not been in instruction for a minimum of 67.5 hours for a ½ credit course or 135 hours for a one-credit course, where the absence has been excused, the student may still be awarded credit if mastery of at least 60% of the course performance standards are demonstrated. TCS will determine the assessment used to measure mastery of standards.

#### **2. Credit Earning**

Credit for high school graduation will be earned on a one-half credit system. Such credit will be earned at one-half credit for both semester and full-year (year-long) courses. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board procedures, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student. Remedial and compensatory courses taken in grades 9 through 12 may only be counted as elective credit. (F.S. 1003.43)

#### **3. Student Academic Probation or Dismissal**

The Principal/Director may recommend that the student be placed on probation or dismissed from The Collegiate School based one of the four triggers listed below:

- Lack of sufficient course work successfully completed at the end of the academic year.

- Lack of sufficient GPA in the immediate semester as well as lack of sufficient cumulative GPA for promotion or graduation.
- If the respective student does not earn sufficient credit hours or grade points to be considered in “good standing” as defined by this Student Progression Plan or the Registrar of The Collegiate School.
- More than one level 2 or 3 offense, as defined by the Student Code of Conduct, including cheating or plagiarism.

#### **4. Credit Transfer (F.S. 1001.42 and 1003.433, SBR 6A-1.09941)**

When students transfer into The Collegiate School from another district, country or private school, an official transcript will be obtained, and the principal (or designee) will approve credits for graduation. The principal (or designee) may evaluate transferred credits to the advantage of the student in cases where other schools award fractional credits not compatible with local course credit standards.

#### **5. Requirements for Graduation for Out-of-State and Out-of-Country Transfer Students**

(FS 1003.433(1)) Students who enter a Florida public school in 11th and 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in high school in order to meet Florida high school course requirements if the student has met all requirements of the school district, state or country from which he/she is transferring. Florida course requirements shall not be retroactive for the transfer student provided that the student has been promoted to the 11th or 12th grade and has met all requirements of the school district, state, or county from which he/she is transferring. However, to receive a standard diploma, the transfer student must pass the appropriate statewide assessment based on his/her 9th grade cohort and maintain a 2.0000 GPA in order to receive a diploma from a Florida public school or an alternative standardized assessment approved by the State Board of Education.

Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school’s accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in paragraph (2)(b) of this rule. Assessment requirements for transfer students under Section 1003.4282, F.S., must be satisfied.

If a student transfers to a Florida public high school from out of country, out of state, a private school or a home school education program, and the student’s transcript shows credit in Algebra I, the student must take and pass the statewide, standardized Algebra I EOC assessment or earn a comparative score on another exam as provided for under S. 1008.228(8), F.S., in order to earn a Florida standard high school diploma -- unless the student passed a statewide Algebra I assessment given by the transferring entity, or the student passed the high school mathematics assessment used by the transferring entity to meet ESSA requirements. If a student’s transcript shows a credit in high school reading or ELA II or III, the student must take and pass 10th grade Reading/ELA assessment or earn a concordant score on the SAT or ACT in order to earn a Florida standard high school diploma.

#### **6. Grading**

Teachers are required to submit their standards, rules, and/or regulations for establishing a grade in their classes to the Principal/Director before the start of the school year.

Teachers will communicate this information to students in any syllabus on Canvas by the first week of school. Teachers are also required to provide their syllabi to the Principal/Director prior to the start of school and to their students within the first week of school. Teachers must notify the director and students when procedures change and provide such changes in writing for student reference.

## **7. Grade Forgiveness**

Students are required to maintain a cumulative grade point average (GPA) of 2.0 on a 4.0 scale, or its equivalent, in the courses required for high school graduation. Additional GPA minimums apply to dual enrollment, honors, and collegiate studies programs and classes. A forgiveness procedure for required core or elective courses shall be limited to situations where a D or F is earned. These grades may be replaced by a grade of C or higher earned subsequently in the same or comparable course.

The following scale will be used to determine report grades for each quarter (F.S.1003.437):

### **Grade Percent Range GPA Value (Quality points) Definition**

- A 90 - 100 4 Outstanding Progress
- B 80 - 89 3 Above Average Progress
- C 70 - 79 2 Average Progress
- D 60 - 69 1 Lowest Acceptable Progress
- F 0 - 59 0 Failure
- I Incomplete

### **Weighted Grading Scale - Honors Grade Percent Range GPA Value (Quality points) Definition**

- A 90 - 100 4.5 Outstanding Progress
- B 80 - 89 3.5 Above Average Progress
- C 70 - 79 2.5 Average Progress
- D 60 - 69 1.5 Lowest Acceptable Progress
- F 0 - 59 0 Failure
- I Incomplete

### **Weighted Grading Scale – Advanced Placement and Dual Enrollment**

Weighted GPA is based on a 5.0 scale for Advanced Placement and Dual Enrollment courses.

### **Grade Percent Range GPA Value (Quality points) Definition**

- A 90 - 100 5 Outstanding Progress
- B 80 - 89 4 Above Average Progress
- C 70 - 79 3 Average Progress
- D 60 - 69 2 Lowest Acceptable Progress
- F 0 - 59 0 Failure
- I Incomplete

## **8. Report Card Grades and Attendance Reporting**

Report card grades are to provide the student and/or the student's parents with an objective evaluation of the student's scholastic achievement, conduct, and attendance.

## **9. Exceptional Student Education and Section 504/ADA Provisions**

**Accommodations within Courses:**

Accommodations may be embedded within courses for either an exceptional student or student who qualifies as disabled under Section 504/ADA access to a standard diploma.

- Accommodations to basic and/or vocational courses will not modify the curriculum frameworks.
- Accommodations as specified on the student's Individualized Education Plan (IEP) may include a variety of options (refer to student's IEP for further details), but are not limited to any or all the following accommodations:
  - a. Instructional time;
  - b. Instructional methodology;
  - c. Use of a Special Communications system by the teacher and/or student; and
  - d. Test administration procedures and other evaluation procedures to accommodate the student's disability in accordance with applicable Federal and State Laws and State Board of Education Rules.
  - e. Decisions about exemptions for modifications are made in the annual Individualized Education Plan (IEP) conference and recorded on the student's Individualized Education Plan (IEP).
- Accommodations as specified on the student's IEP might include flexible setting, extended time, the recording of answers, revised format, and mechanical aids as appropriate to the test.

**Exceptional Education Students (ESE) Receiving Standard Diploma:**

ESE students receiving a standard diploma must meet the same graduation and promotion requirements as all other students as outlined previously for the majority population.

- A student may meet the definition of "disabled" under 504/ADA and not meet the criteria for placement in the Exceptional Student Education program. Appropriate accommodations will be provided and recorded on the student's Section 504/ADA Accommodation Plan.
- Section 504/ADA eligible students who do not meet ESE requirements have the same rights of accommodations during a test administration.
- Decisions about exemptions for accommodations are made and recorded on the Accommodation Plan.

**10. Criteria for Participation in Interscholastic Activities**

Interscholastic extracurricular activities are those organized student activities between, among or within schools which are carried on outside the curriculum or regular course of study in school. These activities may involve displays of talent, which include, but are not limited to, sports, speech, debate, and fine arts interscholastic competitions or festivals and career and technical student organization activities. The Collegiate School requires its students to meet all requirements as stated in order to be eligible to participate in interscholastic and extracurricular activities. **FHSAA By-laws 19.6.1 and 19.7.1**

**FHSAA Guidelines for Participation in Extracurricular Activities**

To be eligible to participate in interscholastic extracurricular student activities under guidelines set by the Florida High School Athletic Association (FHSAA) in grades 9-12, a student

- Must maintain an unweighted cumulative grade point average of 2.0000 or above on a 4.0000 scale, or its equivalent, in the courses required by F.S.1003.43. The grade point average will

be checked at the end of the semester and will determine the student's eligibility for the next semester.

- Must maintain satisfactory conduct and, if a student is arrested and charged or is found to have committed a felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon established and published school board procedures.

#### **Pursuant to 1006.195 F.S.,**

- A student not currently suspended from interscholastic or interscholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board's suspension or expulsion powers provided in law, including ss. 1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and interscholastic extracurricular activities.
- A student may not participate in a sport if the student participated in that same sport at another school during that school year unless the student meets the criteria in s. 1006.15(3)(h).
- A student's eligibility to participate in any interscholastic or interscholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation pursuant to s. 1006.20(2)(b).

### **D. Graduation**

#### **1. Class Rank GPA for Standard Diploma Students**

The Class Rank, a numeric weighted cumulative GPA, will be calculated at the beginning of the semester of graduation. Semester grades earned in all courses during the regular school day (including forgiveness grades), high school credit courses taken prior to ninth grade, or in approved summer programs, or in approved college or university programs, or in adult education; these grades will be a part of the transcript and will be calculated in the class rank grade point average.

#### **2. Graduation with Honors**

"Cum laude" designation will be determined using a 4.0000 cumulative un-weighted scale for all courses for which high school credit has been awarded. At the beginning of the semester of graduation, students with a cumulative unweighted GPA of 3.9000 to 4.0000 will receive Summa Cum Laude designation; 3.8000 to 3.8999 Magna Cum Laude designation; and 3.7000 to 3.7999 Cum Laude designation and 3.5000 – 3.6999 Honor Graduate designation.

#### **3. Remediation Requirements 9-12 (1003.4282(5))**

Each year a student does not pass the statewide, standardized grade 10 English Language Arts Florida Standards Assessment, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.

**Reading:** Placement of Level 1 or 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The Florida Department of Education shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level.



Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s. 1011.62(9)

**Math:** Each year a student scores Level 1 or Level 2 on the statewide, standardized Algebra I EOC assessment, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.

#### **4. Remediation Requirements 9-12 (1003.4282(5))**

Graduation requires a successful completion of a minimum of 24 credits, Students must be advised of eligibility requirements for state scholarship programs and postsecondary admission. Under this law, s. 1003.428, F.S., graduation requirements for this program are summarized in the graduation flyers provided by FLDOE at <http://www.fldoe.org/academics/graduation-requirements/>

#### **5. Assessment Requirements and Progress Monitoring**

Students must participate in the statewide assessment program required by F.S. 1008.22. Students enrolled in a course with a statewide, standardized end-of-course (EOC) assessment must take the EOC assessment. The student's results on the statewide, standardized EOC assessment constitute 30 percent of the student's final course grade. No final, cumulative exam for the course may be given in addition to the statewide, standardized EOC assessment. Final course grades for Algebra I, Geometry, US History, Civics, and Biology will only be calculated after receiving the student's results. Should the state delay releasing results to the school until after the start of the following school year, the student's final course grade will be calculated at the time received. In cases where a student sat for the required exam and the delayed scores are needed to determine graduation eligibility for the spring in which they took the exam, the course's grade shall constitute an average of the semester grades. After scores are released, a parent or guardian may request an updated transcript after the course grade is amended to include the results of the EOC.

**Transfer Students:** If an out-of-country, out-of-state, private school or home education program transfer student has a final grade and credit for Geometry, Biology I, or US History related course, it must be honored without the student taking the requisite EOC assessment. If an out-of-country, out-of-state, private school, or home education program transfer student's transcript indicates credit in English II or III, the student must take and pass the Grade 10 ELA assessment or earn a concordant score to earn a standard diploma. If an out-of-country, out-of-state, private school or home education program transfer student's transcript indicates Algebra I course credit, the student must take and pass the Algebra I EOC assessment to earn a standard diploma unless the student has met a state approved concordant score.

#### **6. Advanced Placement**

Advanced Placement (AP) is an eligible secondary student enrolled in an Advanced Placement course described by the College Board. Post-secondary credit for an AP course shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees (F.S. 1007.27). Students enrolled in AP courses are expected to take the AP exam. If a student chooses to take an AP exam without taking the course, he/she is responsible for the fee.

## **7. Dual Enrollment (F.S. 1007.22; 1007.23; 1007.24; 1007.25; 1007.271 and 1007.272)**

For the purpose of this section, a student is eligible for dual enrollment based on the requirements set forth in the articulation agreement between FSU (Florida State University) or the community college or university for which the agreement has been signed. Students eligible for dual enrollment pursuant to this section may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term.

**Credits and Fees:** Credits earned at the college level may be applied toward high school graduation requirements. Dual Enrollment is defined as the enrollment of an eligible secondary student in a post-secondary course creditable toward a vocational certificate or an associate or baccalaureate degree. Students enrolled are exempt from the payment of registration, matriculation and lab fees. Students enrolling should have sufficient emotional maturity and study habits to benefit from the program.

**Approval of Courses:** Students must be recommended by The Collegiate School guidance counselor and principal (or designee). School representatives reserve the option to deny a request based on academic or behavior records which indicate that the student would not be best served by this purpose. Readiness will be based on, but not limited to, statutory requirements, State Board rule and the requirements in the Articulation Agreement between The Collegiate School and respective university or college. All college courses taken by high school students must receive approval from the Principal/Director or his/her designee. The Dual Enrollment Course Equivalency list contains a statewide list of dual enrollment courses that must be accepted for high school credit by all school districts.

## **8. Graduation Ceremony**

To participate in the high school graduation ceremony, a student must have met all of the requirements by the date established to determine graduation eligibility and be in good standing.

### **Requirements for Participation**

The Collegiate School administration reserves the right to deny the participation of any student in the graduation ceremony.

- Any student not classified as a senior by the beginning of the semester of graduation will not be allowed to participate in the graduation ceremony.
- Seniors who have not met all graduation requirements, prior to a date established by administration, will not be allowed to participate in the graduation ceremony.
- Seniors will not be able to participate in graduation ceremonies until all deficiencies and any related fees are paid. It is important for each student to recognize that participation in the graduation ceremony is an important privilege, but one that can be withdrawn by inappropriate conduct or other situations affecting “good standing”.
- The Director or designee shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at post- secondary educational institutions.
- In the event of a sustained medical event and at the principal’s discretion, the principal may recommend to the director that a particular student be allowed to participate in the ceremony that has not satisfactorily completed all requirements. This student shall not receive an official diploma until all requirements have been met. The director’s decision on the recommendation is final.

### **Graduation Plan**

A written graduation plan will be completed and discussed with each potential graduate during the first quarter of the school year. A potential graduate is defined as a student able to complete ALL graduation requirements PRIOR to the beginning of the next school year. The student is notified during the first quarter of school as to his/her credit standing in order that he/she can plan for graduation activities. For transfer students, the graduation credit check should be completed as soon as records are received and evaluated by the school counselor or academic dean.

### **Notification to High School Parents/Guardians of Students with Graduation Deficiency**

The Principal/Director or designee, including the responsible teachers, counselor or team leader shall notify affected grade 9-12 parents/guardians regarding graduation deficiency annually in grades 9- 11 and each semester grading period including summer of grade 12.

- The Principal/Director or designee shall notify parents/guardians officially with written correspondence if the graduation difficulty is determined to be severe enough that the student may not graduate as provided in statute, administrative rule and/or this document.
- The principal shall provide high school students and parent(s)/guardian(s) with a course-specific graduation review not less than at the beginning and end of each semester in grades 11 and 12.
- Any lack of notice shall not be cause to challenge or invalidate the relevant statutory, rule or procedures requirements determining graduation as provided herein.

### **Notification to Parents/Guardians on Consequences of Failure of Students to Receive Standard Diploma**

The Principal/Director or designee shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions. Any lack of notice shall not be cause to challenge or invalidate the relevant statutory, rule or procedure requirements for students set forth herein.

### **Notification to Parent/Guardians Annually of All Students on Progress of Meeting State and District Expectations**

The school shall annually report to the parent(s)/guardian(s) of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each statewide assessment test.

- The evaluation of each student's progress must be based on the student's classroom work, observations, test, district and state assessments, and other relevant information.
- Progress reporting must be provided to the parent in writing in a format adopted by the school and presented herein.
- The preponderance of evidence from evaluations should be used to determine expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each statewide assessment test.

- The evaluation of each student's progress must be based on the student's classroom work, observations, test, district and state assessments, and other relevant information.
- Progress reporting must be provided to the parent in writing in a format adopted by the school and presented herein.
- The preponderance of evidence from evaluations should be used to determine if a student is ready for the work of the next grade, but the determination of the Principal/Director is final.

